

MAFEPD 2022

School Improvement

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mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

June 24, 2022



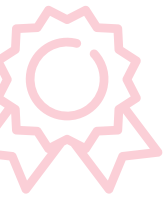
VISION

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



Presentation



<https://bit.ly/MAFEPDOSI>

Questions



bit.ly/OSIQuestions

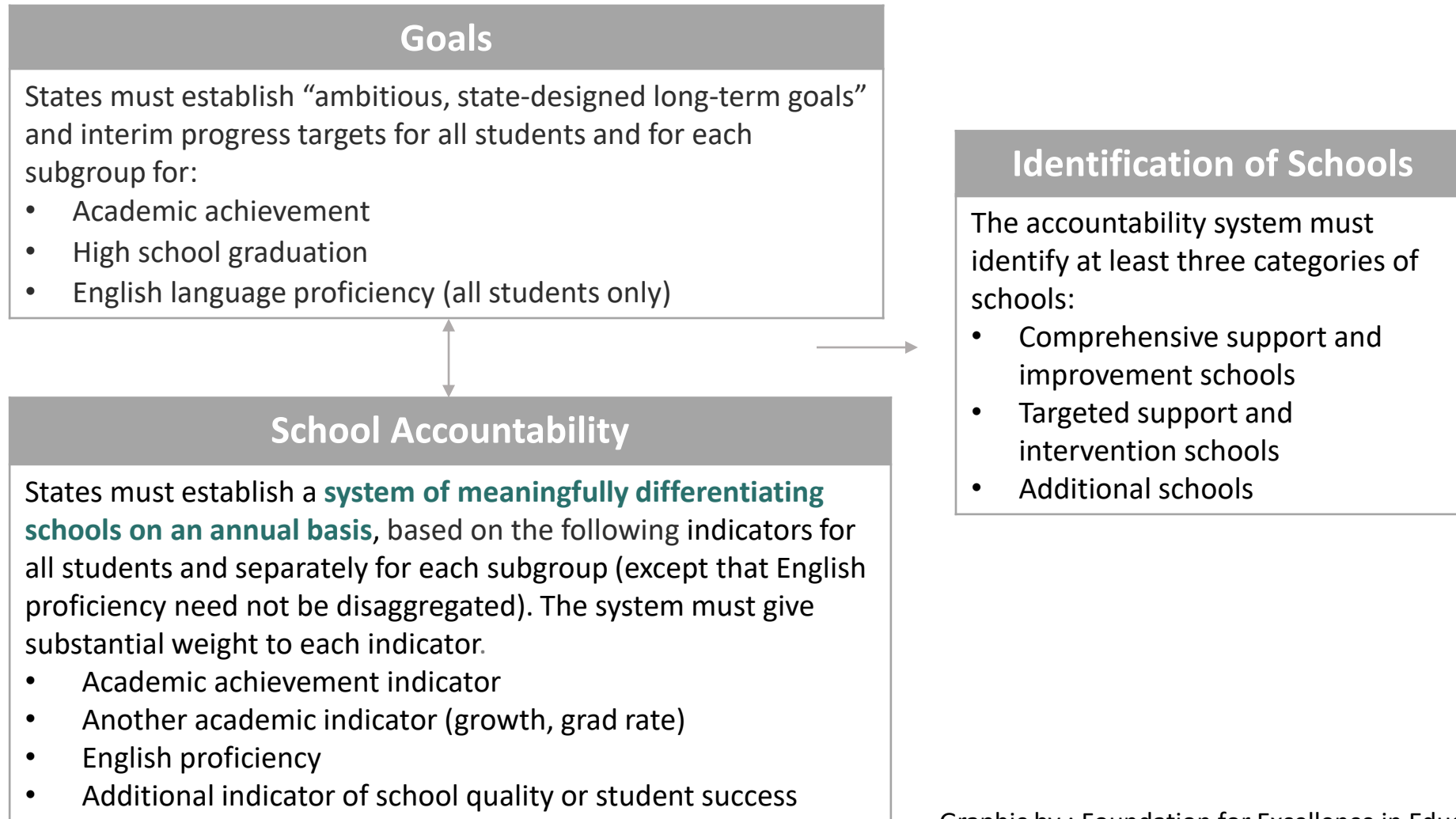
- To provide participants with updates and reminders relative to School Improvement Identifications
 - MDE ESEA Addendum Submission
 - 2022-2023 Identifications/Exit
 - Reminders
 - School Improvement Allocations (Period of Availability)
 - School Improvement Board Updates
 - Community Engagement Council Revised Guidelines
 - Monitoring
 - 2022-2023 Professional Learning
 - Resources

ESEA aka ESSA

ESEA REQUIREMENTS UNDER ESSA

- Goals
- School Accountability
- Identification of Schools





Graphic by : Foundation for Excellence in Education



- Proficiency/Performance – Did the student meet expectations?
- Growth - Did the student improve as expected?
- Participation – Did the student participate in assessments/classes?
- Graduation Rates – Did the student graduate as expected and on time?
- College and Career Readiness – ACT and Accelerated Courses

- Minimize changes to established business rules to allow for longitudinal comparability.
- In accordance with federal guidance, make *necessary* adjustments for missing data.
- Ensure necessary adjustments are equitable, evidence-based, and consistent with established accountability policy.
- Minimize the use of pre-pandemic proxy data to ensure accountability measures are reflective of the actual impact of the pandemic and current student performance.

Identification & Exit

CSI (Three Year ID Cycle)

- 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 – Consistently Underperforming Subgroup (Annual 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
- Results are rank-ordered and bottom 5% are identified for TSI

ATSI – Low Performing Subgroup (Annual Identification)

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

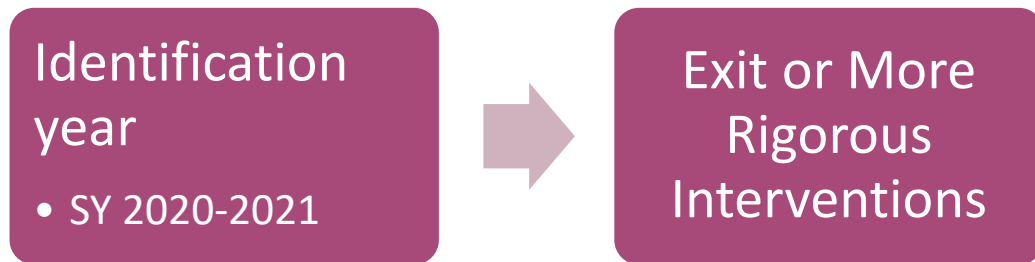
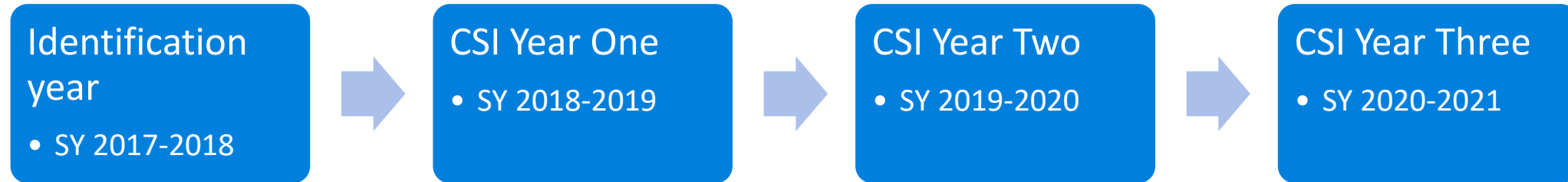
School At-Risk – State Designation (Annual Identification)

- School level accountability grade of F

ESEA Addendum

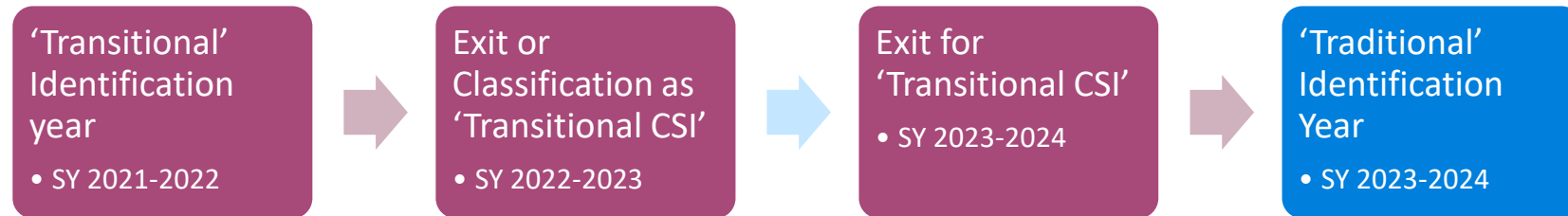
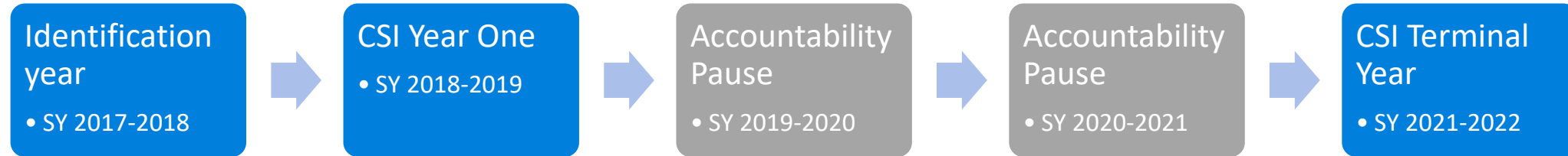
- MDE must classify schools as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).
- Classification decisions must include data from the 2021-2022 school year.
- Any school that exits classification must satisfy approved exit criteria.
- The MDE remains committed to the long-term goal of 70% proficiency for all students but will shift timelines forward by two years.

- Identification
 - Graduation rate $\leq 67\%$ **OR**
 - Score in bottom 5% of Title IA Schools **OR**
 - Previously Identified ATSI w/ 3 consecutive years of subgroup performance in bottom 5%
- Exit
 - Graduation rate $\geq 67\%$ (Grad rate only schools)
 - Score above bottom 5% **AND**
 - Increase in letter grade **OR** increase over midpoint of letter grade (e.g., bottom half of F to top half of F)



New 3-year cycle begins

- Is consistent with the recommendation of the ATF
- Implement 'Transitional' CSI classifications based on 2021-2022 data as required by federal law
- Schools classified as CSI in fall 2022 based on SY 2021-2022 data would be re-examined after one year
- The 'traditional' 3-year cycle would restart in fall 2023 based on SY 2022-2023 data



New 3-year cycle begins

- Identification
 - 3-year average subgroup performance is at or below that of all students in the lowest performing schools (CSI)
- Exit
 - Subgroup performance above that of all students in the lowest performing schools **AND**
 - Increase in letter grade **OR** increase over midpoint of letter grade (e.g., bottom half of F to top half of F)

- Original ESSA plan escalates ATSI to CSI after three consecutive years of identification as ATSI.
- The MDE proposes to delay cumulative ATSI classification to CSI to fall 2023 based on SY 2022-2023 data.

- For the transitional year starting in fall 2022, remove increase in letter grade or progress over midpoint as part of exit criterion for the current year and resume for identification cycle during the 2023-2024 school year.
- Restore traditional identification criteria starting in fall 2023.

- 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
 - Results are rank-ordered and bottom 5% are identified for TSI
- Exit
 - School no longer meets criteria for identification
 - 3-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup

SI Data Files

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

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 Math Performance 23.75 PTS	
Growth All Students 95 PTS	Growth All Students 95 PTS	U.S. History Proficiency 47.5 PTS		Participation 23.75 PTS	ACT Reading or English Performance 23.75 PTS	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS					
						Progress to Proficiency 50 PTS

700 Points (8 Components)			
Reading	Math	Science	English Language Progress to Proficiency N=10
Proficiency N=10	Proficiency N=10	Proficiency N=10	
Growth All N=10	Growth All N=10		
Growth Lowest 25% N=10	Growth Lowest 25% N=10		

1000 Points (14 Components)			
Reading	Math	Other Subjects	English Language Progress to Proficiency N=10
Proficiency N=10	Proficiency N=10	Science Proficiency N=10	
Growth All N=10	Growth All N=10	US History Proficiency N=10	Acceleration Participation N=10
Growth Lowest 25% N=10	Growth Lowest 25% N=10	ACT Reading N=10	Acceleration Performance N=10
		ACT Math N=10	Graduation Rate N=10

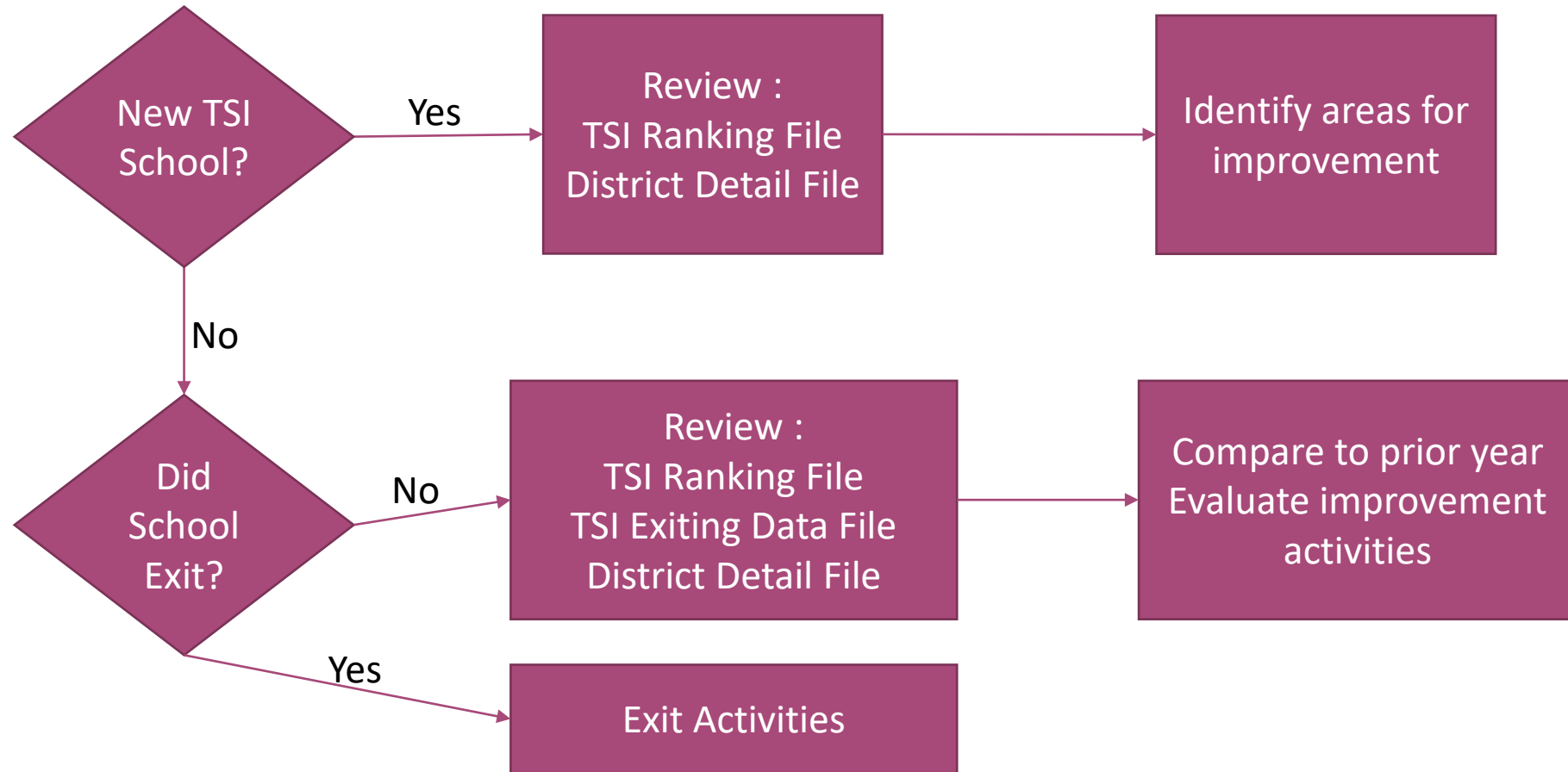
- CSI, TSI, ATSI Summary Data
- District Detail Data

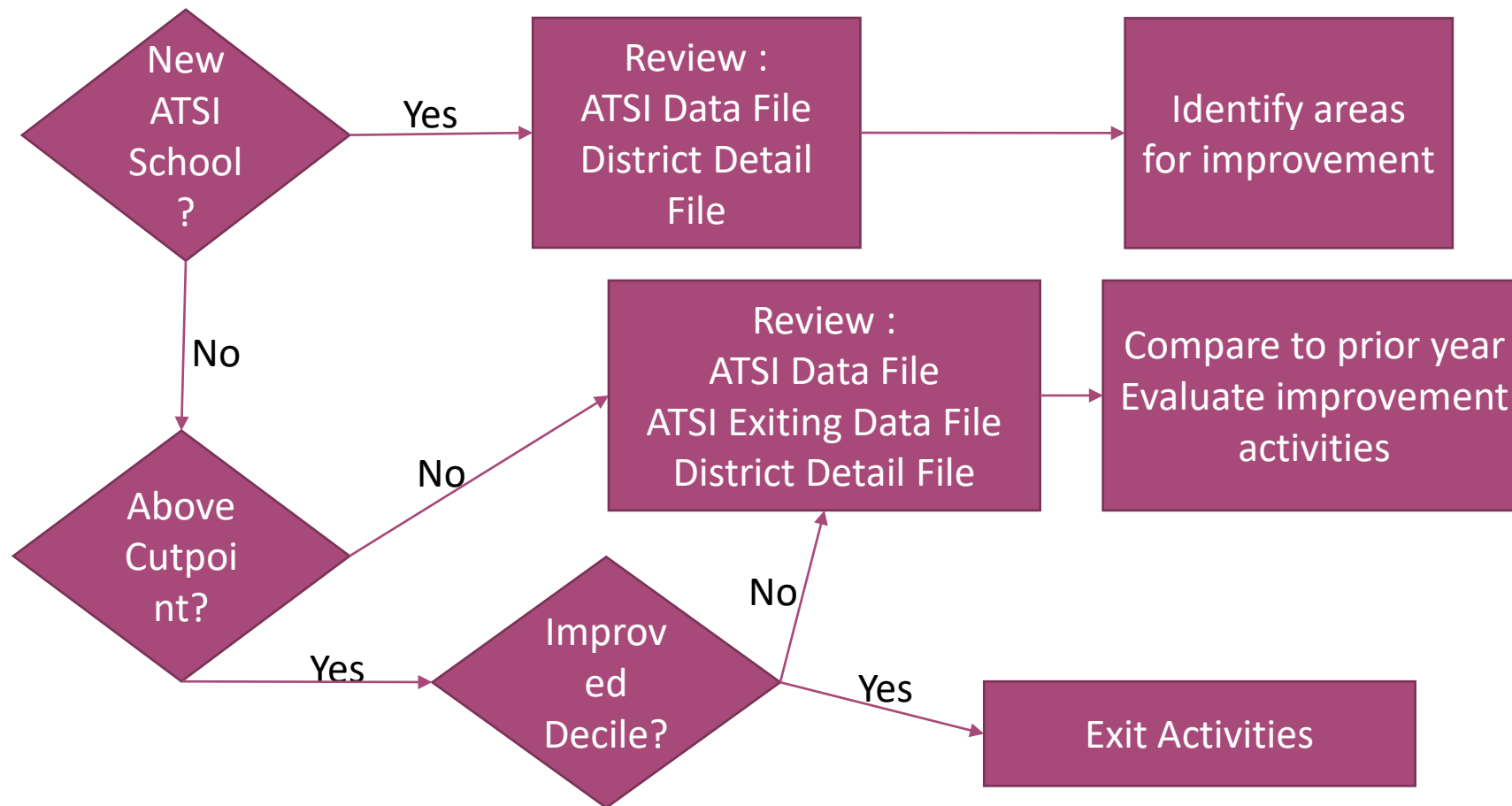
- TSI Ranking Data
- ATSI Ranking Data

- TSI Exiting Data
- ATSI Exiting Data



Subgroup	English Growth Target	Math Growth Target
All Students	4.16	4.32
Economically Disadvantaged	5.07	5.21
Students w/ Disabilities	6.79	6.77
English Learners	6.27	5.23
Alaskan Native or Native American	4.67	4.87
Asian	1.37	0.19
Black or African American	5.68	5.84
Hispanic/Latino	4.62	4.12
Native Hawaiian or Other Pacific Islander	2.34	2.43
White	2.50	2.76
Two or More Races	3.63	3.76





- **CSI schools** – will be assigned a more rigorous intervention determine by the state if exit does not occur after a number of years
- **ATSI schools** – can escalate to CSI after 3 years if exit does not occur (**Title I**)
- **TSI schools** - districts must address what it will do if the TSI school's plan has been unsuccessfully implemented after a number of years.

Questions

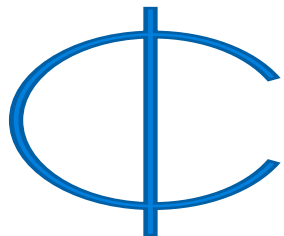
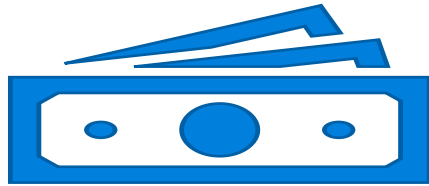
Updates/Reminders

School Improvement Grants

Period of Availability

Grant	Funding Year	Academic School Year	Obligation Date	Liquidation Date	Grant Life
1003(g)	2022	2021-2022	August 12, 2022	August 12, 2022	April 1, 2022 – September 30, 2022
1003	2020	2019-2020	September 30, 2022*	December 30, 2022*	July 1, 2019- December 30, 2022
1003	2021	2020-2021	September 30, 2022	December 30, 2022	July 1, 2020- December 30, 2022
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

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



- MDE must classify 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
- FY23 Allocations will be awarded to new list of schools based on SBE Approved Methodology
- **Currently Identified Schools can only receive allocation if re-identified in Fall of 2023**



FY20 - August 15, 2022

FY21 - August 15, 2022

FY22 – No date assigned

Are FY20 and FY21 funds obligated?

If school exits, are current funds sufficient to continue activities (specifically, personnel for 2022-2023)?

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 2- 4 year funded interventions to determine effectiveness, return on investment?

2021-2022 Board Update and Submission Timeline	
Schools At Risk (SAR) Only	CSI, TSI, or ATSI
September 2021 December 2021 March 2022 June 2022	September 2021 October 2021 November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022 June 2022

- 2021-2022 (Final Update June 2022)
- Please Ensure the LEA Document Library reflects all required 2021-2022 submissions (September-June)
- 2022-2023 (TBD) based on Release of 2022 Accountability and School Improvement Identifications

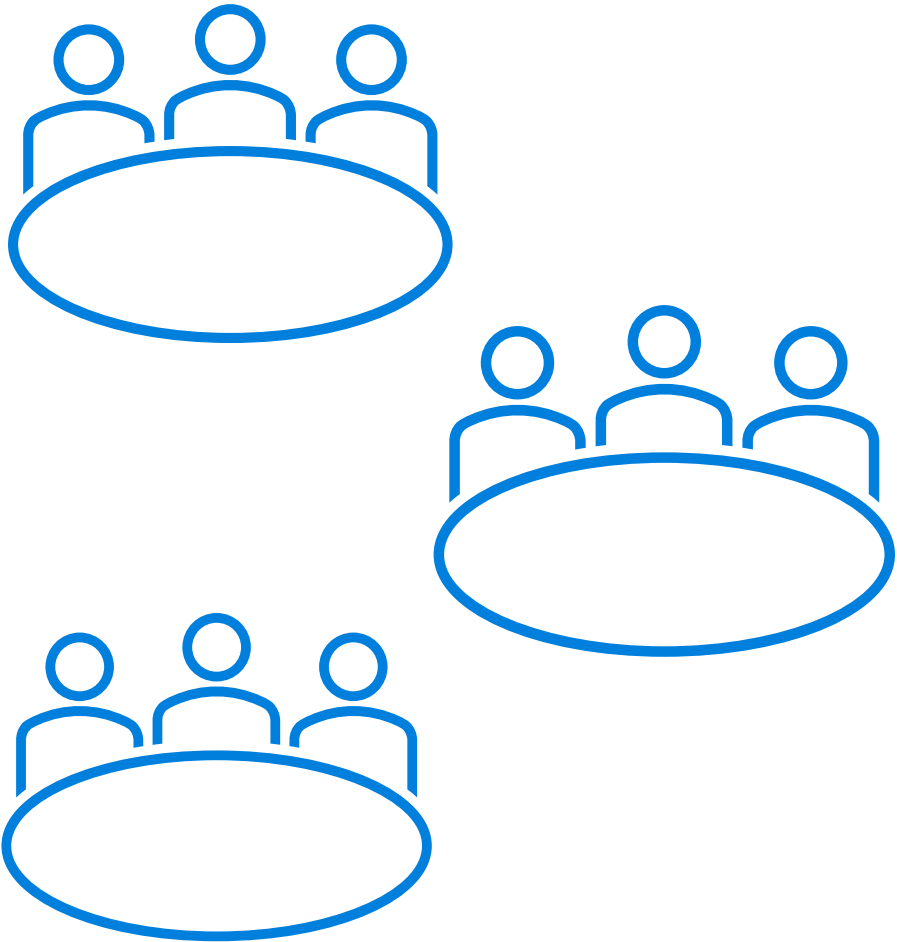
What is a Community Engagement Council (CEC)?

- A community-led group focused on improving a school or district.
- The group is “inclusive, accountable, and required to share progress publicly.”
- Each CEC includes parents, educators, students, and community members.
- CECs may be formed at a district- or school-level.
- CECs are self-governed and members are responsible for running meetings.
- A CEC and school/district must work together to be successful.
- A CEC is not the same as the school board and does not have the authority to set policy. CECs can recommend policies or policy changes.

- Community Engagement Councils (CECs), formerly known as P-16 Councils, are required to be established if a district is designated as failing or a school is rated ad failing according to Mississippi statute §37-18-5
- Current guidelines developed in 2010
- Implementation has varied considerably
- Partnered with R7CC
- Updates and refinements to align and strengthen implementation and monitoring practices



- 2021-2022 Concludes June 30, 2022
- 2022-2023 Planning in Progress for Fall and Spring



October Roadshows (SI Requirements)

- 1 in each RESA Region and a Make-up
12th-NMEC; 13th-DAAIS; 14th- SMEC
17th- Gulf Coast; 18th- S-RESA; 21st -
EMCED; 25th-SMEC (Make-up)

OSI Convening (Annual Conference)

- February 1-3, 2023
- Starkville, MS

Resources

Supporting Students in Poverty with High-Impact Instructional Strategies

- For educators at ALL levels
- Strategies are program and cost neutral
- Student-centered
- Resources for all teachers regardless of experience
- Toolkit
- Toolkit available electronically and printable PDF
- Easy to access and navigate



Specially Designed Instruction

GUIDANCE DOCUMENT



Exemplary Practices That Benefit Children With Disabilities



Office of Special Education



- [Specially Designed Instruction Guidance Document](#)
- [High-Leverage Practices | High-Leverage Practices \(highleveragepractices.org\)](#)

The new Special Education Lead Implementation Specialist will:

- work directly with Special Education Directors in schools/districts identified under the CSI classification.
- be the “boots on the ground” and real time support for schools/districts identified by the Office of School Improvement.
- be a link between the Office of School Improvement and the Office of Special Education to improve outcomes for students with disabilities.



Questions



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