

Overview for New Federal Programs(FPD) Directors and School Improvement Facilitators (SIF)

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

Date: August 21, 2025



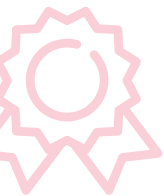
VISION

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

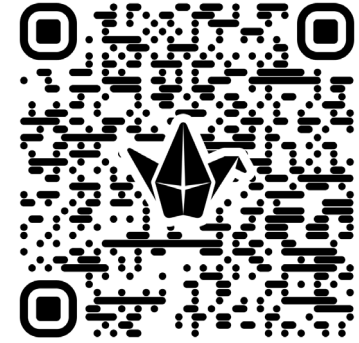
6



- Office Structure
- Foundation of Support and Improvement (ESEA and MS Succeeds)
- Overview of Identifications
- SI Practices Framework
- Overview of Requirements and Processes
 - Supports
 - Monitoring

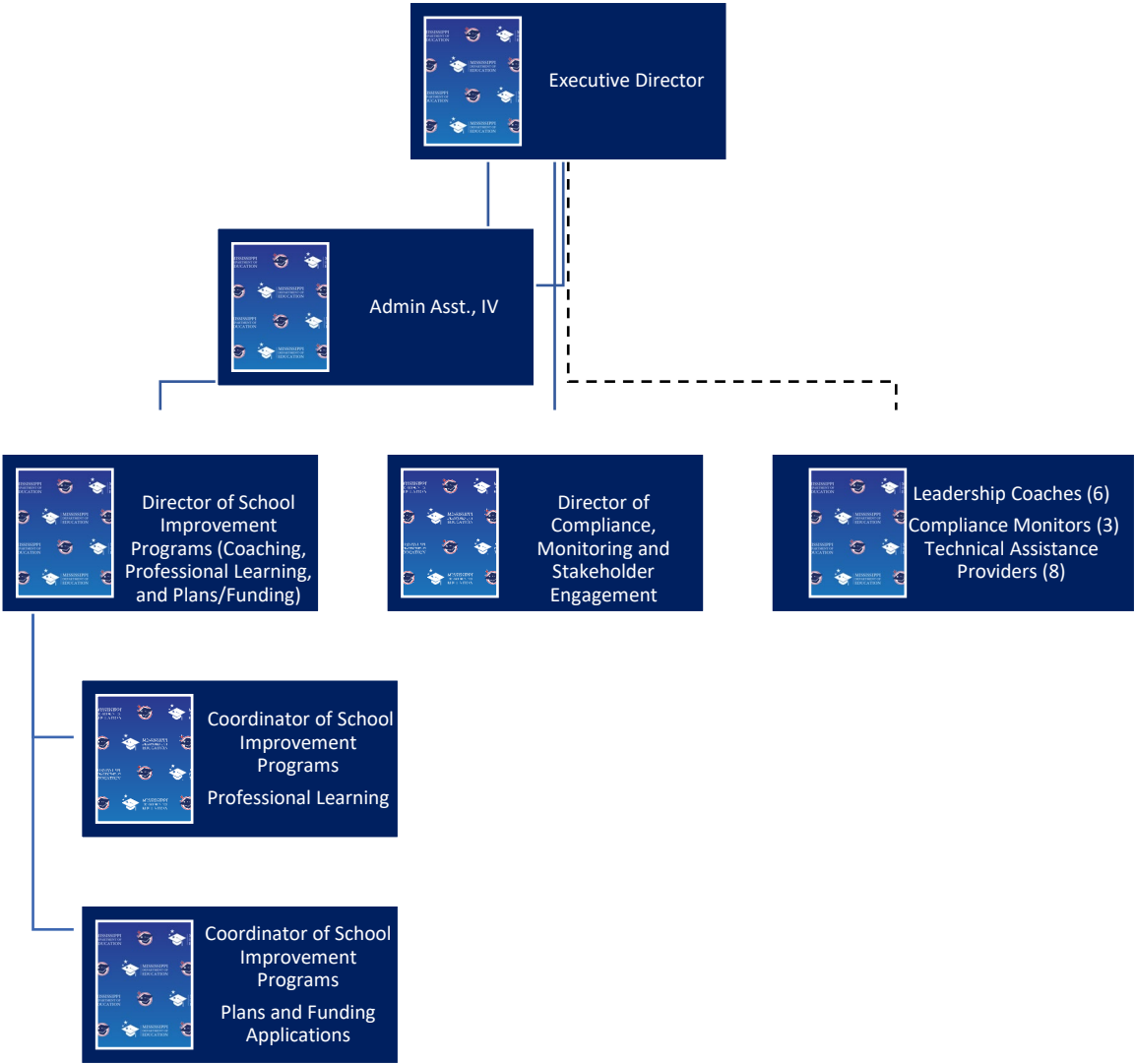
- Federal Programs Director – School district employee responsible for ESEA federal programs.
- School Improvement Facilitator – school district employee responsible for the implementation of Title I School Improvement for schools identified as CSI, TSI or ATSI.

What do I need to know?
How do I help my schools?
How do I monitor the work?
How does the OSI provide support?



<https://padlet.com/srobertson145/onboarding-si-implementation-y1cj46keslrjxtv4>

Departmental Organization Chart

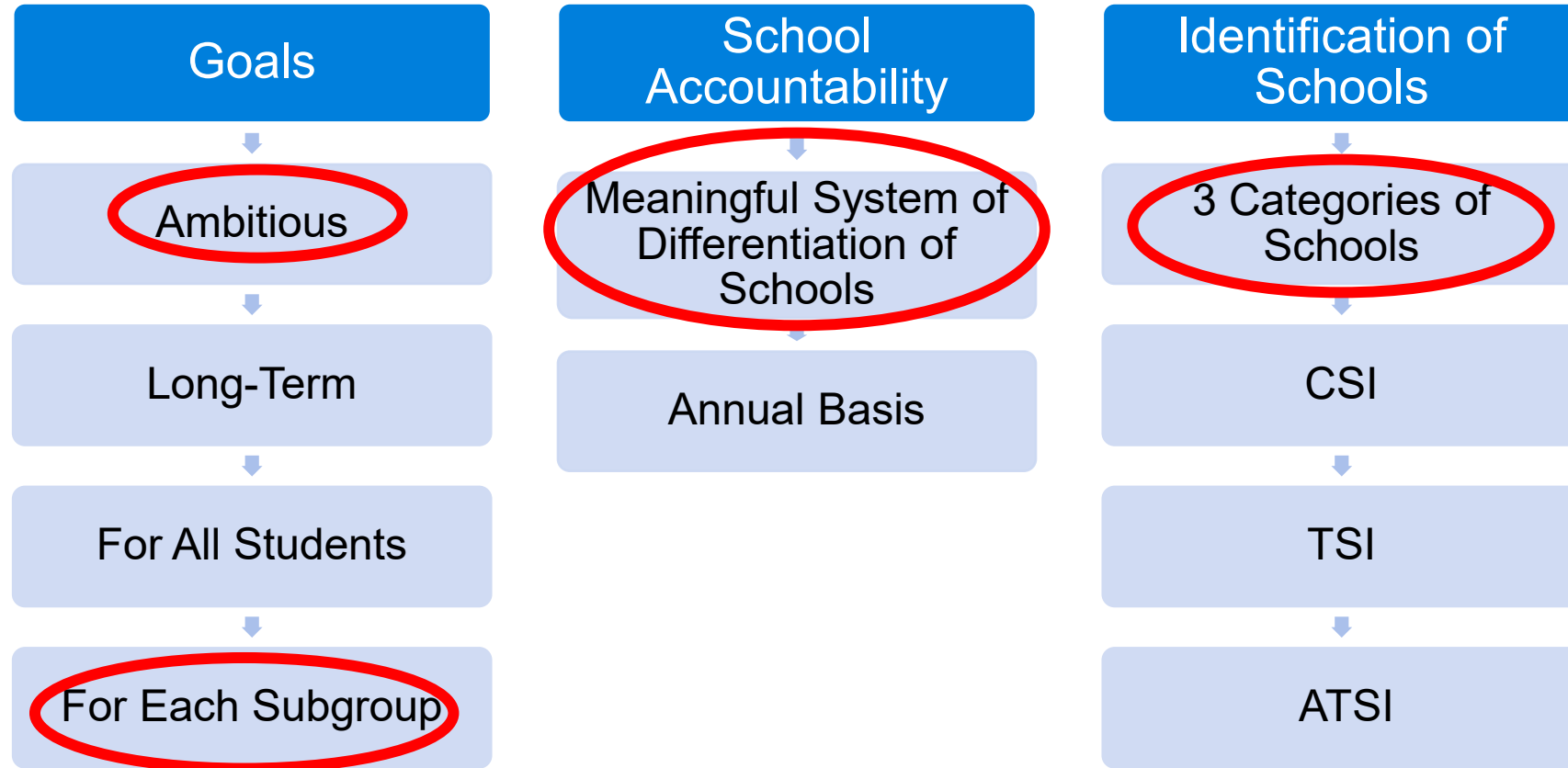


- OSI – Office of School Improvement
- FPD – Federal Programs Director
- SIF – School Improvement Facilitator
- CSI – Comprehensive Support And Improvement
- TSI – Targeted Support And Improvement
- ATSI – Additional Targeted Support And Improvement
- SAR – School At Risk
- MCAPS – MS Comprehensive Automated Performance-based System
- MRO/I – More Rigorous Options/Interventions
- TA – Technical Assistance

- Mississippi's Consolidated State Plan
- Outlines and Describes MDE's implementation of programs under the Elementary and Secondary Education Act, 1965 reauthorized as the Every Student Succeeds Act, 2015
- School Improvement found on pages 34-43 of [MS Succeeds](#).
 - Amendment approved April 2025

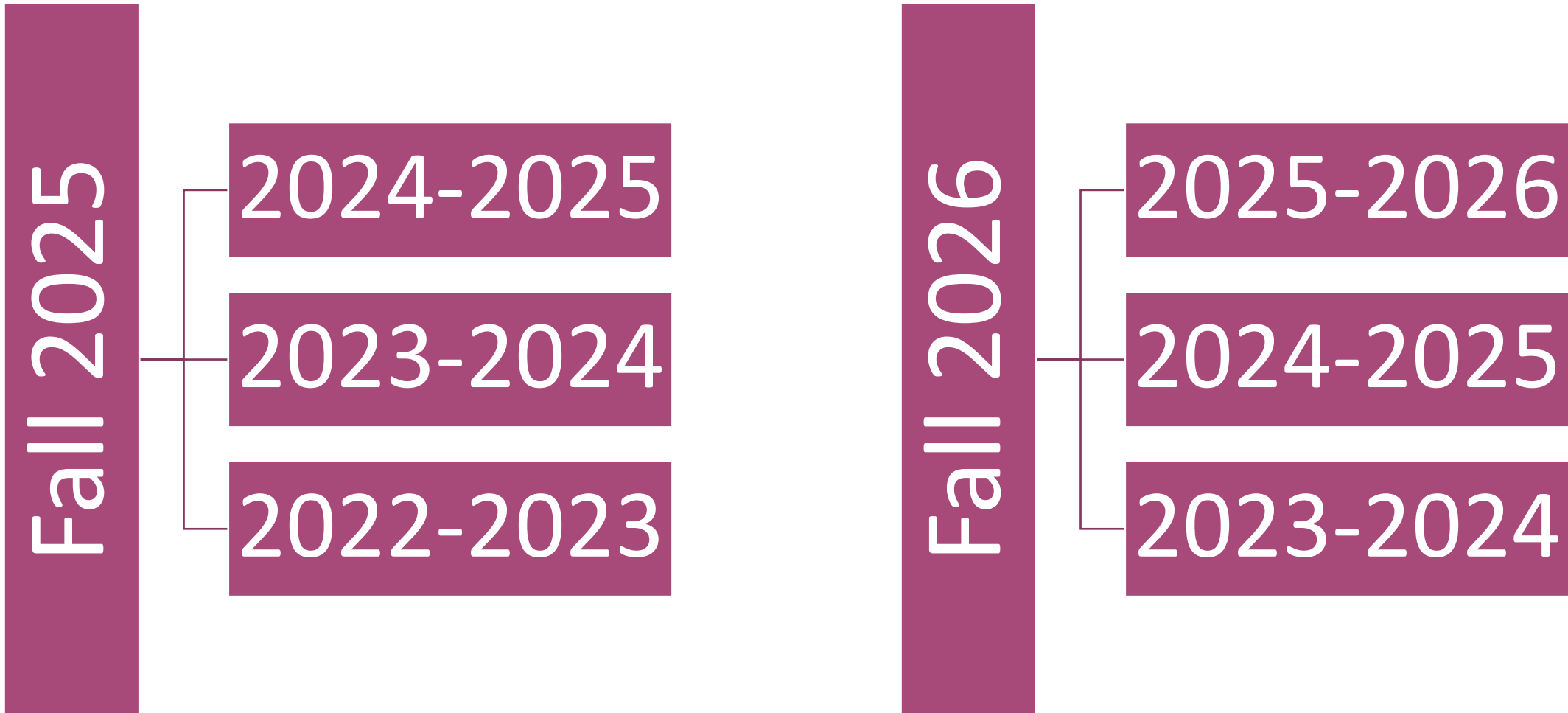
Intersection of School Improvement & Accountability

10



Designation	Description	Federal Legislation
Comprehensive Support and Improvement		
Lowest %	Lowest 5% of Title IA Schools	ESEA
Graduation Rate	Equal to or below 67%	ESEA
Escalated Subgroup	Non-exiting Title I-A ATSI School	ESEA
Additional Targeted Support and Improvement	Low Performing Subgroup	ESEA
Targeted Support and Improvement	Consistently Underperforming Subgroup	ESEA

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



TSI - Targeted Support and Improvement (Consistently Underperforming Subgroup)

- The bottom 50% of schools are identified based on subgroup scores
- The bottom 25% are then flagged for both **gap** to goal and **improvement** to goal for each subject and for each subgroup
- The schools that flag for gap and improvement in at least one subject and in at least one subgroup are rank ordered
- The bottom 5% are identified as TSI

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

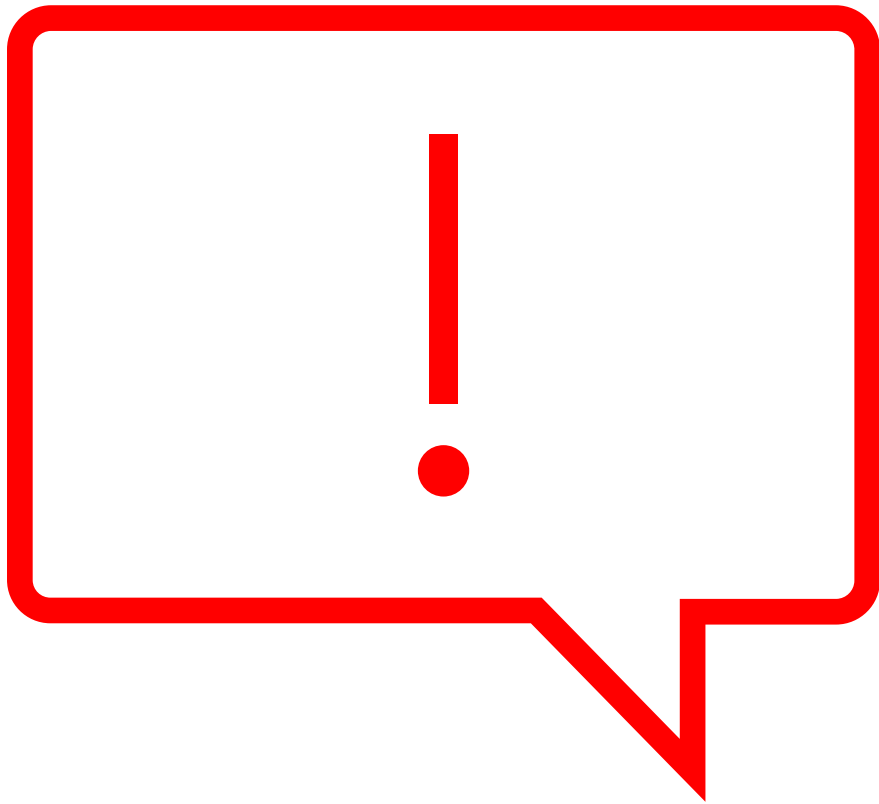
CSI- Comprehensive Support and Improvement More Rigorous Options (MRO) is assigned to CSI schools that do not exit after 3 years.

- 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**

<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

CSI	ATSI	TSI
2024-2025 ATSI and CSI Escalation Data File Review Webinar and Slide Deck		
2024-2025 TSI Data File Review Webinar and Slide Deck		
Data Files Companion Slide Deck		



- 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

- Created by Center for School Turnaround – WestEd
- Framework designed to help states, districts, and schools lead and manage improvement efforts.
- Framework shares the practices of successful school turnaround in four domains that both research and experience suggest are central to rapid and significant improvement



12 Practices in the 4 Domains of Rapid School Improvement Framework 23

Transformational Leadership	Talent Development	Instructional Transformation	Culture Shift
Practice 1.1 Prioritize improvement and communicate its urgency	Practice 2.1 Recruit, develop, retain, and sustain talent	Practice 3.1 Diagnose and respond to student learning needs	Practice 4.1 Build a strong community intensely focused on student learning
Practice 1.2 Monitor short- and long-term goals	Practice 2.2 Target professional learning opportunities	Practice 3.2 Provide rigorous evidence-based instruction	Practice 4.2 Solicit and act upon stakeholder input
Practice 1.3 Customize and target support to meet needs	Practice 2.3 Set clear performance expectations	Practice 3.3 Remove barriers and provide opportunities	Practice 4.3 Engage students and families in pursuing education goals

- 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



Ongoing,
Cyclical
Process

Does not
Happen in a
Vacuum

- Comprehensive Needs Assessment - Achievement, Fiscal and Human Resources, Instructional Capacity, Early Warning Mechanisms, Multi-Tiered System of Support Implementation effectiveness
- Engage stakeholders in the development of the plan
 - Engage stakeholders through implementation of Community Engagement Council (CEC), if required and/or a school stakeholder committee supporting improvement efforts
- Develop plan to address identified focus areas for subgroup(s), must be board approved and aligned with Title I Schoolwide Plan — document plan and implementation progress; all activities in plan must be based on the required levels of evidence ([Strong, Moderate, Promising](#))
- Reserve 20% of the school's Title I allocation to support evidence-based interventions for subgroup(s) causing underperformance (all activities must be based on the required levels of evidence (Strong, Moderate, Promising))

Data Types

Input

Resources
Materials
Plans
Training
Support

Output

Achievement
Behavior
Attendance
Performance
Overall culture

Demographics

Student population (and trends)
Staff population (and trends)
Student subgroups
Mobility

Collection Methods

Qualitative

Interviews
Focus groups
Observations
(descriptive)
Survey data (open
response)
School plans

Quantitative

Achievement data
Attendance data
Graduation rates
Classroom observations (scored)
Demographic trend data
Survey data (Likert scale)



Demonstrated a **statistically significant effect** on improving student outcomes or other relevant outcomes –

strong evidence from at least one well-designed and well-implemented experimental study; **OR**

moderate evidence from at least one well-designed and well-implemented *quasi-experimental study*; **OR**

promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias

1003 School Improvement Evidence-Based Interventions Strategy Categories

Early Childhood (Pre-K) Programs - Interventions, strategies, or practices that are intended to support the implementation of early childhood learning practices or programs.

Evidence-Based Instructional Resources (EBIR) Interventions, strategies, or practices that are intended for use in its various forms to improve or support instructional practices.

High Quality Instructional Materials (Note²) – Interventions, strategies, or practices that are aligned with MDE High Quality Instructional Materials Requirements.

Increased Learning Time - Interventions, strategies, or practices that are intended to support an increase in the traditional school day to improve or support instructional practices.

Leadership - Interventions, strategies, or practices that address the development of school leaders.

Ongoing, Job-Embedded, Professional Development - Interventions, strategies, or practices that are intended to support the use of deep and continuous professional learning to improve or support instructional practices.

Other (Note¹) - Interventions, strategies, or practices that are not aligned to the named categories intended to improve or support instructional practices.

Technology Integration - Interventions, strategies, or practices that are intended to support the use of technology in its various forms to improve or support instructional practices.





Any district with a grade of D or F shall establish a CEC.



Any school rated D or F shall establish a CEC.
A or B rated districts are exempt.



Districts may choose to have one district CEC instead of multiple school CECs.

What is a Community Engagement Council (CEC)?

Community-led group focused on improving a school or district.

Includes parents, educators, students, and community members.

Self-governed and members are responsible for running meetings.

The CEC does not have the authority to set policy.



THE UNIVERSITY of
MISSISSIPPI

**Center for Excellence
in Literacy Instruction**

The CEC of Promise Award

- Recognizes new CECs or newly reconfigured CECs that are:
 - Representative of the community
 - Include diverse voices and perspectives
 - Have established a data-based goal for supporting school improvement
 - Were established following the four-step process in the guidance

The CEC of Distinction Award

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

- Create a school leadership team to regularly address progress toward areas causing underperformance
- Provide board updates to present monthly progress updates on plan implementation to district leadership team and local school board
- MRO Schools – SI Funds used for any instructional materials may only support High Quality Instructional Materials (HQIM).
- Notify parents regarding identification and subgroup(s) performance annually
- Engage in required professional learning activities

- Districts with TSI non-exiting schools must follow what is provided in their respective plans regarding actions if the school failed to exit after a “LEA determined # of years”
- Districts with ATSI non-exiting schools (non-Title I) identified must follow what is provided in their respective plans to address what it will do since the school did not exit and did not escalate to CSI

- 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))

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 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

- Review plan and provide feedback before getting local school board approval (**Part I: District Application**)
- Track progress, quarterly to ensure fidelity to plan implementation
- Engage schools in professional learning through collaborative discussion on current and relevant achievement data, school culture/climate, and instructional decisions
- Conduct end of year review of school's progress

- Determine which school improvement identifications exist in your district
- Login to MCAPS:
 - verify role (LEA School Improvement Director or LEA School Improvement Update)
 - determine allocation amounts for each identified school
 - download each school's plan for each active grant year that has remaining balances (talk with business manager to determine accuracy and reconcile)
 - review Part II: the plan
 - review Part III: 20% reservation
 - download and review Part I: District Application
- Meet with each principal to review status of plan implementation and identify next steps to ensure implementation aligned what was approved
- Outline plan for monitoring implementation

1. **Coaching Administrators/Leadership Teams**
2. **Federal Funding**
3. **Professional Learning Opportunities**
4. **Technical Assistance**

CSI- Comprehensive Support and Improvement

- Leadership Coaching (School Leadership)
- Virtual Touchpoints (District School Improvement Facilitator)
- Professional Learning Opportunities
- Funding

TSI & ATSI – Targeted/Additional Targeted Support and Improvement

- Professional Learning Opportunities
- Funding

- Partnership with the Office of Special Education to support work with select CSI schools that were escalated from ATSI due to performance of the students with disabilities subgroup.
 - work with leaders and teachers at school and district
 - 1 coach is currently supporting 4 schools

School Improvement Funds are Title I Funds

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

Grant Life	Grant	Funding Year	Academic School Year	Obligation Date	Liquidation Date
July 1, 2022 – December 30, 2025	1003	2023	2022-2023	*September 30, 2025	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.**

- An updated list of identified schools will be released for 2025-2026 based on TSI identifications and eligible exited schools
- FY26 allocations will be awarded to updated list of schools based on the SBE Approved Methodology
- **Currently identified TSI schools can only receive an allocation if re-identified in Fall of 2025**

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**

MCAPS

Mississippi Comprehensive
Automated Performance-based
System

Part I:
District
Application

Budget

Part II:
Vision,
Mission,
Data, Plan

Part III:
Reservation
(Title IA)

Personnel
Details

Related
Documents



FY25

- All Original plans approved

Revisions:

- FY23 and FY24 – were due **July 31, 2024**
- **Districts may still submit revisions; however, revisions may not be approved by September 30th – depending on submission date.**

Plan and Funding Application Revisions

Reminders and Common Oversights

Verify the following:

- **Only the primary person** (i.e., federal programs director, school improvement facilitator) responsible for completing and escalating the application for business manager approval **is listed as the Contact.**
- The contact's **name, email, and phone number are updated and accurate** (Some districts information is incorrect and/or the district webpage contact information is not updated.)

Revision Form Review

11

District Name:	
School Name: (Please submit one revision form per school):	①

Which intervention/strategy in your application is being revised? (Select all that apply)

<input type="checkbox"/>	ECP (Early Childhood Programs)
<input type="checkbox"/>	EBIR (Evidence-Based Instructional Resources)
<input type="checkbox"/>	HQIM (High Quality Instructional Materials)
<input type="checkbox"/>	ILT (Increased Learning Time)
<input type="checkbox"/>	L (Leadership)
<input type="checkbox"/>	OJEPD (On-going Job Embedded PD)
<input type="checkbox"/>	TI (Technology Integration)
<input type="checkbox"/>	Other:

Why is the revision being requested? (Select all that apply)

<input type="checkbox"/>	MDE revised school improvement allocations
<input type="checkbox"/>	Over/Under budgeted (i.e., benefits, salaries, instructional resources, etc.)
<input type="checkbox"/>	Comprehensive Needs Assessment review requires strategy change
<input type="checkbox"/>	Funded position(s) not filled
<input type="checkbox"/>	Other:

District Revision Number:	④
School Revision Number:	⑤
Fiscal Year (e.g., FY22):	③

Required Signatures:

School Principal (1003 ONLY)

Date

Federal Programs Director/Project Coordinator

Date

Business Manager

Date

Superintendent/Executive Director

Date

⑥

- ✓ All strategies affected by the revision are selected.
- ✓ The district/school revision numbers, and fiscal year are accurate.
- ✓ All required signatures with dates are selected.

-
+

Function Code	1197-1199 - Other Regular Programs	1270 - Remediation/Extended School Year Programs	1280 - Tutorial/Supplemental Educ. Services	2210-2219 - Improvement of Instruction Services	Total
Object Code					
100-199 - Employee Salaries	0.00	4,032.00	19,012.00 -\$6,608.00	4,032.00	27,076.00 -\$6,608.00
200-299 - Employee Benefits	0.00	1,102.00	3,259.22 -\$3,958.78	1,102.00	5,463.22 -\$3,958.78
300-399 - Prof Services	0.00	0.00	0.00	15,739.78 +\$10,566.78	15,739.78 +\$10,566.78
500-599 - Other Purchased Services	5,030.00	0.00	0.00	0.00	5,030.00
Total	5,030.00	5,134.00	22,271.22 -\$10,566.78	20,873.78 +\$10,566.78	53,309.00
Adjusted Allocation					53,309.00
Remaining					0.00

Budget Detail		Narrative Description	
Function Code:	1280 - Tutorial/Supplemental Educ. Services	<div>Salaries for 2 part-time at risk tutors (2 HC, 1 FTE)</div> <div>Part-time Tutor #1 - 28/hour x 327 = \$9,156</div> <div>Part-time Tutor #2 - 28/hour x 352 = \$9,856</div> <div>Formulas are required for stipends, bus drivers, and tech devices.</div>	
Object Code:	100-199 - Employee Salaries		
School Improvement:	O-Other		
Location Code:	EAST CENTRAL MIDDLE SCHOOL (3000004)		
Quantity:	1.00		
Cost:	\$19,012.00		
Line Item Total:	\$19,012.00		
Function Code:	1280 - Tutorial/Supplemental Educ. Services	<div>Benefits for 2 part-time at risk tutors (2 HC, 1 FTE)</div> <div>Formulas are not required for benefits</div>	
Object Code:	200-299 - Employee Benefits		
School Improvement:	O-Other		
Location Code:	EAST CENTRAL MIDDLE SCHOOL (3000004)		
Quantity:	1.00		
Cost:	\$3,259.22		
Line Item Total:	\$3,259.22		
		Total for filtered Budget Details: \$22,271.22	

Action Steps

The content of my currently approved CSI, TSI, or ATSI Plan will not be modified with this submission.

Use the drop-down and the table below to create an evidence-based action plan.

Domain Practice	What action is being taken to improve outcomes?	Evidence Level	Position Responsible: What position will monitor implementation of the action step?	Describe "Other" if selected in drop down	July 1, 2023 - September 30, 2025	Cost
Practice 2.2 ▼	Summer Co-planning	Strong ▼	School Administrator ▼			\$ 5,134.00
Practice 3.2 ▼	At-Risk Tutoring	Strong ▼	School Administrator ▼			\$ 22,271.22
Practice 3.2 ▼	Summer At-Risk tutoring	Strong ▼	School Administrator ▼			\$ 5,134.00
Practice 3.1 ▼	Intervention site license	Strong ▼	School Administrator ▼			\$ 5,030.00
Practice 3.2 ▼	Onsite Professional Development	Strong ▼	School Administrator ▼			\$ 15,739.78

Principal Contact Information

* Name

PRINCIPAL NAME

* Phone Number

PRINCIPAL PHONE NUMBER

* Email

PRINCIPAL EMAIL

☐ N/A

Regular School-Year Personnel Funded with School Improvement, 1003

	Headcount	FTE
Teachers		
Paraprofessionals		
Instructional Facilitators		
Interventionists		
Guidance Counselors		
Parent Involvement		
After-School/Extended Day Tutors		
PD Stipend Recipients/Participants		
Other:	2.00	1.00
At-Risk Tutors		
Total:	2.00	1.00



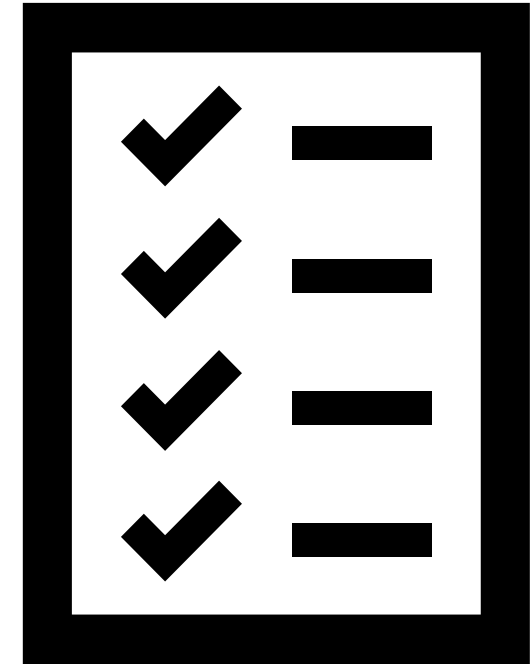
[**Completing a
Revision Video**](#)

- Only one revision form per school uploaded
- All strategies affected are selected (addition **and** subtraction of funds)
- Revision reason is selected
- Fiscal year is provided
- District and school revision numbers are provided
- All signatures with dates are provided
- Funds are appropriately allocated (aligned with needs identified through the **Comprehensive Needs Assessment**)
- The *updated* (12//22/22) revision form is uploaded in the correct section (*Related Documents*)

School Board Updates

Reminders and Common Oversights

- ✓ The update is for currently identified schools only.
- ✓ CSI Grad Rate and Lowest 5% will begin submitting update in October 2025.
- ✓ ATSI and CSI Escalated will begin submitting updates in the month immediately following the release of the exit information.
- ✓ TSI will submit updates in January – June 2026.
- ✓ Upload each report monthly following the local school board.



- ✓ Verify the following before uploading:
 - The update is on most current template
 - The **exact date** of the board meeting is provided on the form
 - All page 1 sections are complete and accurate
 - The data on page 2 of the report are lagged
(ex: *March update form includes February's school data*)
 - The remaining allocation balances are updated based on the benchmark period and are provided on page 2

Date of School Board Meeting: June 9, 2025									
District Name: County School District									
School Name: High School					School Identification: <input type="checkbox"/> CSI <input type="checkbox"/> MRO <input checked="" type="checkbox"/> TSI <input type="checkbox"/> ATSI <input type="checkbox"/> SAR				
Current Accountability Points: 772					Letter Grade: A		Graduation Rate: 90.5		
School Goal					1 st Benchmark Assessment Results				
Name of Benchmark Assessment: Mastery Connect					Comprehensive Assessment: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> History				
Total Points/Grade	Reading	Math	Science/ Biology	US History	Total Points/Grade	Reading	Math	Science/ Biology	US History
% Proficient	60%	80%	74%	80%	% Proficient	70%	77%	66%	78%
% Growth of all	70%	90%	Participation Rate 95%		% Growth of all	81.2%	83%	Participation Rate 95%	
% Growth of bottom 25%	55%	90%			% Growth of bottom 25%	66.7%	82%		
2 nd Benchmark Assessment Results					3 rd Benchmark Assessment Results				
Comprehensive Assessment: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> History					Comprehensive Assessment: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> History				
Total Points/Grade	Reading	Math	Science/ Biology	US History	Total Points/Grade	Reading	Math	Science/ Biology	US History
% Proficient	70%	88%	81%	83%	% Proficient	75%	89%	84%	85%
% Growth of all	85.8%	95%	Participation Rate 95%		% Growth of all	95%	90%	Participation Rate 95%	
% Growth of bottom 25%	74.1%	100%			% Growth of bottom 25%	70%	95%		

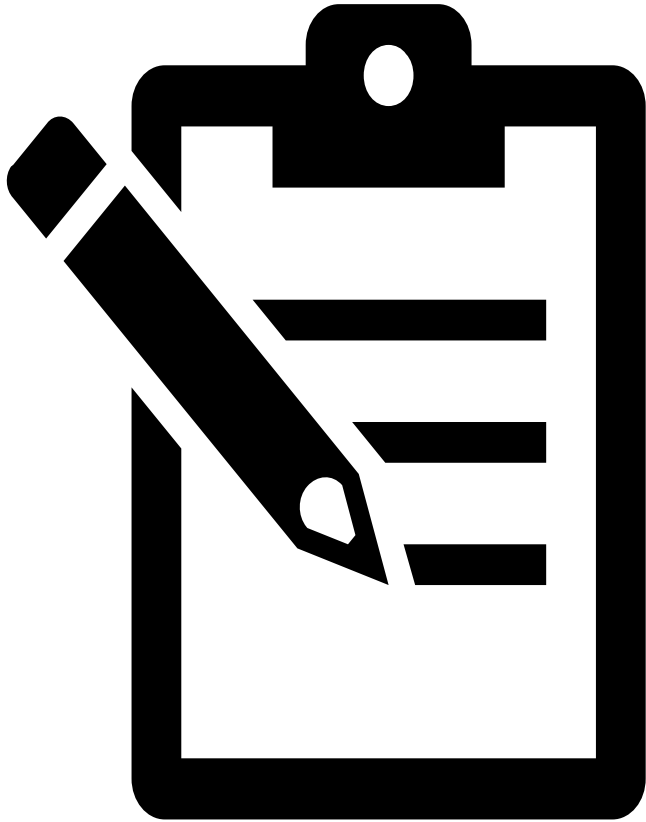
Reporting Month										
	Oct	Nov	Dec 2024	Jan 2025	Feb 2025	March 2025	April 2025	May 2025	June 2025	
Total School Enrollment				1286	1218	1216	1209	1204	1196	
Student ADA				91.46	91.11	91.87	91.73	91.59	85.13	
% of students with 2 or more absence (chronic absences)				20.14%	32.18%	34.7%	30.44%	31.64%	32.1%	
Teacher attendance rate				98.16%	96.67%	95.51	96.47%	95.34%	95.27%	
# of discipline referrals				12	38	52	20	41	10	
Allocation of Resources: School Improvement Funding 1003										
FY25 Total Allocation: \$ 99,198.00										
FY25 Remaining Balance: (Benchmark 1)	FY25 Remaining Balance: (Benchmark 2)			FY25 Remaining Balance: (Benchmark 3)						
\$ 99,198.00	\$ 99,198.00			\$						
FY24 Total Allocation: \$ 68711.00										
FY24 Remaining Balance: (Benchmark 1)	FY24 Remaining Balance: (Benchmark 2)			FY24 Remaining Balance: (Benchmark 3)						
\$ 14,316.68	\$ 14,222.24			\$						
FY23 Total Allocation: \$ 77530.00										
FY23 Remaining Balance: (Benchmark 1)	FY23 Remaining Balance: (Benchmark 2)			FY23 Remaining Balance: (Benchmark 3)						
\$ 0.0	\$ 0.0			\$						

January is the reporting month of the board meeting for December's school data

June is the reporting month of the board meeting for May's school data

January is the reporting month of the board meeting for December's school data

June is the reporting month of the board meeting for May's school data



- The Office of School Improvement **Programmatic and Fiscal Monitoring** provides oversight of the **Title I – 1003 formula grant funds** to ensure compliance with:
 - ☐ Federal and state laws
 - ☐ Regulatory guidance
- Monitoring may be implemented through the following methods:
 - ☐ On-site review
 - ☐ Virtual review
 - ☐ Desk review



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 th .	5



- 2024-2025: Concluded April 2025
 - Team has finalized reports, and they have been sent to districts
 - Districts with findings are working on corrective actions
- 2025-2026: Districts will be determined following this year's closeout
 - Intent to notify districts September 2025
 - An in-person monitoring session will be hosted on September 9 in Flowood – details coming soon.

Component of the OSI's on-going monitoring efforts of **CSI schools**

Template is provided by the OSI

Completion by district leadership and principal

- Complete touchpoint two to three times a year
 - **Lowest 5% and Escalation schools schools will complete**
 - September/October
 - May/June

- Tool for MDE to conduct temperature checks with districts
- Tool for districts to engage with schools regarding implementation
- Tool for leadership coaches of CSI schools that receive coaching support to engage with principals about plan implementation and progress toward expending funds
- Tool for compliance monitors to have a snapshot or general overview of plan implementation and fund usage prior to monitoring visit

Evidence to Excellence: Leadership, Learning, & Lasting Change

OSI Convening
November 19 – 21, 2025
Hattiesburg, MS

Submit Your Proposal!



Activity	Tentative Date
Professional Learning Opportunities	August – December 2025 (1st Semester)
Release of Identifications/Exits	October 2025
School Improvement Convening	November 2025
Resource Allocation Review	November 2025 – January 2026 (Prior to Release of SI Allocations)
Release of 1003a Allocations	January-February 2026
Professional Learning Opportunities	January – March 2026

- [MDE-CSP-CB2.25.25-Final-No-Markup_Aproved-April-2025.pdf](#)
- [OSI Resource Guide](#)
- [What is CSI?](#)
- [What is ATSI?](#)
- [What is TSI?](#)

Listserv

Send email request to TSI@mdek12.org

Questions



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