Utilizing MS SOARS as a Tool for Improving Student Outcomes

Deeper Dive into MS SOARS: Indicators of Effective Practice

October 26, 2018

MISSISSIPPI DEPARTMENT OF EDUCATION
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Office of School Improvement

Mississippi Department of Education

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

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State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

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

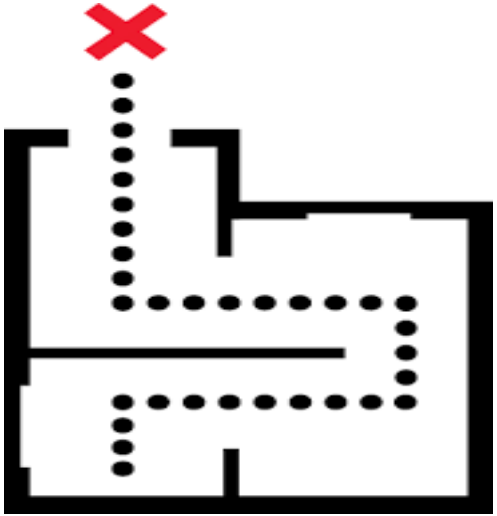
Learning Target

To frame, for participants, the Office of School Improvement's context around utilizing MS SOARS as a tool for improving student outcomes.

To guide schools through the process of plan development in MS SOARS

The School Improvement Journey

Once the accountability system identifies a school for improvement, schools begin the transformation process through the development of plans.



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The School Improvement Journey

Poor Planning Yields Poor Results	Strategic Planning Yields Positive Outcomes
Don't address priority challenges and root causes	Identify what's important
Are "shelved" and collect dust	Review, Review, Review
Tackle too much (i.e. too many strategies)	Prioritize
Don't include clear owners/timelines, etc.	Determine who is accountable
Aren't realistic (goals are not SMART)	Set short term milestones, Be specific, Measure actions as well as progress

Plan Development in MS SOARS

The School Improvement Journey

A plan is only as good as the process that produces the plan

Plan Development

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Is what I'm doing, or about to do, going to improve student achievement?

How does this decision improve the quality of instruction and outcomes for ALL students?

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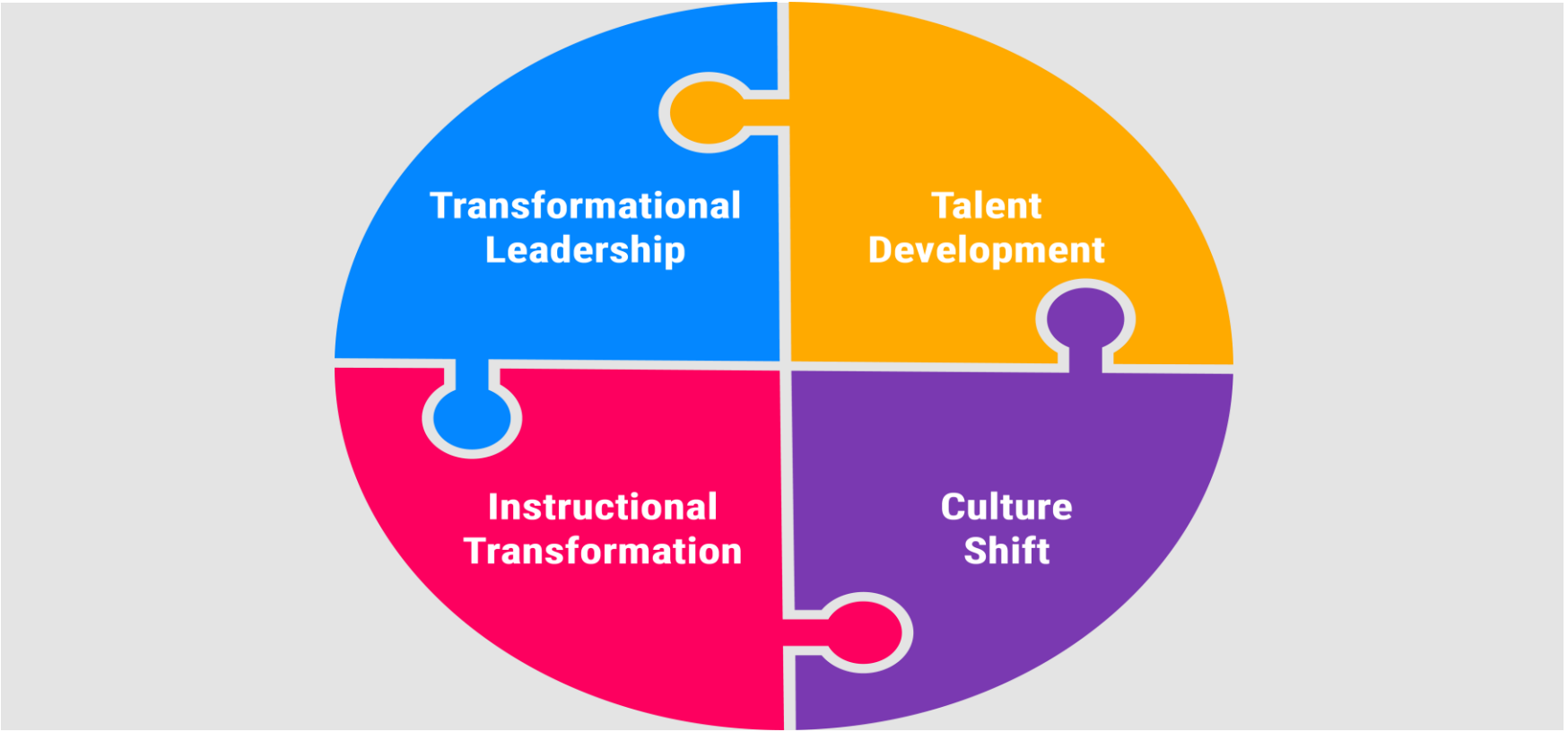
Plan Development in MS SOARS

Indistar®

Four Domains of Rapid School Improvement



Indicators of Effective Practice

Indicators of Effective Practice are a collection of **research-based "best practices"** that provide guidance for *meaningful* and *intentional* change designed to increase student achievement in low-performing schools.

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Indicators of Effective Practice

Domain I – Transformation Leadership	Domain 2 – Talent Development
Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.	Professional development of individual teachers includes an emphasis on indicators of effective teaching.
LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation.	LEA and school recruit, screen, select, and evaluate external providers.
School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals	
A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).	

Indicators of Effective Practice

Domain 3 – Instructional Transformation	Domain 4 – Culture Shift
The principal keeps a focus on instructional improvement and student learning outcomes	School implements strategies and practices to improve school culture and climate.
The principal monitors curriculum and classroom instruction regularly.	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies	
The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs	
Instructional Teams develop standards-aligned units of instruction for each subject and grade level	

Indicators of Effective Practice- High Schools

Domain 1 – Instructional Transformation	Domain 2 – Culture Shift	Domain 3 – Instructional Transformation	Domain 4 – Culture Shift
The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system	The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.	The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation	The school routinely provides all students with information and experience in a variety of career pathways
The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.		The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness	The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs)

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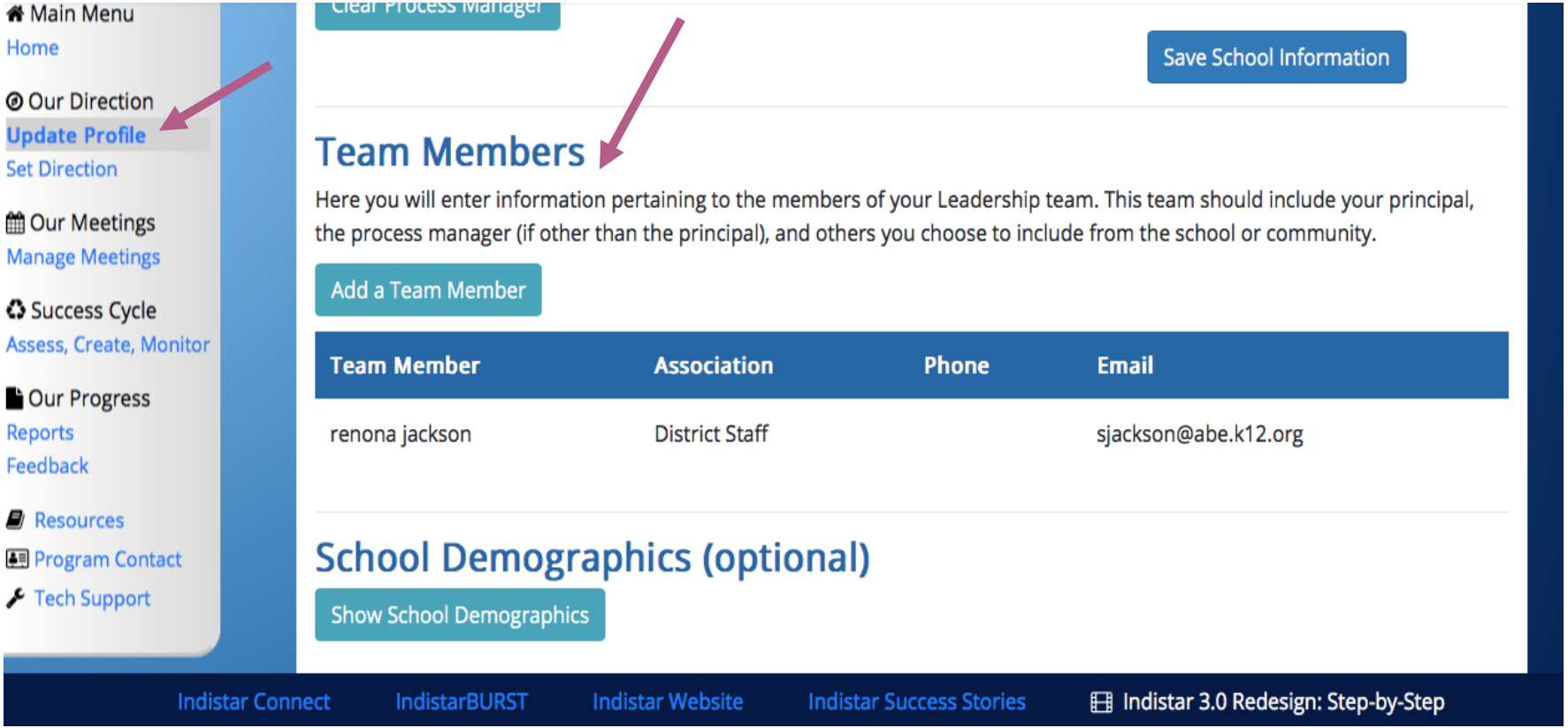

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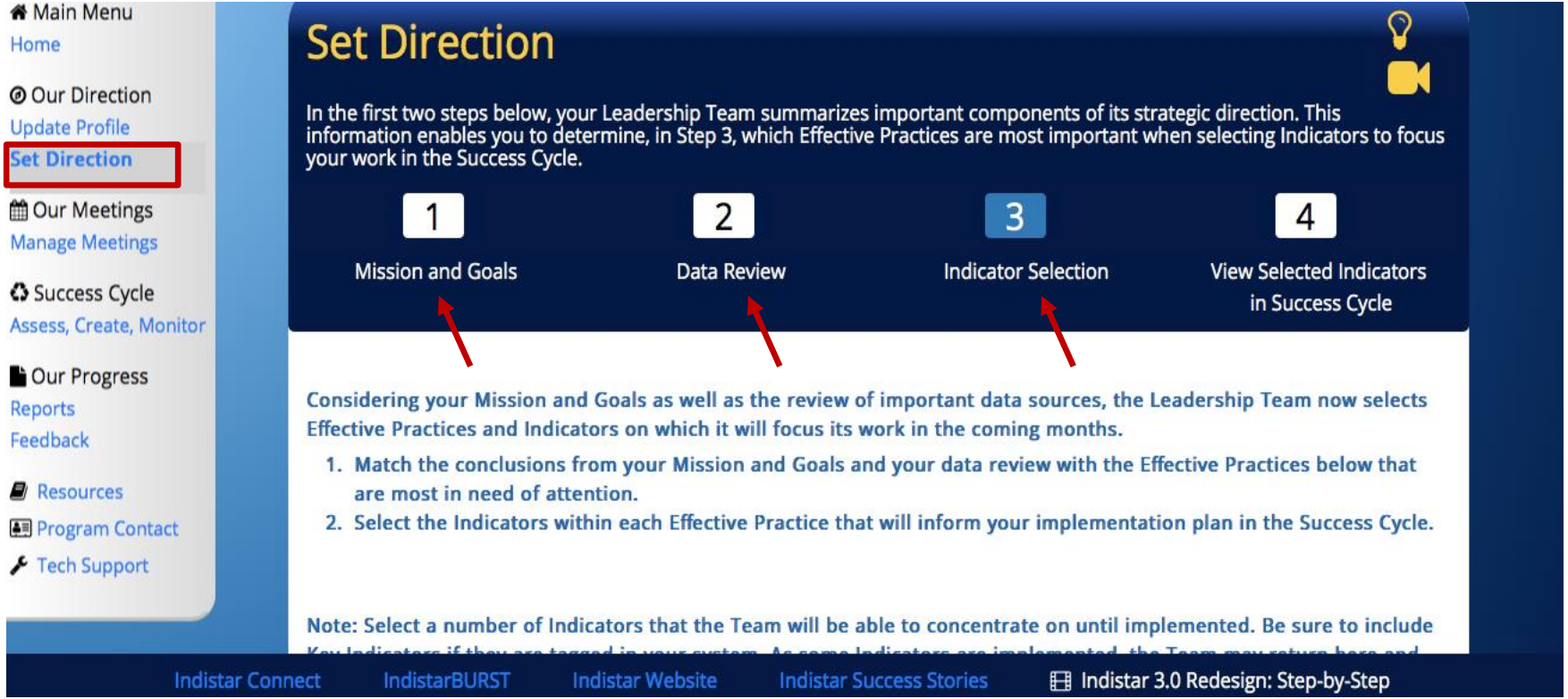

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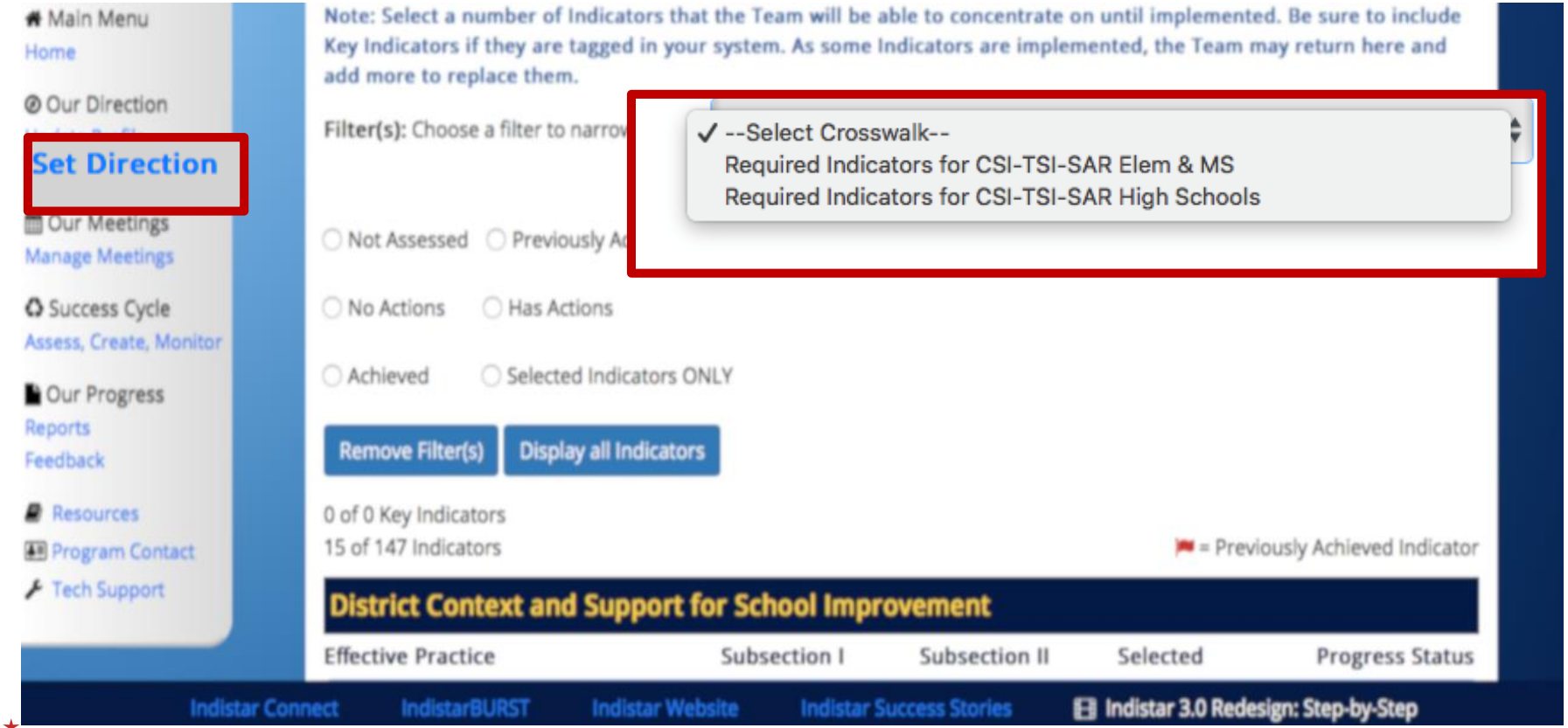

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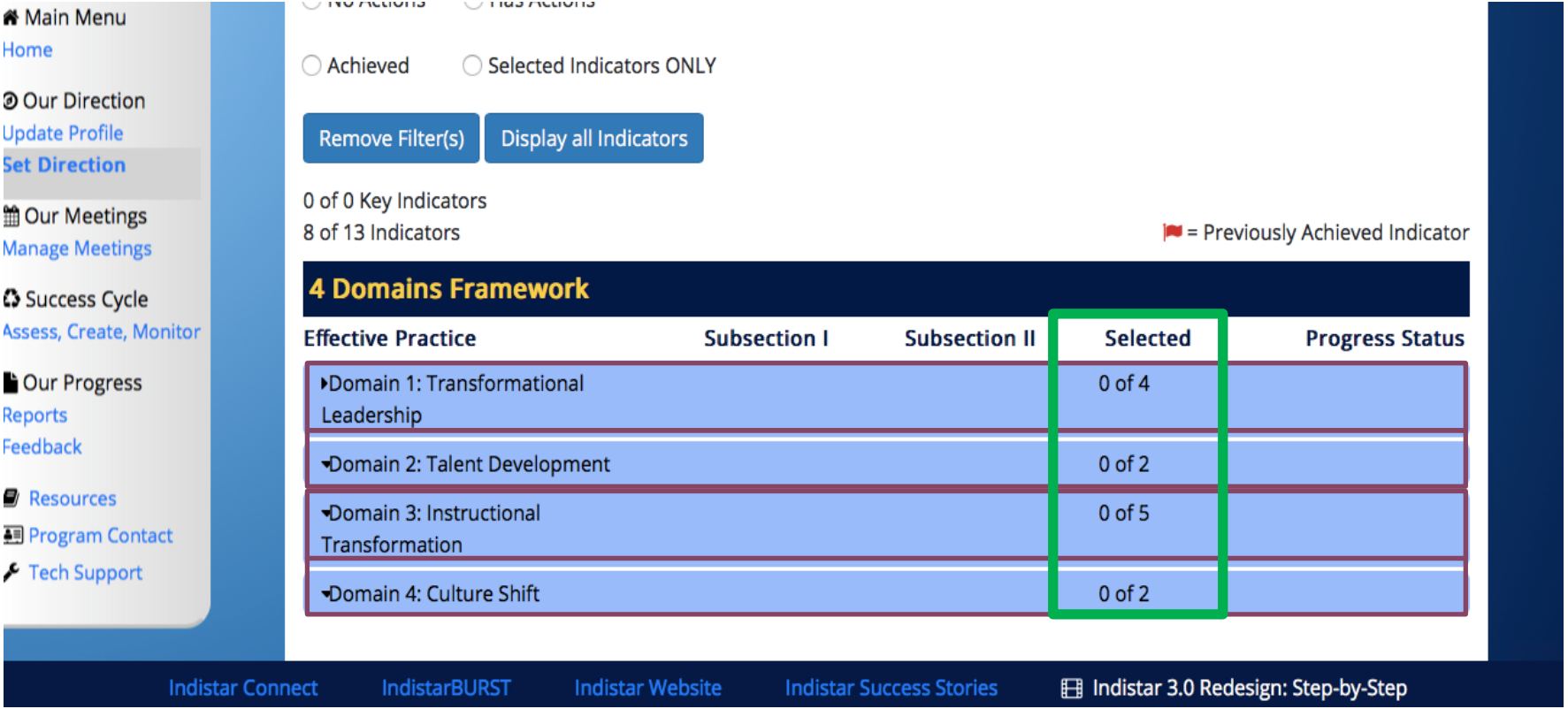

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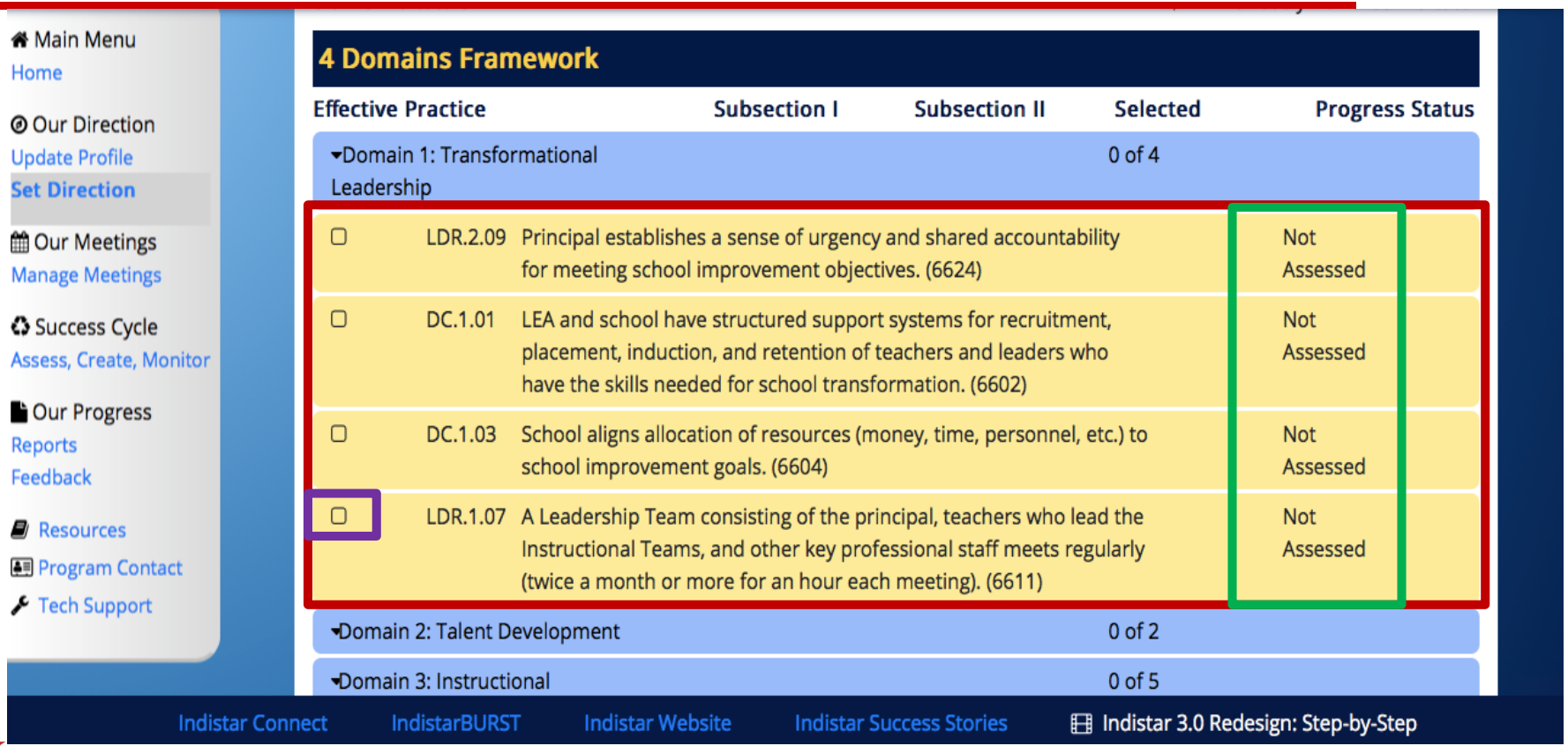

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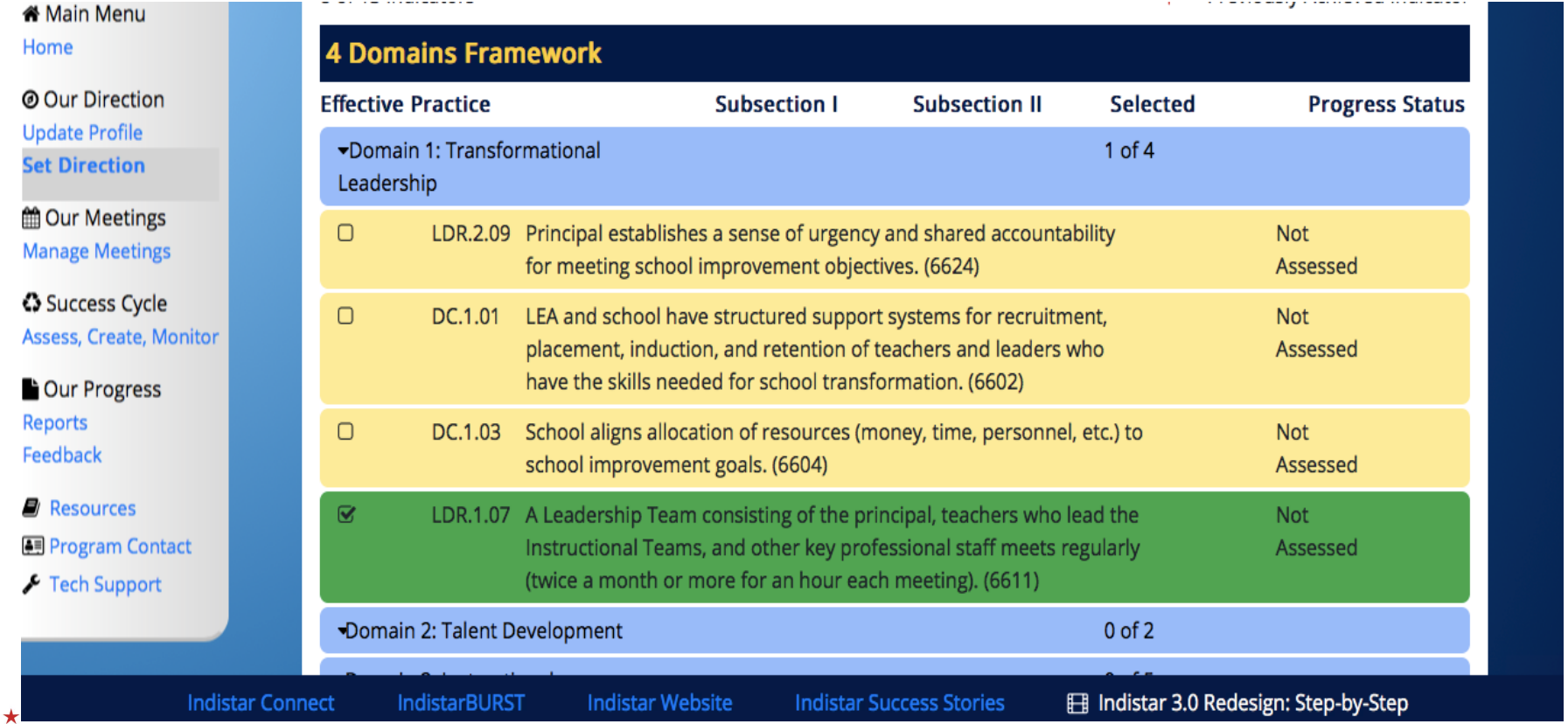

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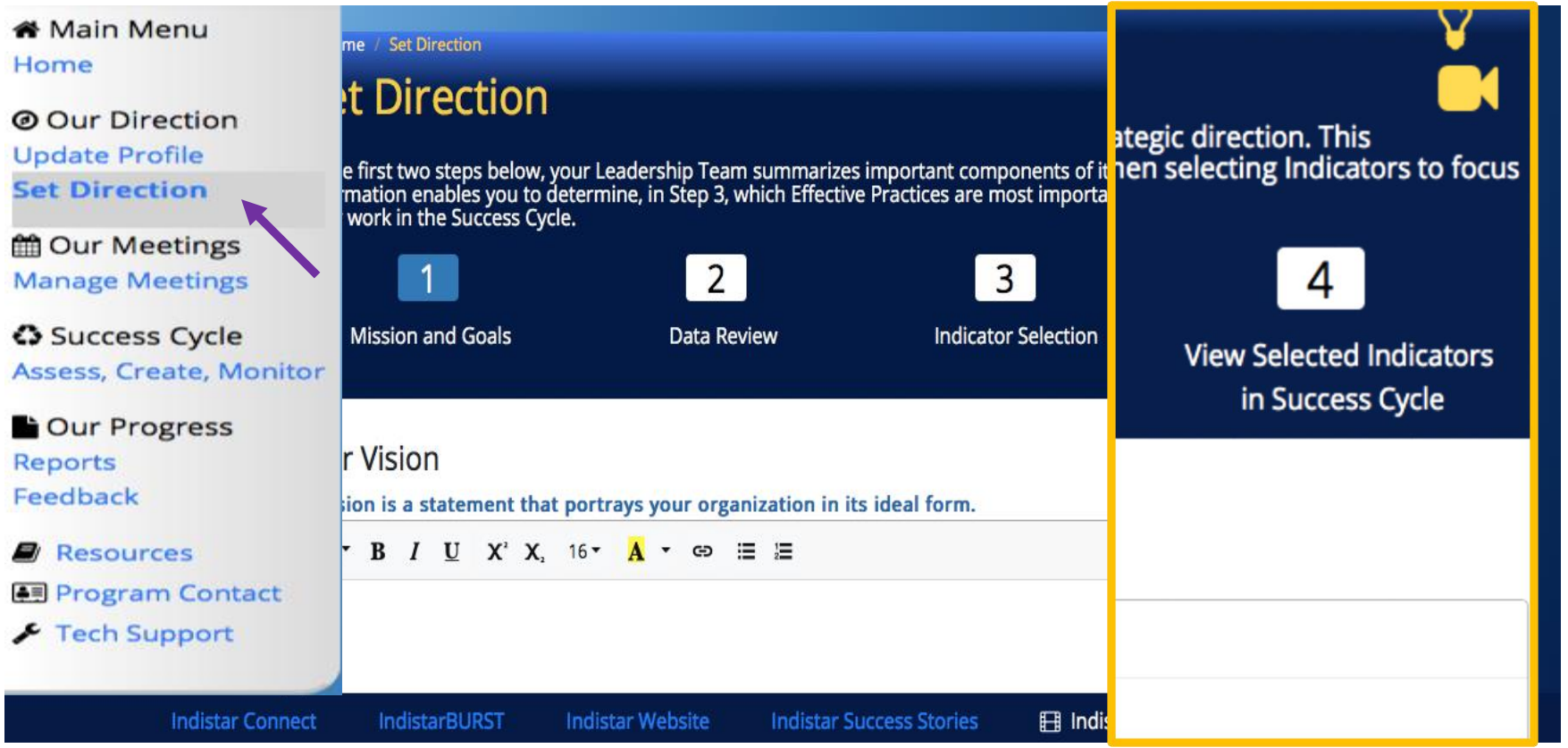

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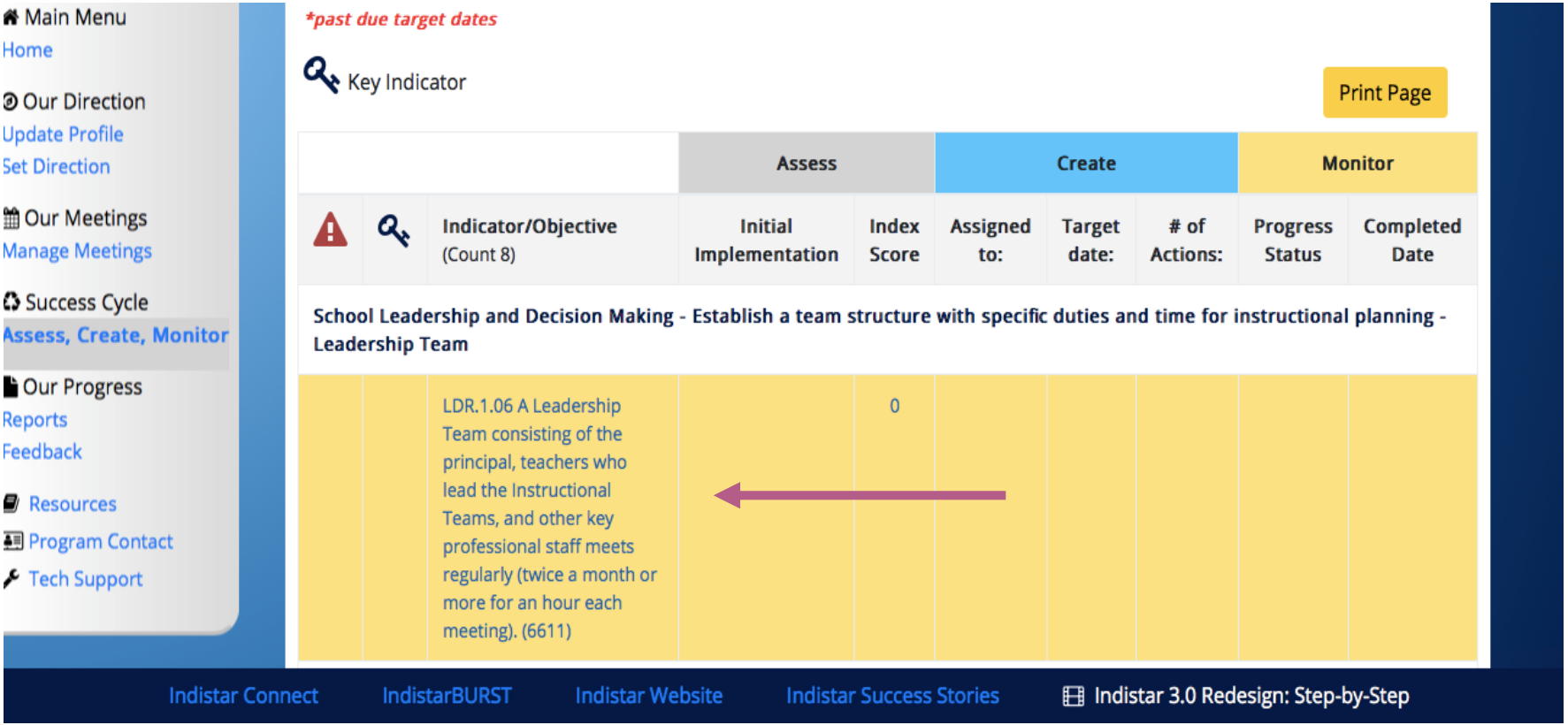

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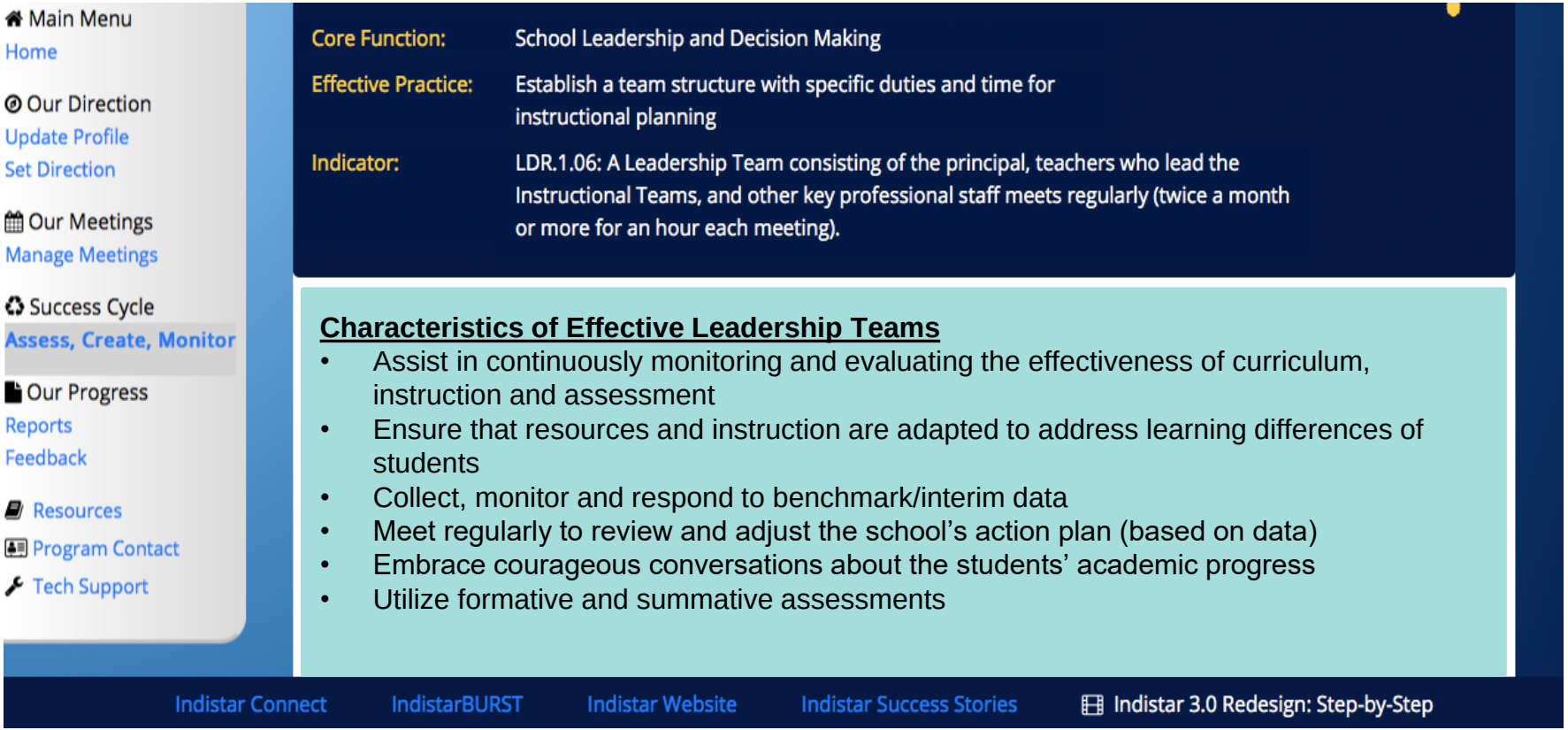

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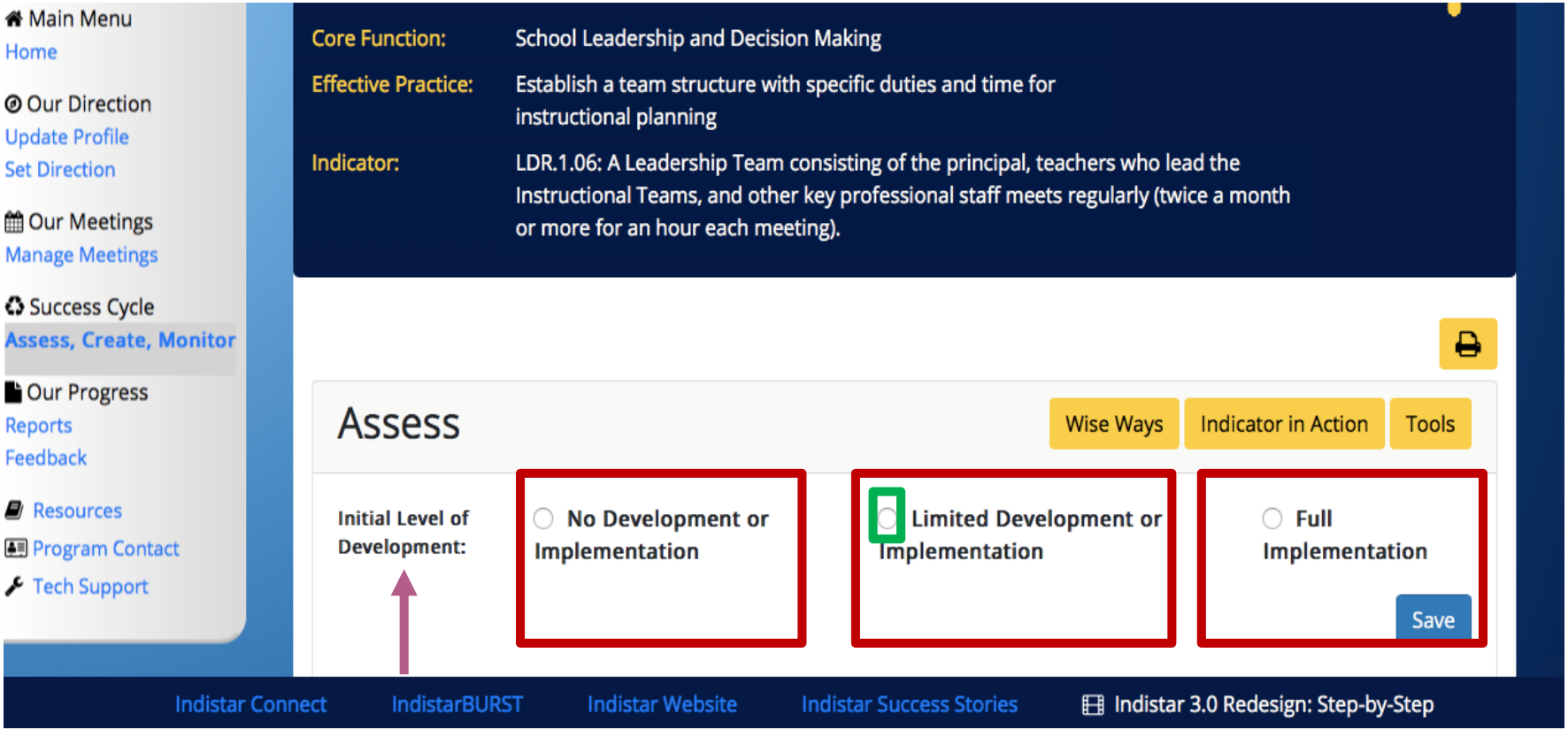

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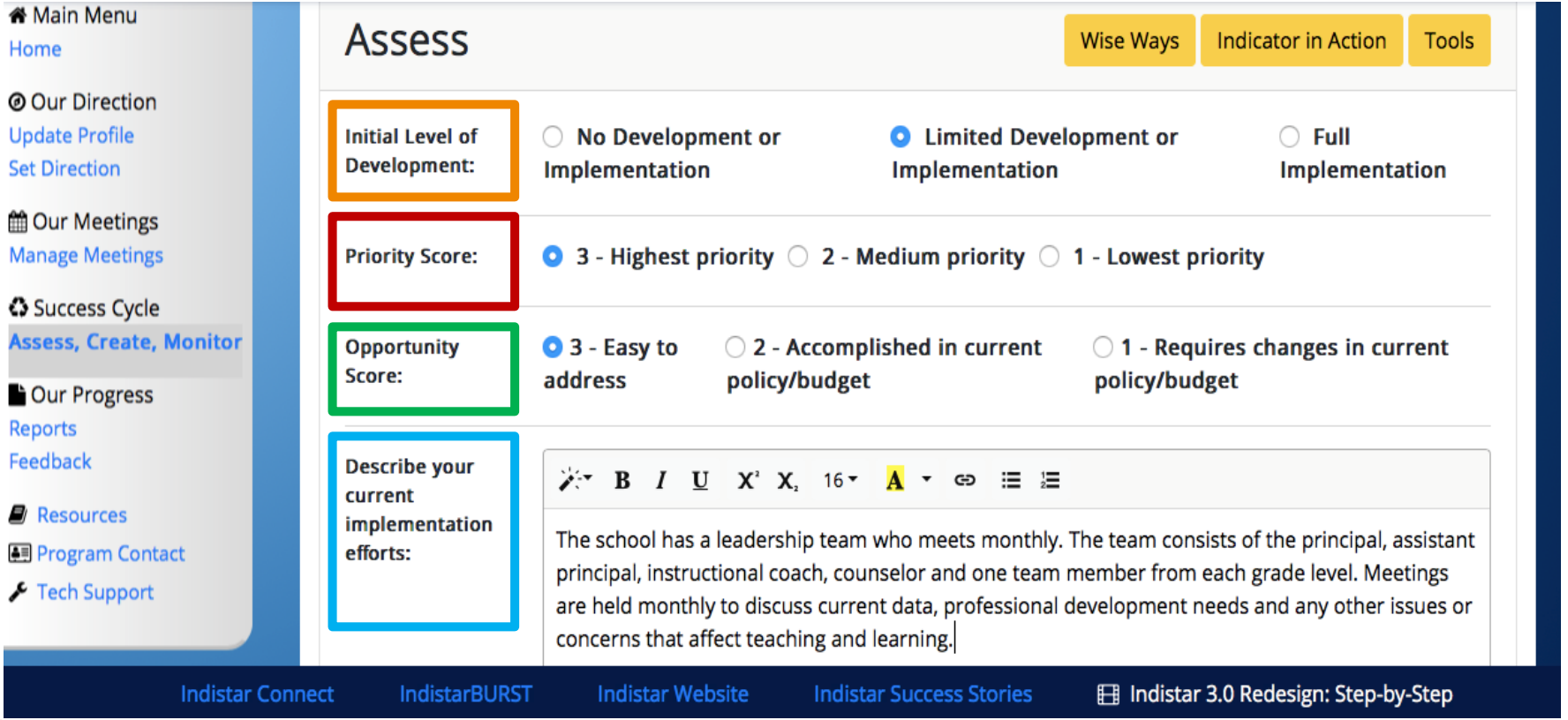

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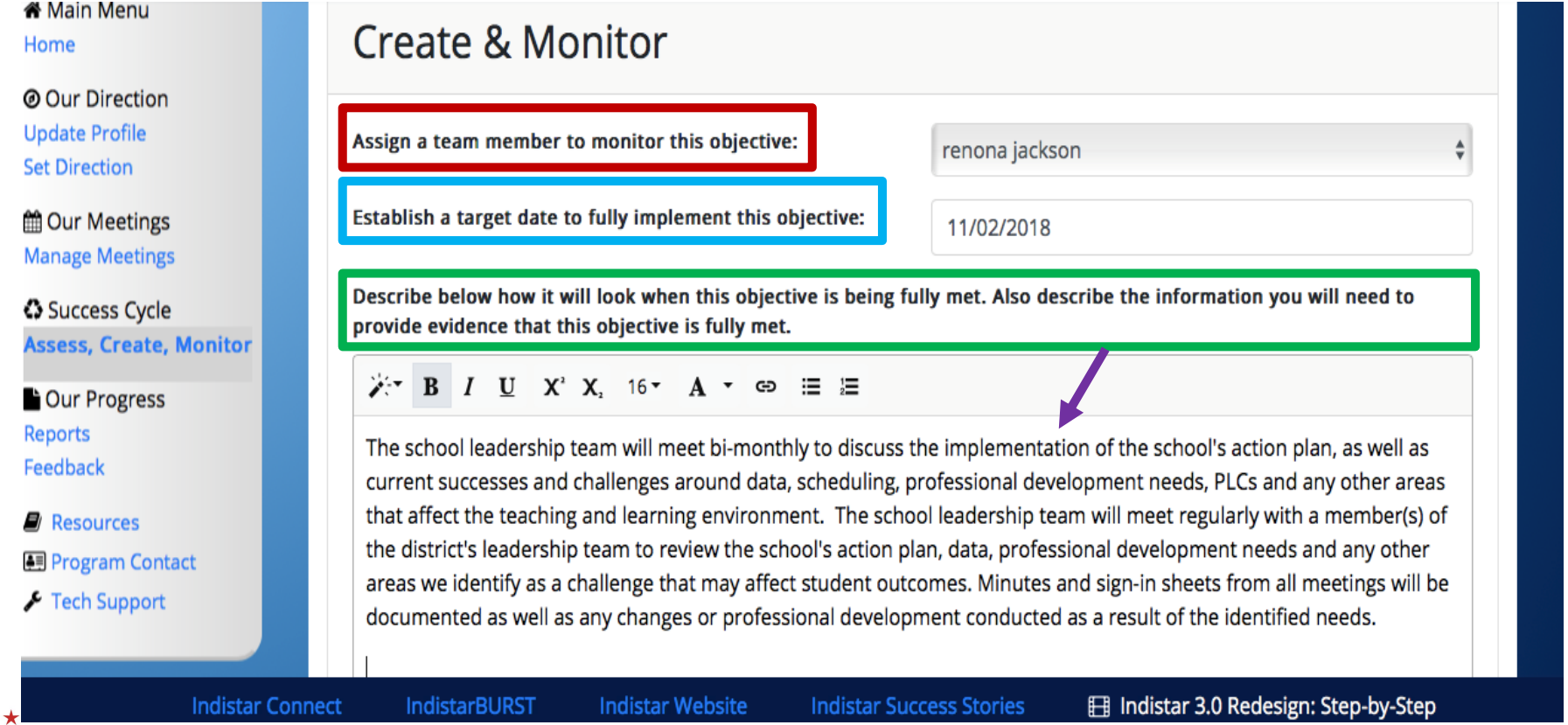

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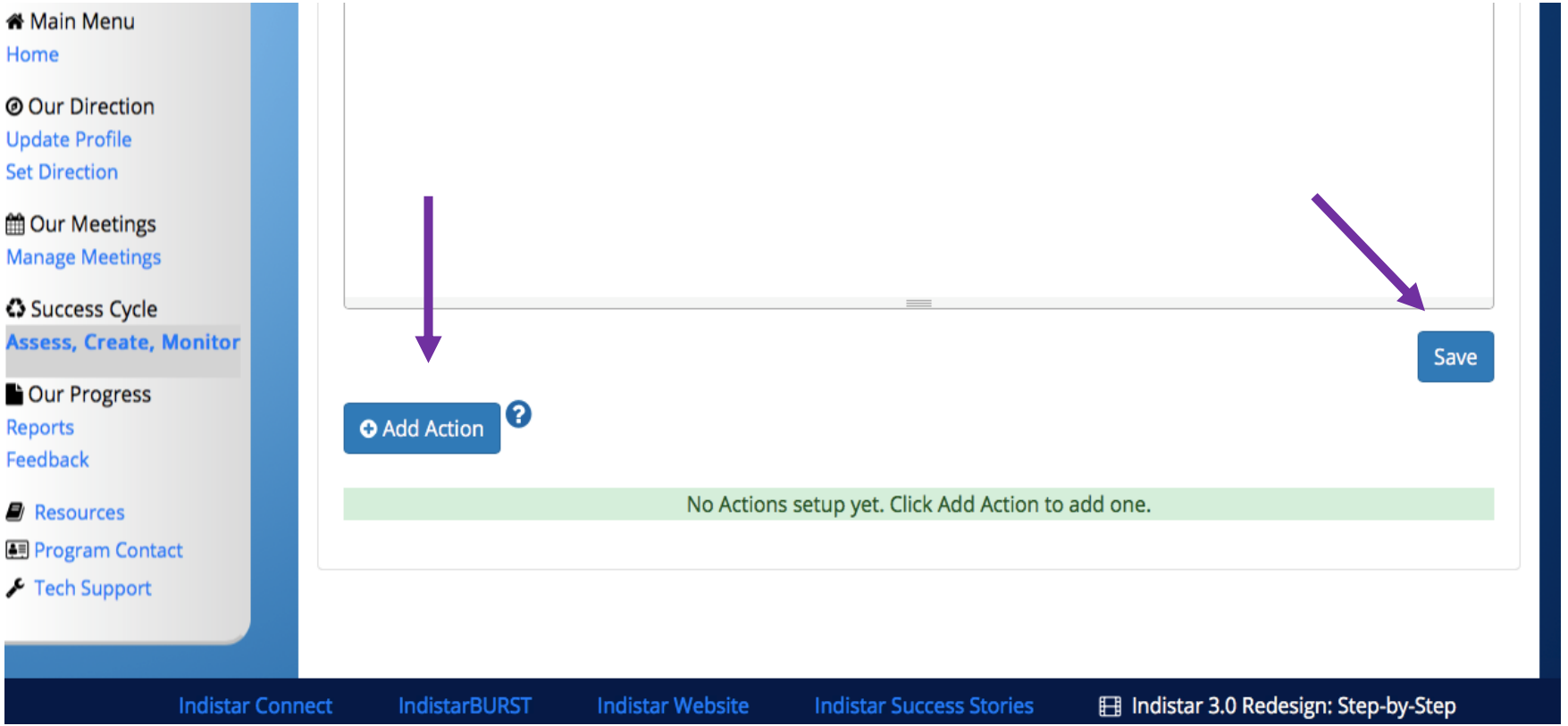

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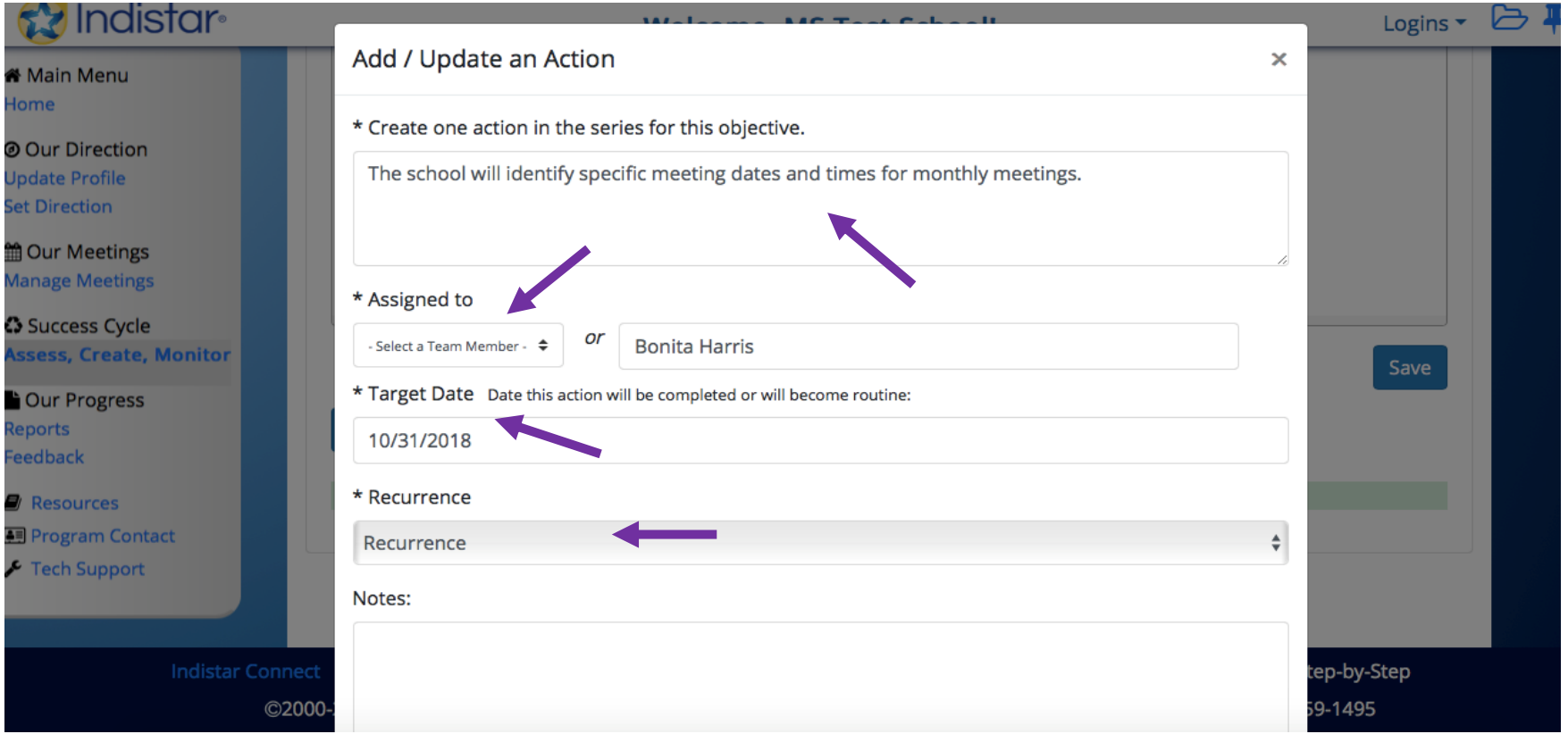
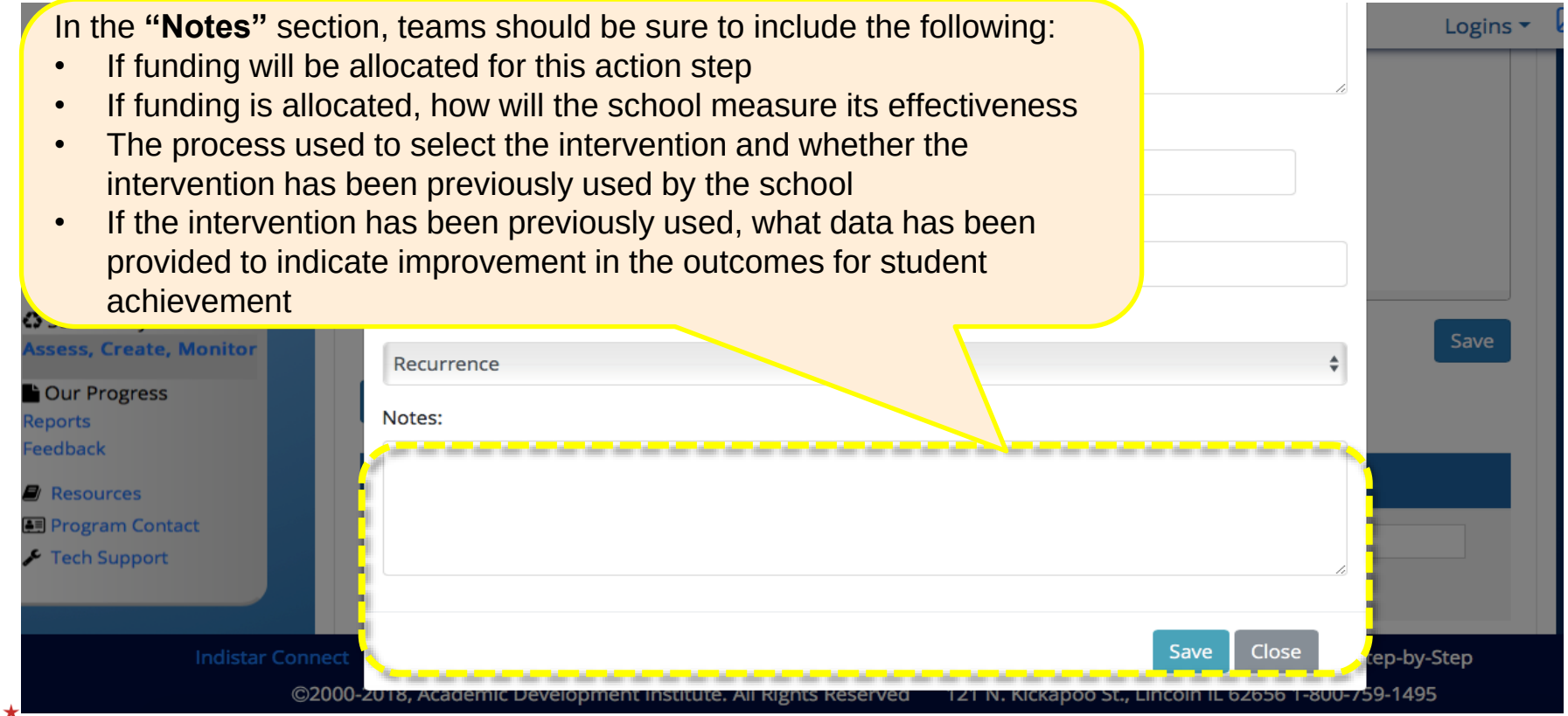


Plan Development in MS SOARS

In the **"Notes"** section, teams should be sure to include the following:

- If funding will be allocated for this action step
- If funding is allocated, how will the school measure its effectiveness
- The process used to select the intervention and whether the intervention has been previously used by the school
- If the intervention has been previously used, what data has been provided to indicate improvement in the outcomes for student achievement



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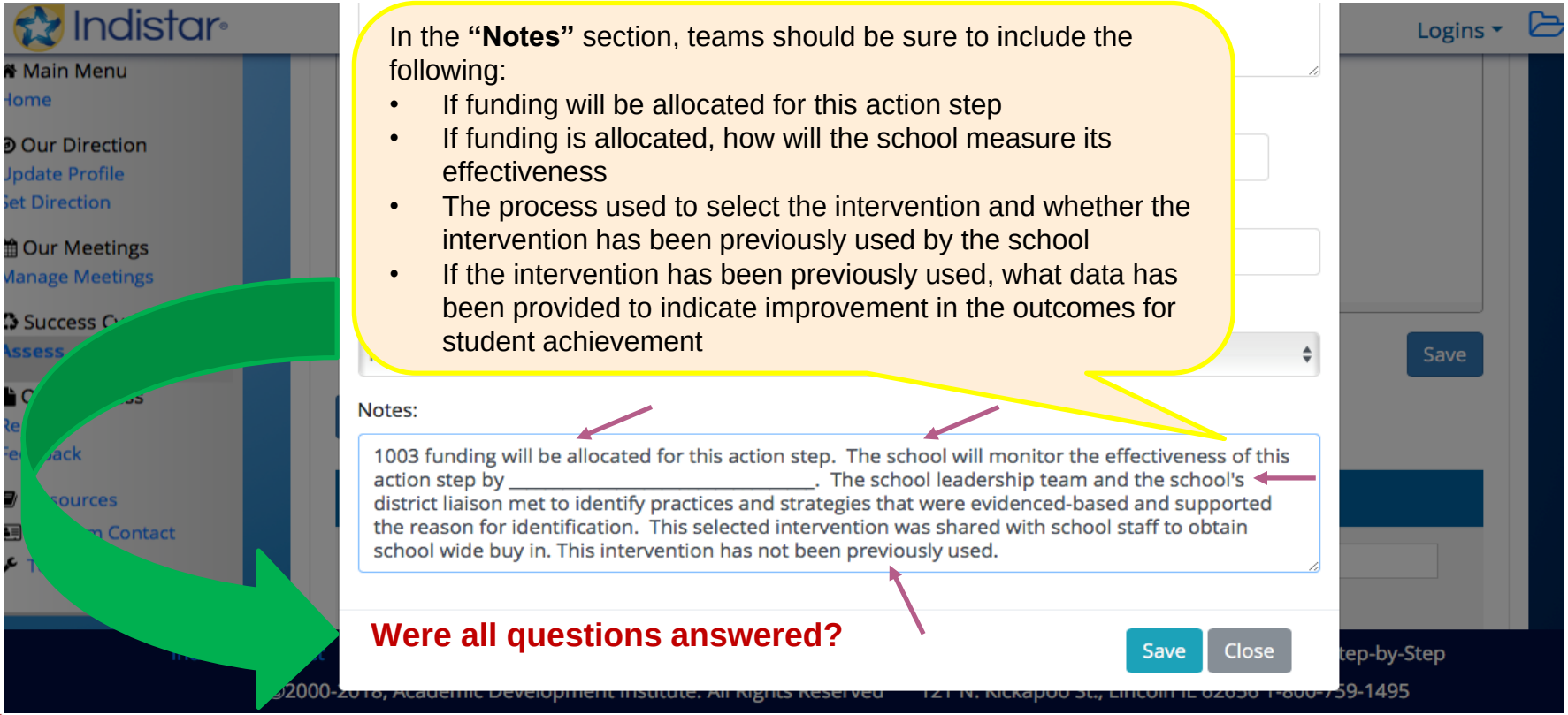

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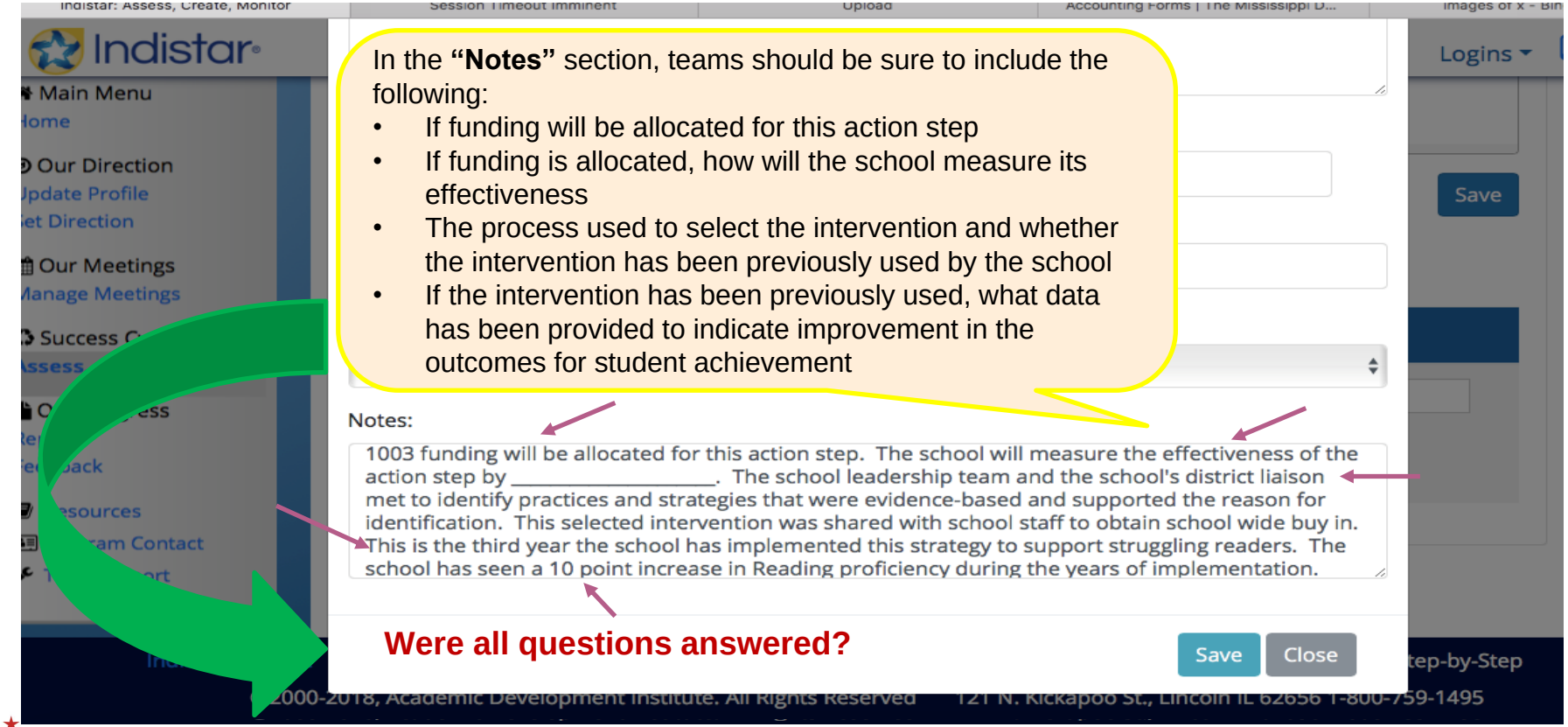

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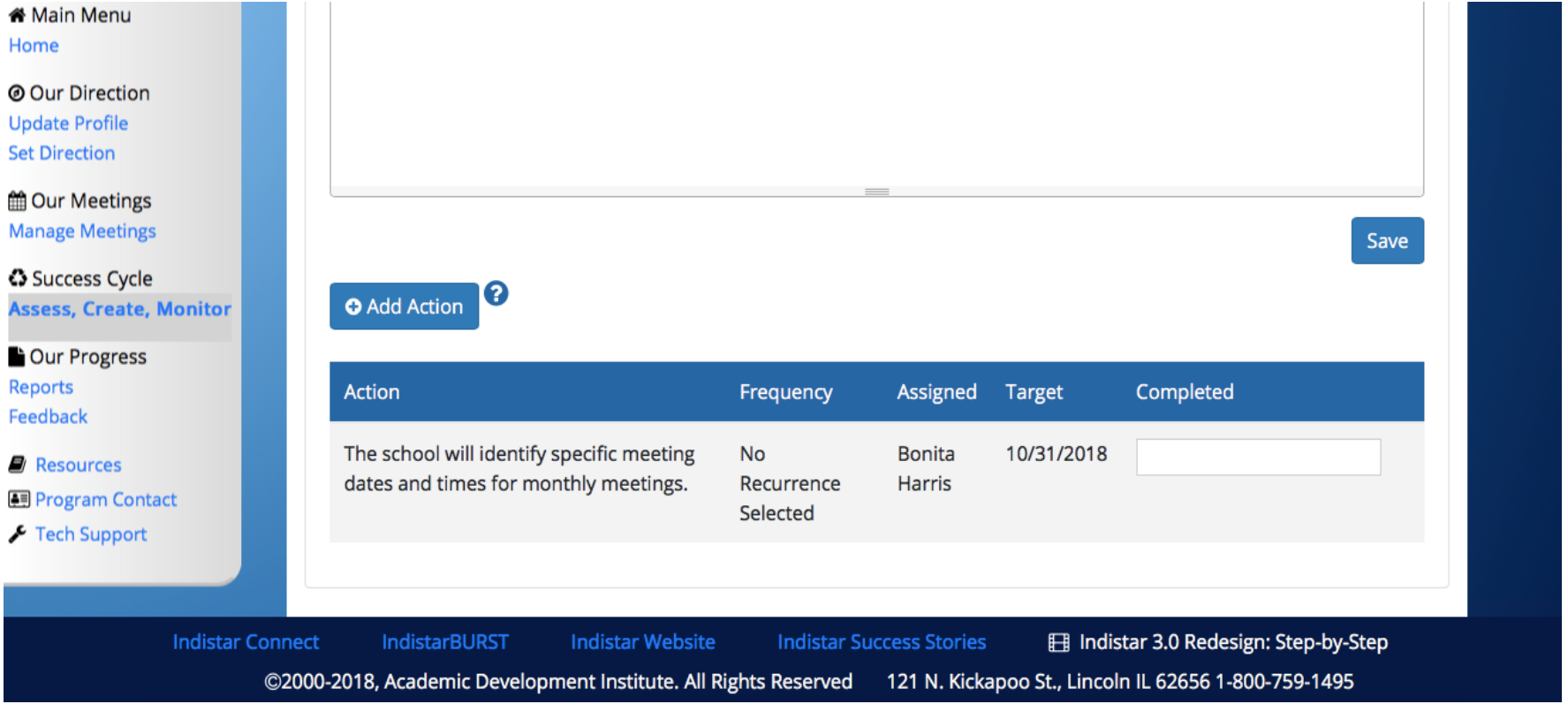

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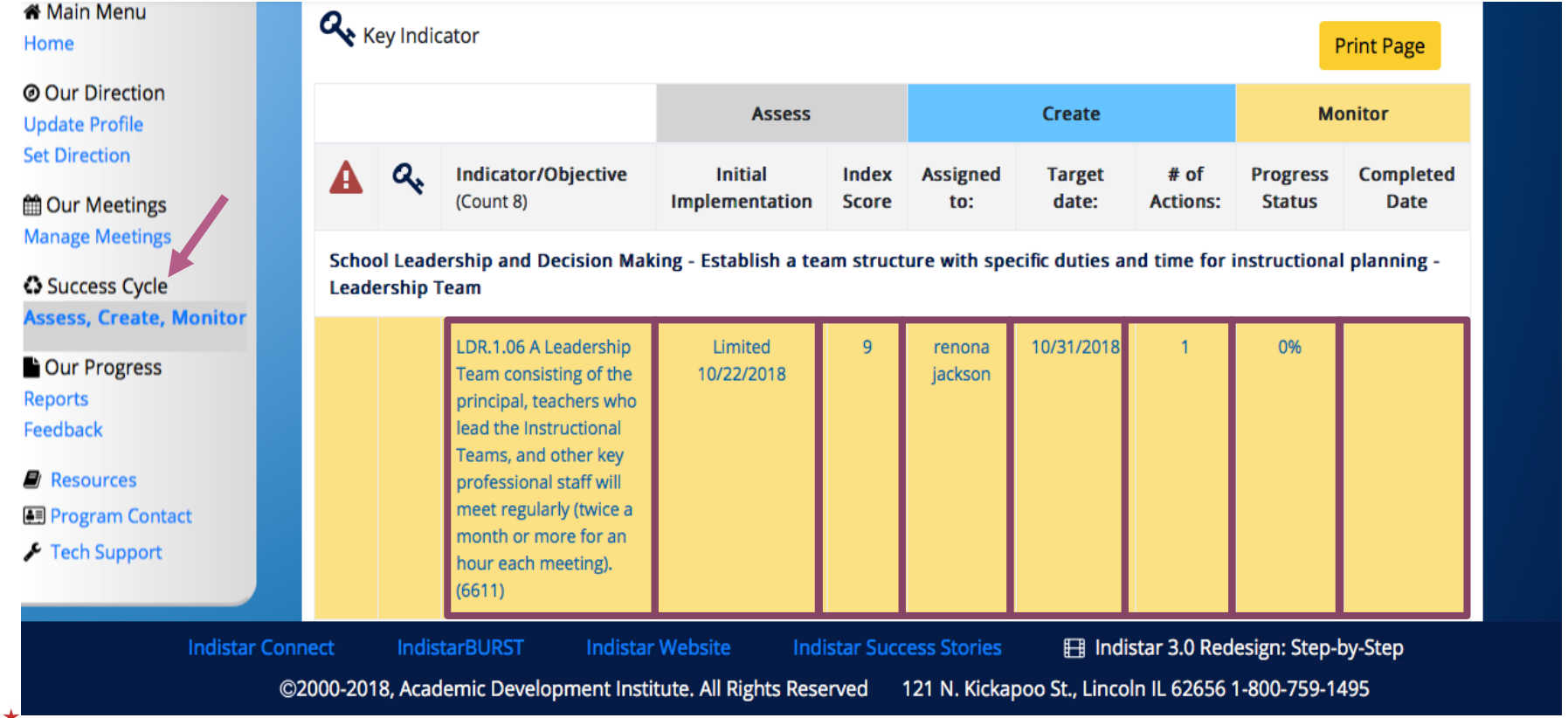

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REPEAT THE PROCESS FOR EACH ASSESSED INDICATOR

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A plan is only as good as the process that produces the plan

Frequently Asked Questions

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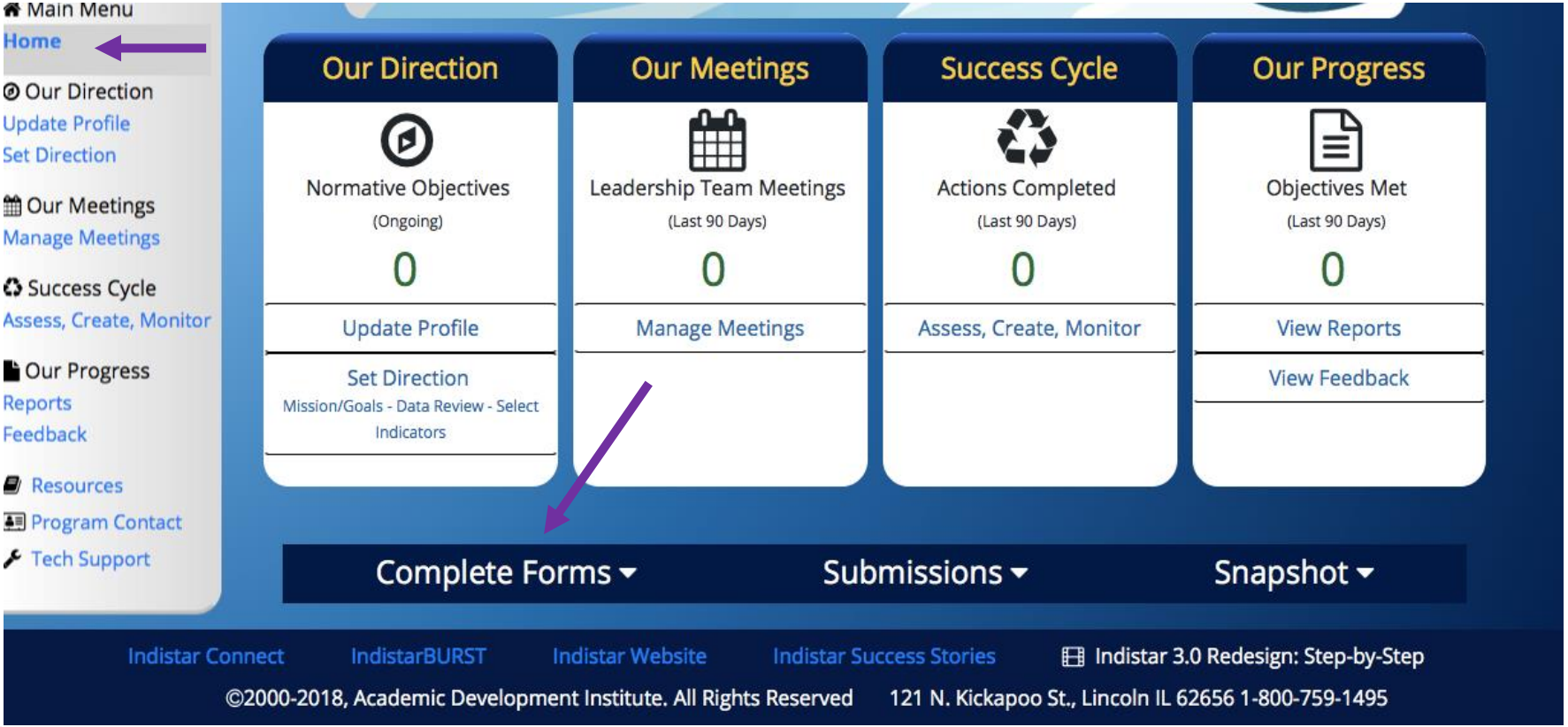

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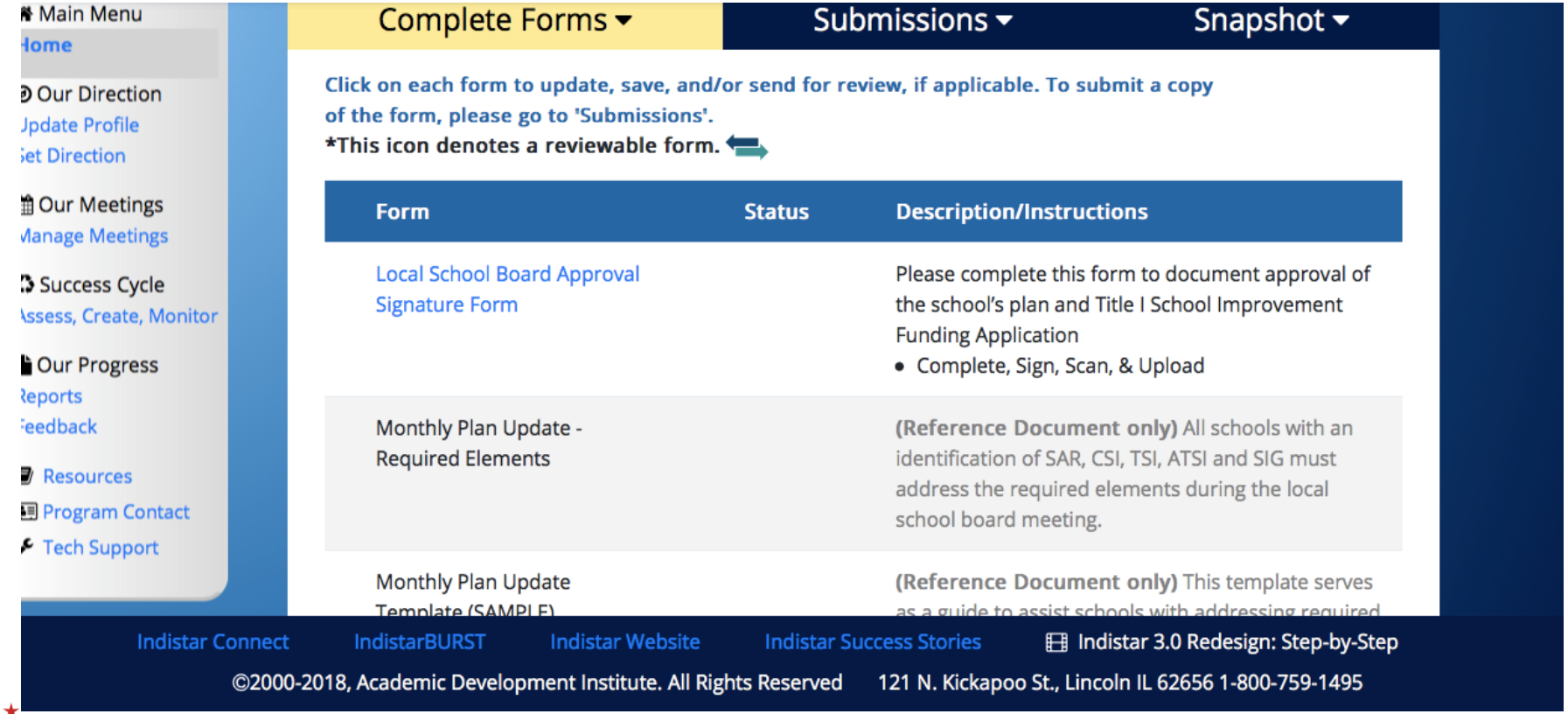

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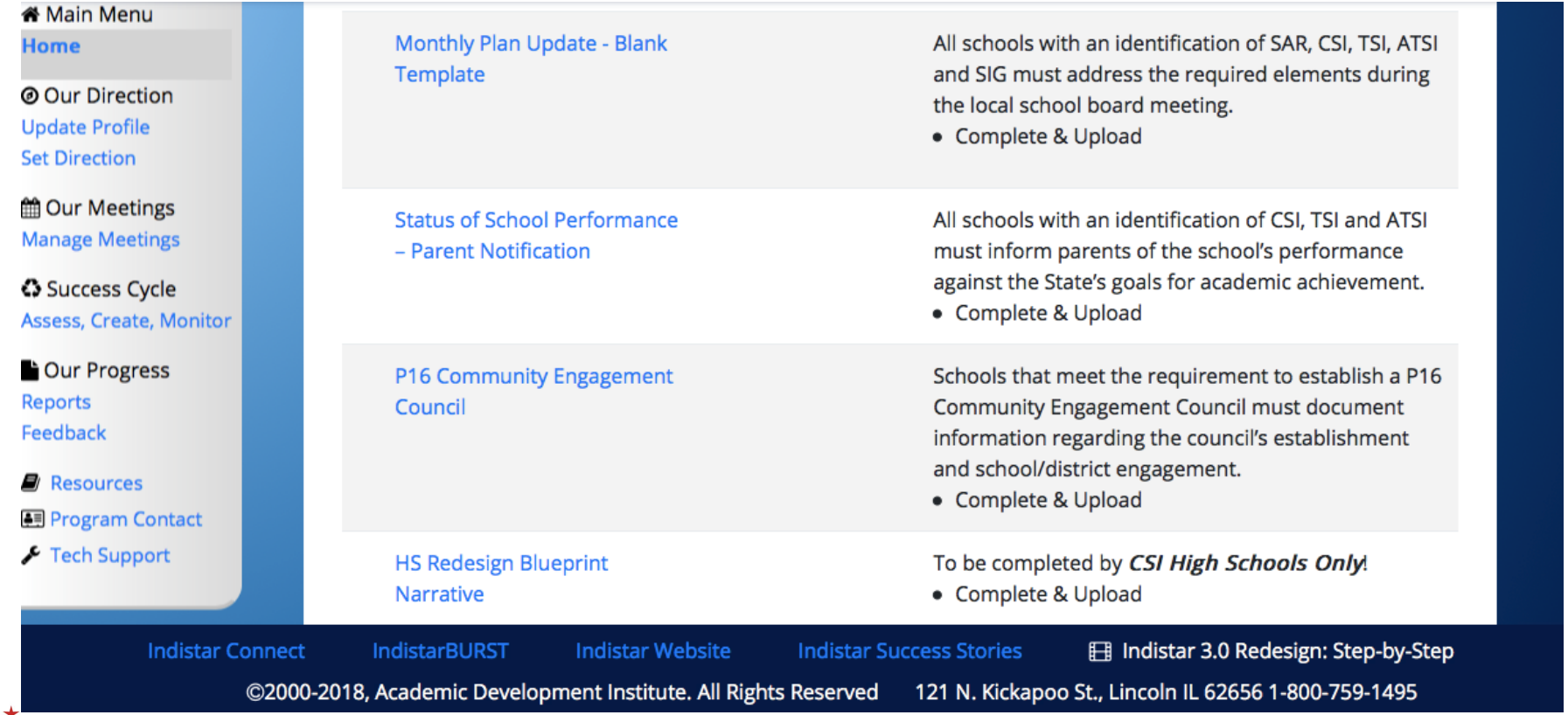

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