

Improving Student Outcomes for ALL Children

School Improvement Process for Identified Schools

October 5, 2018



Office of School Improvement

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

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



Key Questions

- Why does this process for identification exist?
- Why was my school identified and how do I exit?
 - Comprehensive Support and Improvement (CSI)
 - Targeted Support and Improvement (TSI)
 - Additional Targeted Support and Improvement (ATSI) or
 - School At-Risk (SAR)
- What process will my school be required to implement?
- What is the timeline for implementation?
- What are the next steps?

Background

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

Exit & Support

School Improvement Categories

CSI Identification

- 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 Identification

- 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

ATSI Identification

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

School At-Risk Identification

- School has accountability rating of F

Comprehensive Support and Improvement (CSI)

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)
- Coaching support for a minimum of 30% of identified schools

Exit Criteria

- After 3 years and graduation rate above 67%
- After 3 years and above the bottom 5% of Title IA schools;

AND

- an increase in the accountability letter grade; **OR**
- an increase in the accountability letter grade that crosses over the midpoint of the letter grade

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)

Exit Criteria

- School no longer meets criteria for identification

TSI Calculations

- Schools that meet the n-count for each component of the 700 and 1000 point scale are determined (600 point schools are included)
- The bottom 50% of those schools are identified based on subgroup scores
- The bottom 25% are then flagged for both gap and improvement 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 get put together in one list and rank ordered
- The bottom 5% are identified as TSI based on overall subgroup performance (subgroup accountability score)

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)

Exit Criteria

- Subgroup performance above that of all students in the lowest performing schools

AND

- an increase in the accountability letter grade; **OR**
- an increase in the accountability letter grade that crosses over the midpoint of the letter grade

ATSI Calculations

- For each of the 3 years, schools that meet the n-count for each component of the 700 and 1000 point scale are determined (600 point schools are included)
- For schools that meet the minimum n-size criteria, the 3-year average **overall score** for subgroups is calculated
- The 3-year overall average for the All students subgroup is calculated for Title IA schools and the bottom 5% are identified to determine the cut score (the top of the bottom 5% of Title IA schools)
- Any school that has one or more subgroups with a 3-year average below the cut score is identified for ATSI

ATSI Example

- For 1000 point schools, the cut point for the bottom 5% of schools is 463 points
- The school has an overall accountability score of 532 for 2017-18 and an accountability score of 382 for students with disabilities
- The school's 3-year average for students with disabilities (SWD) is **398**
- The 3-year average accountability score for SWD of **398** is below the cut score of 463, therefore the school is identified for ATSI

School At-Risk (SAR)

Frequency of Identification

- Annually

MDE Support

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

Exit Criteria

- Improve accountability grade to D or higher

School Improvement Status

Designation <i>(What is my label?)</i>	Identification Criteria <i>(What caused the designation?)</i>	Duration <i>(How long will the designation last?)</i>	Supports <i>(What will the MDE provide because of the designation?)</i>	Exit Criteria <i>(What will I need to do to be removed from the designation?)</i>
Comprehensive Support and Improvement (CSI)	<ul style="list-style-type: none"> <input type="checkbox"/> Graduation rate less than or equal to 67%; OR <input type="checkbox"/> Bottom 5% of Title IA schools; OR <input type="checkbox"/> Previously identified Additional TSI school with 3 consecutive years of subgroup proficiency performance 	<ul style="list-style-type: none"> <input type="checkbox"/> 3 years 	<ul style="list-style-type: none"> <input type="checkbox"/> Approve, monitor, and review plan <input type="checkbox"/> Provide technical assistance as requested/needed (face to face/virtual) regional leadership meetings and webinars <input type="checkbox"/> Provide funding to support evidence-based interventions 	<ul style="list-style-type: none"> <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; AND <input type="checkbox"/> an increase in the accountability letter grade; OR <input type="checkbox"/> an increase in the accountability letter grade that crosses over the midpoint of the letter grade
Targeted Support and Improvement (TSI)	<ul style="list-style-type: none"> <input type="checkbox"/> Subgroup in lowest 50% of overall accountability index; AND <input type="checkbox"/> Subgroup in lowest quartile of 3-year average gap-to-goal; AND <input type="checkbox"/> Subgroup scores in lowest quartile of 3-year improvement toward gap-to-goal closure 	<ul style="list-style-type: none"> <input type="checkbox"/> 1 year, unless re-identified in subsequent year 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide funding to support evidence-based interventions (if available) <input type="checkbox"/> Provide access to technical assistance as requested/needed <input type="checkbox"/> Regional leadership meetings and webinars 	<ul style="list-style-type: none"> <input type="checkbox"/> School no longer meets criteria for identification

School Improvement Status

Designation <i>(What is my label?)</i>	Identification Criteria <i>(What caused the designation?)</i>	Duration <i>(How long will the designation last?)</i>	Supports <i>(What will the MDE provide because of the designation?)</i>	Exit Criteria <i>(What will I need to do to be removed from the designation?)</i>
Additional Targeted Support and Improvement (ATSI)	<input type="checkbox"/> 3 year average subgroup performance is at or below that of all students in the lowest performing schools (CSI)	<input type="checkbox"/> 1 year, unless re-identified in subsequent year	<input type="checkbox"/> Same as TSI	<input type="checkbox"/> Subgroup performance above that of all students in the lowest performing schools AND <input type="checkbox"/> an increase in the accountability letter grade; OR <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"/> School has accountability rating of F	<input type="checkbox"/> 1 year, unless re-identified	<input type="checkbox"/> Provide access to technical assistance as requested/needed <input type="checkbox"/> Regional leadership meetings and webinars	<input type="checkbox"/> Improve accountability grade to D or higher

Questions

You may also submit questions via the dedicated email address

csi@mdek12.org

tsi@mdek12.org

sar@mdek12.org

Implementation Process

Schools that Will NOT Engage in the Interview Process

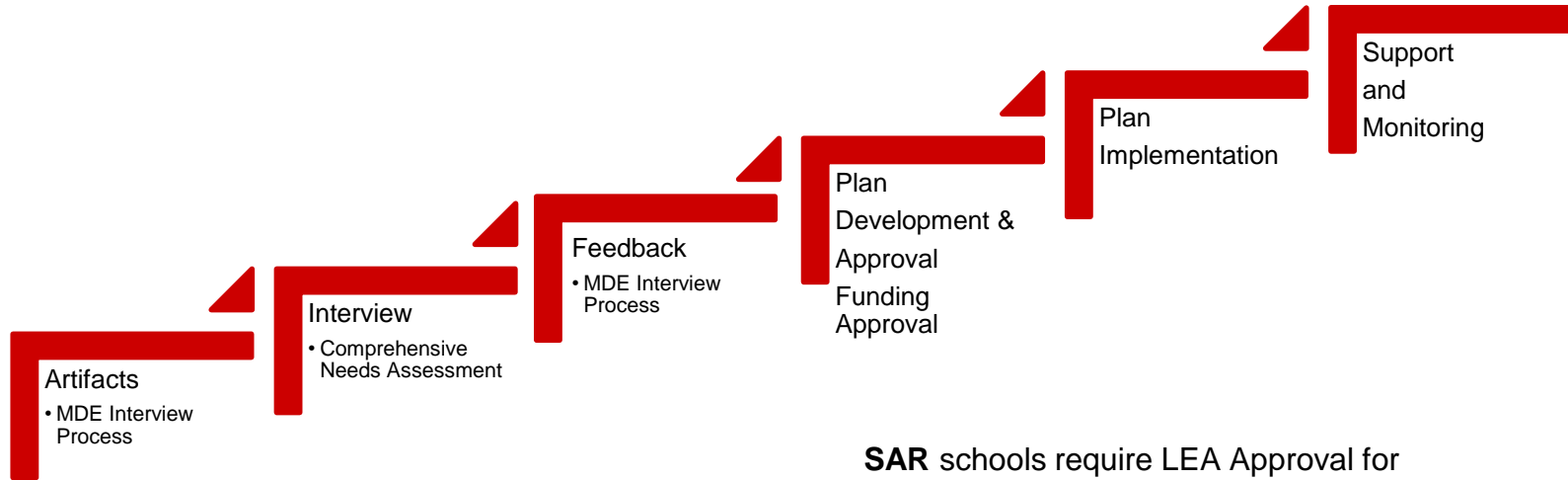
TSI & ATSI schools that do not have a Rating of F



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

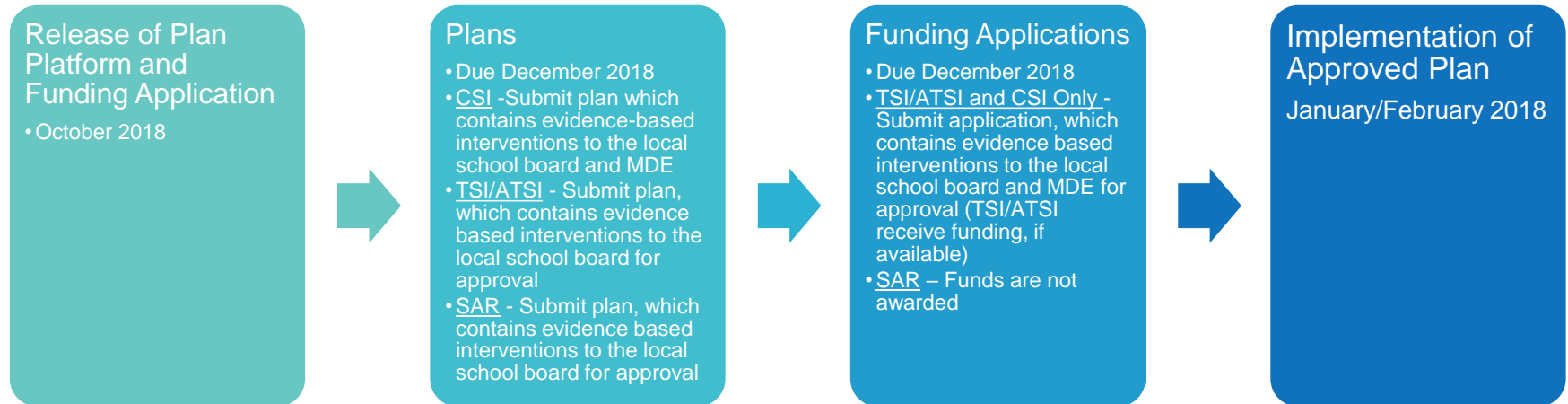
	Comprehensive Needs Assessment	MDE Interview Process	Plan Development t MS SOARS	LEA School Board Plan Approval	MDE Plan Approval	20% School's Title I Reservation	SI Funding (1003a)*
CSI	X	X	X	X	X	X	X
TSI	X		X	X		X	X
ATSI	X		X	X		X	X
SAR (Any School with F Rating)	X	X	X	X			

D and F Schools and Districts are Required to Create P16 Community Engagement Council

****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.

Plan and Funding – Approval Process



Evidence-based Requirements

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**.

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 in MS SOARS

Address areas that caused the identification (subgroup)
Include evidence-based interventions (strong, moderate, promising)
Complete Funding Application, if awarded

Approve Plan and Funding Application

Submit Local School Board (LSB) approved plan through MS SOARS
Plans require LSB approval
Submit LSB approved funding application, if awarded, through MCAPS

Following Approval of Plan and Funding Application

Funding must be approved by MDE
Provide monthly update during the LSB meeting and upload into MS SOARS monthly (Template provided)
Implementation of Plan

District Monitoring of Plan Implementation

Release of 2019 Accountability Results

Important Dates for Non-Interviewing Schools

WHAT (Activity Description)	Who (Intended Audience)	WHEN (Key Dates)
Webinar - Overview	District Superintendents, Central Office Staff, School Administrators, School Leadership Teams, School Board Members	October 5, 2018
Webinar – Plan Development	Principals, Curriculum Director, Federal Program Director	October 10, 2018
Training- Evidence Based Interventions	District/School Personnel	October 22, 2018 October 26, 2018 October 31, 2018
Training- P16 Community Engagement Councils	District and School Team	October 23, 2018 October 25, 2018
School Improvement Convening	District and School Team	November 7-9, 2018
Submit Plan through MS SOARS	District and School Team	December 2018
Submit Funding Application through MCAPS	District and School Team	December 2018

School Improvement Resources

- [CSI Quick Reference](#)
- [TSI Quick Reference](#)
- [Evidence-Based Programs](#)
- [MS Succeeds Plan \(Consolidated State Plan\)](#)
- [P16 Community Engagement Councils](#)



Resources & Links

Questions

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Schools Participating in the Interview Process

- *CSI High Schools
- CSI Schools (Elementary and Middle)
- TSI Schools (Elementary, Middle, and High) with F Ratings
- ATSI Schools (Elementary, Middle, and High) with F Ratings
- SAR (Elementary, Middle, and High)

CSI High Schools

The Cross State High School Redesign Collaborative (CSHSC) is a joint effort of seven participating states, **Illinois, Louisiana, Massachusetts, Mississippi, New Mexico, New York,** and **Ohio** supported by the Everyone Graduates Center at Johns Hopkins University School of Education, the Council of Chief State School Officers (CCSSO), and Civic Enterprises.

The

District/School Team Interview

Schools Engaging in the Interview
Process

The Interview Presentation Process

- ⌘ Develop a PowerPoint presentation using MDE designed template
- ⌘ Submit specific artifacts through MS SOARS
 - 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 (include documentation of evidence-base)
 - District/School Assessment Schedule (Biweekly, Common, Interim, District, etc.)
 - External Providers (years used, scope of work, and outcome expectation, RFP)
 - Dropout Prevention Plan for High Schools
 - **School** and **District** Professional Development Plans
- ⌘ 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 written Feedback from the MDE
- ⌘ Submit plan for Local School Board (LSB) approval
- ⌘ Submit LSB approved plan to MDE for approval (CSI Only)
- ⌘ If funding awarded – submit LSB approved funding application to MDE for approval
- ⌘ Support/Monitoring from LEA and MDE

Presentation Overview

- ⌘ **Who**: Select 1-2 members from your district interview team to deliver the presentation.
- ⌘ **What**: Deliver a 25-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 Office of School Improvement no later than October 26, 2018, via MS SOARS. Interviews will take place November 13 - December 7.
- ⌘ **How**: Each school will receive a pre-scheduled time to present within a 45-minute block (25 minutes to present, 15 minutes for Q&A, and 5 minutes to transition).
- ⌘ **Where**: Schools will be scheduled to present in Jackson, MS.

PowerPoint Guidelines

⌘ The following 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 21 slides, not including the title slide or questions slide;
- Presentations must be 25 minutes or less; and,
- Fonts may be no smaller than 18pt.

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

Improving Student Outcomes for ALL Children

(These slides are to serve as the template that should be used to outline the school's plan of action)

Name of District

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

(1 slide)

School Snapshot

Teacher turnover for 2016-2017 _____% and for 2017-2018 _____%

Attendance Data	Percentage
2016-17 Average Daily Attendance	
2017-18 Average Daily Attendance	
2016-17 Teacher Attendance Rate	
2017-18 Teacher Attendance Rate	
2016-17 Chronic Absenteeism Rate	
2017-18 Chronic Absenteeism Rate	

Percentage of teachers rated ≥ 3 in 2016-2017 _____% and for 2017-2018 _____%

(1 Slide)

School Snapshot

Administrator Experience	# Years at this School	# Years of Experience as Principal	# Years of Experience of Administrator
Principal			
Assistant Principal			

Number of Certified Teachers	YEAR	AAAA	AAA	AA	A
	2016 - 2017				
	2017 - 2018				

GRADE	Average Years of Experience
PK	
K	
1	
2	
3	
4	
5	
6	

GRADE	Average Years of Experience
6	
7	
8	
9	
10	
11	
12	

(1 Slide)

School Snapshot

Ethnic Group	Total	% by Race	# Male	% Male	# Female	% Female
Asian						
Black						
Hispanic						
Native American						
Multi-Racial						
White						
Pacific Islander						
TOTAL						

Other Pertinent Information	%
Free and Reduced Lunches	
English Learners	
Students with Disabilities	
Migrant	
Homeless	

(1Slide)

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)*

- **Accountability (Academic Achievement, Acceleration, CCR, Grad Rate, etc.)**
- **Multi-tiered System of Support Implementation (High Quality Tier I Instruction, Early Warning Indicators addressing attendance, behavior and course performance, and Interventions)**
- **Fiscal and Human Resources**

(3 slides)

Data Analysis Key Finding: GAPS

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

- **Accountability (Academic Achievement, Acceleration, CCR, Grad Rate, etc.)**
- **Multi-tiered System of Support Implementation (High Quality Tier I Instruction, Early Warning Indicators addressing attendance, behavior and course performance, and Interventions)**
- **Fiscal and Human Resources**

(3 Slides)

Summary of Key Findings

- Briefly describe the top findings from the data analysis, including how the findings are supported by performance outcomes for the prior 3 years.
- Describe how the findings will inform the school's actions in the provision of equitable access to a high quality instructional program for ALL student subgroups in your school (instructional practice, professional learning, and the utilization of supplemental funding).

(2 Slides)

Summary of Key Findings

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

- Describe what was learned about equitable access to ensure that ALL students have access to highly effective, experienced teachers?

(2 Slides)

Resource Analysis Budget

Provide the Per Pupil Allocation being provided for this school.

Source	Per Pupil Amount	Use/Activity
District		
Title I		
IDEA		
Other		
Total		

(1 Slide)

Resource Analysis: District Supports

- **How do district support strategies differ from previous school improvement strategies used in this school?**

- **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 2015-16 and 2017-18, and the process used to measure provider efficacy.**

(2 slides)

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 2015-16 and 2017-18, and the process used to measure provider efficacy.

(1 Slide)

Action Plan for Improving Student Outcomes

Address the concrete outcomes expected and how the district and school will monitor outcomes that will lead to success in the school's transformation.

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

Planning for Long-Term Sustainability

- **What are your strategies to sustain improvement efforts created through your plan?**
- **Which MDE Resources will be utilized to support your work?**

(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)

What's Next for Schools Participating in the Interview?

Before the Interview

- Convene leadership teams
- Identify team responsible for drafting interview presentation
- Identify lead presenter for the interview presentation (1-2 individuals)
- **Confirm** interview date, time, and location
- Regional Evidence-based Intervention Trainings (October 22, 26, and 31)
- P16 Community Engagement Council Training (October 23, 25)
- Submit requested artifacts by October 26th
- **November 7th – 9th** Team of 4 to attend School Improvement Convening (Principal & Federal Programs Director required), Instructional Staff member (lead teacher, counselor, curriculum director)

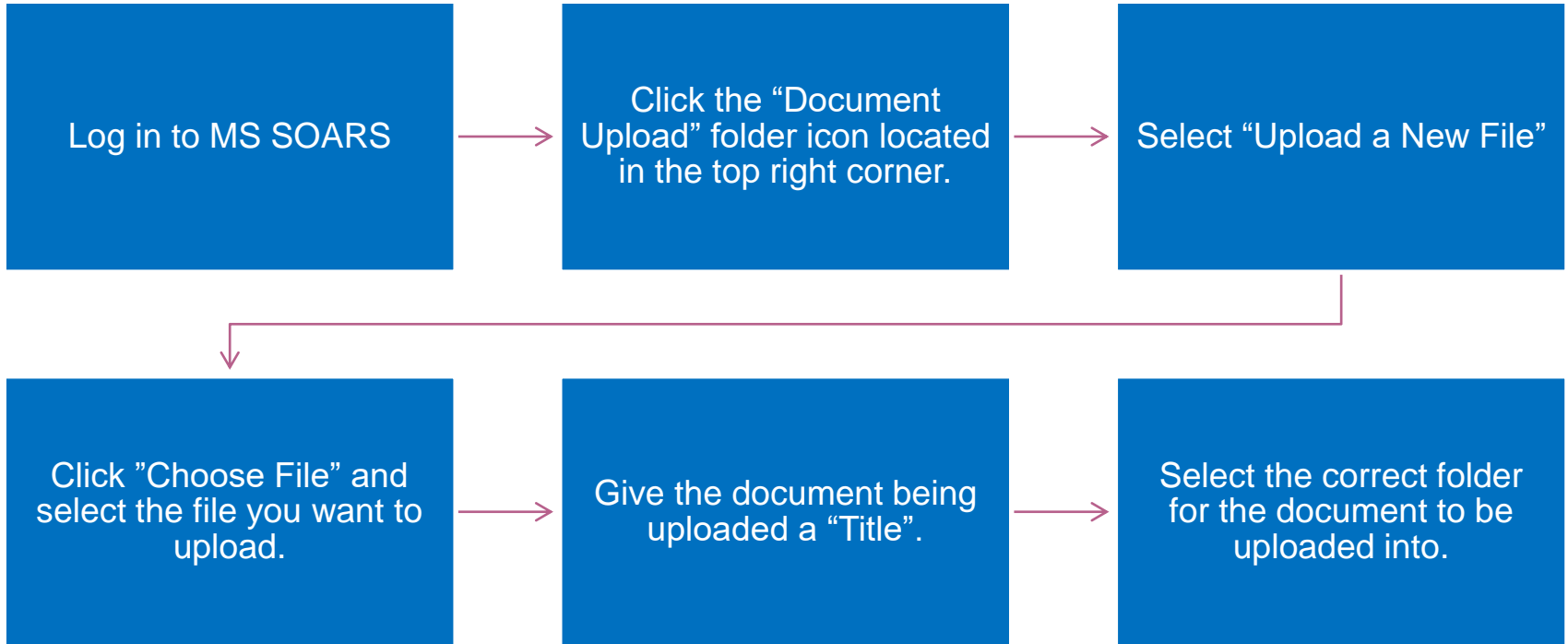
Interview at MDE

What's Next for Identified Schools?

Following the interview

- Finalize plan
- Submit Local School Board (LSB) approved plan through MS SOARS
 - CSI plans also require MDE approval
 - TSI/ATSI plans require LSB approval
 - SAR plans require LSB approval
- Submit LSB approved funding application (CSI, TSI, ATSI) through MCAPS
- Provide monthly update during the local school board meeting and upload into MS SOARS each month
- Implementation of Plan
 - CSI 3-year comprehensive plan
 - Coaching Support (CSI)
 - TSI/ATSI/SAR Plan 1 year plan
- Release of 2019 accountability results

MS SOARS Document Upload Process



MS SOARS Document Upload Process

Provide a brief description
of the document.



Uploaded by
*(place the name of the person uploading the
document)*

Click Upload

Important Dates

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Training- P16 Community Engagement Councils	District/School Personnel	October 23, 2018 October 25, 2018
Power Point Presentation and Artifacts Due to MDE	District Designee	October 26, 2018
School Improvement Convening	District and School Team	November 7-9, 2018
Interview	District and School Team	November - December 2018
Receive Interview Feedback	District and School Team	Following Interviews
Deployment of Supports Trainings, Technical Assistance (Virtual and Face to Face)	District and School Team	November 2018
Submit Plan through MS SOARS	District and School Team	December 2018
Submit Funding Application through MCAPS	District and School Team	December 2018

School Improvement Contact Information

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Office of School Improvement

359 North West St.
P. O. Box 771
Jackson, MS 39205-07

<http://www.mdek12.org/OSI>

Questions

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