

School Improvement Overview – New Directors

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MDE Office of School Improvement

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

July 20, 2023



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



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

EVERY School Has Effective Teachers and Leaders

4



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

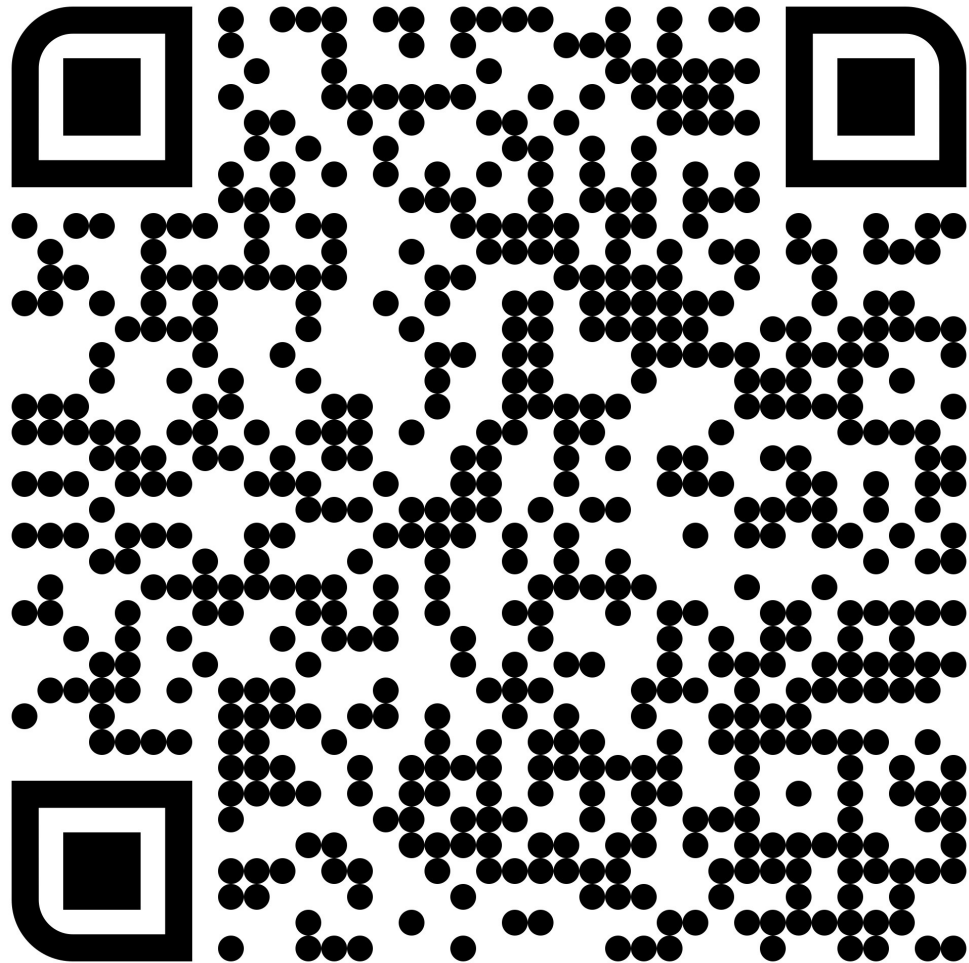
5



EVERY School and District is Rated “C” or Higher

6





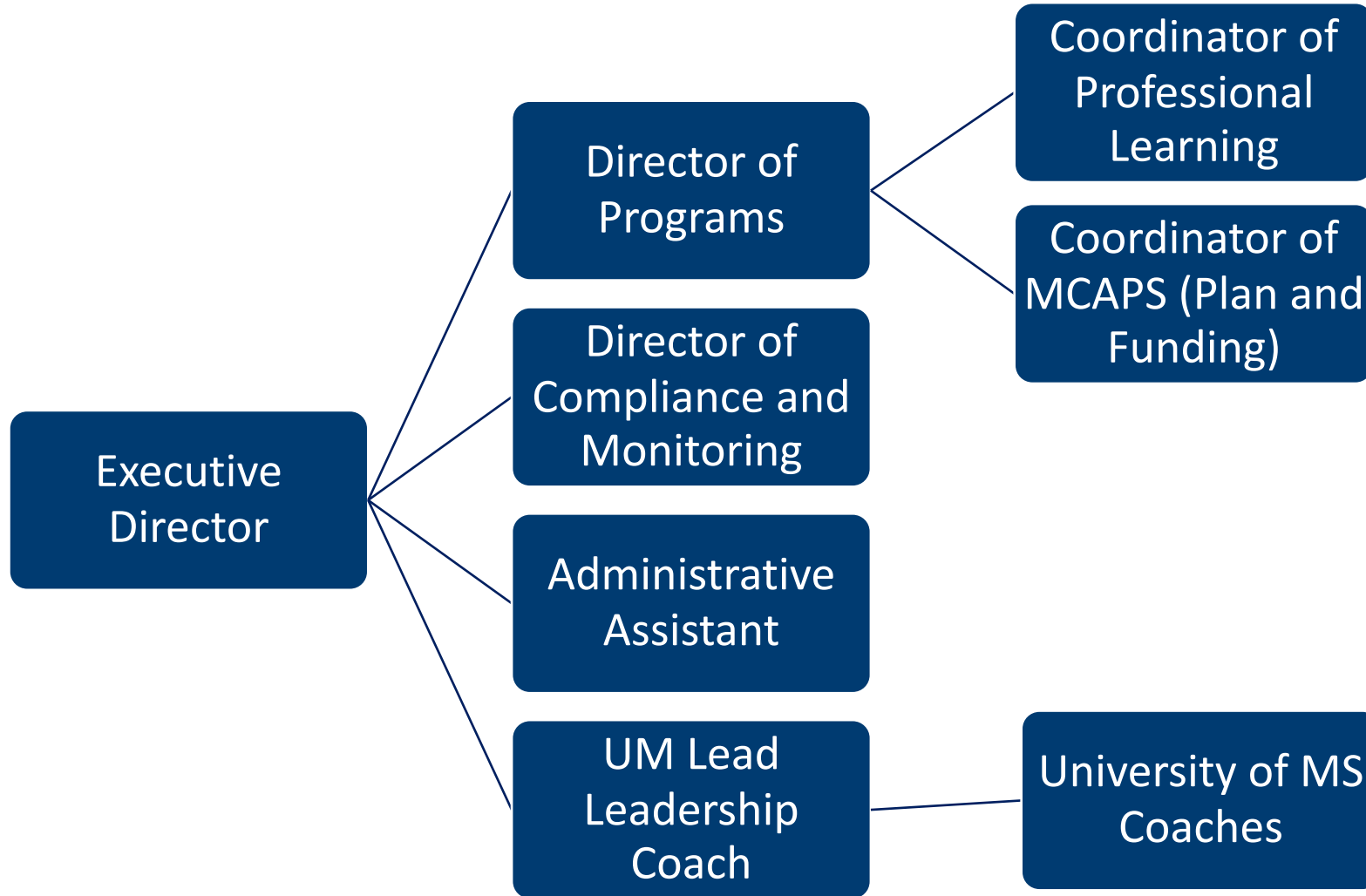
bit.ly/NewDirectors24

- To provide new federal program directors and school improvement facilitators with an introduction and overview of school improvement requirements.
 - Meaningful System of Differentiation
 - Identification and Exit
 - School Improvement Framework and Supports
 - Requirements for Implementation
 - School Improvement Plan and Funding Application
 - School Improvement Allocations (Period of Availability)
 - School Improvement Board Updates
 - Community Engagement Councils
 - Technical Assistance
 - Compliance and Monitoring
 - Resources

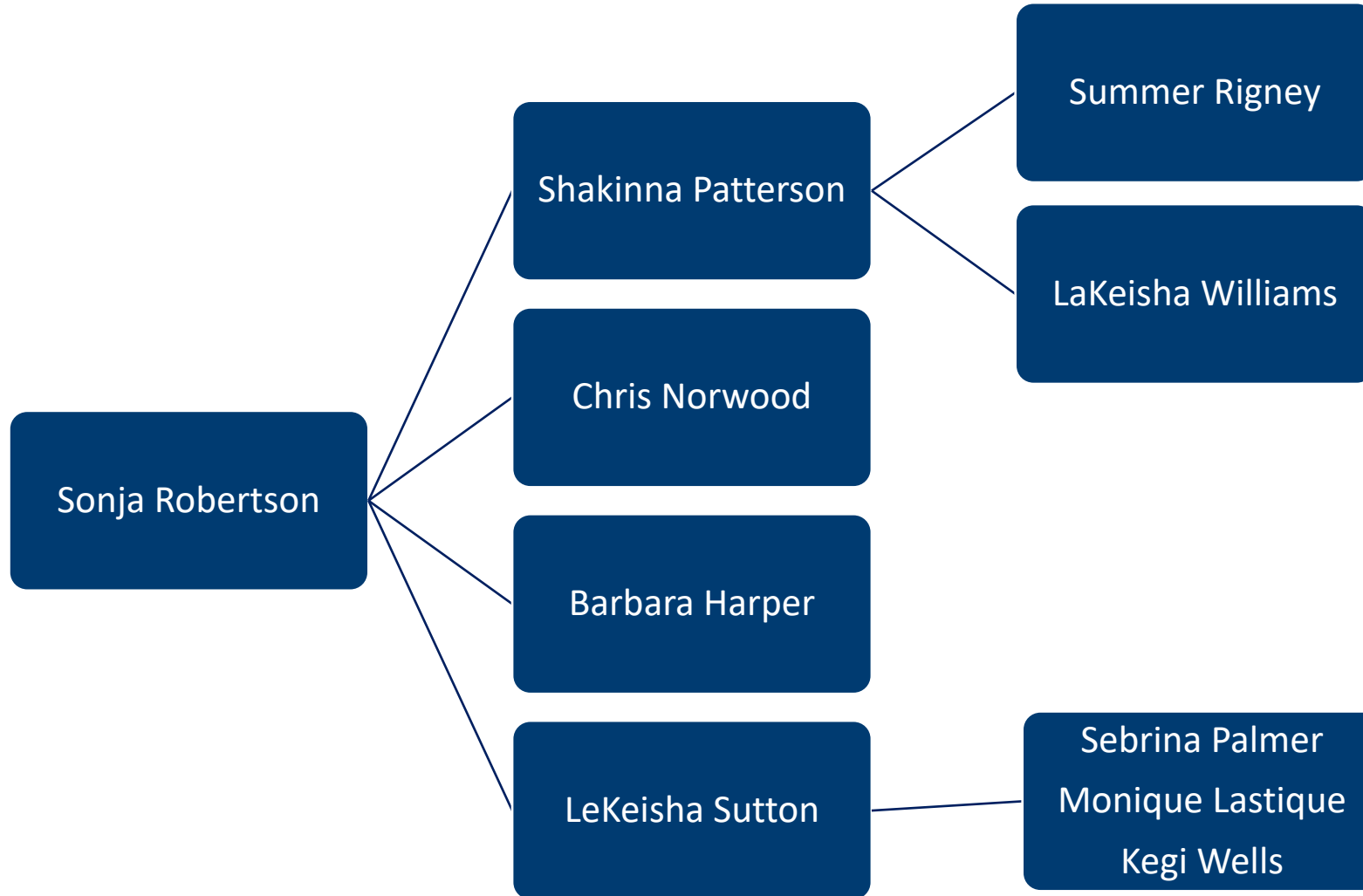
OSI Team

Organization Chart

Office of Academic Education



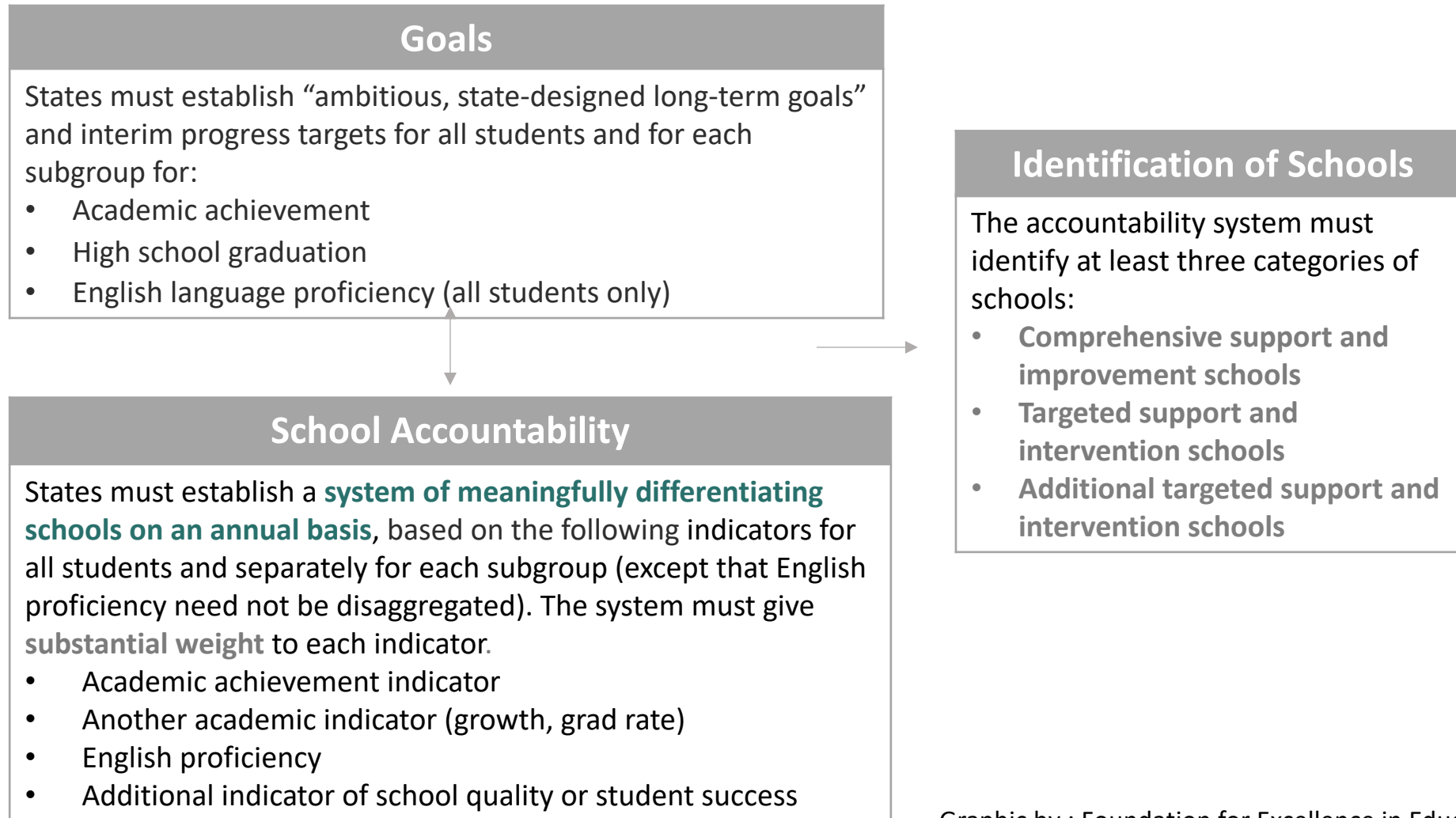
Office of Academic Education



Mississippi Statewide Accountability System

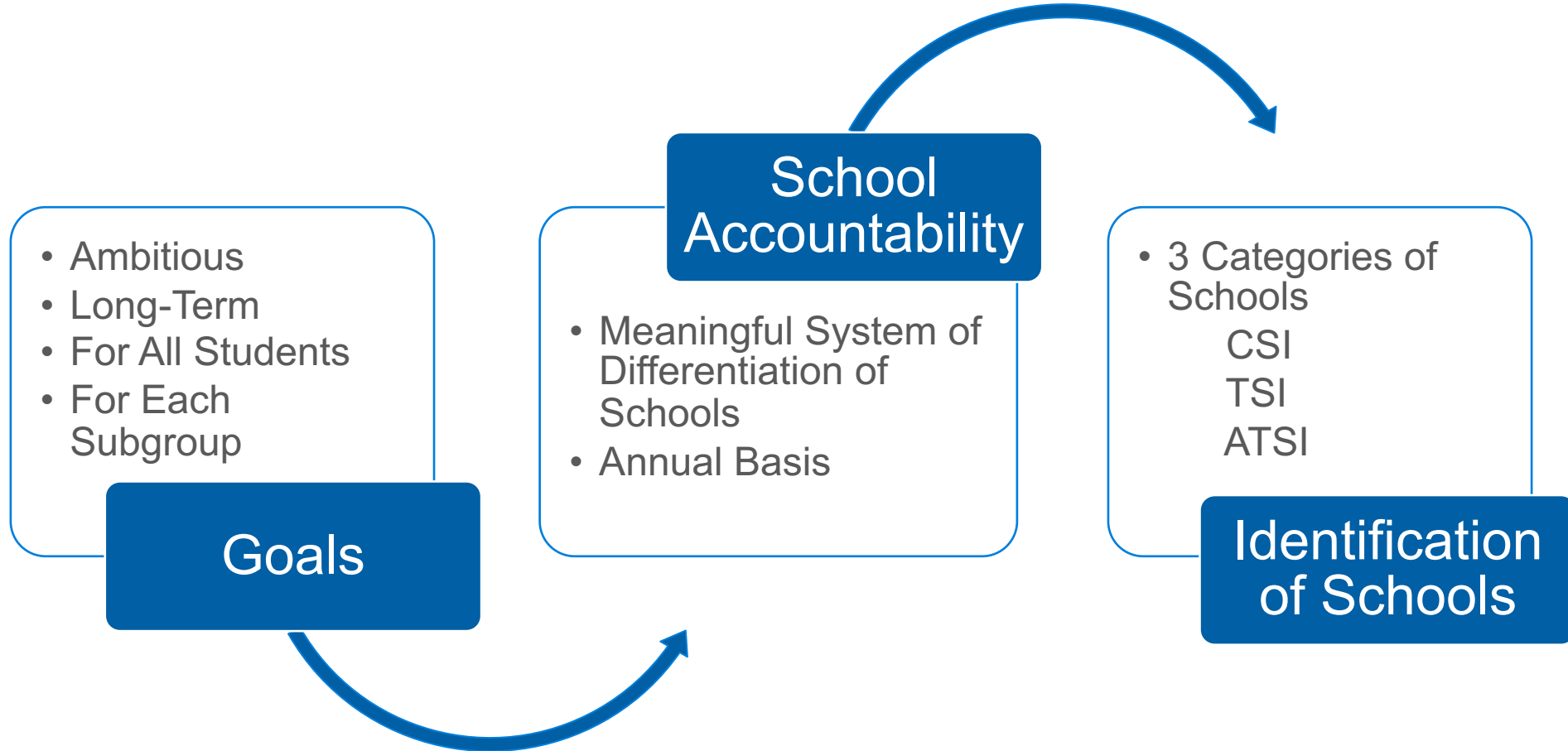


- Implement a single “A” through “F” school and school district accountability system
- Combine state and federal accountability systems into one federally approved system
- Establish five performance categories (A, B, C, D, & F)
- Incorporate a standards-based growth model
- Include the federally compliant 4-year graduation rate
- Increase standards when 75% of students are Proficient and/or when 65% of schools or districts earn a “B” or higher grade



Graphic by : Foundation for Excellence in Education

Intersection of School Improvement & Accountability

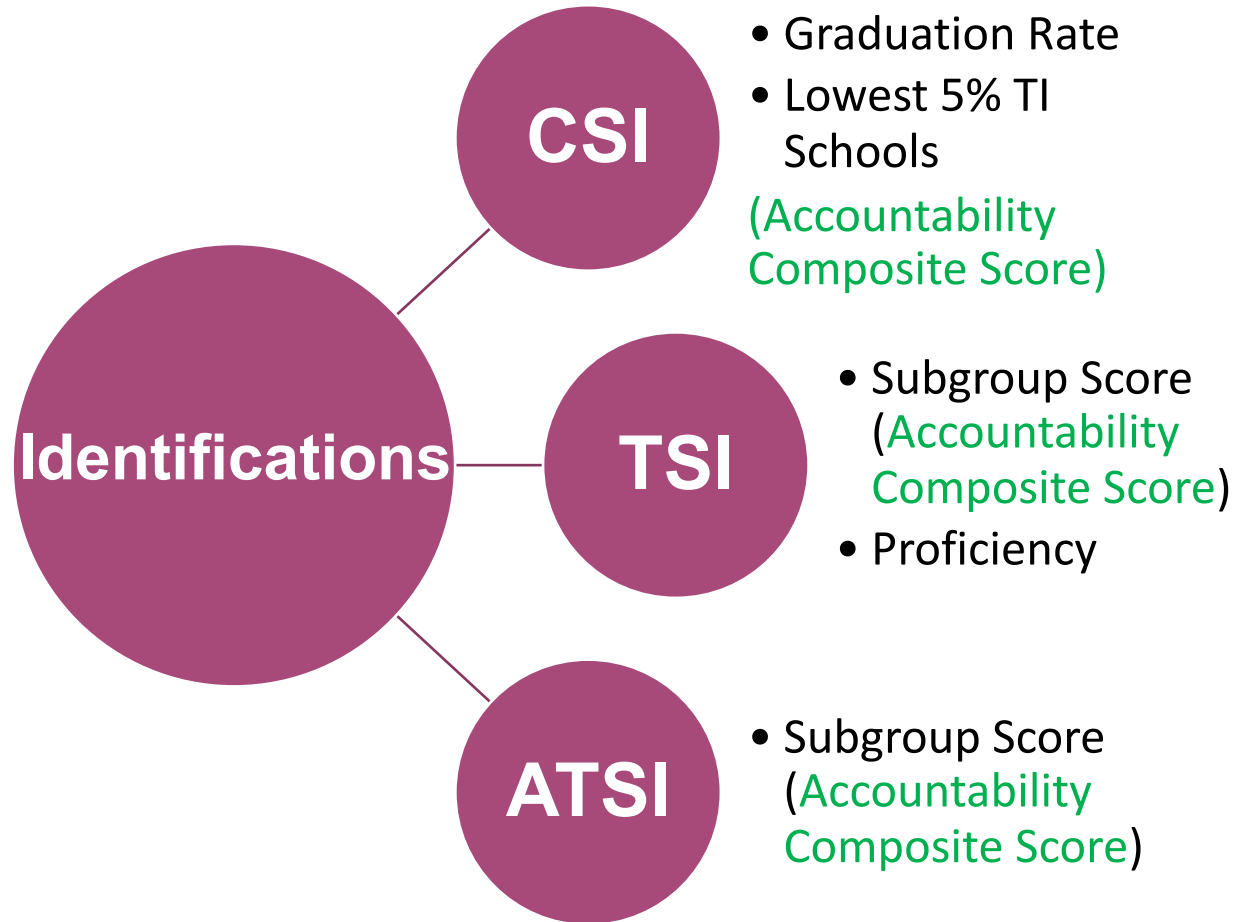


READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Proficiency 95 PTS	Progress to Proficiency 35 PTS
Growth All Students 95 PTS	Growth All Students 95 PTS		
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS		

Indicators for High Schools and Districts

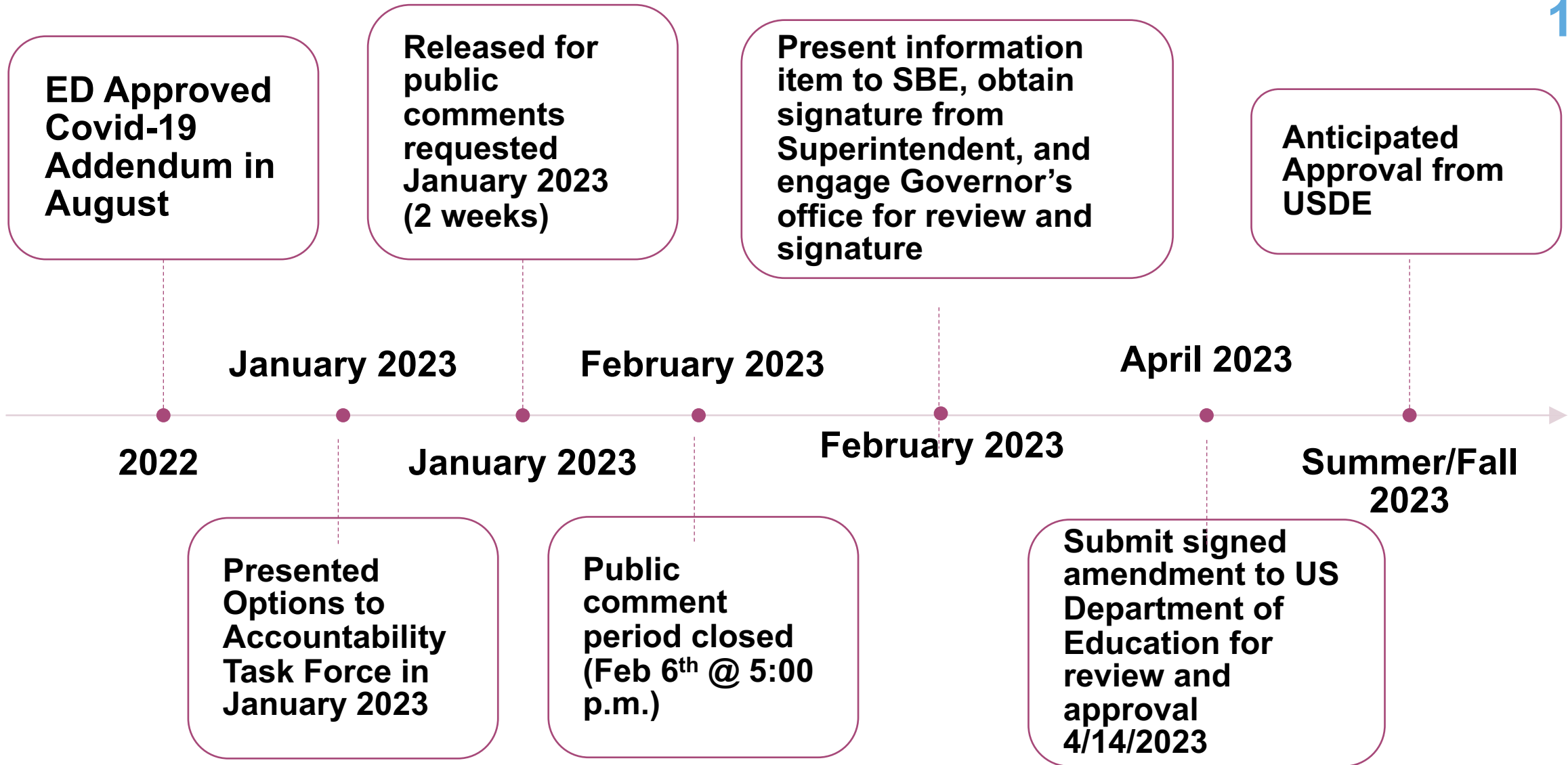
READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Science Proficiency 47.5 PTS	4-year Cohort Rate 190 PTS	Performance 23.75 PTS	ACT Performance 47.5 PTS <i>OR</i>	Progress to Proficiency 50 PTS
Growth All Students 95 PTS	Growth All Students 95 PTS	U.S. History Proficiency 47.5 PTS		Participation 23.75 PTS	ACT WorkKeys Option 47.5 PTS	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS					

Grade	1,000 Point Districts	700 Point Schools	1,000 Point Schools
A	668	442	754
B	599	377	648
C	536	328	584
D	489	269	510
F	< 489	< 269	< 510



School Improvement

ESEA Amendment



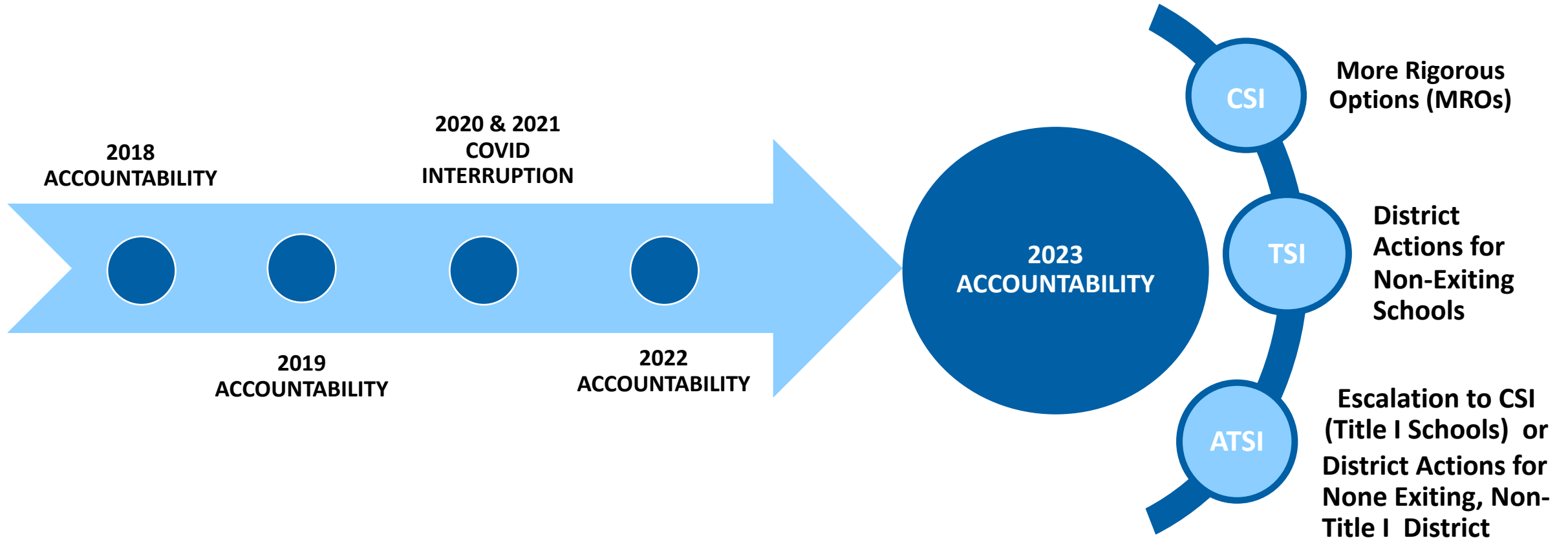
- Changes required through the approved ESEA COVID-19 Addendum
- Program changes to portions of the plan that were updated since the initial approval in 2019 (i.e., changes related to EL standards and the addition of ACT WorkKeys as a college and career-ready indicator in the accountability model)
- Minor Program changes to Title I, Part A, Part C, Part D, Title II, Part A, and Title IV, Part A
- Proposed changes to the exit criteria for Targeted Support and Improvement (TSI) schools to include a growth factor

Exit Fall 2023

Part 1: School no longer meets the criteria that led to the initial identification

Part 2a: 1- year only - 2022-2023 subgroup growth is 50 or greater in the Fall of 2023

Important Notes



ID Year 2019-2020

- Accountability Data Year 2018-2019

ID Year 2022-2023

- Accountability Data Year 2021-2022

ID Year 2023-2024

- Accountability Data Year 2022-2023

- Black
- White
- Asian
- Hispanic
- Multi-racial
- Native American
- Pacific Islander

Racial

- Students with Disabilities (SWD)
- Economically Disadvantaged (ED)
- English Language (EL)

Special Populations

Autism

Language/Speech
Impairment
Hearing Impairment
Visual Impairment
Deaf-Blindness
Intellectual Disability
Specific Learning
Disability

Traumatic Brain Injury
Emotional Disturbance
Orthopedic Impairment
Multiple Disabilities
Developmentally
Delayed

70%

**Long-Term Goal
for Each
Subgroup**

Moving
Toward
70%

10

**N-Count for
Subgroups**

N-
Count



CEP

Community eligibility is included for this subgroup.

- **CSI TSI ATSI Summary Data**
 - contains information for each identified school (CSI, TSI, and ATSI)
- **ATSI Data and Exiting File**
 - contains information about each school/subgroup and the criteria for ATSI identification
- **TSI Ranking and Exiting Data**
 - Contains information about each school/subgroup and the criteria for TSI identification and Exit
- **District Detail Data**
 - Specific to individual districts – Will contain data for subgroups (2018-19, 2021-2022, and 2022-2023)

Fall 2023 Identification

CSI- Comprehensive Support and Improvement

- Grad Rate 67% or below
- Lowest 5% Title I Schools (based on 3 years of data)
- Non-exiting Title I ATSI Schools (Fall 2023)

TSI - Targeted Support and Improvement (Consistently Underperforming Subgroup)

- The bottom 50% of schools are identified based on subgroup scores
- The bottom 25% are then flagged for both **gap** to goal and **improvement** to goal 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 are rank ordered
- The bottom 5% are identified as TSI

ATSI – Additional Targeted Support and Improvement

- Low-performing subgroup (subgroup performing like the lowest 5% of Title IA schools)
- 3-year average subgroup score is at or below the established cut score for “ALL Students” in the lowest 5% of Title IA schools

Fall 2023 Exit

CSI- Comprehensive Support and Improvement

- Grad rate above 67%, or
- 3-year average performance above lowest 5% of Title IA schools, and any increase over the identification year accountability score

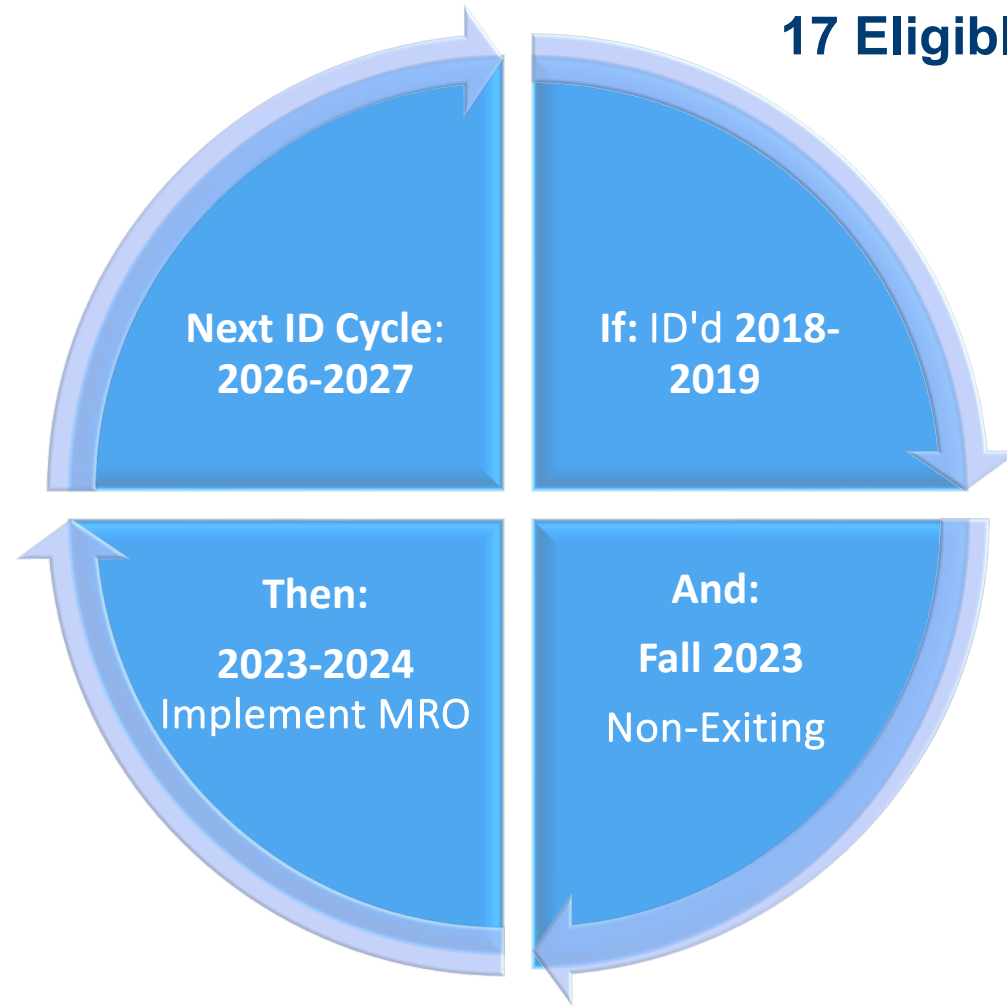
TSI - Targeted Support and Improvement

- Does not meet identification criteria
- 3-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup

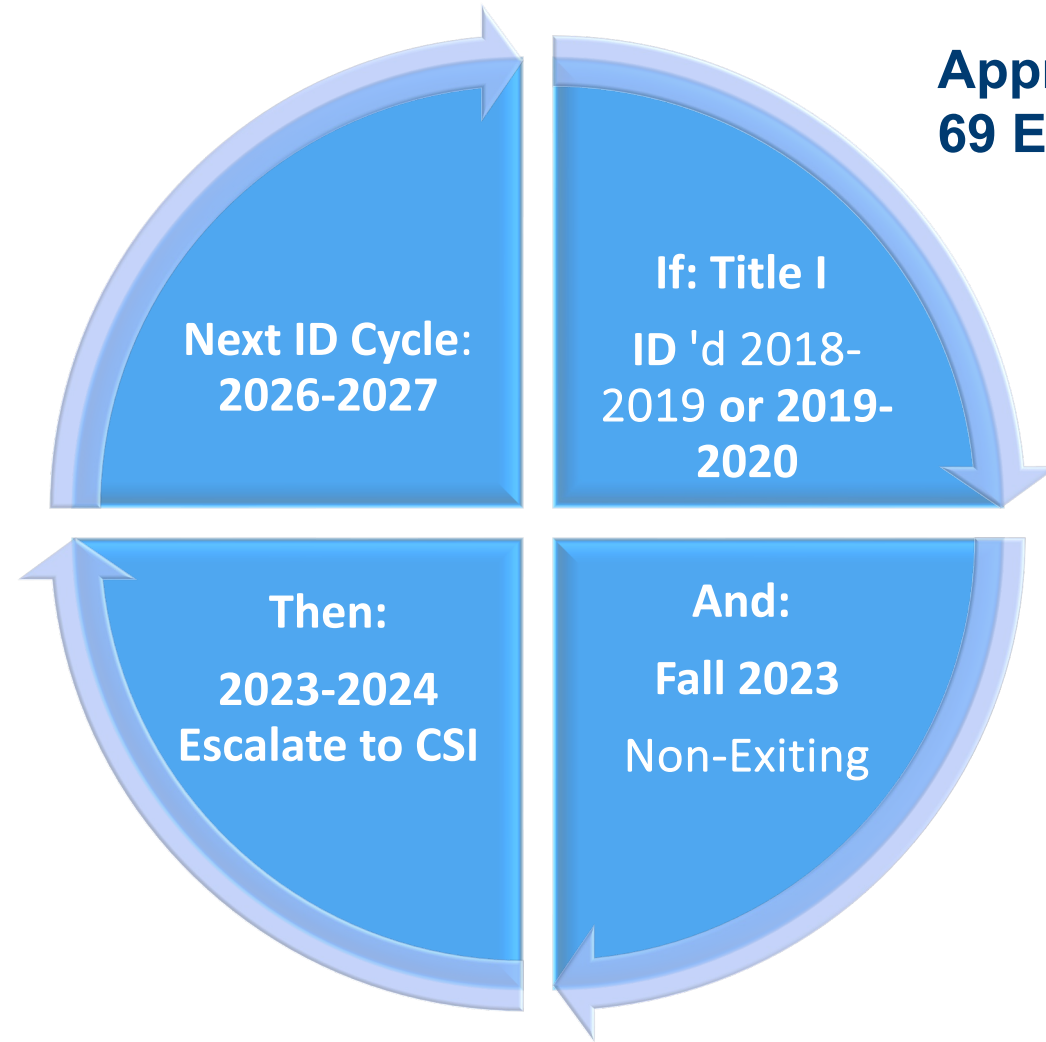
ATSI – Additional Targeted Support and Improvement

- 3-year subgroup performance above all students in Title IA schools, **and** any increase in subgroup score – *subgroup comparison against prior year*

17 Eligible MRO Schools in Fall 2023



MRO – More Rigorous Options



**Approximately
69 Eligible Escalation Schools**

Framework

Theory of Action, Logic Model, 4 Domains

Theory of Action

If the OSI collaborates with **district** and **school leaders** to enhance **leadership** practices that support school **transformation**, then **district** and **school leaders**' capacity to make results-based decisions will be strengthened; and if their capacity to make results-based decisions is strengthened; then **district** and **school leaders** will embed a culture of success and cultivate a sense of belonging in their systems.



Logic Model

INPUTS ▶ Who supports the work?	ACTIVITIES ▶ What does the SEA do?	OUTPUTS ▶ What happens immediately?	OUTCOMES ▶ What are our goals?	IMPACT What are our long-term results?
<ul style="list-style-type: none"> • Office of School Improvement • Office of Federal Programs • Office of Teaching and Leading • Office of Secondary Education and Career Technical Education • Local Education Agencies • Office of School Safety • Office of Elementary Education and Reading • Office of Special Education • Office of Professional Development 	Support LEAs and schools in implementing the <i>“Support Schools: A Framework for Practice”</i>	<ul style="list-style-type: none"> • Monitor implementation of <i>“Support Schools: A Framework for Practice”</i> • Deliver professional support that builds capacity • Provide targeted resources to address specific needs 	All schools and districts are rated “C” or higher	Systems in place that support improved and sustained student achievement
PLANNED WORK		INTENDED RESULTS		



Ongoing,
Cyclical
Process

Does not
Happen in a
Vacuum

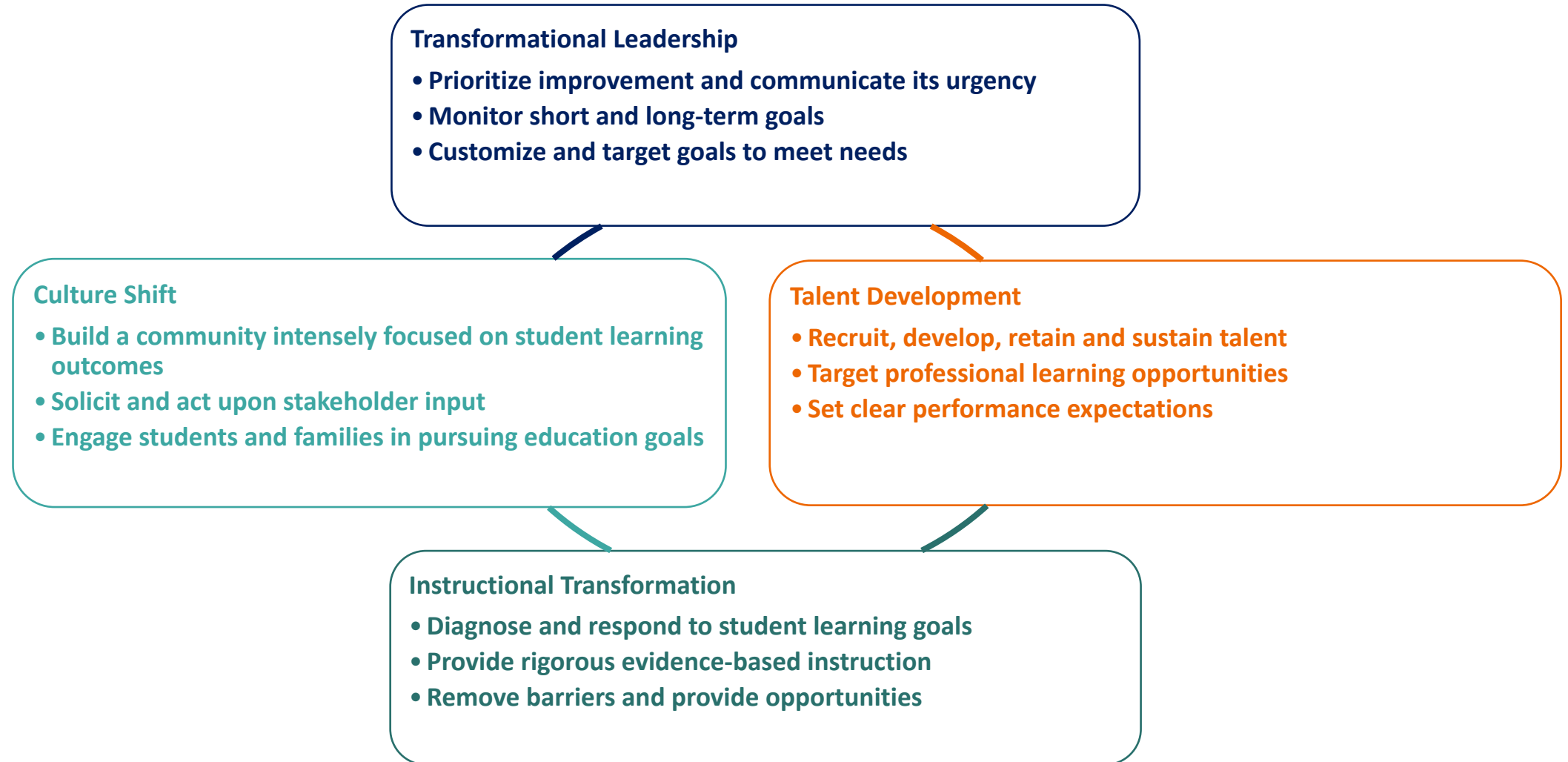
- Created by Center for School Turnaround – WestEd
- Framework designed to help states, districts, and schools lead and manage improvement efforts.
- Framework shares the practices of successful school turnaround in four domains that both research and experience suggest are central to rapid and significant improvement











CALL – Comprehensive Assessment of Leadership for Learning

- Supports schoolwide leadership practices
- Provides an opportunity to give input on school leadership practices
- Measures distributed leadership



Resource Equity

Examining Inequities

- A State must periodically review resource allocation to support school improvement for each school district in the State serving a significant number of CSI, TSI and/or ATSI schools (ESEA section 1111(d)(3)(A)(ii))
- CSI and ATSI plans must **identify resource inequities**, which may include a review of LEA and school-level budgeting, **to be addressed through implementation of the plan.** (ESEA section 1111(d)(1)(B)(iv) and (2)(C))

- Considerations for examining resource inequities can include but are not limited to:

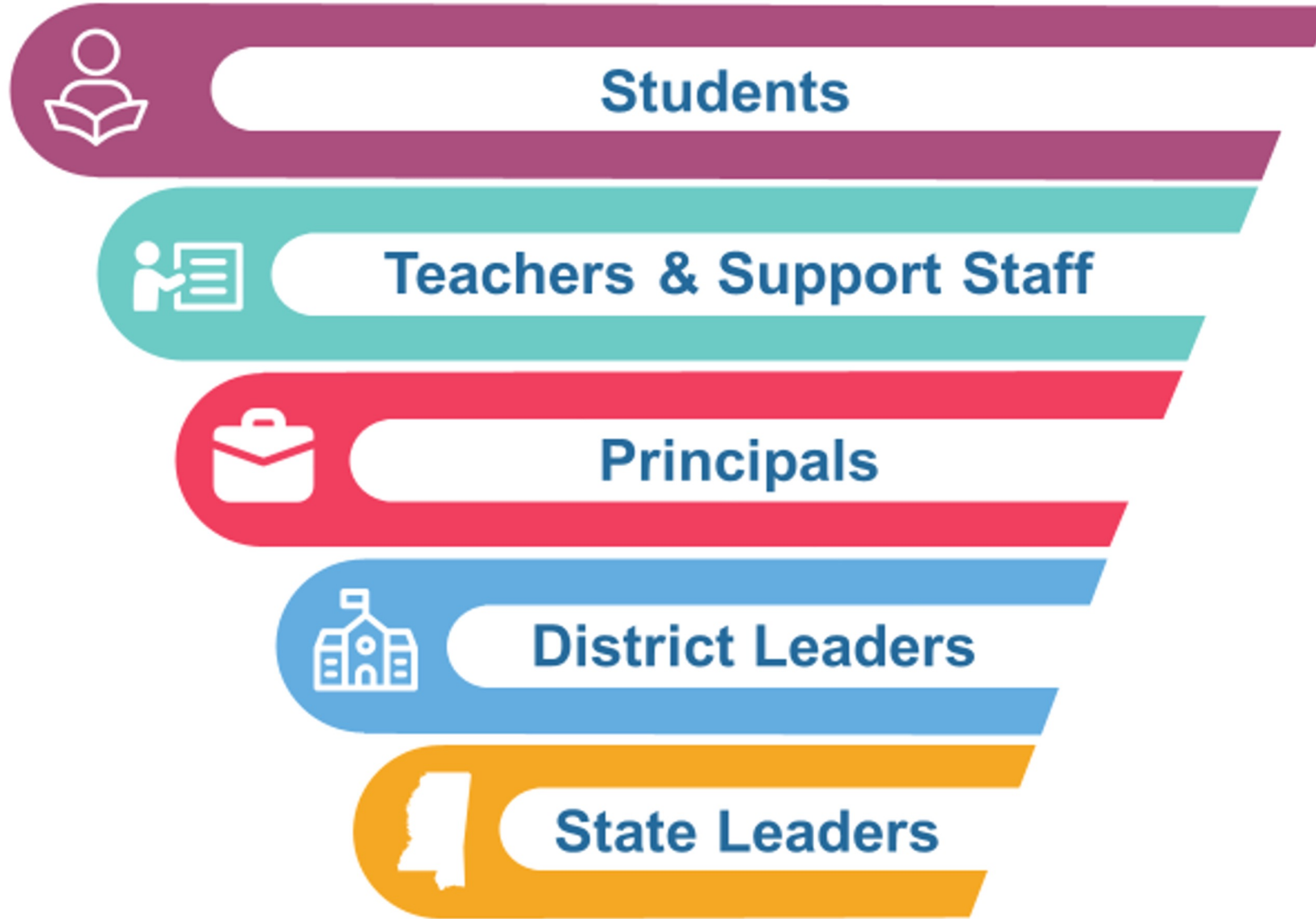
Student Outcomes

- Academic Readiness
- Self-regulation and attention skills
- Attendance
- Academic engagement
- Assessment Performance
- On-time graduation
- Post-secondary readiness (college, workforce, military)

Access to Resources & Opportunities

- Students' exposure to types of segregation (racial, ethnic, economic)
- Access to and participation in HQ Early Childhood Education
- Access to effective teaching
- Access to and enrollment in rigorous coursework
- Availability and enrollment in coursework (arts, sciences, technology, etc.)
- Access to and participation in tutoring or other types of support
- Perceptions of school climate (safety, OSS and expulsions, non-academic supports)

Monitoring Educational Equity, September 2019 Consensus Study Report Highlights



Implementation Requirements

School



- Comprehensive Needs Assessment
- Develop Plan with stakeholder engagement
- Create Leadership Team
- Reserve 20% of Title I Allocation
- Monthly Board Updates (Begins January 2023)
- Parent Notification
- Implement Community Engagement Council (CEC) if requirements met

District



- Develop Plan with Stakeholder engagement for CSI Schools
- Review, provide feedback, approve plan
- Engage District Leadership Team to support Schools
- Conduct End of Year Review of Schools Progress
- Implement Community Engagement Council (CEC) if Requirement are Met

MDE



- Review and Approve CSI Plan and Funding
- Approve TSI and ATSI Plan and Funding
- Provide Technical Assistance
- Provide Coaching Support of CSI Schools
- Provide Professional Learning
- Monitor CSI Plan Implementation
- Monitor SI Program Implementation

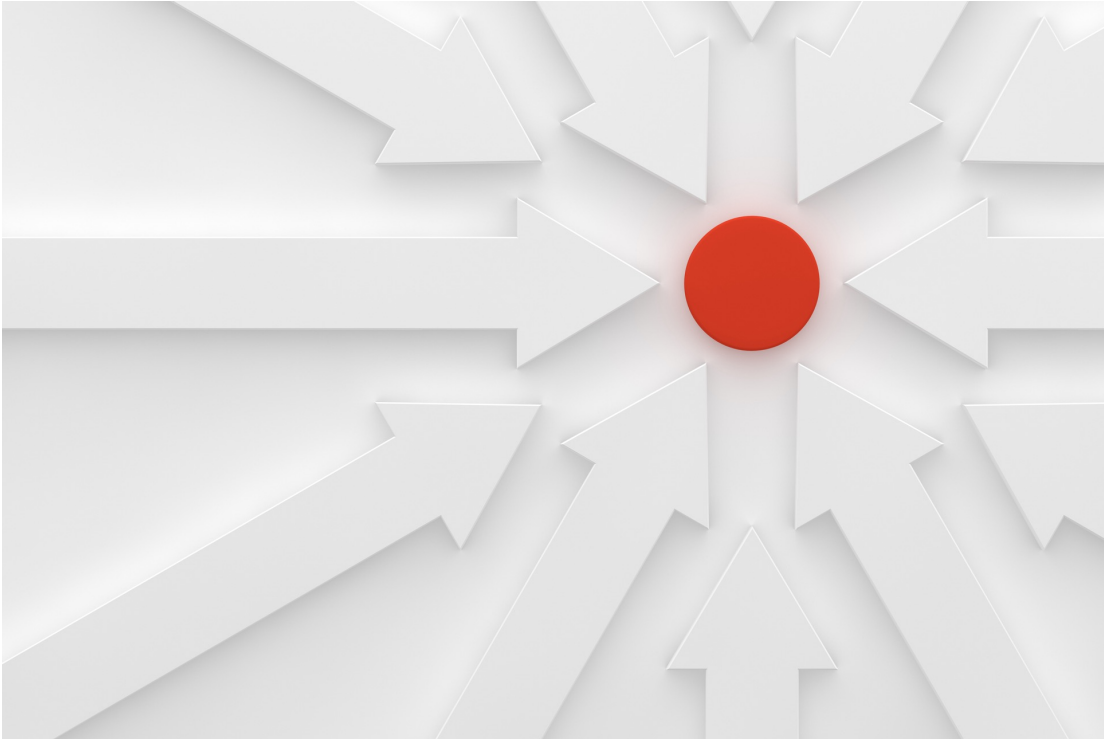
OSI Supports

Plans, Funds, Professional Learning, Coaching

- Each district has a point of contact (**district contact list**)
- School Improvement Listserv
 - **2023-2024 School Improvement Listserv Sign-up for New District Level Personnel**
 - **2023-2024 School Improvement Listserv Sign-up for New School Level Personnel**
- Federal Programs Listserv

Improvement Plan

Plan first...Fund next (*Fund the Plan*)



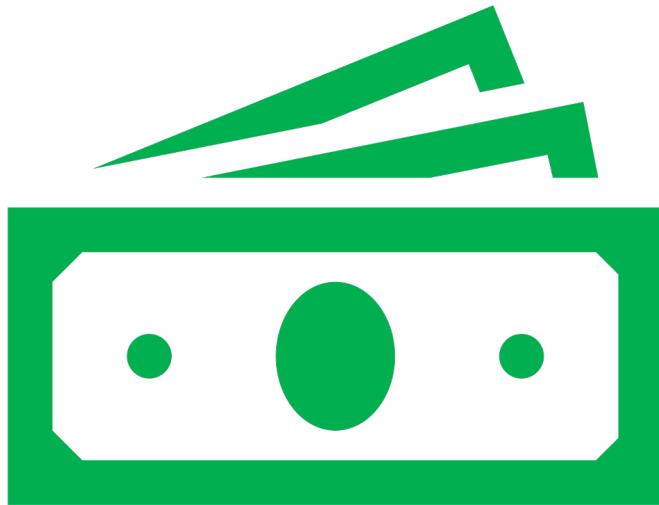
- CNA - aligns/guides direction and focus of plans and use of funds
- Root cause – creates process to drill down to reveal underlying causes that might better inform decision making with plans

Grant	Funding Year	Academic School Year	Obligation Date	Liquidation Date	Grant Life
1003	*2021	2020-2021	September 30, 2023	December 30, 2023	July 1, 2020 - December 30, 2023
1003	2022	2021-2022	September 30, 2023	December 30, 2023	July 1, 2021 – December 30, 2023
1003	2023	2022-2023	September 30, 2024	December 30, 2024	July 1, 2022 – December 30, 2024
1003	2024	2023-2024	September 30, 2025	December 30, 2024	July 1, 2023 - December 30, 2025

***Waiver received from USDE extending period of availability.**

1003 Funds

Allocations to Support Plan Implementation



- MDE will identify schools as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).
- A new list of identified schools will be released
- FY24 allocations will be awarded to new list of schools based on SBE Approved Methodology
- **Currently identified schools can only receive an allocation if re-identified in Fall of 2023**



FY21 – July 31, 2023

FY22 – July 31, 2023

FY23 – July 7, 2023

- *(for revised allocations only)*



- Only one revision form per school uploaded
- All strategies affected are selected (additions only)
- Revision reason is selected
- Fiscal year is provided
- District and school revision numbers are provided
- All signatures with dates are provided
- Funds are appropriately allocated (aligned with needs identified through the **Comprehensive Needs Assessment**)
- The *updated (12//22/22)* revision form is uploaded in the correct section (*Related Documents*)

- Are FY22 and FY23 funds obligated?
- If school exits, are current funds sufficient to continue activities (specifically, personnel for 2023-2024)?
- Is a revision needed to address data-driven shifts?
- If school does not exit, how can existing funds be leveraged to support data-driven shifts?
- If the school does not exit, has the school and district examined funded interventions to determine effectiveness, return on investment?

Professional Learning

Opportunities for Professional Growth



OSI Convening (Annual Conference)

November 13 – 15, 2023

Hattiesburg, MS

Technical Assistance

Individualized Assistance

Coaching

Support for School Leaders

Community Engagement Councils



Any district with a grade of D or F shall establish a CEC.



Any school rated D or F shall establish a CEC.



Districts with several schools rated D or F may choose to have one district CEC instead of multiple school CECs.

Required Information	Examples of Supporting Evidence
Date(s) communications shared about the opportunities to serve on the CEC	<ul style="list-style-type: none"> • Copies of flyers • Screenshots of social media postings • Minutes from CEC meetings highlighting information shared
Date(s) of CEC information sessions	<ul style="list-style-type: none"> • Sign-in sheets • Meetings agendas
Date range during which interest/nominations forms were solicited and collected	<ul style="list-style-type: none"> • Copies of forms submitted by interested community members
Membership list	<ul style="list-style-type: none"> • Names of CEC members and roles if applicable • Email addresses for members
Meeting calendar	<ul style="list-style-type: none"> • Meeting calendar
Meeting details	<ul style="list-style-type: none"> • Meeting attendance sheets and agendas
Date(s) of public reports from the CEC to the community	<ul style="list-style-type: none"> • Reports, presentation recordings, videos, etc.



Councils of Promise



Councils of Distinction

Monitoring and Compliance

Section 1111(d)(1)(A)(B)(i)(ii)(iii)(iv)(v)(vi)

- “(i) is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals;
- “(ii) includes evidence-based interventions;
- “(iii) is based on a school-level needs assessment;
- “(iv) identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan; “(v) is approved by the school, local educational agency, and State educational agency; and
- **“(vi) upon approval and implementation, is monitored and periodically reviewed by the State educational agency.**

Looks Like:

- Establishing process for checking in with school leaders, school leadership team, and district leadership
 - Consider existing structures/systems
 - When will meetings be held?
 - What will be discussed?
 - Question stems in [Sharing What Works](#) document
 - How does this connect with the larger work of continuous improvement within the district? Domain I: Transformational Leadership (pp. 13-15)
 - Domain III: Instructional Transformation (pp.25-27)
 - [OSI Checklist of “Look and Listen Fors”](#)





- 2022-2023: Concluded June 30, 2023
- 2023-2024: Planning is in Progress for Fall and Spring

CSI Monitoring Touchpoint

Section 1				Section 2					
School: High Hopes Ele.		Principal: Dr. Dear John		SI Facilitator: Mrs. Ima Strive			Coach: Dr. We're Focused		
Total All Allocations: \$308,664		FY21: \$103,299	FY22: \$105,365	FY23: \$100,000			Additional Notes:		
Obligation/Liquidation Deadline for Funds:		Touch Point #1 Date/Time:	Touch Point #2 Date/Time:	Touchpoint #3 Date/Time:					
FY23 = September 30, 2024/December 30, 2024		September 15, 2022							
FY22 = September 30, 2023/December 30, 2023		Attendees: Dr. Dear John, Principal; Mrs. Ima Strive; SI Facilitator, Dr. We're Focused	Attendees:	Attendees:					
FY21 = September 30, 2023/December 30, 2023		Leadership Coach							
Indicator of Effective Practice/Funded Action	Identify progress toward plan implementation and MAAP goal	Identify progress toward plan implementation and MAAP goals	Identify progress toward plan implementation and MAAP goals	Describe the progress toward implementation of Action Step.	Has a revision been completed and submitted? Yes or No. If yes, complete columns I-K	FY23 Revision	FY22 Revision	FY21 Revision	If yes, please answer the following questions about the revision process? What are you changing to your needs?
Indicator of Effective Practice (Funded) This indicator can be found in the school's MCAPS 1003a funding application Part II and/or Part IIA. Identify the funded action step.	In Progress	Use Dropdown to select status	Use Dropdown to select status	Touch Point #1: Describe what has been done to implement the funded action step.	No	Use Dropdown to Select Yes or No	Use Dropdown to Select Yes or No	Use Dropdown to Select Yes or No	
Funded Action Step#1: What action is being taken to improve outcomes? The funded action step can be found in MCAPS 1003a funding application, Part III.	Progress to MAAP Goal(s): As approved in MCAPS. Describe the progress towards MAAP goals by: (1) Identifying the benchmark indicator found in Part II of the school's MCAPS 1003a funding application; (2) utilizing current	Progress to MAAP Goal(s): As approved in MCAPS	Progress to MAAP Goal(s): As approved in MCAPS						
Amount Allocated by MDE	Remaining Balance: As of	Remaining Balance: As of	Remaining Balance: As of						
FY23: \$100,000	FY23: \$100,000	FY23: \$	FY23: \$						
FY22: \$105,365	FY22: \$82,000	FY22: \$	FY22: \$						
FY21: \$103,299	FY21: \$31,000	FY21: \$	FY21: \$						
Total All Allocations: \$308,664	SLM: 198,000	SLM:	SLM:						
Budget Notes Touchpoint #1: The remaining balances as of July 1, 2022 for FY21 and FY22 are aligned with our accounting package based on the last approved revision. All funds for FY21 are encumbered and will be liquidated by December 2022. FY23 has been allocated but not approved by the MDE.	Budget Notes Touch Point#2:	Budget Notes Touch Point#3:		Touch Point #2:	Use Dropdown to Select Yes or No	Use Dropdown to Select Yes or No	Use Dropdown to Select Yes or No	Use Dropdown to Select Yes or No	
				Touch Point #3:	Use Dropdown to Select Yes or No	Use Dropdown to Select Yes or No	Use Dropdown to Select Yes or No	Use Dropdown to Select Yes or No	



- 2022-2023 (Final Update June 2023)
- Ensure the LEA Document Library reflects all required 2022-2023 submissions (January–June 2023)
- 2023-2024 (TBD) based on release of 2023 school improvement identifications

Resources

School Improvement | The Mississippi Department of Education (mdek12.org)

School Improvement

The Mississippi Department of Education identifies schools for additional assistance and support, which includes professional development, leadership coaching, additional funding, and assistance to support the school's transformation goals. We identify the schools that need the most assistance for their students to have the same opportunities for growth and success that exist for students in other schools. The Office of School Improvement (OSI) is responsible for supporting the systemic improvement and turnaround efforts of the lowest-performing schools.

The Every Student Succeeds Act (ESSA), a federal law, requires that each state identify two types of schools for support and improvement:

- Comprehensive Support and Improvement (CSI)
- Targeted Support and Improvement (TSI)
- Additional Targeted Support and Improvement (ATSI)



Four Domains



Professional Learning



School Identifications/Allocations



Evidence Based Interventions



Planning Application/Revision Request



Community Engagement Council

Mississippi Comprehensive Automated Performance-based System (MCAPS)

School Improvement

- 601-359-1003
- Staff
- FAQ

Links

- Chronic Absenteeism
- Cohort IV - SIG Competition
- Conferences
- Focus Effective Practice
- MCAPS District Contact List
- Mississippi Succeeds Plan
- School Improvement 1003 Allocations
- School Improvement Identifications
- Professional Learning

Resources

- Documents and Forms
- Comprehensive/Targeted Support and Improvement Schools
- Sharing What Works
- Identifying Evidence-Based Programs
- Community Engagement Council
- Four Domains: A Framework for Rapid School Turnaround
- Access for All Guide
- Evidence-Based Programs
- Mississippi Instructional Materials Matter
- Planning Application/Revision Request

Calendar and Professional Learning

- ✓ [MDE Administrator Calendar: Dates to Remember](#)
- ✓ [Professional Development | The Mississippi Department of Education \(mdek12.org\)](#)

Supporting Students in Poverty with High Impact Instructional Strategies

- ✓ [High Impact Strategies/Poverty](#)

Monitoring Educational Equity

- ✓ [Consensus Study Report Highlights](#)

High Leverage Instructional Practices

- ✓ [Introduction to High Leverage Practices](#)

Access for All Guide 2.0

- ✓ [Access For All Guide 2.0 \(2021\)](#)

Digital Learning Resources

- ✓ [Digital Learning Resources Webpage](#)

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Questions



Sonja Robertson

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mdek12.org



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