

School Improvement Grant Informational Webinar Round 2

**Office of School Improvement
April 3, 2017**



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

Board 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 Using a World-Class Data System to Improve Student Outcomes
6. **Every School and District Rated “C” or Higher**

6th Goal

- ✓ Every School and District is Rated “C” or Higher

Outcomes Metrics (4 out of 6)

- ✓ Increase the growth of “D” and “F” districts along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade
- ✓ Increase the growth of “D” and “F” schools along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade
- ✓ Increase the percentage of districts rated “C” or higher*
- ✓ Increase the percentage of schools rated “C” or higher*

**Grades reported for 2014-15 are non-waiver grades*

Provide an Overview of the School Improvement Grant (SIG)

- Background
- Application Process
- Eligibility Requirements
- Application Development
- SIG Models
 - Existing Models
 - New Models
- Reporting Metrics and New SIG Components
- New Components and Preferential Points
- Projected Timeline
- Training Opportunities
- Questions

School Improvement Grant Overview

School Improvement Grant

- School Improvement Grant (SIG) is a program authorized by section 1003(g) of the Elementary and Secondary Education Act (ESEA) of 1965.
- Funds used to award competitive grants to districts that:
 - demonstrate the greatest need and
 - the strongest commitment to use funds to improve the quality of instruction and raise academic achievement of student.
- Local Education Agencies (LEAs) may be awarded 3 to 4 year grants of a minimum amount of \$50,000 per year, per school to implement one of seven intervention models.

Priority Schools

- lowest achieving 5% of all Title I schools
- high schools with graduation rates of less than 60% over a number of years

Focus Schools

- lowest achieving 10% of Title I schools
- schools with the greatest “within school gaps” or lowest performing subgroups over a three year period

Reset of Focus and Priority School List

- January 2017 – Initiated request to reset list of focus and priority schools based on 2016 final accountability results for new SIG competition
- March 2017 – Received approval from USDE to run new competition based on reset list

Reset of Focus and Priority School List

- Business Rules that governed SIG Grant eligibility and the list reset. The methodology came from the March 2015 Revision of the ESEA Flexibility Waiver.
 - High schools with a graduation rate (used in the accountability 2016 calculations) are identified as eligible unless they were a prior year subgrantee.
 - Schools without an overall accountability scores (e.g., new school) are excluded from all eligibility calculations.
 - Schools having received SIG grants in any of the prior three years are excluded from eligibility.
 - Grant eligibility is limited to Title I schools that are the lowest performing in the State of Mississippi, while meeting other programmatic requirements. However, non-Title I high schools with a graduation rate at or below 60% are automatically eligible.

Priority Schools

– will have priority

Eligible Schools can be found at the link below:

<http://www.mdek12.org/docs/school-improvement-library/reset-list-of-eligible-schools-march-2017.pdf?sfvrsn=2>

SIG Intervention Models

Existing SIG Models

Prior to 2015, SIG schools only had four model options:

Transformation Model

- replaces principal
- increases learning time
- provides ongoing, high-quality, job-embedded professional development designed to build capacity and support staff
- promotes the continuous use of student data for improvement

Turnaround Model

- replaces principal and at least 50% of the staff
- provides ongoing, high-quality, job-embedded professional development designed to build capacity and support staff
- promotes the continuous use of student data for improvement

New Provision – Rural Flexibility

- LEAs eligible for services under subpart 1 or 2 of part B of the Title VI of the ESEA (Rural Education Assistance Program—REAP)
 - May request to modify one element of the **turnaround** or **transformation** model
 - Must still meet the intent and purpose of that element

Existing SIG Models

Closure Model

- requires school to close
- assigns students to higher performing school that is in close proximity

Restart Model

- converts schools to independent management
- closes and reopens schools under a charter or an education management organization

Evidenced-Based Whole School Reform Model

- developed in partnership with one of the providers approved by the U.S. Department of Education
 - Institute for Student Achievement Whole School Reform
 - Positive Action Strategy
 - Small Schools of Choice
 - Success for All

- based on evidence of effectiveness in a similar setting to the school applying for the grant

Early Learning Model

- expands or establishes a high-quality preschool program
- offers full-day kindergarten
- uses data to identify and implement an instructional program that is researched-based, developmentally appropriate, and vertically aligned from one grade to the next with state early learning standards
- provides educators, including preschool teachers, with time for joint planning across grades
- provides ongoing, high-quality, job-embedded professional development

New SIG Models

Early Learning Model

- replaces the principal who led the school prior to the commencement of the early learning model
- Use the teacher and principal evaluation support system to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify and remove those, who, after ample opportunities have been provided for them to improve their personal practice, have not improved

- Preschool classrooms should use highly qualified teaching staff:
 - Effective 2018:
 - Teachers: 153-Pre-K/K endorsement
 - Assistant Teachers: AA with a minimum of 12 credits in early childhood education
- Refer to the Early Learning Guidelines for Classrooms Serving Four-Year-Old Children and the 2018 Teacher Credential Pathways for more information
 - www.mdek12.org/ec

New SIG Models

Pathways to Success

- requires design of middle through high school system with clearly defined career pathways for all students
- incorporates early college and career academy design principles
- provides dual credit, advanced learning opportunities for all students at no cost
- increases teacher and school leader effectiveness
- uses data to identify at-risk populations and students least likely to attend college and provide interventions to support these students

Preferential Points

- Preferential points will be given to proposals that
 - make dual enrollment and AP/IB courses available to all students
 - Incorporate high-quality pre-school using the Early Learning model
 - Incorporate a strong, detailed literacy plan inclusive of all grades, but especially grades K-3

Greater emphasis is placed on the district

The district is required to:

- plan for ***sustaining*** reforms after funding period ends
 - Refrain from writing proposals weighted with **personnel and technology equipment** (these are items that have a greater likelihood of **not** being sustained beyond the grant period).
- provide oversight and support for implementation of the selected intervention model (e.g. LEA turnaround office)
- review and hold external providers accountable for their performance
- engage families and communities in the selection of the intervention model and seek continuous input throughout implementation

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.

Importance of Evidence-Based Decision Making

- The more we use proven approaches, the more we can improve student outcomes
- State and local leaders can increase the return on their investments of limited public funds
- Investing in robust evaluations and transparency sharing results help increase stakeholder buy-in
- Leaders are more likely to sustain a strategy if they can point to strong evidence of impact
- They promote continuous improvement, build bodies of evidence and develop learning systems.

Evidence-Based Decision Making

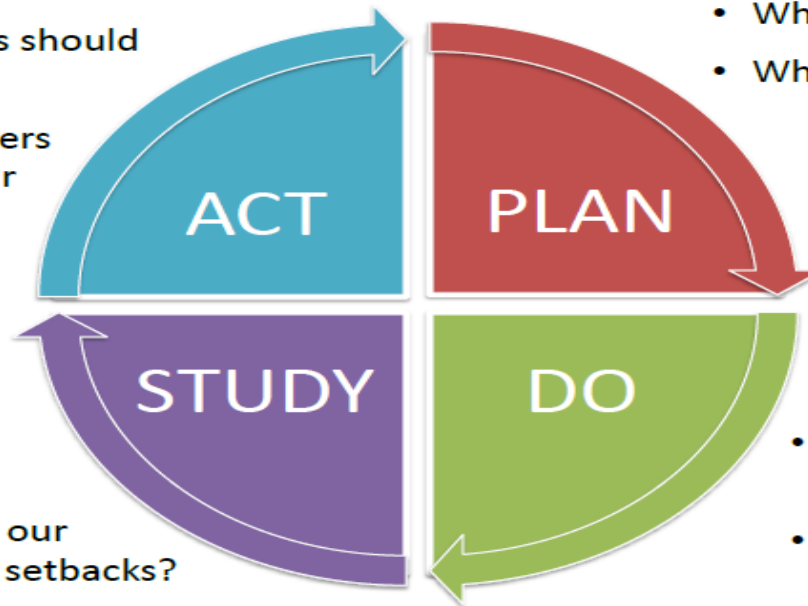
The Opportunity is to Use Evidence to Solve Important Problems



Evidence-based decision making can support whatever approach you take to solving the problems that are most important to you. For example, a Plan-Do-Study-Act (PDSA) approach provides multiple ways to consider how to use and build evidence.

- What changes should we make?
- What can others learn from our experience?

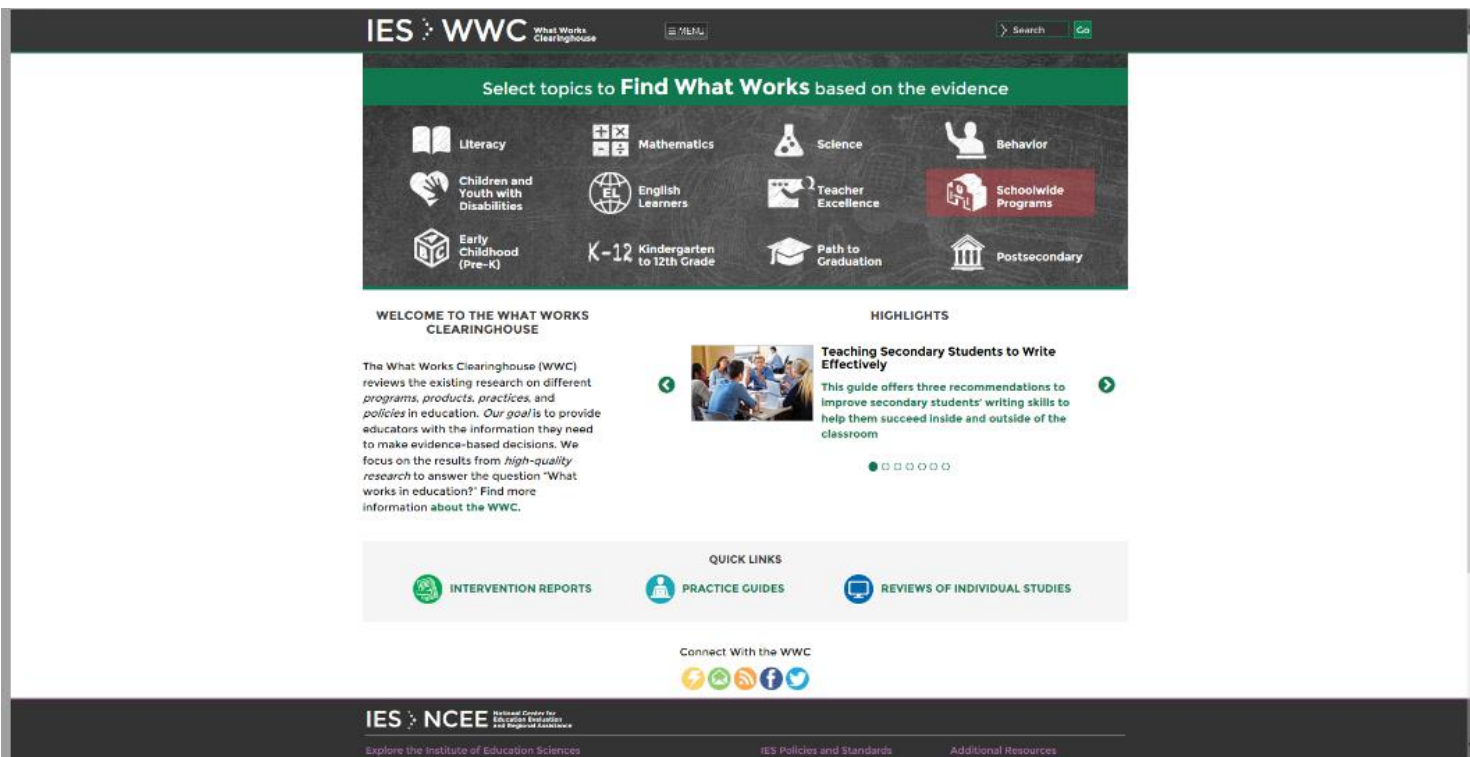
- What do the data tell us?
- What explains our successes and setbacks?



- What is our goal?
- What is our challenge?
- What does the strongest available evidence recommend for *our* context?

- How do we implement well?
- How will we know how we're doing?

What Works Clearinghouse



The screenshot shows the homepage of the IES What Works Clearinghouse. At the top, there is a navigation bar with the IES WWC logo, a menu icon, and a search bar. Below the navigation bar is a green banner with the text "Select topics to Find What Works based on the evidence". Underneath this banner is a grid of topic icons including Literacy, Mathematics, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Schoolwide Programs, Early Childhood (Pre-K), K-12 Kindergarten to 12th Grade, Path to Graduation, and Postsecondary. The "Schoolwide Programs" icon is highlighted in red.

Below the topic grid, there are two main sections: "WELCOME TO THE WHAT WORKS CLEARINGHOUSE" and "HIGHLIGHTS". The "WELCOME" section contains a paragraph about the clearinghouse's mission. The "HIGHLIGHTS" section features a featured article titled "Teaching Secondary Students to Write Effectively" with a small image of students in a classroom and a progress indicator below it.

At the bottom of the main content area, there is a "QUICK LINKS" section with three icons: "INTERVENTION REPORTS", "PRACTICE GUIDES", and "REVIEWS OF INDIVIDUAL STUDIES". Below this is a "Connect With the WWC" section with social media icons for YouTube, Facebook, RSS, and Twitter.

The footer of the page includes the IES NCEE logo and three links: "Explore the Institute of Education Sciences", "IES Policies and Standards", and "Additional Resources".



What Works Clearinghouse

IES WWC What Works Clearinghouse

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS

69 Results filtered by: Literacy

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Schoolwide Programs
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

MORE FILTERS

Evidence of effectiveness	Intervention	Grades examined	Compare
<input type="checkbox"/>	Fast ForWord®	K-10	<input type="checkbox"/>
<input type="checkbox"/>	Read Naturally®	2-6	<input type="checkbox"/>
<input type="checkbox"/>	Success for All®	PK-4	<input type="checkbox"/>
<input type="checkbox"/>	Sound Partners	K-1	<input type="checkbox"/>
<input type="checkbox"/>	Read 180®	4-9	<input type="checkbox"/>
<input type="checkbox"/>	Peer-Assisted Learning Strategies	K-6	<input type="checkbox"/>
<input type="checkbox"/>	Ladders to Literacy	PK-K	<input type="checkbox"/>
<input type="checkbox"/>	DaisyQuest	PK-1	<input type="checkbox"/>
<input type="checkbox"/>	Dialogic Reading	PK	<input type="checkbox"/>
<input type="checkbox"/>	Phonological Awareness Training	PK	<input type="checkbox"/>
<input type="checkbox"/>	Accelerated Reader	K-8	<input type="checkbox"/>
<input type="checkbox"/>	SpellRead	5-6	<input type="checkbox"/>
<input type="checkbox"/>	Earobics®	K-3	<input type="checkbox"/>
<input type="checkbox"/>	Cooperative Integrated Reading and Composition® (CIRC®)	2-6	<input type="checkbox"/>
<input type="checkbox"/>	Reading Mastery	K-5	<input type="checkbox"/>

You may also be

IES WWC What Works Clearinghouse

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS

37 Results filtered by: Mathematics

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Schoolwide Programs
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

MORE FILTERS

Evidence of effectiveness	Intervention	Grades examined	Compare
<input type="checkbox"/>	Teach for America (TFA)	K-12	<input type="checkbox"/>
<input type="checkbox"/>	Cognitive Tutor® Algebra I	8-PS	<input type="checkbox"/>
<input type="checkbox"/>	Accelerated Math	2-8	<input type="checkbox"/>
<input type="checkbox"/>	I CAN Learn® Pre-Algebra and Algebra	8	<input type="checkbox"/>
<input type="checkbox"/>	Pre-K Mathematics	PK	<input type="checkbox"/>
<input type="checkbox"/>	Building Blocks for Math (SRA Real Math)	PK	<input type="checkbox"/>
<input type="checkbox"/>	University of Chicago School Mathematics Project (UCSMP) Algebra	8	<input type="checkbox"/>
<input type="checkbox"/>	Saxon Math	1-5	<input type="checkbox"/>
<input type="checkbox"/>	Everyday Mathematics®	3-5	<input type="checkbox"/>
<input type="checkbox"/>	Core-Plus Mathematics	9-10	<input type="checkbox"/>
<input type="checkbox"/>	DreamBox Learning	K-1	<input type="checkbox"/>
<input type="checkbox"/>	Odyssey Math	4-5	<input type="checkbox"/>
<input type="checkbox"/>	The Expert Mathematician	8	<input type="checkbox"/>
<input type="checkbox"/>	University of Chicago School Mathematics Project (UCSMP) Multiple Courses	7-10	<input type="checkbox"/>

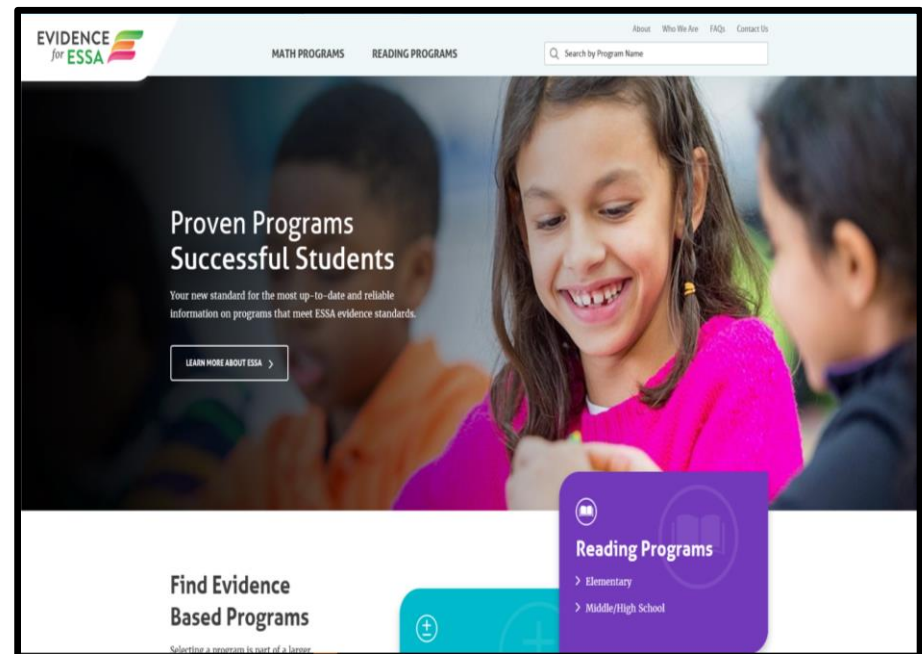
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This new website is produced by the [Center for Research and Reform in Education \(CRRE\)](#) at Johns Hopkins University School of Education, in collaboration with a distinguished [Technical Work Group](#) and a [Stakeholder Advisory Group](#).

It is information solely intended to be useful to educators and the public.

<http://www.evidenceforessa.org/>

EVIDENCE for ESSA





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Evidence-Based Resources

Best Evidence Encyclopedia
Empowering Educators with Evidence on Proven Programs

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Program Reviews

- Mathematics**
 - Elementary
 - Middle/High School
 - Effectiveness of Technology
- Reading**
 - Beginning
 - Upper Elementary
 - Elementary
 - Middle/High School (New!)
 - English Language Learners
 - Struggling Readers
 - Effectiveness of Technology
- Science**
 - Elementary
 - Secondary (New!)
- Comprehensive School Reform**
 - Elementary (CSRQ)
 - Middle/High School (CSRQ)
 - K-12 Meta-Analysis (Borman)
 - Education Service Providers (CSRQ)
- Early Childhood**
 - Early Childhood Education (New!)
- Methods**
 - Methodological Features and Effect Sizes (New!)

Secondary Reading Review Posted

The latest addition to the BEE is a review of research on reading programs for students in grades 6-12. We applied the most rigorous standards we've ever used, excluding studies using researcher-made measures, post-hoc studies, and very small studies, yet we still found 64 very high-quality studies.

The review concluded that individual and small-group tutoring and cooperative learning were most effective, but there were numerous additional programs with positive effects.

Evidence for ESSA

We are now working on a project we call Evidence for ESSA, which is reviewing research in all areas to communicate to educators which programs meet standards of evidence described in the Every Student Succeeds Act. Evidence for ESSA will provide a free website designed to be easy to use by educators. We're starting with elementary and secondary reading and math, which will launch in February, 2017.

Spotlight

Blog from Robert Slavin, Director of the Center for Research and Reform in Education

Robert Slavin is now blogging for *The Huffington Post*. Follow his blog and join the conversation on educational policy, research, and innovation.

About Johns Hopkins University / Center for Data-Driven Reform in Education
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<http://www.bestevidence.org/>

RESULTS FOR AMERICA

ABOUT US | OUR IMPACT | TOOLS & RESOURCES | OUR WORK | VIDEOS | EVENTS | PRESS | f | t | y | w

Solutions exist.
Progress is happening.
Success is possible.

Government needs to harness the power of evidence and data to solve the world's greatest challenges.

[Learn How](#)

Local Government Fellows Meeting

Results for America's 15 Local Government Fellows will be convening in Baltimore, MD on March 8-10, 2017.

<http://results4america.org/>



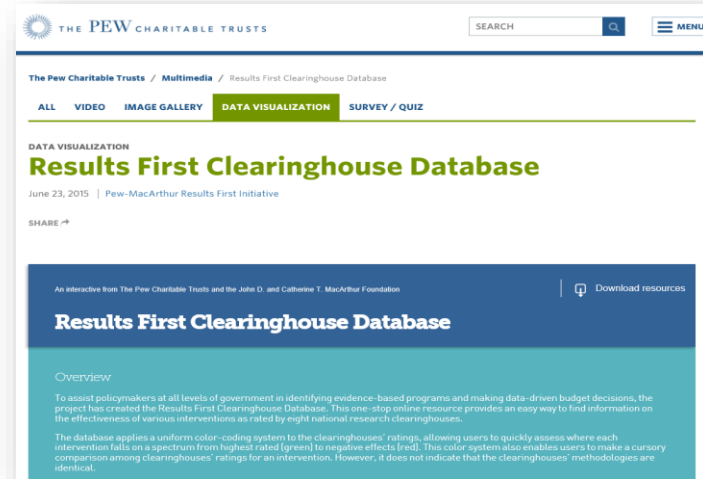
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NCQTL Preschool Curriculum Consumer Report



Results First Clearinghouse Database



Strategic Education Board Partnership



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Main Content: Resource Library

The State Professional Development Grantees are implementing a variety of initiatives. In an effort to assist projects we've compiled a library of relevant tools and resources, developed by the grantees or TA&D agencies, on the topics listed below. We will update the resources on a regular basis to include those tools showcased on our professional development events and PLC sessions.

- Adolescent Instructional Practices
- Behavior Interventions & School Climate
- Coaching
- Collaboration & Partnering
- Common Core
- Early Childhood
- Elementary School Instruction Practices
- Evaluation
- Evidence-Based Professional Development
- Family Engagement
- Grant Management
- Implementation Science & Scaling Up
- Leadership
- Low Incidence - Serving Students with Significant Needs
- Online Modules
- Recruitment/Retention
- Restructuring Pre-Service Teacher Education
- Response to Intervention
- Secondary Transition
- State Systemic Improvement Plan (SSIP)
- Technology

Categories: Main Content

This website is hosted and managed at the University of Oregon and financially supported by SPDG projects.

December 2016

Synthesis of Information on Evidence-Based Practices for School Improvement: 20 Studies and Tools Focused on Evidence-Based Practices in School Improvement

This synthesis of studies and tools was prepared by AEM Corporation under contract ED-OOS-12-A-0019/0021 to the U.S. Department of Education (Department, Office of State Support, in the Office of Elementary and Secondary Education. This synthesis does not necessarily reflect the views or policies of the Department. The Department has not independently verified the content of this synthesis and does not guarantee accuracy or completeness. These materials may contain the views and recommendations of various subject matter experts as well as hyperlinks, contact addresses, and websites to information created and maintained by other public and private organizations. The inclusion of the information in this synthesis is not intended to reflect a determination by the Department that any activity, product, program, intervention, model, or service mentioned may be supported with Federal funds. The Department has not determined that the practices in this synthesis are effective and does not endorse or recommend any organization, product, or program mentioned in these resources or any views expressed in these resources; the practices described herein are provided merely for informational purposes.

http://ssn.airprojects.org/Synthesis_of_Evidence_Resources.pdf

January 2017

Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5

Barbara R. Foorman
Kevin G. Smith
Marcia L. Kosanovich
Florida State University

Overview

This rubric is a tool for evaluating reading/language arts instructional materials for grades K-5. Based on rigorous research, the rubric can be used by state-, district-, and school-level practitioners and by university faculty who review instructional materials. The rubric is organized by content area for grades K-2 and for grades 3-5. Each content area (for example, writing) includes a list of criteria for evidence-based practice that the instructional materials are expected to include. Each criterion is aligned to recommendations from six What Works Clearinghouse practice guides, and a 1-5 scale is used to rate how well the criteria were met. Guidance for when and how to use the rubric—including facilitator responsibilities, professional learning for reviewers, and ways to use the ratings—is also provided.

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Educational Assessment
U.S. Department of Education

REL SOUTHEAST
Regional Educational Laboratory
at the University of Florida

National Center for Education Evaluation and Regional Assistance

http://www.signetwork.org/content_pages/190

SIG Informational Webinar
April 2017

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Improvement



- **Free**, web-based, independent reviews of instructional materials by educators
- Currently **ELA** (Grades 3-8) and **Math** (K-HS) are available
- Helps districts and educators make **informed** purchasing and instructional **decisions** that support improved student outcomes
- Expert **educator-designed tool** that evaluates and measures the alignment, usability, focus, coherence, rigor and other content specific criteria
 - Math: Standards for Mathematical Practice
 - ELA: Text Quality and Complexity, Vocabulary, and Tasks
- **Ratings:** Does Not Meet Expectations, Partially Meets Expectations, and Meets Expectations



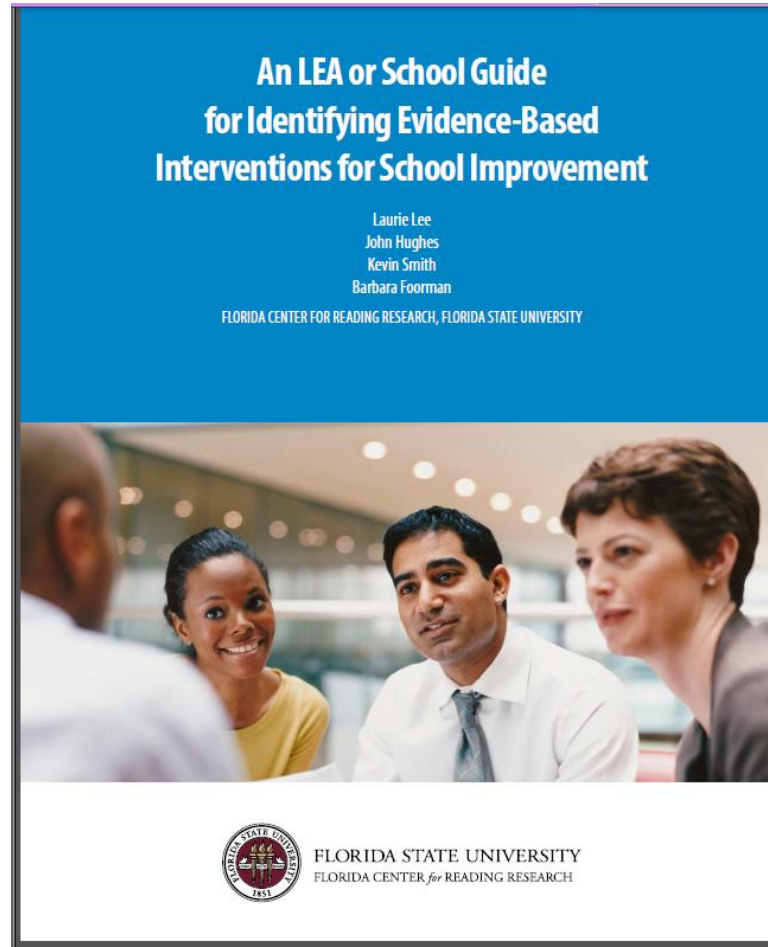
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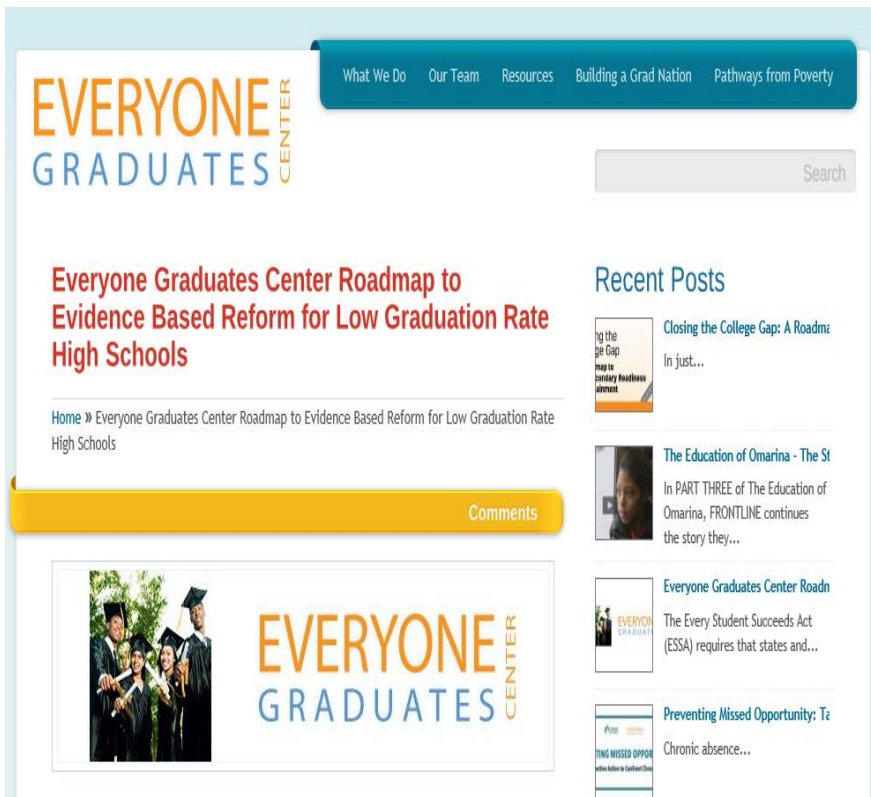
Best Evidence Encyclopedia

Empowering Educators with Evidence on Proven Programs

- The Best Evidence Encyclopedia is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education.
- It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. Content areas include mathematics, reading, early childhood, school reform, and science.
- The Best Evidence Encyclopedia provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review.
 - <http://www.bestevidence.org/index.cfm>



<https://attendee.gotowebinar.com/recording/7902699524244179457>



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- FERPA
- FAFSA
- 1098-E Tax Form
- More...

Information About...

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- Family and Community Engagement
- Early Learning
- K-12 Reforms

"...I'm announcing a new challenge to redesign America's high schools so they better equip graduates for the demands of a high-tech economy... We'll reward schools that develop new partnerships with colleges and employers, and create classes that focus on science, technology, engineering and math."

— President Barack Obama, February 12, 2013

<http://new.every1graduates.org/everyone-graduates-center-roadmap-to-evidence-based-reform-for-low-graduation-rate-high-schools/>

<https://www.ed.gov/highschool>

Reporting Metrics

Reporting Requirements

- LEA must report and meet 5 of 9 leading indicator goals:
 - Number of minutes within school year;
 - student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup;
 - student attendance rate;
 - Number and percentage of students completing advanced coursework (e.g. AP/IB), early college high schools, or dual enrollment classes;

Reporting Requirements

- Leading Indicators Continued
 - dropout rate;
 - discipline incidents;
 - chronic absenteeism rates;
 - distribution of teachers by performance level on the LEA's teacher evaluation system
 - teacher attendance rate

Reporting Requirements

- LEA must report and demonstrate progress towards meeting achievement indicator goals:
 - percentage of students at or above each proficiency level on state assessments in reading/language arts and in mathematics, by grade and by student subgroup;
 - average scale scores on state assessments in reading/language arts and in mathematics, by grade for the “all students” group, for each achievement quartile, and for each subgroup
 - percentage of limited English proficient students who attain English language proficiency
 - graduation rate
 - College enrollment rates

Application Timeline

Monday, March 27, 2017

- SIG RFP Released

Monday, April 3, 2017

- SIG webinar for Key Leaders (superintendent, board members, principals, directors)

Friday, April 7, 2017

- Letter of Intent Due to OSI

Tuesday, April 11, 2017

- SIG Application Training – Jackson, MS

Friday, April 14, 2017

- SIG Application Training – Jackson, MS
- Written questions about SIG due to SIG@mdek12.org

Monday, April 17 – Monday, April 24, 2017

- District RFP Work Sessions – Jackson, MS

Tuesday, April 25 – Friday April 28, 2017

- RFP Evaluator Training

Monday, May 8, 2017

- RFP Due to Procurement

Monday, May 15 – Friday, May 26, 2017

- Application Evaluation and Final Round Interviews for Selected Applicants

Thursday, June 15, 2017

- SBE Approval of Awardees

July 2017

- Grant Implementation



SIG Training

Date	Activity	Location	Address	Registration	Time
Tuesday, April 11, 2017	SIG Application Training (Transformation, Turnaround, Whole School Reform, Closure Models) GoSignMeUp	North Atrium, MDE – Central High School	359 N West St. Jackson MS 39201	8:30	9:00am-4:00pm
Friday, April 14, 2017	SIG Application Training (Career Pathways, Early Learning Models) GoSignMeUp	North Atrium, MDE – Central High School	359 N West St. Jackson MS 39201	8:30	9:00am-4:00pm
April 17- April 24, 2017	District Work Sessions	TBD	359 N West St. Jackson MS 39201	9:00	9:00am-5:00pm (2 hour sessions)

Questions

Please submit all questions to
SIG@mdek12.org

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