School Improvement and ESSA

Identification/Exit/Funding

MASS – January 30, 2019

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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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

Essential Questions

- Why was my school identified?
- How do I exit?

  - Important Tools/Resources
  - Comprehensive Support and Improvement (CSI)
  - Targeted Support and Improvement (TSI)
  - Additional Targeted Support and Improvement (ATSI)

- How do I address the 20% Reservation from Title I in my School Improvement Funding Application?

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Background

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.

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Continuous Improvement Cycle

IDENTIFY LOCAL NEEDS
Identify local need based on improvement identification.
Collect and analyze data (what are data being examined – how do the data connect to the reason for identification).

SELECT RELEVANT, EVIDENCE-BASED INTERVENTIONS
What evidence-based strategies or high-quality resource materials are being vetted for addressing the cause of identification?
How do they align with the school's current context?
Does the evidence demonstrate a positive effect on improving student outcomes? How do you know?
How was this decision made?

PLAN FOR IMPLEMENTATION
Now that the evidence-based strategies or high-quality resources have been selected, what does the school's CSI, TSI, or ATSI plan for implementation look like?
Has it been developed and approved by the appropriate entities?
Has the process for implementing the plan along with the evidence-based interventions been clearly conveyed or laid-out to engender increased likelihood for fidelity of implementation.

IMPLEMENT
As plan is being implemented, what on-going supports or guidance is being provided and by whom to ensure fidelity of implementation?

EXAMINE AND REFLECT
Same as 4, what meaningful reflection is taking place to determine quality and effectiveness of efforts (what data are being examined – leading and lagging, formative and summative to validate implementation efforts?

Identification

MS Succeeds

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

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School Improvement Categories

<u>CSI Identification</u>
- ❑ 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***

<u>TSI Identification</u>
- ❑ 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

<u>ATSI Identification</u>
- ❑ 3 year average subgroup performance is at or below that of all students in the lowest performing schools (CSI)

Important Tools

MS Succeeds

Appendix A, School Detail Data File, &
TSI Ranking File
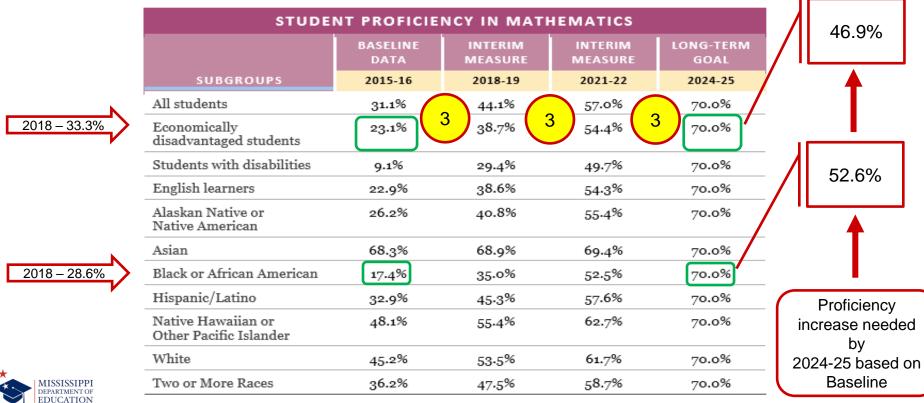
Baseline, Interim, and Long Term Goals – Appendix A

Baseline, Measures of Interim Progress, and Long-term Goals for Student Proficiency in Reading/Language Arts

STUDENT PROFICIENCY IN READING/LANGUAGE ARTS				
SUBGROUPS	**BASELINE DATA** 2015-16	**INTERIM MEASURE** 2018-19	**INTERIM MEASURE** 2021-22	**LONG-TERM GOAL** 2024-25
All students	32.6%	45.1%	57.5%	70.0%
Economically disadvantaged students	24.4%	39.6%	54.8%	70.0%
Students with disabilities	8.9%	29.3%	49.6%	70.0%
English learners	13.6%	32.4%	51.2%	70.0%
Alaskan Native or Native American	28.0%	42.0%	56.0%	70.0%
Asian	57.7%	61.8%	65.9%	70.0%
Black or African American	18.9%	35.9%	53.0%	70.0%
Hispanic/Latino	28.4%	42.2%	56.1%	70.0%
Native Hawaiian or Other Pacific Islander	48.9%	55.9%	63.0%	70.0%
White	47.5%	55.0%	62.5%	70.0%
Two or More Races	37.3%	48.2%	59.1%	70.0%

2018 – 39.8%

2018 – 15.8%

2018 – 18.2%

37.4%

61.1%

56.4%

Proficiency increase needed by 2024-25 based on Baseline

3 3 3

Baseline, Interim, and Long Term Goals – Appendix A

Baseline, Measures of Interim Progress, and Long-term Goals for Student Proficiency in Mathematics

STUDENT PROFICIENCY IN MATHEMATICS				
SUBGROUPS	BASELINE DATA 2015-16	INTERIM MEASURE 2018-19	INTERIM MEASURE 2021-22	LONG-TERM GOAL 2024-25
All students	31.1%	44.1%	57.0%	70.0%
Economically disadvantaged students	23.1%	38.7%	54.4%	70.0%
Students with disabilities	9.1%	29.4%	49.7%	70.0%
English learners	22.9%	38.6%	54.3%	70.0%
Alaskan Native or Native American	26.2%	40.8%	55.4%	70.0%
Asian	68.3%	68.9%	69.4%	70.0%
Black or African American	17.4%	35.0%	52.5%	70.0%
Hispanic/Latino	32.9%	45.3%	57.6%	70.0%
Native Hawaiian or Other Pacific Islander	48.1%	55.4%	62.7%	70.0%
White	45.2%	53.5%	61.7%	70.0%
Two or More Races	36.2%	47.5%	58.7%	70.0%

2018 – 33.3%

2018 – 28.6%

3   3   3

46.9%

52.6%

Proficiency increase needed by 2024-25 based on Baseline

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Baseline and Long-term Goals for Student Proficiency by Grade (for Informational Purposes Only)

	3RD GRADE BASELINE AND LONG-TERM GOALS FOR STUDENT PROFICIENCY			
	READING/LANGUAGE ARTS		MATHEMATICS	
	BASELINE DATA	LONG-TERM GOAL	BASELINE DATA	LONG-TERM GOAL
SUBGROUPS	2015-16	2024-25	2015-16	2024-25
All students	32.1%	70.0%	32.8%	70.0%
Economically disadvantaged students	24.4%	70.0%	26.1%	70.0%
Students with disabilities	14.4%	70.0%	16.4%	70.0%
English learners	21.1%	70.0%	33.5%	70.0%
Alaskan Native or Native American	34.6%	70.0%	37.0%	70.0%
Asian	51.9%	70.0%	68.2%	70.0%
Black or African American	18.1%	70.0%	21.0%	70.0%
Hispanic/Latino	24.8%	70.0%	34.1%	70.0%
Native Hawaiian or Other Pacific Islander	40.7%	70.0%	59.3%	70.0%
White	48.9%	70.0%	45.6%	70.0%
Two or More Races	39.1%	70.0%	39.8%	70.0%

* For any subgroup with a baseline proficiency rate at or above 70%, it is expected that the subgroup exceeds their baseline rate each year.

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12

7TH GRADE
BASELINE AND LONG-TERM GOALS FOR STUDENT PROFICIENCY

SUBGROUPS	READING/LANGUAGE ARTS		MATHEMATICS	
	BASELINE DATA	LONG-TERM GOAL	BASELINE DATA	LONG-TERM GOAL
	2015-16	2024-25	2015-16	2024-25
All students	29.1%	70.0%	34.2%	70.0%
Economically disadvantaged students	21.2%	70.0%	25.1%	70.0%
Students with disabilities	5.4%	70.0%	6.8%	70.0%
English learners	4.7%	70.0%	19.5%	70.0%
Alaskan Native or Native American	21.6%	70.0%	23.9%	70.0%
Asian	59.7%	70.0%	76.4%	70.0%
Black or African American	16.0%	70.0%	19.2%	70.0%
Hispanic/Latino	26.7%	70.0%	36.4%	70.0%
Native Hawaiian or Other Pacific Islander	57.1%	70.0%	50.0%	70.0%
White	42.2%	70.0%	48.6%	70.0%
Two or More Races	32.2%	70.0%	41.7%	70.0%

* For any subgroup with a baseline proficiency rate at or above 70%, it is expected that the subgroup exceeds their baseline rate each year.

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	HIGH SCHOOL BASELINE AND LONG-TERM GOALS FOR STUDENT PROFICIENCY			
	READING/LANGUAGE ARTS		MATHEMATICS	
	BASELINE DATA	LONG-TERM GOAL	BASELINE DATA	LONG-TERM GOAL
SUBGROUPS	2015-16	2024-25	2015-16	2024-25
All students	37.2%	70.0%	26.1%	70.0%
Economically disadvantaged students	26.9%	70.0%	17.8%	70.0%
Students with disabilities	6.9%	70.0%	4.6%	70.0%
English learners	9.4%	70.0%	15.2%	70.0%
Alaskan Native or Native American	36.2%	70.0%	18.2%	70.0%
Asian	60.5%	70.0%	66.7%	70.0%
Black or African American	20.7%	70.0%	12.8%	70.0%
Hispanic/Latino	35.5%	70.0%	30.7%	70.0%
Native Hawaiian or Other Pacific Islander	43.8%	70.0%	37.5%	70.0%
White	58.5%	70.0%	42.7%	70.0%
Two or More Races	44.3%	70.0%	33.3%	70.0%

* For any subgroup with a baseline proficiency rate at or above 70%, it is expected that the subgroup exceeds their baseline rate each year.

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14

Establishing Targets for Goals

What is the long term goal?

What are the interim measures?

When goals are established in the plan, are they aggressive enough based on the long term goal?

How is attainability balanced with aggressiveness?

Data Files

- District Detail Data File

- TSI Ranking File

District Detail Data File

- 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

- Any school/subgroup combination with a 3-year average below the cut point was identified for ATSI

- Cut points for ATSI:

  247 for 700-point schools

  463 for 1000-point schools

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District Detail Data

District Detail Data File

District ID	SCHID	Subgroup	School Year	Subgroup Score	3 Year Average Subgroup Score
000	000-001	Black or African American	2015	310	362
000	000-001	Black or African American	2016	378	
000	000-001	Black or African American	2017	398	

Ranking for TSI – File Contents

- 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

Ranking for TSI – File Contents

- Column to identify Bottom 50%

  - If the subgroup's accountability score was in the lowest 50%, this column will be marked "B50"

  - If the column is marked "B50", this school/subgroup combination has met the first criteria for TSI

Ranking for TSI – File Contents

- Column to identify the 3-year average proficiency rate for this subgroup.

- If the n-size was not met in all 3 years, the rate is not calculated. The Gap and Improvement calculations for will not be calculated.

Ranking for TSI – File Contents

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

  Formula: (3-Year Average) – 70

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

Ranking for TSI – File Contents

- Column to show – Improvement: The progress being made from 2015-16 to 2017-18 towards meeting the state goal (70%)

Formula: $\dfrac{(2015\text{-}16\ Proficiency - 70) - (2017\text{-}18\ Proficiency - 70)}{(2015\text{-}16\ Proficiency - 70)}$

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

Ranking for TSI – File Contents

- Column to show –Bottom 25% Gap

- If the subgroup's Gap value was in the lowest 25%, this column will be marked "B25"

- Column to show – Bottom 25% Improvement

- If the subgroup's Improvement value was in the lowest 25%, this column will be marked "B25"

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Ranking for TSI – File Contents

- Column to show 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**

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

  Improvement was in the Bottom 25%

Ranking for TSI – File Contents

- Column to show – <u>TSI</u> Eligible

- This column will be marked "Eligible" when the following conditions are met:

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

  EITHER

  <u>Math</u> Eligibility was met (Column) **OR**

  <u>English</u> Eligibility was met (Column)

Ranking for TSI – File Contents

- Column to show – 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 32 schools

  For 1000-point schools, this is 12 schools

TSI Ranking File

SCHID	District	School	Subgroup	School Type	Bottom 50%	Math 3-year Proficiency	Math Gap	Math Improvement	Math Bottom 25% Gap	Math Bottom 25% Improvement	Math Eligible	English 3-year Proficiency	English Gap	English Improvement	English Bottom 25% Gap	English Bottom 25% Improvement	English Eligible	TSI Eligible	Ranking	Identification
					B50	0.00	-70.00	0.00 B25		B25	Eligible	0.00	-70.00	0.00 B25		B25	Eligible	Eligible		
					B50	2.90	-67.10	2.52 B25		Exclude	Ineligible	3.00	-67.00	-7.69 B25		B25	Eligible	Eligible		
					B50	3.27	-66.73	5.96 B25		Exclude	Ineligible	7.07	-62.93	-13.29 B25		B25	Eligible	Eligible		
					B50	4.83	-65.17	0.77 B25		B25	Eligible	8.77	-61.23	1.13 B25		B25	Eligible	Eligible		
					B50	0.67	-69.33	-1.30 B25		B25	Eligible	1.73	-68.27	-2.79 B25		B25	Eligible	Eligible		
					B50	3.80	-66.20	0.30 B25		B25	Eligible	3.63	-66.37	-10.60 B25		B25	Eligible	Eligible		
					B50	4.93	-65.07	1.68 B25		Exclude	Ineligible	4.93	-65.07	-1.07 B25		B25	Eligible	Eligible		
					B50	10.20	-59.80	-1.94 B25		B25	Eligible	8.13	-61.87	-1.94 B25		B25	Eligible	Eligible		
					B50	9.97	-60.03	11.92 B25		Exclude	Ineligible	6.17	-63.83	-3.70 B25		B25	Eligible	Eligible		
					B50	7.33	-62.67	-14.13 B25		B25	Eligible	6.27	-63.73	-2.81 B25		B25	Eligible	Eligible		
					B50	2.20	-67.80	5.14 B25		Exclude	Ineligible	1.77	-68.23	-8.19 B25		B25	Eligible	Eligible		
					B50	1.97	-68.03	3.66 B25		Exclude	Ineligible	4.47	-65.53	-4.52 B25		B25	Eligible	Eligible		
					B50	8.23	-61.77	6.93 B25		Exclude	Ineligible	6.63	-63.37	-4.57 B25		B25	Eligible	Eligible		
					B50	8.10	-61.90	-2.70 B25		B25	Eligible	4.40	-65.60	2.64 B25		Exclude	Ineligible	Eligible		
					B50	3.20	-66.80	7.39 B25		Exclude	Ineligible	4.00	-66.00	-3.50 B25		B25	Eligible	Eligible		
					B50	0.67	-69.33	0.00 B25		B25	Eligible	1.97	-68.03	0.44 B25		B25	Eligible	Eligible		
					B50	6.93	-63.07	0.46 B25		B25	Eligible	8.63	-61.37	-4.75 B25		B25	Eligible	Eligible		
					B50	3.57	-66.43	-1.52 B25		B25	Eligible	4.30	-65.70	13.00 B25		Exclude	Ineligible	Eligible		
					B50	4.77	-65.23	-1.23 B25		B25	Eligible	8.00	-62.00	-6.53 B25		B25	Eligible	Eligible		
					B50	3.90	-66.10	-6.60 B25		B25	Eligible	4.27	-65.73	-10.91 B25		B25	Eligible	Eligible		
					B50	3.93	-66.07	-20.27 B25		B25	Eligible	0.00	-70.00	0.00 B25		B25	Eligible	Eligible		
					B50	4.30	-65.70	-1.40 B25		B25	Eligible	7.23	-62.77	-4.49 B25		B25	Eligible	Eligible		
					B50	9.20	-60.80	7.59 B25		Exclude	Ineligible	6.87	-63.13	-2.14 B25		B25	Eligible	Eligible		
					B50	4.30	-65.70	3.63 B25		Exclude	Ineligible	3.33	-66.67	1.05 B25		B25	Eligible	Eligible		
					B50	12.57	-57.43	-3.20 B25		B25	Eligible	9.40	-60.60	-11.42 B25		B25	Eligible	Eligible		
					B50	7.53	-62.47	6.00 B25		Exclude	Ineligible	10.50	-59.50	-0.87 B25		B25	Eligible	Eligible		

Questions

Exit

MS Succeeds

Comprehensive Support and Improvement (CSI)

Frequency of Identification
- ❑ Every 3 years

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

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Targeted Support and Improvement (TSI)

Frequency of Identification
- ❑ Annually

Exit Criteria
- ❑ School no longer meets criteria for identification AND
- ❑ 3 year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup

Additional TSI (ATSI)

<u>Frequency of Identification</u>

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

<u>Exit Criteria</u>

❑ 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

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School Improvement Status

Designation *(What is my label?)*	Identification Criteria *(What caused the designation?)*	Duration *(How long will the designation last?)*	Supports *(What will the MDE provide because of the designation?)*	Exit Criteria *(What will I need to do to be removed from the designation?)*
Comprehensive Support and Improvement (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	❑ 3 years	❑ Approve, monitor, and review plan ❑ Provide technical assistance as requested/needed (face to face/virtual) regional leadership meetings and webinars ❑ Provide funding to support evidence-based interventions	❑ 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)	❑ 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	❑ 1 year, unless re-identified in subsequent year	❑Provide funding to support evidence-based interventions (if available) ❑Provide access to technical assistance as requested/needed ❑ Regional leadership meetings and webinars	❑ School no longer meets criteria for identification AND ❑ 3 year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup

School Improvement Status

Designation *(What is my label?)*	Identification Criteria *(What caused the designation?)*	Duration *(How long will the designation last?)*	Supports *(What will the MDE provide because of the designation?)*	Exit Criteria *(What will I need to do to be removed from the designation?)*
Additional Targeted Support and Improvement (ATSI)	❑ 3 year average subgroup performance is at or below that of all students in the lowest performing schools (CSI)	❑ 1 year, unless re-identified in subsequent year	❑ Same as TSI	❑ 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

Questions

Funding

MCAPS

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Who is Eligible to Receive Funding?

- Title I Identified CSI, TSI, & ATSI Schools

- Non-Title I Identified CSI, TSI, & ATSI Schools

- Schools At-Risk (SAR) <u>are not</u> eligible to receive funding <u>unless</u> they **also have a federal designation**.

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Methodology for 1003 Funding

CSI Schools are Funded First With A Base Allocation Of 100,000;

If funding remains:

TSI and ATSI Schools are Funded With A Base Allocation Of 40,000;

If funding remains:

Funds are Awarded on a Per Pupil Allocation based on Month 2 Enrollment to All Identified Schools.

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How can Funds be Utilized?

- **Funds must address what caused the identification**
- *Funds must be used to support evidence-based interventions (strong, moderate, or promising)*
- *Funds must be budgeted/expended in accordance with EDGAR, Uniform Administrative Requirements, State Purchasing Requirements*

Considerations for 1003 Funds:

- *How is this expenditure addressing what caused the school to be identified?*
- *How will the expenditure have a positive effect on directly improving student outcomes?*
- *Is this expenditure demonstrative of being a highly impactful lever for improving performance of the students in my school?*
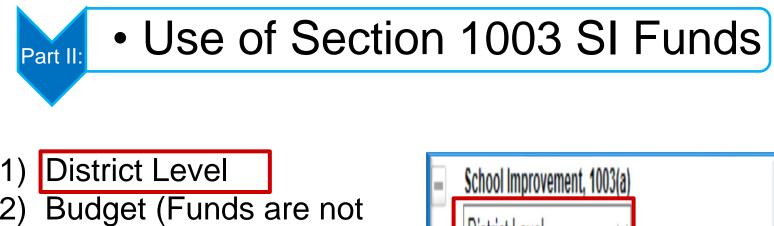 - *Food purchases*
  - *Incentives*
  - *Parental Engagement*

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MCAPS

Mississippi Comprehensive Automated Performance-based System
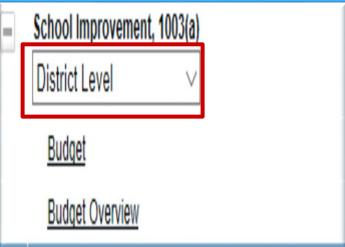
Funding Application

- ## APPLICATON COMPONENTS

Part I: District Application for Section 1003 School Improvement Funds

Part II: Use of Section 1003 School Improvement Funds

Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools (20% of each identified school's Title I, Part A allocation)
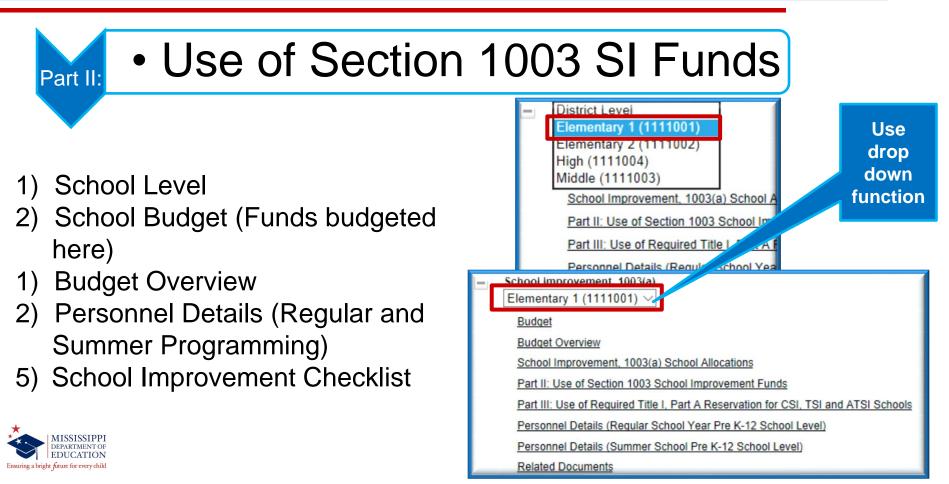
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Funding Application

Part II: • Use of Section 1003 SI Funds

1) District Level
2) Budget (Funds are not budgeted here)
3) Budget Overview

School Improvement, 1003(a)

District Level

Budget

Budget Overview

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44

Funding Application

- Use of Section 1003 SI Funds

1) School Level
2) School Budget (Funds budgeted here)
1) Budget Overview
2) Personnel Details (Regular and Summer Programming)
5) School Improvement Checklist

Use drop down function

District Level
Elementary 1 (1111001)
Elementary 2 (1111002)
High (1111004)
Middle (1111003)
School Improvement, 1003(a) School A
Part II: Use of Section 1003 School Im
Part III: Use of Required Title I, ... A F
Personnel Details (Regular School Yea

School Improvement, 1003(a)
Elementary 1 (1111001)
Budget
Budget Overview
School Improvement, 1003(a) School Allocations
Part II: Use of Section 1003 School Improvement Funds
Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools
Personnel Details (Regular School Year Pre K-12 School Level)
Personnel Details (Summer School Pre K-12 School Level)
Related Documents

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Reservation Requirement (20%)

All Title I Schools with a designation of CSI, TSI, or ATSI

20% of the ***School's*** **FY19, Title I, Part A** allocation must be reserved for addressing areas that caused the school to be identified.

1. *(This will be addressed in the district's FY19 Title I, Consolidated Application in MCAPS)*

2. *Title I CSI, TSI, and ATSI Identified Schools – Must Reserve*

3. *Non-Title I CSI, TSI, and ATSI Identified Schools – Will not reserve because they do not receive Title I funds*

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Funding Application

Part III:
- ## Use of Required Title I Reservation

Total Title I, Part A Allocation to School: $0.00

20% of Title I, Part A Allocation to School for Evidence-Based $0.00
Interventions:

Data is pulled from approved Consolidated application. Either Consolidated has not been approved or has no applicable data to pull over.

The district's consolidated application must be approved in order for us to see this page. If it is not completed, and approved, the SI application for Title I schools won't be approved.

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Consolidated Funding Application

Part III:
- Use of Required Title I Reservation

Consolidated Funding Application

Part III: • Use of Required Title I Reservation

Schools Identified as Comprehensive or Targeted Support and Improvement

Any school identified as Comprehensive or Targeted Support and Improvement must set aside a minimum of 20% of the school's Title I Allocation for Evidence-Based interventions. Provide in the charts below, a narrative description of each proposed activity and the related cost. Please direct allowability questions related to funds usage with Comprehensive and Targeted Support and Improvement to the Office of School Improvement.

School Name	Strategy	If Other, Name Strat... ...ter NA	
Select...	Select...		

Schools Identified as Comprehensive or Targeted Support and Improvement
Any school identified as Comprehensive or Targeted Support and Improvement must set aside a minimum of 20% of the school's Title I Allocation for Evidence-Based interventions. Provide in the charts below, a narrative description of each proposed activity and the related cost. Please direct allowability questions related to funds usage with Comprehensive and Targeted Support and Improvement to the Office of School Improvement.

Activity must address what caused the school's identification.

Evidence-Based

Funding Application

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

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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.

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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
- Effective Practices: Research Briefs and Evidence Rating, is a new publication for district support for school success written by the Center on Innovations in Learning (CIL) is a national content center established to work with regional comprehensive centers and state education agencies (SEA) to build SEAs' capacity to stimulate, select, implement, and scale up innovation in learning

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- 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

- School Improvement Convening
- 2018-19 CSI, TSI, ATSI, and SAR Schools
- Mississippi Succeeds Plan
- Chronic Absenteeism
- MS SOARS
- Important Dates
- Webinars
- Cohort IV Renewals
- School Improvement Grants (SIG) Information Center 1003 (g)

Resources

Just Added

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CORE FUNCTION:
School Leadership and Decision-Making

EFFECTIVE PRACTICE
Establish a team structure with specific duties and time for instructional planning.

INDICATOR

- A team structure is officially incorporated into the school governance policy.
- All teams have written statements of purpose and by-laws for their operation.
- All teams operate with work plans for the year and specific work products to produce.
- All teams prepare agendas and minutes for their meetings.
- The principal maintains a file (physical or electronic) of the agendas, work products, and minutes of all teams.
- A Leadership Team consisting of the principal, teachers who

STRENGTH OF EVIDENCE RATING

Promising/Moderate

Not surprisingly, almost all of the research is descriptive, correlational, and/or qualitative rather than causal for this effective practice.

EFFECTIVE PRACTICES BRIEF

Core Function

Effective Practice

Indicator

"*Please note: The strength of evidence ratings are intended to provide a broad snapshot of the degree to which each effective practice area is supported by high-quality research. John Hattie's effect size results are included where appropriate to provide further information on the strength of evidence in each area. These ratings are not intended to correspond to the evidence ratings provided by the U.S. Department of Education and should not be used as a guide for evaluating interventions*" (Center on Innovations in Learning, 2017)

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Questions

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