

# Improving Student Outcomes for ALL Children

School Improvement Process for Identified Schools

October 8, 2019



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## VISION

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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

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

MISSISSIPPI STATE BOARD OF EDUCATION  
STRATEGIC PLAN GOALS

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



4

Every School Has Effective Teachers and Leaders



5

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



6

Every School and District is Rated "C" or Higher



# Webinar Targets:

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## Part 1:

- Provide overview of identification and exit
- Provide overview of data spreadsheets given to schools

## Part 2:

- Provide overview of implementation requirements for plans, funding, and comprehensive needs assessment interviews
  - Schools with Federal Designation (CSI, TSI, ATSI)
  - Schools with State Designation (SAR)
  - Schools with Both State and Federal Designations (CSI, TSI, ATSI, and SAR)

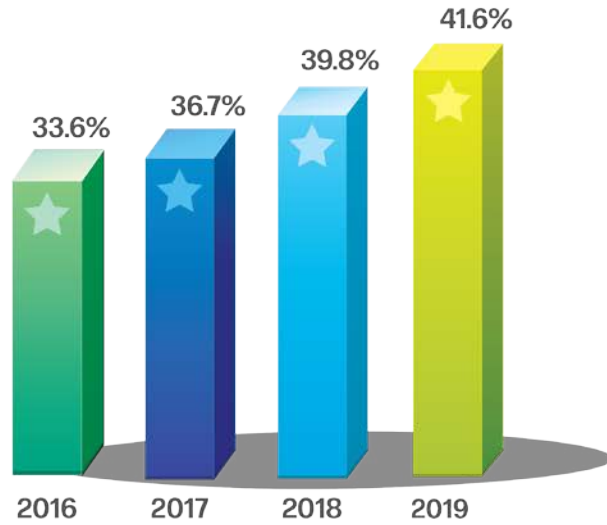
# Long-term Goals: Student Proficiency

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# Long-term Goals: Graduation Rate

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## Mississippi Academic Assessment Program (MAAP)



English Language Arts (ELA)  
Levels 4 & 5

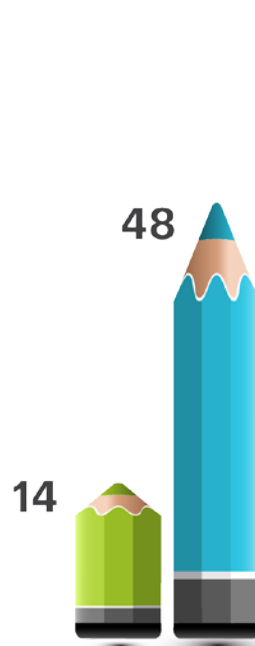


Mathematics  
Levels 4 & 5

# English Language Arts and Mathematics Proficiency Gains in Districts

Total districts  
with more than 45%  
of students scoring  
proficient or advanced

● 2016 ● 2019



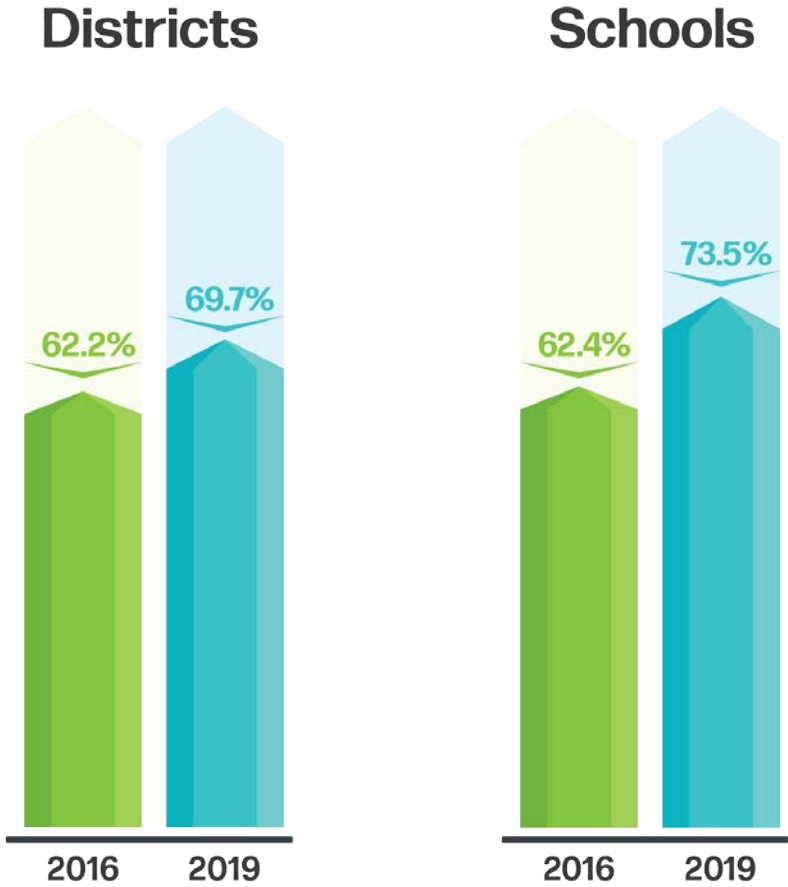
English Language Arts  
more than tripled



Mathematics  
more than quadrupled



# Percent of Districts and Schools Rated “C” or Higher



# Background

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By state law we are required to identify Schools At-Risk and conduct an evaluation, provide assistance and report on those schools that are in need of improvement (MS Code 37-18-3 and 37-18-5).

By federal law (ESSA) we are required to identify schools that are identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), & Additional Targeted Support and Improvement (ATSI) schools beginning with the 2018-19 school year.

The MS State Consolidated Plan, also known as MS Succeeds provides the specific criteria for identifying and addressing schools as required by ESSA.

# Identification

# School Improvement Identification Criteria

## CSI

- Graduation rate less than or equal to 67%; **OR**
- Bottom 5% of Title IA schools; **OR**
- Previously identified Additional TSI school with 3 consecutive years of subgroup proficiency performance (no improvement)...***ID begins in the 2021-22 School Year***

## TSI – Consistently Underperforming Subgroup

- Subgroup in lowest 50% of **overall accountability** index; **AND**
- Subgroup in **lowest quartile** of 3-year average gap-to-goal; **AND**
- Subgroup scores in **lowest quartile** of 3-year improvement toward gap-to-goal closure
- Results **are rank-ordered** and bottom 5% are identified for TSI

## ATSI – Low Performing Subgroup

- 3-year average subgroup performance is **at or below** that of all students in the lowest performing schools (CSI)

## School At-Risk – State Designation

- School level accountability grade of F

# Comprehensive Support and Improvement (CSI)

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## Frequency of Identification

- Every 3 years

## MDE Support

- Approve, monitor, and review plan
- Provide funding to support evidence-based interventions
- Provide technical assistance as requested/needed (face to face/virtual)
- Leadership meetings and webinars (some meetings may be held regionally)

# Targeted Support and Improvement (TSI)

## Frequency of Identification

- Annually

## MDE Support

- Provide funding to support evidence-based interventions (if available)
- Provide technical assistance (face to face/virtual)
- Leadership meetings and webinars (some meetings may be held regionally)

# School At-Risk (SAR)

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## Frequency of Identification

- Annually

## MDE Support

- Provide access to technical assistance as requested/needed
- Leadership meetings and webinars (some meetings may be held regionally)

# Additional TSI (ATSI)

## Frequency of Identification

- Annually** (*identification based on most recent 3-year data trend*)

## MDE Support

- Provide funding to support evidence-based interventions (if available)
- Provide technical assistance as requested/needed (face to face/virtual)
- Leadership meetings and webinars (some meetings may be held regionally)



# DATA FILES

- ✓ District Detail Data File
- ✓ TSI Ranking File
- ✓ ATSI File
- ✓ TSI Exiting File
- ✓ ATSI Exiting File
- ✓ Summary File

# District Detail Data

# District Detail Data – File Contents

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- Each district received a file with their detailed data (for all schools)
- The file contains data for any subgroup that met the minimum n-size in 2018-19 to calculate an accountability score
- The file contains data for those subgroups for 2018-19, 2017-18, and 2016-17 school years

# District Detail Data File

	A	B	C	D	E	F
1	District	SCHID	Subgroup	Subgroup	3-Year Avg Subgroup Score	School Year
2	0130	0130-020	Black or African American	396	374	2016
3	0130	0130-020	Black or African American	361	374	2017
4	0130	0130-020	Black or African American	365	374	2018
5	0130	0130-020	Economically Disadvantaged	407	383	2016
6	0130	0130-020	Economically Disadvantaged	369	383	2017
7	0130	0130-020	Economically Disadvantaged	372	383	2018
8	0130	0130-020	Students w/Disabilities		Did not meet n-size for 3 years	2016
9	0130	0130-020	Students w/Disabilities		Did not meet n-size for 3 years	2017
10	0130	0130-020	Students w/Disabilities	237	Did not meet n-size for 3 years	2018
11	0130	0130-020	White		Did not meet n-size for 3 years	2016
12	0130	0130-020	White		Did not meet n-size for 3 years	2017
13	0130	0130-020	White	366	Did not meet n-size for 3 years	2018

# District Detail Data – File Contents

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- Column A – District ID
- Column B – School ID
- Column C – Subgroup name
- Column D – Subgroup accountability score (If the score is blank, the n-size was not met)

# District Detail Data – File Contents

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- Column E – Subgroup 3-year average accountability score (Only calculated when the n-size was met for all 3 years)
- Column F – School Year
- Columns G through AR – Accountability data/components used to calculate accountability scores

# District Detail Data

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- The data contained in the district detail file was used to calculate TSI and ATSI identification
- ATSI identification is determined based on the 3-year average subgroup accountability score
- Cut points for ATSI:
  - 249 for 700-point schools
  - 477 for 1000-point schools

# Ranking for TSI



# Ranking for TSI

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- This file contains information about each school/subgroup and the criteria for TSI identification
- There are 2 tabs in the spreadsheet: one for 700-point schools and one for 1000-point schools

# TSI Ranking File

D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Subgroup	School Type	Subgroup Score	Bottom 50%	Math 3-year Proficient	Math Gap	Math Improvement	Math Bottom 25% 25% Gap	Math Bottom 25% Improvement	Math Eligible	English 3-year Proficient	English Gap	English Improvement	English Bottom 25% 25% Gap	English Bottom 25% Improvement	English Eligible	TSI Eligible	RANKING
Students w/Disabilities	700	87	Y	1.2	-68.8	0.0005143	Y	Y	Eligible	2.2	-67.8	-0.0010585	Y	Y	Eligible	Eligible	1
Students w/Disabilities	600	110	Y	9.4	-60.6	0.0004072	Y	Y	Eligible	9.9	-60.1	-0.0004452	Y	Y	Eligible	Eligible	2
Students w/Disabilities	700	113	Y	5.8	-64.2	0.0005223	Y	Y	Eligible	6	-64	-0.0004944	Y	Y	Eligible	Eligible	3
Students w/Disabilities	700	116	Y	3.8	-66.2	0.0007143	Y	Y	Eligible	5.1	-64.9	0.0004552	Y		Ineligible	Eligible	4
Students w/Disabilities	700	121	Y	6.8	-63.2	-0.0003538	Y	Y	Eligible	7.8	-62.2	0.000096	Y		Ineligible	Eligible	5
Students w/Disabilities	700	131	Y	3.1	-66.9	0	Y	Y	Eligible	0.8	-69.2	0	Y		Ineligible	Eligible	6
Students w/Disabilities	700	132	Y	4.4	-65.6	0.0002229	Y	Y	Eligible	3.2	-66.8	0.0000149	Y		Ineligible	Eligible	7
Students w/Disabilities	700	136	Y	6.3	-63.7	0.0002019	Y	Y	Eligible	5.4	-64.6	0.0002329	Y	Y	Eligible	Eligible	8

# Ranking for TSI – File Contents

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- Column A – School ID
- Columns B and C – District and School Name
- Column D – Subgroup
- Column E – School Type (600, 700, or 1000 points)
- Column F – Subgroup Accountability Score

# Ranking for TSI – File Contents

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- Column G – Bottom 50%
- If the subgroup’s accountability score was in the lowest 50%, this column will be marked “Y”
- If the column is marked “Y”, this school/subgroup combination has met the first criteria for TSI

# Ranking for TSI – File Contents

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- Column H – The 3-year average proficiency rate for this subgroup in Math.
- If the n-size was not met in all 3 years, the rate is not calculated. The Gap and Improvement calculations for Math will not be calculated.

# Ranking for TSI – File Contents

- Column I – Math Gap: The gap between the state goal (70%) and the 3-year average

Formula: (3-Year Average) – 70

- If the Math 3-year Average for the school/subgroup is at 70% or above, the Gap and Improvement calculations for Math will not be calculated.

# Ranking for TSI – File Contents

- Column J – Math Improvement: The progress being made from 2016-17 to 2018-19 towards meeting the state goal (70%)

$$\frac{\text{Formula: } (2016-17 \text{ Proficiency} - 70) - (2018-19 \text{ Proficiency} - 70)}{(2016-17 \text{ Proficiency} - 70)}$$

- If the Math 3-year Average for the school/subgroup is at 70% or above, the Gap and Improvement calculations for Math will not be calculated.

# Ranking for TSI – File Contents

- Column K – Math Bottom 25% Gap
- If the subgroup's Gap value was in the lowest 25%, this column will be marked "Y"
- Column L – Math Bottom 25% Improvement
- If the subgroup's Improvement value was in the lowest 25%, this column will be marked "Y"



# Ranking for TSI – File Contents

- Column M – Math Eligible
- This column will be marked “Eligible” when the following conditions are met:

School/subgroup was in the Bottom 50% **AND**

3-year average was below 70% **AND**

Math Gap was in the Bottom 25% **AND**

Math Improvement was in the Bottom 25%

# Ranking for TSI – File Contents

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- Column N – The 3-year average proficiency rate for this subgroup in English.
- If the n-size was not met in all 3 years, the rate is not calculated. The Gap and Improvement calculations for English will not be calculated.

# Ranking for TSI – File Contents

- Column O – English Gap: The gap between the state goal (70%) and the 3-year average

Formula: (3-Year Average) – 70

- If the English 3-year Average for the school/subgroup is at 70% or above, the Gap and Improvement calculations for English will not be calculated.

# Ranking for TSI – File Contents

- Column P – English Improvement: The progress being made from 2016-17 to 2018-19 towards meeting the state goal (70%)

$$\frac{\text{Formula: (2016-17 Proficiency – 70) – (2018-19 Proficiency – 70)}}{(2016-17 Proficiency – 70)}$$

- If the English 3-year Average for the school/subgroup is at 70% or above, the Gap and Improvement calculations for English will not be calculated.

# Ranking for TSI – File Contents

- Column Q – English Bottom 25% Gap
- If the subgroup's Gap value was in the lowest 25%, this column will be marked "Y"
- Column R – English Bottom 25% Improvement
- If the subgroup's Improvement value was in the lowest 25%, this column will be marked "Y"

# Ranking for TSI – File Contents

- Column S – English Eligible
- This column will be marked “Eligible” when the following conditions are met:

School/subgroup was in the Bottom 50% **AND**

3-year average was below 70% **AND**

English Gap was in the Bottom 25% **AND**

English Improvement was in the Bottom 25%

# Ranking for TSI – File Contents

- Column T – TSI Eligible
- This column will be marked “Eligible” when the following conditions are met:

School/subgroup was in the Bottom 50% **AND**

**EITHER**

Math Eligibility was met (Column M) **OR**

English Eligibility was met (Column S)

# Ranking for TSI – File Contents

- Column T – Ranking
- If the school/subgroup is Eligible for TSI, they are ranked by subgroup accountability score
- The number of schools identified for TSI is based on the total number of schools in Mississippi, resulting in 5% of schools being identified.

For 700-point schools, this is 30 schools

For 1000-point schools, this is 12 schools



# Ranking for TSI – File Contents

- Column V – TSI Identification
- For 700-point schools, the bottom 30 schools that are not continuing CSI or ATSI schools are identified for TSI
- For 1000-point schools, the bottom 12 schools that are not continuing CSI or ATSI schools are identified for TSI
- For both 700 and 1000-point schools that were TSI last year and did NOT exit, this column will be marked “Y”

# Ranking for TSI – File Contents

- Column W – Last year's TSI Identification

Indicates if school was identified for TSI last year

- Column X – Identified as TSI both years

Indicates if school was identified for TSI last year AND meets TSI identification criteria this year

# Ranking for TSI – File Contents

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- Column Y – Continuing CSI or ATSI school

Indicates if school was identified as CSI or ATSI last year and did not exit

These schools may meet the criteria for TSI, but are not identified for TSI due to prior identification

# ATSI Files

A	B	C	D	E	F	G	H	I	J	K	L	M
SCHID	DISTRICT	SCHOOL	SUBGROUP	2018-19 Subgroup Score	2017-2018 Subgroup Score	2016-2017 Subgroup Score	3-Year Average Subgroup Score	600-700 Cutpoint	ATSI	ATSI Continuing	ATSI Exited	Not Identified for TSI (ATSI Continuing)
000000	MADISON CO SCHOOL DIST	MADISON STATION ELEMENTARY SCHOOL	Economically Disadvantaged	351	377	380	369	240				
010001	NORTH PIKE SCHOOL DIST	NORTH PIKE MIDDLE SCHOOL	White	366	428	361	385	240				
020000	PASCAGOULA GAUTIER SCHOOL DIST	SINGING RIVER ACADEMY	Economically Disadvantaged	382	390	393	388	240				
000000	DESOTO CO SCHOOL DIST	OVERPARK ELEMENTARY	Economically Disadvantaged	389	417	351	386	240				
000000	LEAKE CO SCHOOL DIST	LEAKE CENTRAL JUNIOR HIGH	White	420	375	358	385	240				
000000	DESOTO CO SCHOOL DIST	DAK BROVD CENTRAL ELEMENTARY	Hispanic or Latino	420	369	350	380	240				
000000	LAMAR COUNTY SCHOOL DISTRICT	LONGLEAF ELEMENTARY	Black or African American	375	414	300	363	240				
000000	ROONEVILL SCHOOL DIST	R.H. LONG ROONEVILL MIDDLE SCHOOL	White	396	387	397	391	240				
000000	CANTON PUBLIC SCHOOL DIST	JIMMIE M. GOODLOE ELEMENTARY SCHOOL	White	393	393	387	391	240				
000000	HANCOCK CO SCHOOL DIST	WEST HANCOCK ELEMENTARY SCHOOL	White	423	340	340	367	240				
000000	GULFPORT SCHOOL DIST	CENTRAL ELEM	White	420	324	324	367	240				
010000	QUITMAN SCHOOL DIST	QUITMAN UPPER ELEMENTARY SCHOOL	White	340	410	393	367	240				
000000	DESOTO CO SCHOOL DIST	OVERPARK ELEMENTARY	Black or African American	361	425	340	367	240				
000000	DESOTO CO SCHOOL DIST	LAKE COMORANT MIDDLE	Hispanic or Latino	379	382	400	367	240				
000000	MADISON COUNTY SCHOOL DISTRICT	LONGLEAF ELEMENTARY	White	369	404	370	367	240				

Spreadsheet for ATSI Data  
600/700-Point Model

A	B	C	D	E	F	G	H	I	J	K	L	M
SCHID	DISTRICT	SCHOOL	SUBGROUP	2018-19 Subgroup Score	2017-2018 Subgroup Score	2016-2017 Subgroup Score	3-Year Average Subgroup Score	1000 Cutpoint	ATSI	ATSI Continuii	ATSI Exited	Not Identified for TSI (ATSI Continuing School)
000000	JACKSON PUBLIC SCHOOL DIST	HOMER HILL HIGH SCHOOL	White	370	380	371	377	477				
000000	VICKSBURG WARREN SCHOOL DIST	WARREN CENTRAL HIGH SCHOOL	Students w/Disabilities	370	365	443	373	477				
000000	GULFPORT SCHOOL DIST	GULFPORT HIGH SCHOOL	White	440	408	417	417	477				
000000	MADISON CO SCHOOL DIST	ROSELAND HIGH SCHOOL	White	403	412	412	412	477				
000000	HARRISON CO SCHOOL DIST	HARRISON CENTRAL HIGH SCHOOL	White	425	450	427	434	477				
020000	PASCAGOULA GAUTIER SCHOOL DIST	GAUTIER HIGH SCHOOL	Students w/Disabilities	405	441	405	414	477				
000000	GEORGE CO SCHOOL DIST	GEORGE COUNTY HIGH SCHOOL	Students w/Disabilities	407	450	402	422	477				
000000	HINDS CO SCHOOL DIST	RAYMOND HIGH SCHOOL	Students w/Disabilities	432	455	470	452	477				

Spreadsheet for ATSI Data  
1000-Point Model

# Exit Criteria

# Exit Criteria

<b>Designation</b> <i>(What is my label?)</i>	<b>Duration</b> <i>(How long will the designation last?)</i>	<b>Exit Criteria</b> <i>(What will I need to do to be removed from the designation?)</i>
Comprehensive Support and Improvement (CSI )	<input type="checkbox"/> 3 years	<input type="checkbox"/> After 3 years and graduation rate above 67% <input type="checkbox"/> After 3 years and above the bottom 5% of Title IA schools; <b>AND</b> <input type="checkbox"/> an increase in the accountability letter grade; <b>OR</b> <input type="checkbox"/> an increase in the accountability letter grade that crosses over the midpoint of the letter grade
Targeted Support and Improvement (TSI)	<input type="checkbox"/> 1 year, unless re-identified in subsequent year	<input type="checkbox"/> School no longer meets criteria for identification <input type="checkbox"/> 3-year average growth in <u>subgroup proficiency</u> exceeds <u>target proficiency growth rate</u> projected for the <u>same statewide subgroup</u>
Additional Targeted Support and Improvement (ATSI)	<input type="checkbox"/> Same as TSI	<input type="checkbox"/> Subgroup performance above that of all students in the lowest performing schools <b>AND</b> <input type="checkbox"/> an increase in the accountability letter grade; <b>OR</b> <input type="checkbox"/> an increase in the accountability letter grade that crosses over the midpoint of the letter grade
School At- Risk (SAR)		<input type="checkbox"/> Improve accountability grade to D or higher

# TSI Exiting File

# TSI Exiting File

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- This file contains information about each school/subgroup and the criteria for TSI exit
- The file contains data for all schools and subgroups that were identified for TSI in the prior year



# TSI Exiting File

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- Column A – School ID
- Columns B and C – District and School Name
- Column D – Subgroup
- Column E – School Type (700 or 1000 point)

# TSI Exiting File

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- Column F – The three-year average growth for English
- Column G – The three-year average growth for Math
- Three-year average growth:

Average of (18-19 Proficiency minus 17-18 Proficiency), (17-18 Proficiency minus 16-17 Proficiency), and (16-17 Proficiency minus 15-16 Proficiency)

# TSI Exiting File

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- Column H – Did the school continue TSI identification for English?
- Column I – Did the school exit TSI for English?
- Column J – Did the school continue TSI identification for Math?
- Column K – Did the school exit TSI for Math?

# TSI Growth Targets

Subgroup	English Growth Target	Math Growth Target
All Students	4.16	4.32
Economically Disadvantaged	5.07	5.21
Students w/ Disabilities	6.79	6.77
English Learners	6.27	5.23
Alaskan Native or Native American	4.67	4.87
Asian	1.37	0.19
Black or African American	5.68	5.84
Hispanic/Latino	4.62	4.12
Native Hawaiian or Other Pacific Islander	2.34	2.43
White	2.50	2.76
Two or More Races	3.63	3.76

# ATSI Exiting File

# Deciles

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- To account for the subgroup differences, calculations were run for each subgroup to determine necessary progress.
- Given that the requirement to exit was an improvement in letter grade (or a movement across the midpoint of a letter grade), a decile system was set up.
- Each of the five “letter grade” ranges is comprised of two decile ranges. Moving from one decile to the next higher decile would allow for a subgroup to meet this particular requirement.

# ATSI Exiting File

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- This file contains information about each school/subgroup and the criteria for ATSI exit
- The file contains data for all schools and subgroups that were identified for ATSI in the prior year

# ATSI Exiting File

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- Column A – School ID
- Columns B and C – District and School Name
- Column D – Subgroup



# ATSI Exiting File

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- Column E – The three-year average subgroup accountability score
- Column F – The cut point for identification

249 for 600/700 Point Schools

477 for 1000 Point Schools

# ATSI Exiting File

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- Column G – Is the 3-year average above the current cut point? (First Criteria)
- Column H – The prior year’s subgroup accountability score
- Column I – The prior year’s subgroup accountability decile group

# ATSI Exiting File

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- Column J – The current year’s subgroup accountability score
- Column K – The current year’s subgroup accountability decile group

# ATSI Exiting File

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- Column L – Is the school/subgroup a continuing ATSI school/subgroup?

Subgroup 3-year average is not above the cut point  
AND/OR current year decile is less than or equal to the  
prior year decile

# ATSI Exiting File

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- Column M – Did the school/subgroup exit ATSI?

Subgroup did not meet the n-size for the current year

OR

Subgroup 3-year average is above the cut point AND  
current year decile is above the prior year decile

# ATSI Decile Groups 700 Point

Subgroup	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Black or African American	156	243	271	293	317	334	351	369	392	431	673
Economically Disadvantaged	158	260	291	320	338	359	376	392	419	455	672
Students w/ Disabilities	68	153	189	210	233	251	270	290	322	354	531
English Learners	151	203	236	251	269	286	301	325	335	388	451

Note: scores listed are the highest value of each group

# ATSI Decile Groups 1000 Point

Subgroup	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Black or African American	358	467	498	515	533	551	578	596	635	672	754
Economically Disadvantaged	350	485	518	533	550	576	594	619	654	687	775
Students w/ Disabilities	254	304	370	397	415	435	452	475	511	534	637

Note: scores listed are the highest value of each group

# Questions



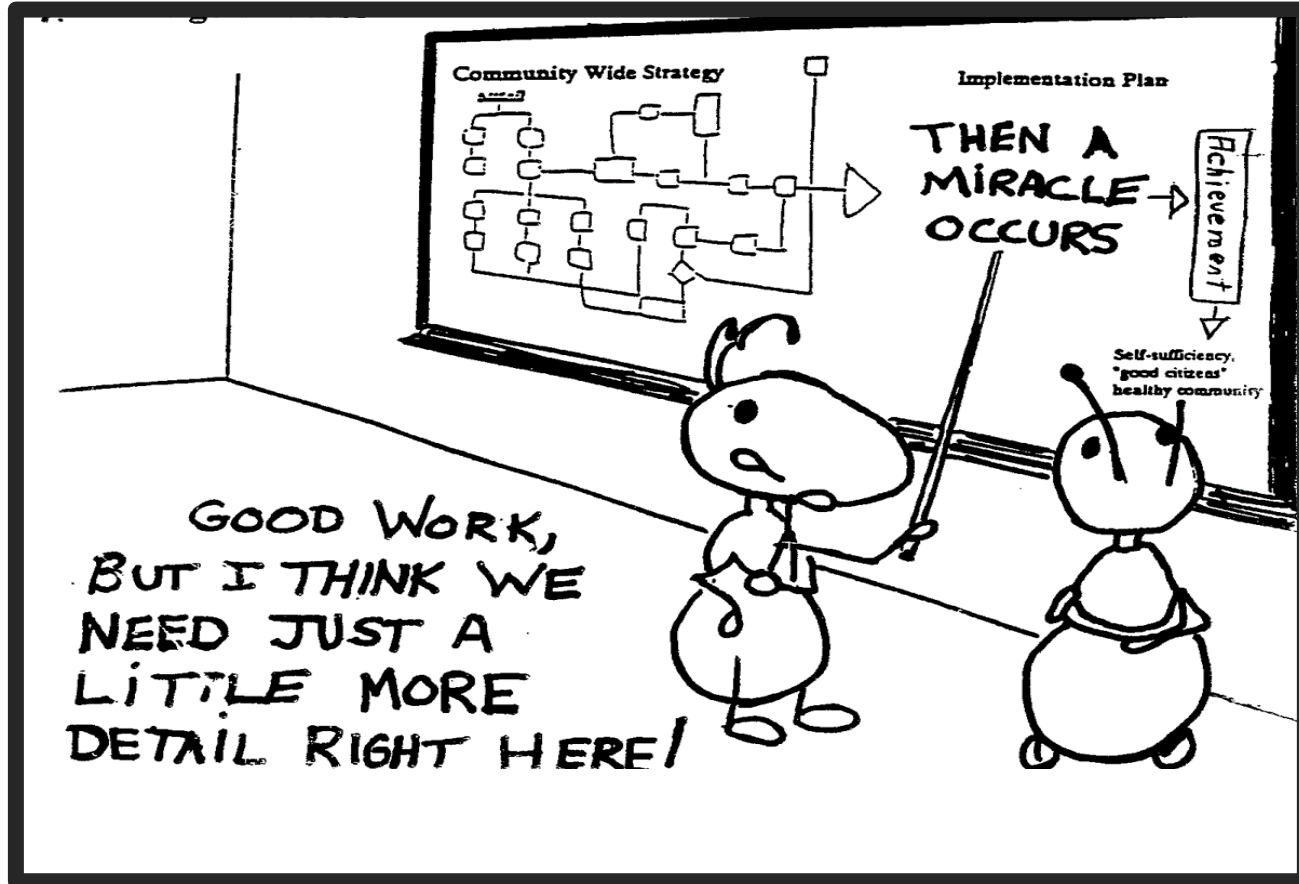


# Implementation Process

# Abundance of Plans



# Implementation



# Schools that Will NOT Engage in the Interview Process

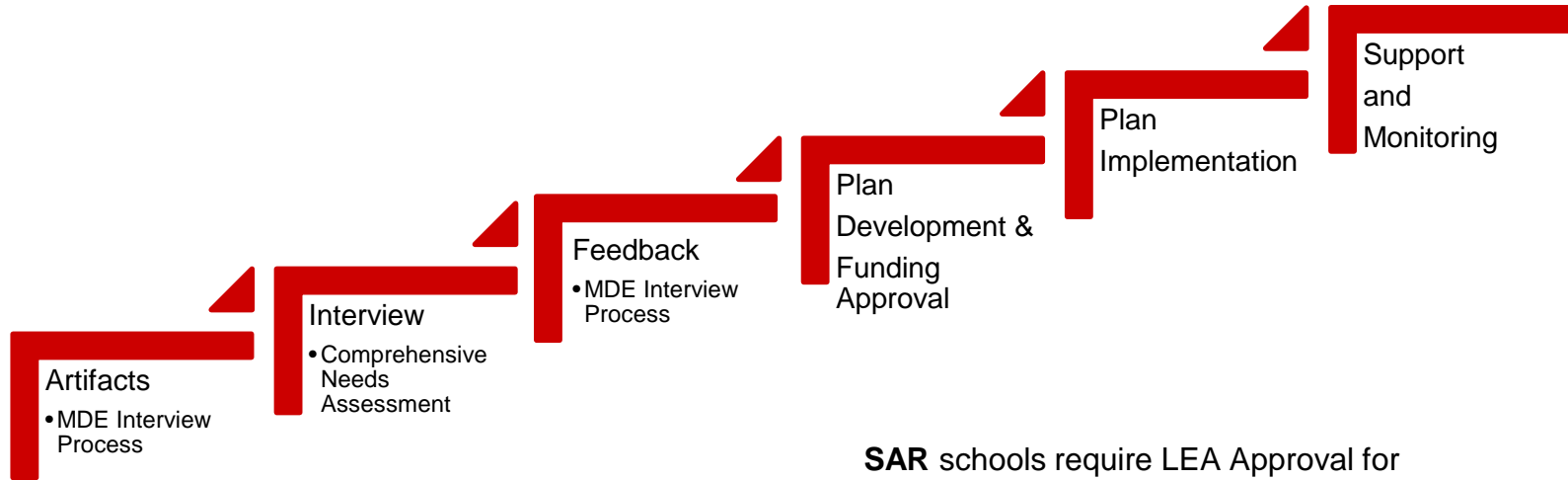
**TSI & ATSI** schools that do not have a Rating of F



**TSI & ATSI** schools require LEA Approval for Plans and both LEA and MDE Approval for Funding Applications

# Schools that Engage in the Interview Process

All Schools with a Rating of F (School At-Risk) and CSI schools will participate in the interview process



**SAR** schools require LEA Approval for Plans – No Funding Awarded

**CSI** schools require LEA and MDE Approval for Plans and Funding Applications (Funding Awarded)

# School Improvement Expectations

	Comprehensive Needs Assessment	MDE Interview Process	Plan Development	LEA Plan Approval	MDE Plan Approval	20% School's Title I Reservation	SI Funding (1003a)*	P16 Council
<b>CSI</b>	X	X	X	X	X	X	X	Rating below C
<b>TSI</b>	X		X	X		X	X	Rating below C
<b>ATSI</b>	X		X	X		X	X	Rating below C
<b>SAR (Any School with F Rating)</b>	X	X	X	X				X

*\*Pending Availability of Funds and Title I Eligibility*

**Any school with an F Rating** regardless of SI Identification must engage in the MDE Interview Process.

# Evidence-based Requirements

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By **state law we are** to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).

By **federal law** we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

By **State Board of Education expectations**, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of **success**.

# Federal Law ...ESSA

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- Each Title I, School Improvement 1003(a) plan must:
  - Include long-term goals for student performance &
  - **Include evidence-based interventions**



# Levels of Evidence

## Category One

Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes	<b>1</b> Strong Evidence	based on at least 1 well -designed and well-implemented experimental study	<b>REQUIRED WHEN USING SCHOOL IMPROVEMENT FUNDS</b>
	<b>2</b> Moderate Evidence	based on at least 1 well-designed and well-implemented quasi-experimental study	
	<b>3</b> Promising Evidence	based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias	

## Category Two

Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes	<b>4</b> Demonstrates a Rationale	includes ongoing efforts to examine the effects of such activity, strategy, or intervention	<b>CONSIDERED FOR ALL OTHER USES OF EVIDENCE- BASED</b>
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# Evidence-based Requirements

## Evidence-Based Resources

- [What Works Clearinghouse](#): developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
- [Results First Clearinghouse Database](#): developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- [Best Evidence Encyclopedia](#): developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
- [Evidence for ESSA](#): developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- [RAND report on school leadership interventions under ESSA](#): (categorized in ESSA evidence tiers)
- [Next Generation High Schools](#): developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
- [Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#), developed by the Every Student Graduates Center at Johns Hopkins University
- [Results for America](#): RFA advocates for programs and practices that use evidence and data to improve quality
- [Preschool Curriculum Report](#): developed by the National Center on Quality Teaching and Learning
- [SERP Institute](#): Strategic Education Research Partnership
- [SIG Network](#): a library of relevant tools and resources
- [Synthesis of Evidence Resources](#): a synthesis of resources and literature on evidence-based practices in school improvement
- [National Center for Education Evaluation and Regional Assistance](#): NCEE conducts unbiased, large-scale evaluations of education programs supported by federal funds
- [Ed Reports](#): educator-led, evidence-based reviews of K-12 instructional materials
- [Implementing Evidence-Based Literacy Practices](#): developed by the Florida Center for Reading Research
- [Evidence Provisions within ESSA](#): MDE PowerPoint Presentation, March 2017
- [High-Performance Leadership: Darden/Curry Partnership for Leaders in Education \(PLE\)](#), is a joint venture of the University Of Virginia Darden School Of Business and the [Curry School of Education](#)

- [Evidence-Based Programs](#)
- ["Evidence-Based" Defined](#)
- [USDE Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)
- [Identifying Evidence-Based Programs](#)

### School Improvement

- ☎ 601-359-1003
- 👤 Staff
- 🔗 FAQ

### Services

[Evidence-Based Programs](#)

[Revision Request](#)

[School Improvement](#)

### Links

[Mississippi Succeeds Plan](#)

[Cohort IV Renewals](#)

[School Improvement Grants \(SIG\) Information Center 1003 \(g\)](#)

### Resources

# What's Next for Non-Interviewing Schools?

## Develop Plan of Action

Address areas that caused the identification (subgroup)

Include evidence-based interventions (strong, moderate, promising)

Complete Funding Application, if awarded

## Approve Plan

Submit Local School Board (LSB) approved plan and funding, if awarded, through MCAPS

## Following Approval of Plan and Funding Application

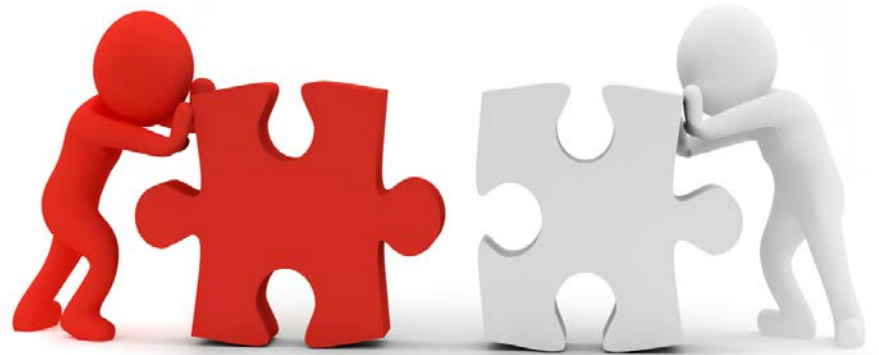
Provide monthly update during the LSB meeting and upload into the MCAPS LEA Document Library  
(Template provided at <https://www.mdek12.org/OSI/forms>)

Implementation of Plan TSI/ATSI

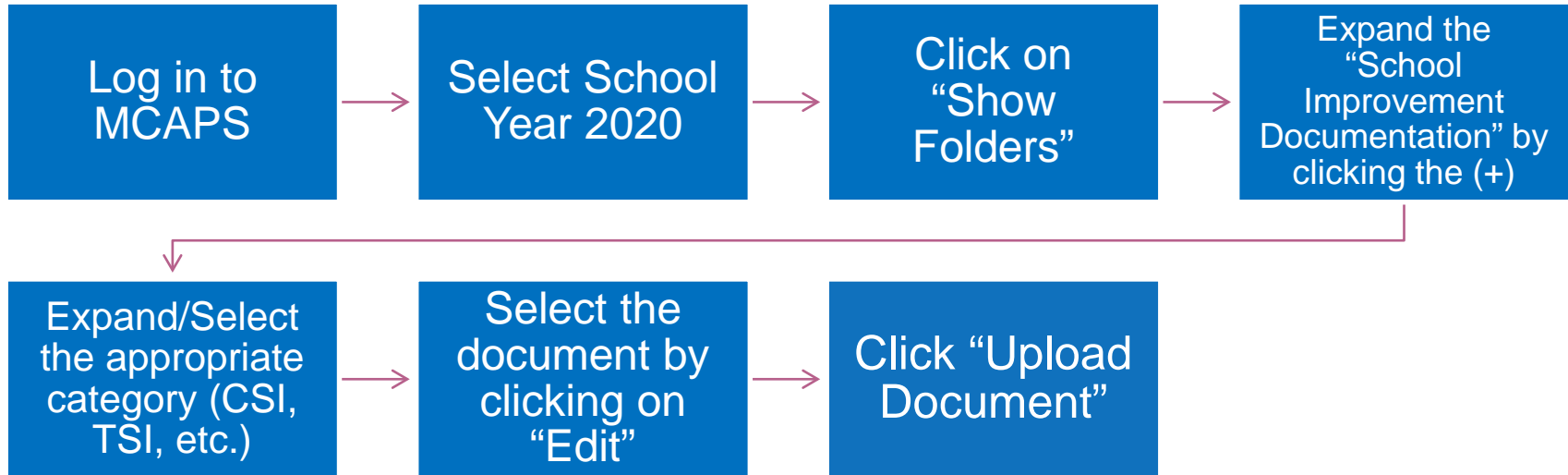
## **District monitoring of Plan Implementation**

# MCAPS

Mississippi  
Comprehensive  
Automated  
Performance-based  
System



# MCAPS Document Upload Process



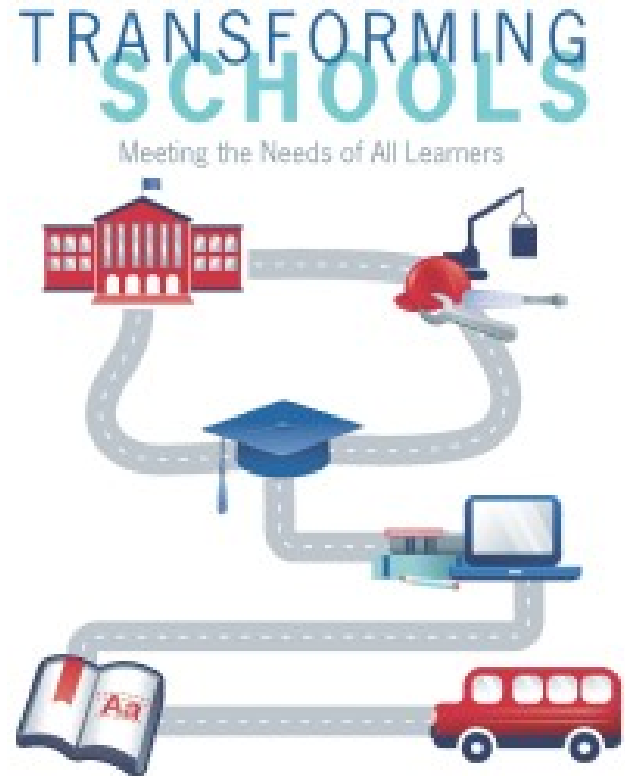
# What's Next for Non-Interviewing Schools?

2019 School Improvement Convening

Lake Terrace Convention Center  
Hattiesburg, MS  
October 15-16, 2019

*Team consisting of administrator, federal programs director,  
Instructional Staff member (lead teacher, curriculum director,  
special education director)*

[www.mdek12.org/osi](http://www.mdek12.org/osi)



# Updates

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- Identification letters (CSI, TSI, ATSI, and SAR) are being emailed to districts this week for 103 districts representing 259 schools
- Districts will be permitted to register additional participants above the limit of four (4) at this time
- Registering additional slots for your team is on a first-come, first-served basis (registration closes October 10<sup>th</sup>)

# Questions





# Comprehensive Needs Assessment Interview

## District/School Team

November 1-18, 2019

# Improving Outcomes for ALL Children

Comprehensive Needs Assessment  
Interview

(Insert Name of School & District)



**Insert Name of Principal and Superintendent**

*Please do not modify template formatting (these slides are to serve as the template that will be used to outline The root cause analysis and plan of action for the school).*

MISSISSIPPI STATE BOARD OF EDUCATION  
STRATEGIC PLAN GOALS

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



4

Every School Has Effective Teachers and Leaders



5

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



6

Every School and District is Rated "C" or Higher



# Name of District

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School's Vision  
School's Mission  
School's Goals

(1 Slide)

# School Snapshot

Attendance Data Trend	2016-17	2017-18	2018-19	2019-20 (current)
Average Daily Attendance (ADA)				
Teacher Attendance Rate				
Chronic Absenteeism Rate				
Enrollment				
Grade Configuration of School				

(1 Slide)

**Briefly address the school's strategy/response to address the attendance data trends provided in the chart and the next steps to address Chronic Absenteeism in the school.**

**Student ADA and Chronic Absenteeism:**

**Teacher Attendance:**

(1 Slide)

# School Snapshot

AREA	2016-17	2017-18	2018-19	2019-20
Number of Certified Teachers				
Number of Limited Service Teachers				
Number of Administrators				
Teacher Turnover Rate (percent)				
Percent of Teachers rated $\geq 3$				TBD
Accountability Rating & Score				TBD

(1 Slide)

Briefly address the school's strategy/response to the staffing data trends provided in the chart on the previous slide.

**Recruitment**

**Retention**

(1 Slide)



# School Snapshot (MAAP) Kindergarten – 8<sup>th</sup> Grade

Subject Area	2016-17	2017-18	2018-19
ELA Proficiency			
Math Proficiency			
Science Proficiency			
3 <sup>rd</sup> Grade ELA Pass Rate			
K-Readiness Post Assessment			

(1 Slide)

# School Snapshot (MAAP)

Subject Area	2016-17	2017-18	2018-19
ELA Proficiency			
Algebra I Proficiency			
Biology I Proficiency			
U.S. History Proficiency			
Graduation Rate			

Subject Area Retesters (Percent/Number)	2016-17	2017-18	2018-19
ELA			
Algebra I			
Biology I			
U.S. History			

(1 Slide)

# Graduation Rate vs. Proficiency

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**After a review of proficiency rates and graduation rate for the school, please address the correlation between the two for your school.**

# Summary of Evidence-based Strategy Implementation

**Briefly address the evidence-base and research behind the specific strategies that were used in the prior 3 years to address identified needs and the results.**

What Evidence-based strategies were utilized?	How did outcomes demonstrate provision of equitable practices to support improved outcomes for all groups of learners?

**Briefly address the next steps based on the data analysis.**

(2 Slides)

# Data Analysis Key Finding: STRENGTHS

Describe the top strengths in your School/District that were uncovered through deep examination of the following areas: *(Please Bullet)*

- **Use of Instructional Resources/Materials (Curriculums Used Across the System for Literacy, Math, Science and History)**
- **Student Performance (Academic Achievement, Acceleration, CCR, Grad Rate, etc.) and closing gaps based on disaggregation of student achievement data.**
- **Multi-tiered System of Support Implementation (Quality Tier I Instruction, Early Warning Indicators addressing attendance, behavior and course performance, and Interventions)**
- **Fiscal and Human Resources**

(4 Slides)

# Data Analysis Key Finding: GAPS

Describe the most critical gaps identified by your school that were uncovered through deep examination of the following areas: *(Please Bullet)*

- **Use of Instructional Resources/Materials (Curriculums Used Across the System for Literacy, Math, Science and History)**
- **Student Performance (Academic Achievement, Acceleration, CCR, Grad Rate, etc.) and closing gaps based on disaggregation of student achievement data.**
- **Multi-tiered System of Support Implementation (Quality Tier I Instruction, Early Warning Indicators addressing attendance, behavior and course performance, and Interventions)**
- **Fiscal and Human Resources**

(4 Slides)

# Summary of 1<sup>st</sup> Quarter Benchmark/Interim Performance

Identify the Interim/Benchmark Assessment being utilized.

Name of Interim/Benchmark Assessment:

How often is the assessment administered?

	ELA Proficiency	ELA Growth	Math Proficiency	Math Growth	Science Proficiency	U.S. History
2019-20 Baseline						
2019-20 Current						

(1 Slide)

# Summary of Key Findings

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**Describe how the findings from this analysis will inform the school's actions in the provision of equitable access to a quality instructional program for ALL student subgroups in your school (effective teachers, instructional practices, professional learning, and the utilization of supplemental funding).**

**Describe how the district is addressing the academic outcomes of the lowest performing subgroups in the school.**

(1 Slide)



# Action Plan for Improving Student Outcomes

Address specific next steps based on the data analysis in the table provided.  
(Please address a minimum of 1 strategy per domain)

Domain	Priority Strategy	Expected Outcome	Position Responsible	Next Steps	Timeframe
Transformational Leadership					
Instructional Transformation (Instruction and Assessment)					
Talent Development					
Cultural Shift (Equity, Culturally Responsive Teaching, Parent and Community Engagement)					

# Resource Analysis: Budget

Complete the table below.

Source	Per Pupil Amount	Use/Activity	Anticipated Outcome
District			
Title I			
IDEA			
School Improvement			
Total			

(1 Slide)

# Resource Analysis: District Supports

Does the school currently have external providers that support the instructional practices of the school? If yes, identify those providers, their scope of work, the frequency of services, the number of years used between 2016-17 and 2019-20, and the process used to measure provider efficacy (Complete the Chart Below)

	External Provider (Consultant Group)	Area of Support/Expected Outcome	Frequency of Support	Performance Outcome (Proficiency)/(Growth)	Cost
2019-20					
2018-19					
2017-18					
2016-17					

(1 Slide)

# Resource Analysis: District Supports

Does the district currently have partnerships with regional educational service agencies (i.e. RESA) or other educational service groups? If yes, identify those providers, their scope of work, the frequency of services, the number of years used between 2016-17 and 2019-20, and the process used to measure provider efficacy. (Complete the Chart Below)

	RESA(s) (PREPS, SRESA, GCEIC, RCU)	Area of Support/Expected Outcome	Frequency of Support	Performance Outcome (Proficiency)/(Growth)	Cost
2019-20					
2018-19					
2017-18					
2016-17					

(1 Slide)

# Resource Analysis: District Supports

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**Briefly describe the return on investment in terms of improved student performance based on the analysis of external provider and regional educational service agency supports provided to the school.**

(1 Slide)

# Resource Analysis: District Supports

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**Briefly describe the type of support will the district provide to the school to improve performance outcomes during the 2019-20 school year?**

(1 Slide)

# Planning for Long-Term Sustainability

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- **What are your strategies to sustain improvement efforts created through your plan?**
- **Which MDE Resources have you utilized to support your work?**
- **Which MDE Resources did you find the most helpful and impactful?**
- **What is the most feasible and effective way that the MDE can support you with the gaps identified through this root cause analysis?**

(1 Slide)

# Questions from State Team

(List the name and title of each school and district team member who is present at the interview so that clarifying questions may be directed to specific individuals)



# The Interview Presentation Process

- ⌘ Develop and submit a PowerPoint presentation through MCAPS using MDE designed template
- ⌘ Submit specific artifacts through MCAPS
  - School Staff Summary (Total #certified staff: by grade, subject area, license type, years of experience (0, 1-3, 5-10, +10) – please do not provide names of personnel)
  - Intervention Programs and schedule (include documentation of evidence-base)
  - External Providers (years used, scope of work, and outcome expectation, RFP)
  - Dropout Prevention Plan for High Schools
  - **School** Professional Development Plan
  - **District** Professional Development Plan
- ⌘ Interview between MDE team and the district team that is comprised of a school board member, superintendent, school principal, teacher representative, and parent/community member
- ⌘ Receive Verbal and Written Feedback from the MDE Team
- ⌘ Submit SAR Plan for Local School Board (LSB) Approval – **Using Action Plan Template Provided by MDE**
- ⌘ Submit the LSB Approved Plan Revisions to MDE for Approval (CSI Only)
- ⌘ If Funding Awarded – Submit LSB Approved Funding Application to MDE for Approval (must have federal designation)
- ⌘ Support/Monitoring from MDE (CSI Schools/ATSI F-schools)

# Presentation Overview

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- ⌘ **Who**: Select 1-2 members from your district interview team to deliver the presentation.
- ⌘ **What**: Deliver a 30-minute presentation that provides a narrative of the school's current status/context and next steps to address causes for identification.
- ⌘ **When**: Presentations must be submitted to the Review Committee no later than October 21, 2019, via MCAPS. Interviews will take place November 1-18, 2019.
- ⌘ **How**: Each school will receive a pre-scheduled time to present within a 75-minute block (30 minutes to present, 15 minutes for Q&A, 15 minutes for state team debrief, and 15 minutes for verbal feedback with school and district team).
- ⌘ **Where**: Schools will be scheduled to present in Jackson, MS.

# PowerPoint Guidelines

⌘ A PowerPoint template has been created for School/District presentations. School/Districts must use the template as provided.

- School/Districts should not add photos, change the color of the template or the font.
- The only portion of the template the School/District may customize is the content, which should be provided in sentences, bulleted concepts, tables, charts or graphs.
- PowerPoints must have **no more than 28 slides**, not including the title, MDE Goals, or questions slide;
- Presentations must be **30 minutes or less**; and,
- Fonts may be no smaller than 18pt.

*Note: Suggested slide limits have been given as additional guidance.*

# What's Next for Identified Schools?

## Before the Interview

- Convene leadership teams
- Identify team responsible for drafting interview presentation
- Identify lead presenter for the interview presentation (1-2 individuals from the school)
- Confirm interview date, time, and location
- A team should attend School Improvement Convening consisting of administrator, federal programs director, instructional staff member (lead teacher, curriculum director, special education director) **Date of Convening: October 15<sup>th</sup> -16<sup>th</sup>**
- Submit requested artifacts by October 21<sup>st</sup> (Must be uploaded to the LEA Document Library)

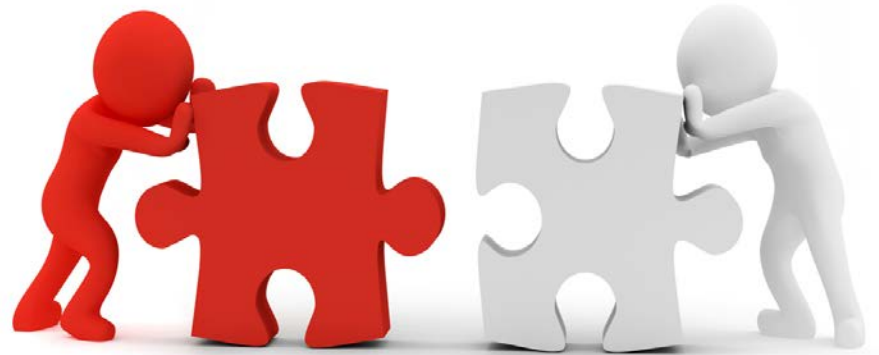
## Interview at MDE

# What's Next for Identified Schools?

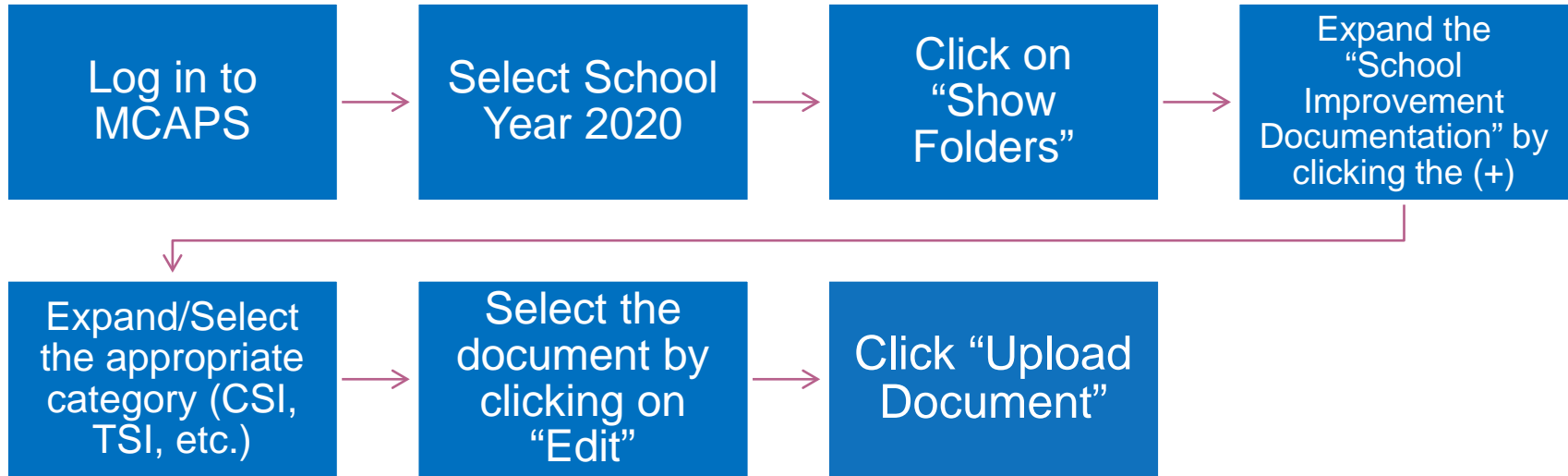
- **Following the interview**
  - Finalize plan
    - District's actions to support school
    - School's actions to have improvement outcomes
- Submit Local School Board (LSB) approved plan through MCAPS
  - Revisions to CSI plans require MDE approval
  - TSI/ATSI plans require LSB approval
  - SAR plans require LSB approval
- Provide **monthly update** during the local school board meeting and upload into MCAPS each month (LEA Document Library)
- Implementation of Plan

# MCAPS

Mississippi  
Comprehensive  
Automated  
Performance-based  
System



# MCAPS Document Upload Process



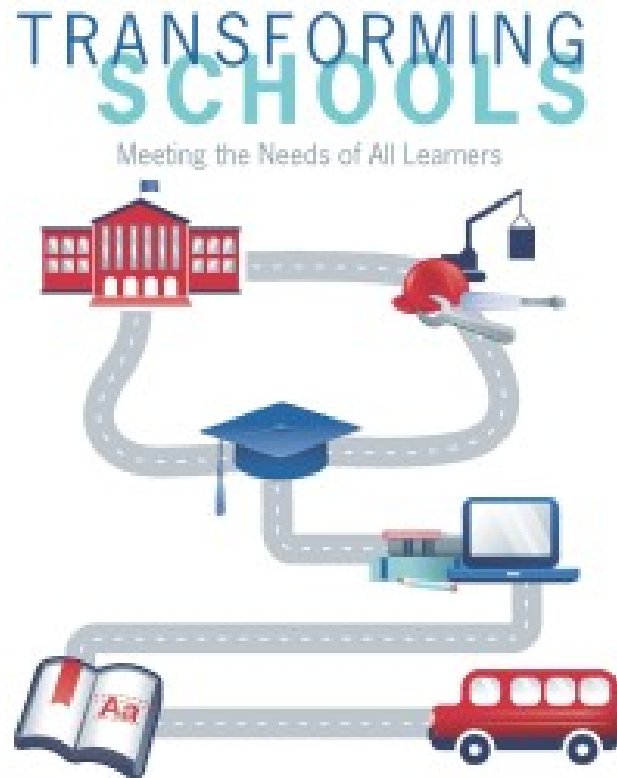
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special education director)*

[www.mdek12.org/osi](http://www.mdek12.org/osi)





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# Questions

