

# Navigating School Improvement and Accountability with Future Ready Leaders for Future Ready Learners

Office of School Improvement  
Office of District and School Performance

[mdek12.org](https://mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

July 14, 2025



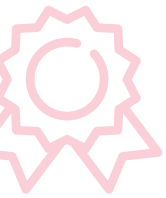
## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



2

**EVERY** Student Graduates from High School and is Ready for College and Career



3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



**EVERY** School and District is Rated “C” or Higher

6



# District and School Performance Updates



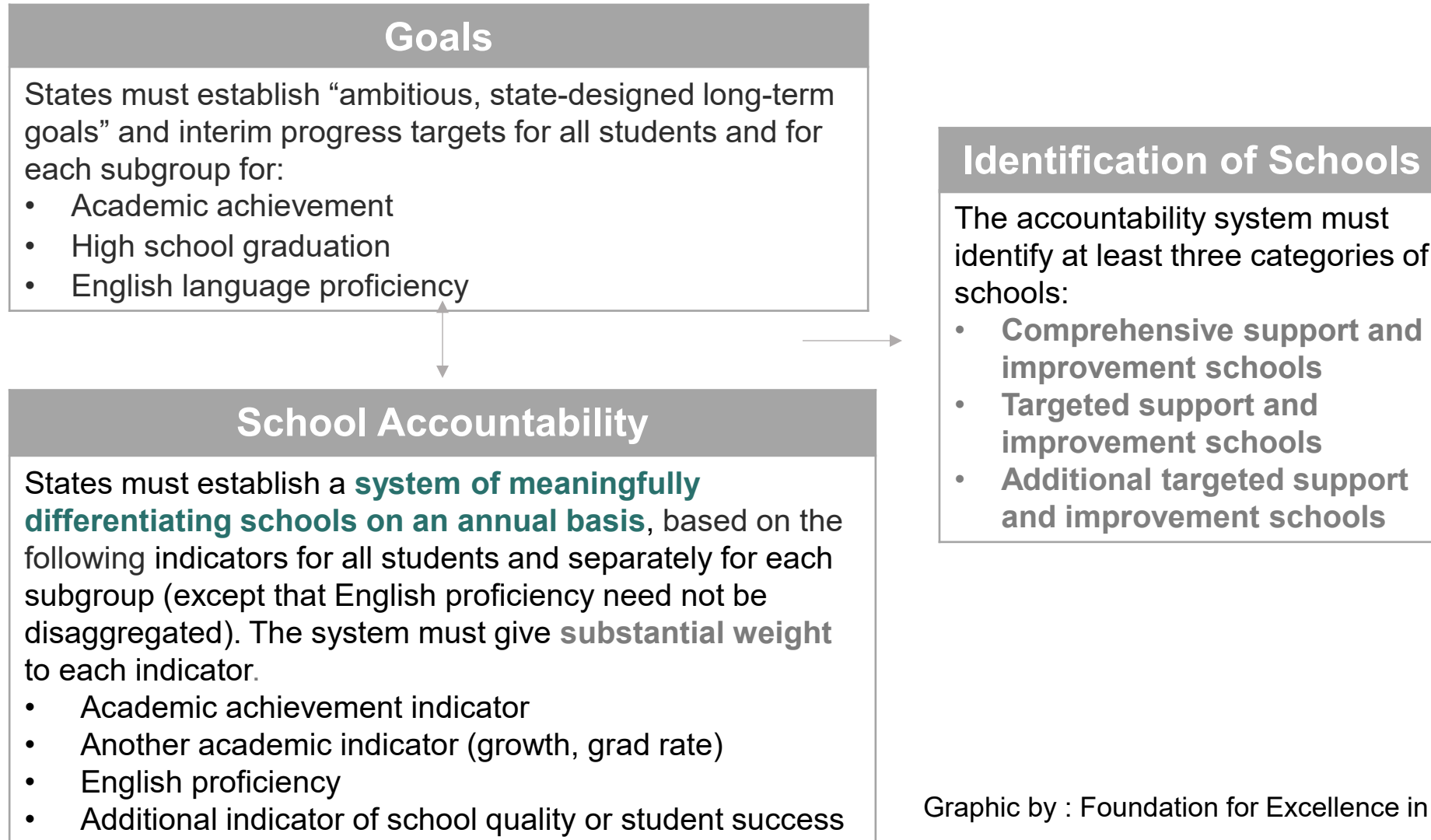
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- Implement a single “A” through “F” school and school district accountability system
- Combine state and federal accountability systems into one federally approved system
- Establish five performance categories (A, B, C, D, & F)
- Incorporate a standards-based growth model
- Include the federally compliant 4-year graduation rate
- Increase standards when 75% of students are Proficient and/or when 65% of schools or districts earn a “B” or higher grade



Graphic by : Foundation for Excellence in Education

READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Proficiency 95 PTS	Progress to Proficiency 35 PTS
Growth All Students 95 PTS	Growth All Students 95 PTS		
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS		

# Indicators for High Schools and Districts (2024-2025)

READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Science Proficiency 47.5 PTS	4-year Cohort Rate 190 PTS	Performance 23.75 PTS	ACT Performance 47.5 PTS OR	Progress to Proficiency 50 PTS
Growth All Students 95 PTS	Growth All Students 95 PTS	U.S. History Proficiency 47.5 PTS		Participation 23.75 PTS	ACT WorkKeys Option 47.5 PTS	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS					



# Indicators for High Schools/Districts – SBE-Approved June 2025

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READING	MATH	SCIENCE	GRADUATION 4-YEAR	READINESS INDEX	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Proficiency 47.5 PTS	4-year Cohort Rate 190 PTS	Acceleration 47.5 PTS	Progress to Proficiency 50 PTS
Growth All Students 95 PTS	Growth All Students 95 PTS			Achievement 47.5 PTS	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS			Assessment 47.5 PTS	

- Resetting A-F rating standards for schools and districts
- New Readiness component to replace Acceleration and CCR
- Updated annual goals for the EL progress component
- Removal of U.S. History from accountability measures
- Changes to exit requirements for CSI and ATSI schools

Grade	1,000 Point Districts	700 Point Schools	1,000 Point Schools
A	668	442	754
B	599	377	648
C	536	328	584
D	489	269	510
F	< 489	< 269	< 510

### MS Code Ann. Section 37-17-6(5)(c)

Standards for student, school and school district performance will be increased when student proficiency is at a seventy-five percent (75%) and/or when sixty-five percent (65%) of the schools and/or school districts are earning a grade of “B” or higher, in order to raise the standard on performance after targets are met

	2022	2023	2024
Districts	55.9%	71.2%	70.3%
Schools	61.2%	73.8%	66.7%

- **Norm-referenced**
  - Standards are based on the desired distribution of performance for schools or districts
  - For example: Only 10% of schools should get an “A”
- **Criterion-referenced**
  - Standards are based on a performance definition or profile
  - For example: to get an “A,” 90% of students must be proficient or meet growth targets.
- **Hybrid**
  - Combines elements of both norm and criterion-referenced approaches
  - The federal requirements to determine the threshold for CSI is an example of a hybrid approach.
    - Must include all high schools with graduation rates less than 67% (criterion)
    - Must be in the bottom 5% of performance (normative)

# Readiness Component

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READING	MATH	SCIENCE	GRADUATION 4-YEAR	READINESS INDEX	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Proficiency 47.5 PTS	4-year Cohort Rate 190 PTS	Acceleration 47.5 PTS	Progress to Proficiency 50 PTS
Growth All Students 95 PTS	Growth All Students 95 PTS			Achievement 47.5 PTS	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS			Assessment 47.5 PTS	



# Readiness Index

Acceleration	Participation Calculation – 25 Points			Performance Calculation – 25 Points		Maximum = 50
Achievement	0/1	.25/1	.5/1	.75/1	1/1	Maximum = 50
Denominator = Senior Snapshot	No qualifying completion	Approved diploma equivalency or 5th year traditional graduate	Traditional or Alternate Diploma	Diploma with Academic, CTE, or JROTC Endorsement	Distinguished Diploma	
Assessment	0/1	.25/1	.5/1	.75/1	1/1	Maximum = 50
Denominator = Senior Snapshot	No qualifying assessment score	ACT: 15-16 Superscore OR 850-929 SAT OR NCRC Bronze OR ASVAB 31-49	ACT: 17-19 Superscore OR 930-1039 SAT OR NCRC Silver OR ASVAB 50-64	ACT: 20-24 Superscore OR 1040-1209 SAT OR NCRC Gold OR ASVAB 65-92	ACT ≥ 25 Superscore OR SAT ≥ 1210 OR NCRC Platinum OR ASVAB ≥ 93	

# Business Rule Changes

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- 9.2.3 AP assessments must be reported directly by the College Board to the MDE to be included in the acceleration indicator.
- DELETED 9.4.3 Students participating in multiple accelerated courses during the same school year will be given additional weighting in the numerator...
- 26.1 The denominator for the Achievement measure of the Readiness indicator will consist of all students identified in Senior Snapshot.
- 26.6 Students included in Senior Snapshot that do not have a withdrawal or completion status by June 30th of the fourth year of their graduation rate cohort will be carried forward to the next year for inclusion in the fifth-year measure. The final status of these students will be the withdrawal or completion status entered by month nine of their fifth year.
- 26.7 Students included in Senior Snapshot that have a completion status entered after June 30th of their fourth year of the graduation rate cohort will be included in the Achievement Measure in the following year.
- 27.3 Beginning with the 2025-2026 school year, students with a dropout status entered in month 9 or later of the 11th grade or at any time in the 12th grade will be included in Senior Snapshot in the same manner as a student with an early completion status, as described in 27.1.

# Senior Snapshot

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- Senior Snapshot is a method of identifying high school students for the high school assessment participation rate calculation and College and Career Readiness measures.
- Senior Snapshot captures ALL students who have been enrolled in a Mississippi public school starting in month one of the 10th grade and continuing without interruption until either the end of month 9 of the 12th grade or until a completion status is entered, whichever comes first.
- If the student does not meet the enrollment criteria, he/she will not be included in the denominator for participation rate calculations or College and Career Readiness measures.

Districts must verify and correct missing scores.

There are several reasons a student may show as “Not Tested” for the participation indicator:

- The test record is not matched to a student in MSIS.
- The student transferred credit from a non-MS public school.
- The student’s score was invalidated.

1

**Get List of Students:** MDE will provide the list of students needing correction via the Senior Snapshot report in MSIS.

2

**Research Students:** Pull score reports, transcripts, etc. to see which students actually assessed, transferred credit, or never tested.

3

**Correct Students:** On the Senior Snapshot Update screen in MSIS, request an update to a student's participation status.

4

**Send Documentation:** After you've requested updates, send the documentation to MDE.

- Districts must upload documentation to SharePoint for requested updates (one file in alphabetical order by last name).
- A signed cover sheet will not be necessary this year.
- Please DO NOT email personally identifiable information (PII)
- Documentation must be uploaded into the Accountability 2025\Senior Snapshot folder on the SharePoint site by 4 p.m. on July 24, 2025.



# Assessment Readiness

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- The ACT or ACT National Career Readiness Certificate (NCRC) is used to measure the College & Career Readiness (CCR) component.
- The highest sub-scores or NCRC reported for each student as of May 2025, will be used in the CCR indicator.
- Students must meet or exceed the benchmark established by ACT in English or Reading and Math.
- Alternatively, a student may earn a Gold or Platinum NCRC **OR** a Silver NCRC with the completion of an industry certification or career pathway recognized by the Mississippi Department of Education.

- The ACT scores or NCRC of all students identified in the Senior Snapshot will be included in the calculation.
- A student's score will be applied to the school in which the student is enrolled in MSIS at the time of the Senior Snapshot.

- The MDE has populated ACT scores from the 2023 - 2024, junior administration of the ACT and any NCRC earned through the ACT state agreement in MSIS.
- Districts will be responsible for recording any sub scores earned in a different administration of the ACT or any NCRC earned outside of the state ACT agreement.
- Only scores or certificates earned through May 2025 should be entered.
- Any changes must be entered in MSIS by 4 p.m., July 24, 2025.

# Progress in English Language Proficiency

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- Year 1 = Participation only
- Year 2 = Participation & Growth
- Year 3+ = Participation, Growth, & Proficiency
- All Full Academic Year (FAY) Rules Apply



School/District must have a minimum of 10 EL Students that...

- Met FAY in the current year
- Have a current year and prior year score on the ELPT
- Have not previously achieved an overall ELPT score that is considered proficient.



## ELPT Domains:

- **Overall** – used for EL accountability component *and* student must achieve proficiency to *exit EL program*
- **Reading** – must achieve proficiency to *exit EL program*
- **Writing** – must achieve proficiency to *exit EL program*
- Speaking
- Listening





## ELPT Domains:

- **Overall** – used for EL accountability component *and* student must achieve proficiency to *exit EL program*
- **Reading** – must achieve proficiency to *earn an overall proficient score*
- **Writing** – must achieve proficiency to *earn an overall proficient score*
- **Speaking** - must achieve proficiency to *earn an overall proficient score*
- **Listening** - must achieve proficiency to *earn an overall proficient score*



- Summative:
  - Proficiency Status of Proficient,
  - Proficiency Levels of 4 or higher in all language domains (Listening, Speaking, Reading, and Writing)
- Alt Summative:
  - Proficiency Determination of Proficient
  - Proficiency Levels of 3 or higher in each domain in both language modalities (Receptive and Expressive).



- The MDE has transitioned to a new English Language Proficiency Test (ELPT)
  - LAS Links has been replaced by ELPA 21
- Since the tests are not comparable, this necessitates changes to the progress in English language proficiency indicator
- We think this is also an opportunity to refine and improve this indicator

- Currently the expectation is 5 years or less
- Based on analyses conducted by Dr. Pete Goldschmidt using data from other ELPA21 states, time to exit varies based on Initial Performance Level (IPL)
- Students in IPL 1 need 6 or more years
- Dr. Goldschmidt research also revealed that it's important to establish meaningful IPLs
  - For example, dividing the scale or performance levels into equal intervals places too few students in the lower IPLs creating unrealistic progress targets

Mean Time to Proficiency			
IPL	Mean Estimated Years	Expected time to Proficiency	
1	6.5	6	
2	6.2	5	
3	5.9	4	
4	5.1	3	
5	3.9	2	
6	1.2	1	
Overall	5.2		

Baseline Year	Year 2	Year 3	Year 4	Year 5	Year 6
Emerging Low	Emerging High	Progressing Low	Progressing Medium	Progressing High	Proficient
Emerging High	Progressing Low	Progressing Medium	Progressing High	Proficient	
Progressing Low	Progressing Medium	Progressing High	Proficient		
Progressing Medium	Progressing High	Proficient			
Progressing High	Proficient				

- This example is from Nebraska.
- Requires dividing the ELPA21 levels of Emerging and Progressing into subcategories of Low and High and setting a scale score threshold for each category at each grade.
- Once that is done, MDE can use the same procedures for calculating points each year. For example, the gap between a student's score in Emerging High and Progressing Low represents the target. The percent of that target attained = earned points.

# Tentative Timeline for Accountability Revisions

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July 2025

Districts must enter ACT Superscores, SAT scores, ACT WorkKeys NCRC, and ASVAB/AFQT Scores

August 2025

Preliminary data released to districts and used to initiate standard setting for 25-26 A-F letter grades

September 2025

24-25 Accountability Results Released

October 2025

Publish 25-26 A-F cuts for schools and districts

Spring 2026

Run 24-25 data in new accountability model to analyze impact.

# Support and Improvement

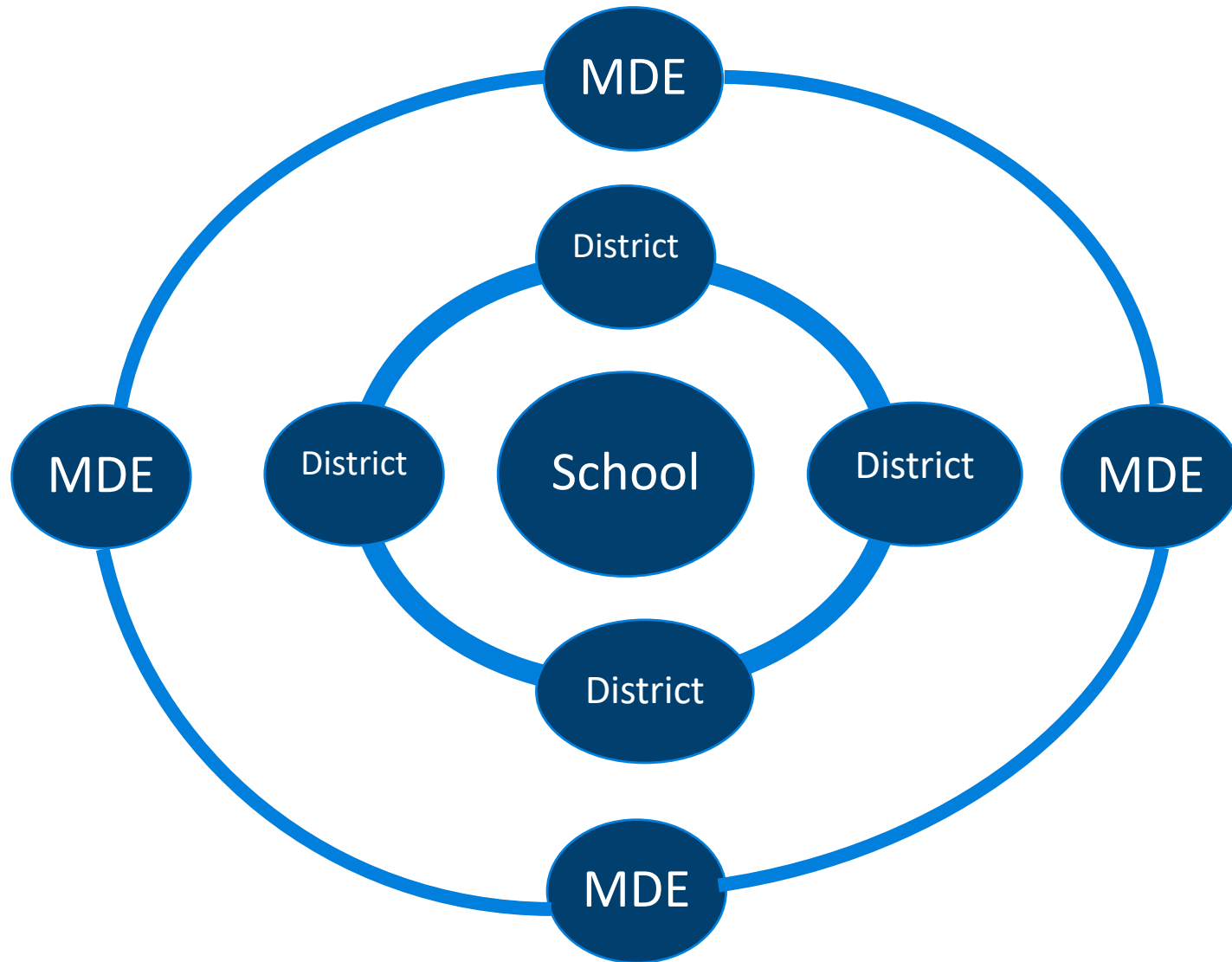
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- Implementation Efforts
- Resource Allocation Review
- Funding
- Identification and Exit Info
- Reminders



# Implementation Efforts

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**What does implementation look like in your district?**

**What role does the district play in supporting implementation?**

**How do you know that the strategies are effective?**

**How do you document the support?**



**Effective educational leaders  
Act as agents of continuous improvement  
To promote each student's academic  
Success and well-being.**

**Professional Standards for Educational Leaders, 2015**

## Effective Leaders

- **10a:** Seek to make school more effective for each student, teachers and staff, families, and the community.
- **10b:** Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- **10c:** Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- **10d:** Engage others in an ongoing process of evidence based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

## Effective Leaders

- **10e:** Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- **10f:** Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- **10h:** Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- **10g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.**

## Effective Leaders

- **10h:** Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- **10i:** Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- **10j:** Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

# As Shepherds of School Improvement – What Do these Factors Look Like in Your District?

- “Ensuring that critical components of the change initiative are conducted with fidelity including coalescing team around implementation plan, ensuring advancement of collective supervision practice within change initiative”
- “Effectively advocating for bold change throughout the system in support of transformation schools”.
- “Holding the district accountable for prioritizing transformation through consistent, strategic, and responsive engagements”.
- “Working with supervisors of principals to support principal’s growth in support of transformation schools”.



## Reflections

- ☐ How often do you or someone in the district connect directly with the identified school around implementation quality?
- ☐ How would you describe what happens?
- ☐ How does it connect the school improvement plan, specifically transformational leadership and instructional transformation?
- ☐ How well would you say you support implementation fidelity, what is your evidence?



- A state must **periodically review resource allocation** to support school improvement for each school district in the State serving a **significant number** of CSI, TSI and/or ATSI schools (ESEA section 1111(d)(3)(A)(ii))  
MS Succeeds, page 42
- CSI and ATSI plans must **identify resource inequities**, which may include a review of LEA and school-level budgeting, **to be addressed through implementation of the plan**. (ESEA section 1111(d)(1)(B)(iv) and (2)(C))

# Resource Allocation



Resource Allocation Reviews (RAR)

Allows school and district teams to:

- Examine school comparisons relative to its peers and whether shifts could help
- Generate discussions between school and district leaders to reveal disparities and in student outcomes and access to opportunities to learn
- Surface solutions that foster intentional access to resources and opportunities to learn

- **Tentative Timeframe - November – January**
  - Following identifications
  - Following the convening
  - Prior to the release of allocations
  - Chris Norwood – Lead

- New resource aligned to 4 Domains
- Focused on LEA/District



STRATEGIES AND  
SUGGESTIONS FOR USING  
THE FOUR DOMAINS FOR  
RAPID SCHOOL IMPROVEMENT  
FRAMEWORK



## **STRATEGIES AND SUGGESTIONS**

for Local Education Agencies  
Using the Four Domains for Rapid  
School Improvement Framework

# 1003(a) Funds

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Allocations, Methodology, Substantial Approval,  
Final Approval

# **School Improvement Funds are Title I Funds**



Grant Life	Grant	Funding Year	Academic School Year	Obligation Date	Liquidation Date
July 1, 2022 – December 30, 2025	1003	2023	2022-2023	<b>*September 30, 2025</b>	December 30, 2025
July 1, 2023 - December 30, 2025	1003	2024	2023-2024	September 30, 2025	December 30, 2025
July 1, 2024 - December 30, 2026	1003	2025	2024-2025	September 30, 2026	December 30, 2026
July 1, 2025 – December 30, 2027	1003	2026	2025-2026	September 30, 2027	December 30, 2027

## Example: FY25

**27 Months to Obligate (July 1, 2024-September 2026) 3 Months to liquidate past obligation date (December 30, 2026) Unless Tydings Waiver awarded by USDE.**

**\*Waiver received from USDE extending period of availability.**

Identification	Are SI funds awarded?	Base Amount
CSI - Federal	Yes, if identified	\$100,000 – Tier I – Lowest 5% \$70,000- Tier II – Graduation Rate \$60,000 – Tier III – Escalated Subgroup
TSI - Federal	Yes, but based on availability, may be less	\$40,000 – Tier IV
ATSI - Federal	Yes, but based on availability, may be less	\$40,000 – Tier IV
SAR - State	No, SAR schools do not receive SI Funds, unless also federally identified	\$0

Permits districts to obligate newly awarded grant funds to support activities, strategies, or interventions aligned to the below listed areas:

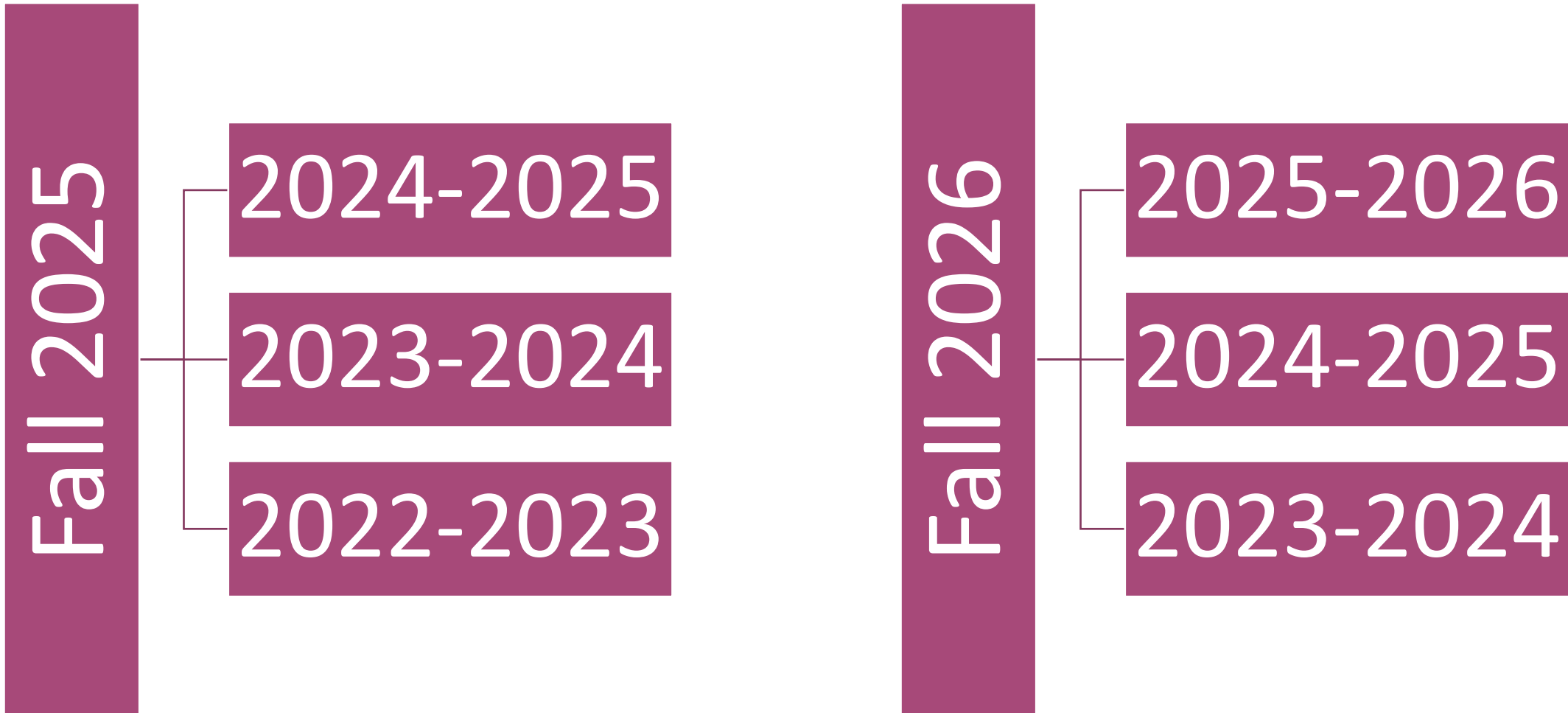
- 1) leadership,
- 2) high quality instructional materials,
- 3) technology integration,
- 4) ongoing job-embedded professional development,
- 5) increased learning time,
- 6) early childhood programs (Pre-K),
- 7) evidence-based instructional resources, and
- 8) other interventions intended to support instructional practices.

Submitting a request for substantial approval may be an appropriate contingency to address the timeline for final plan and funding approval (*Takes roughly 3-4 months to approve all original plans and funding applications*)

- While a **substantially approved** status allows for the obligation of funds, LEAs may not request reimbursement from the grant without an approved school improvement plan and application
- A final allocation may reflect a decrease from the preliminary allocation
- The district must ensure the approved budget is aligned to its accounting package following receipt of the substantial approval notification from the Office of School Improvement
- **Any obligations that are not allowable under the program will be subject to questioned costs during an audit or monitoring of the program**

# Identification Updates





## **CSI- Comprehensive Support and Improvement**

- Grad Rate 67% or below
- Lowest 5% Title I schools
- Non-exiting Title I ATSI schools

## **TSI - Targeted Support and Improvement**

- Consistently underperforming subgroup(s)

## **ATSI – Additional Targeted Support and Improvement**

- Low performing subgroup(s)

## **SAR – Schools At Risk**

- Failing School (Failing CSI-MRO, may incorporate non-identified schools rated below C)

Designation	Identification Window	Next Identification Window	Exit Window	Next Exit Window
TSI	Every Year	Fall 2025	Every Year	Fall 2025
ATSI	Every 3 Years	Fall 2026	Every Year	Fall 2025
CSI				
Graduation Rate	Every 3 Years	Fall 2026	Every 3 Years	Fall 2026
Lowest 5% Title I	Every 3 Years	Fall 2026	Every 3 Years	Fall 2026
Escalated ATSI	Every 3 Years	Fall 2026	Every Year	Fall 2025



READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS N-COUNT 10	Proficiency 95 PTS N-COUNT 10	Proficiency 95 PTS N-COUNT 10	Progress to Proficiency 35 PTS N-COUNT 10
Growth All Students 95 PTS N-COUNT 10	Growth All Students 95 PTS N-COUNT 10		
Growth Lowest 25% 95 PTS N-COUNT 10	Growth Lowest 25% 95 PTS N-COUNT 10		

READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATIO N	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS N-COUNT 10	Proficiency 95 PTS N-COUNT 10	Science Proficiency 47.5 PTS N-COUNT 10	4-year Cohort Rate 190 PTS N-COUNT 10	Performanc e 23.75 PTS N-COUNT 10	ACT Performanc e 47.5 PTS OR N-COUNT 10	Progress to Proficiency 50 PTS N-COUNT 10
Growth All Students 95 PTS N-COUNT 10	Growth All Students 95 PTS N-COUNT 10	U.S. History Proficiency 47.5 PTS N-COUNT 10		Participatio n 23.75 PTS N-COUNT 10	ACT WorkKeys Option 47.5 PTS	
Growth Lowest 25% 95 PTS N-COUNT 10	Growth Lowest 25% 95 PTS N-COUNT 10					

READING	MATH	SCIENCE	GRADUATION 4-YEAR	READINESS INDEX	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS N-COUNT 10	Proficiency 95 PTS N-COUNT 10	Proficiency 47.5 PTS N-COUNT 10	4-year Cohort Rate 190 PTS N-COUNT 10	Acceleration 47.5 PTS N-COUNT 10	Progress to Proficiency 50 PTS N-COUNT 10
Growth All Students 95 PTS N-COUNT 10	Growth All Students 95 PTS N-COUNT 10			Achievement 47.5 PTS N-COUNT 10	
Growth Lowest 25% 95 PTS N-COUNT 10	Growth Lowest 25% 95 PTS N-COUNT 10			Assessment 47.5 PTS N-COUNT 10	

<i>This table shows which factors are utilized for SI designations.</i>	Subgroup Score		Overall Accountability Score		Proficiency		Overall Growth		Graduation Rate	
	ID	Exit	ID	Exit	ID	Exit	ID	Exit	ID	Exit
CSI Graduation Rate (Criteria #1)									X	X
CSI Low 5% (Criteria #2)			X	X						
CSI Escalation (Criteria #3)	X	X			X					
TSI	X	X			X	X		X		
ATSI	X	X	X	X						

- **CSI TSI ATSI Summary Data**
  - Contains information for each identified school (CSI, TSI, and ATSI)
- **District Detail Data**
  - Specific to individual districts – Contains data for subgroups (for the data years utilized in the identification and exit process)
- **Identification Data Files**
  - Each file will contain information for each school identified as CSI, TSI, or ATSI
- **Exiting Data Files**
  - Each file will contain information about each school/subgroup and the criteria for exiting identification for schools

# Exit Updates

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Subgroup	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Black or African American	0-156	157-243	244-271	272-293	294-317	318-334	335-351	352-369	370-392	393-431	432-673
Economically Disadvantaged	0-158	159-260	261-291	292-320	321-338	339-359	360-376	377-392	393-419	420-455	456-672
Students w/ Disabilities	0-68	69-153	154-189	190-210	211-233	234-251	252-270	271-290	291-322	323-354	355-531
English Learners	0-151	152-203	204-236	237-251	252-269	270-286	287-301	302-325	326-335	336-388	389-451

Note: scores listed are the highest value of each group

## CSI – (Escalated ATSI)

- 3-year subgroup performance above all students in Title IA schools, and ~~any increase in decile – decile comparison against prior year~~  
**Now: an increase in the accountability index score of the subgroup from the year of identification as CSI.**

## ATSI – Additional Targeted Support and Improvement

- 3-year subgroup performance above all students in Title IA schools, and ~~any increase in decile – decile comparison against prior year~~  
**Now: an increase in the accountability index score from the year of identification**

## TSI – Targeted Support and Improvement

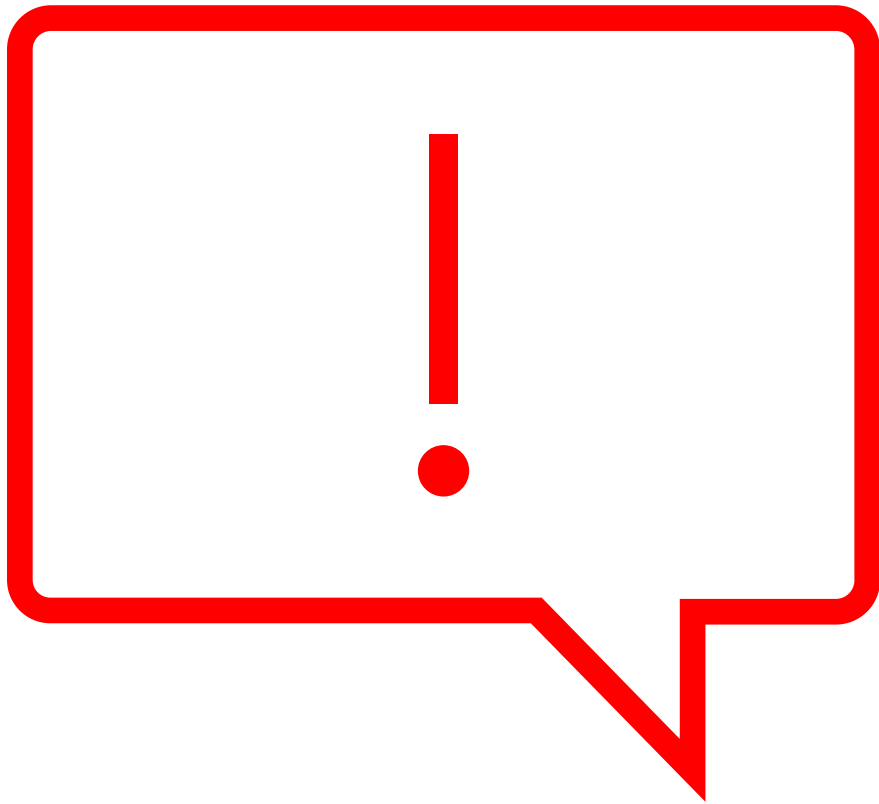
- School no longer meets criteria for identification, and
- 3-year average subgroup growth score is 50 or greater
  - **Means:** *Grow half of subgroup over 3 years*

Revisions approved by USDE April 2025



CSI- Comprehensive Support and Improvement More Rigorous Options (MRO) is assigned to CSI schools that do not exit after 3 years.

- For Grad rate, above 67%, **every 3 years**
- For Lowest 5% (L5P), 3-year average performance above lowest 5% of Title IA schools, and ~~any increase in decile — decile comparison against prior year~~  
an increase in the accountability index score from the year of identification, **every 3 years**



- In preparation for **Fall 2026** Identification Cycle

- Final data year of 3-year identification cycle.
- All three designations will be in the ID cycle
- Data Years that will be used (2025-2026, 2024-2025, 2023-2024)
- **CSI Schools that do not exit will also become More Rigorous Options (MRO) schools**

## Strength of Data Year Matters

In addition to other requirements:

- Participate in required professional learning
- Allocate 1003 funds to strong and moderate evidence level interventions, strategies, or activities as defined by ESEA
- Engage in monitoring (on-site or virtual) each year of ID
- Engage in resource allocation review process, unless waiver is given
- Participate in instructional process standards review process aligned to the most recent version of the MS Public School Accountability Manual (professional development (PS15), special education (PS 17.4), textbooks HQIM (PS19), instructional management system (PS20), and Planning - PLCs and collaborative planning (PS24)

PS - Process Standard

# Reminders & Shout-Outs

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### FY25 Plan and Application Review Update

- 10 districts need approval
- Deadline for approval June 30, 2025

### Revisions:

- FY23 and FY24 – Due **July 31, 2025**
- FY25 – **Review began after July 4, 2025**



- **2024-2025** (Final Update June 2025) – **Due June 30, 2025**
- **Please ensure the LEA document library reflects all required 2024-2025 submissions**
- **2025-2026**
  - CSI – Graduation Rate and Lowest 5% - October 2025
  - ATSI & CSI Escalation – **the month immediately following release of exit information**
  - TSI – January- June 2026

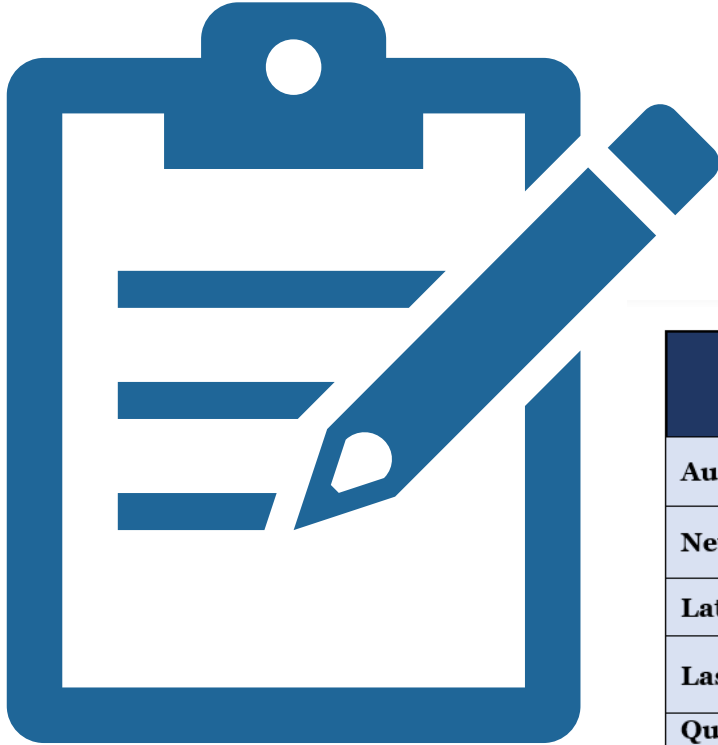


- CSI Touchpoints
  - Engagement with School Improvement Facilitators (the person responsible for SI in the district)
  - Principals and other team members can be invited as part of the conversation
  - Review plan implementation, spending, and effectiveness of implementation
- For CSI Schools
  - 5% Title 1 schools - submit documentation and have virtual meeting
  - Subgroup Escalation schools – submit documentation



- 2024-2025: Concluded April 2025
  - Team is finalizing remaining reports to send to districts
- 2025-2026: Districts will be determined following this year's closeout
  - Intent to notify districts early August
  - An in-person monitoring session will be hosted in September

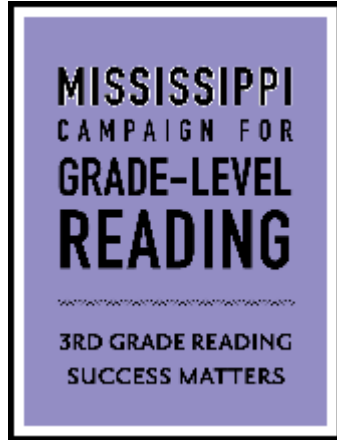




Risk Indicator	Definition	Risk Score (Yes)
Audit Findings	Any findings from the most recent audit of LEA/Subgrantee financial records related to the applicable Federal program.	5
New Personnel	Any personnel new to the LEA in the most recent fiscal year responsible for Federal grants management (federal programs director, business manager).	10
Late Budget	Most recent School Improvement budget application submitted after due date.	5
Last Fiscal Monitoring	Date of last fiscal monitoring more than three years ago (Districts with identified schools for the last three years only).	25
Questioned Cost Repayment	LEA had a repayment of questioned cost.	5
Financial Concerns	Identified financial concerns in the prior fiscal year, including but not limited to financial distress, impending Charter School closure or LEA consolidation/merger, indications of fraud/abuse, Cash Management Plan assignment, award restrictions, carryover violations, and did not meet maintenance of effort, Not Meeting Comparability, violation of prior year Single Audit Compliance, or Repayment of Questioned Cost of \$50,000 or more.	25
Timely Correction of Findings	LEA has not corrected all fiscal monitoring findings within a given timeframe.	5
New School Administrator	The principal of the identified school(s) has been in their role for less than 12 months	5
CEC	LEA/School required to implement CECs has not submitted annual reports by June 30 <sup>th</sup> .	5

Required Information	Examples of Supporting Evidence
Date(s) communications shared about the opportunities to serve on the CEC	<ul style="list-style-type: none"><li>• Copies of flyers</li><li>• Screenshots of social media postings</li><li>• Minutes from CEC meetings highlighting information shared</li></ul>
Date(s) of CEC information sessions	<ul style="list-style-type: none"><li>• Sign-in sheets</li><li>• Meetings agendas</li></ul>
Date range during which interest/nominations forms were solicited and collected	<ul style="list-style-type: none"><li>• Copies of forms submitted by interested community members</li></ul>
Membership list	<ul style="list-style-type: none"><li>• Names of CEC members and roles if applicable</li><li>• Email addresses for members</li></ul>
Meeting calendar	<ul style="list-style-type: none"><li>• Meeting calendar</li></ul>
Meeting details	<ul style="list-style-type: none"><li>• Meeting attendance sheets and agendas</li></ul>
Date(s) of public reports from the CEC to the community	<ul style="list-style-type: none"><li>• Reports, presentation recordings, videos, etc.</li></ul>

- A partnership between MDE, University of Mississippi Center for Excellence in Literacy Instruction, and the Mississippi Campaign for Grade-Level Reading



- Recognizes existing CECs that:
  - Provide exemplary leadership and action
  - Show how their efforts supported improved public education in their community
  - 2024-2025 Awardee



## District Level

2025-2026 School Improvement  
Listserv Sign-up for District Level  
Personnel



## School Level

2025-2026 School Improvement  
Listserv Sign-up for School Level  
Personnel



- **August 21, 2025 @1:00 p.m.**
- [Virtual Meeting](#)
- Orientation to School Improvement Requirements and Processes

## *Evidence to Excellence: Leadership, Learning, & Lasting Change*

OSI Convening  
November 19 – 21, 2025  
Hattiesburg, MS

Presenters needed: Call for proposals  
will be released soon.





*Evidence to Excellence:  
Leadership, Learning, &  
Lasting Change*

**Your Hard Work  
Matters to the Field**

**Submit Your  
Proposal!**



School Improvement Listserv  
Removal Request





# Questions

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