MAFEPD 2022
School Improvement

Sonja J. Robertson, Ph.D.
Deputy Director, Tier III

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.
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
Presentation


Questions

bit.ly/OSIQuestions
Session Focus

• 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
Accountability - School Improvement Connection

ESEA REQUIREMENTS UNDER ESSA

• Goals
• School Accountability
• Identification of Schools
Every Student Succeeds Act (ESSA) Requirements

Goals
States must establish “ambitious, state-designed long-term goals” and interim progress targets for all students and for each subgroup for:
- Academic achievement
- High school graduation
- English language proficiency (all students only)

Identification of Schools
The accountability system must identify at least three categories of schools:
- Comprehensive support and improvement schools
- Targeted support and intervention schools
- Additional schools

School Accountability
States must establish a system of meaningfully differentiating schools on an annual basis, based on the following indicators for all students and separately for each subgroup (except that English proficiency need not be disaggregated). The system must give substantial weight to each indicator.
- Academic achievement indicator
- Another academic indicator (growth, grad rate)
- English proficiency
- Additional indicator of school quality or student success

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
Objectives for Accountability Measures in 2021-2022

• 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
Identification Criteria (Pre-Pandemic)

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
Federal Requirements

- 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.
Current CSI Classification Criteria

• 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)
‘Original’ CSI Timeline

Identification year
- SY 2017-2018

CSI Year One
- SY 2018-2019

CSI Year Two
- SY 2019-2020

CSI Year Three
- SY 2020-2021

Identification year
- SY 2020-2021

Exit or More Rigorous Interventions

New 3-year cycle begins
Proposed Changes

• 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
Proposed Covid Impacted CSI Timeline

Identification year
- SY 2017-2018

CSI Year One
- SY 2018-2019

Accountability Pause
- SY 2019-2020

Accountability Pause
- SY 2020-2021

CSI Terminal Year
- SY 2021-2022

‘Transitional’ Identification year
- SY 2021-2022

Exit or Classification as ‘Transitional CSI’
- SY 2022-2023

Exit for ‘Transitional CSI’
- SY 2023-2024

‘Traditional’ Identification Year
- SY 2023-2024

New 3-year cycle begins
Current ATSI Classification Criteria

• 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.
Proposed Modification to Identification/ Exit Criteria

• 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.
Current TSI Classification Criteria

• 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
<table>
<thead>
<tr>
<th>READING</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>ENGLISH LANGUAGE PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency</td>
<td>Proficiency</td>
<td>Proficiency</td>
<td></td>
</tr>
<tr>
<td>95 PTS</td>
<td>95 PTS</td>
<td>95 PTS</td>
<td></td>
</tr>
<tr>
<td>Growth All Students</td>
<td>Growth All Students</td>
<td>Growth Lowest 25%</td>
<td>Progress to Proficiency</td>
</tr>
<tr>
<td>95 PTS</td>
<td>95 PTS</td>
<td>95 PTS</td>
<td>35 PTS</td>
</tr>
<tr>
<td>Growth Lowest 25%</td>
<td>Growth Lowest 25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>95 PTS</td>
<td>95 PTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>MATH</td>
<td>OTHER SUBJECTS</td>
<td>GRADUATION 4-YEAR</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Proficiency</td>
<td>Proficiency</td>
<td>Science Proficiency</td>
<td>4-year Cohort Rate</td>
</tr>
<tr>
<td>95 PTS</td>
<td>95 PTS</td>
<td>47.5 PTS</td>
<td>190 PTS</td>
</tr>
<tr>
<td>Growth</td>
<td>Growth</td>
<td>U.S. History Proficiency</td>
<td>Participation</td>
</tr>
<tr>
<td>All Students</td>
<td>All Students</td>
<td>47.5 PTS</td>
<td>23.75 PTS</td>
</tr>
<tr>
<td>95 PTS</td>
<td>95 PTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth</td>
<td>Growth</td>
<td>Proficiency</td>
<td>Participation</td>
</tr>
<tr>
<td>Lowest 25%</td>
<td>Lowest 25%</td>
<td>47.5 PTS</td>
<td>23.75 PTS</td>
</tr>
<tr>
<td>95 PTS</td>
<td>95 PTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth</td>
<td>Growth</td>
<td>Proficiency</td>
<td>Participation</td>
</tr>
<tr>
<td>Lowest 25%</td>
<td>Lowest 25%</td>
<td>47.5 PTS</td>
<td>23.75 PTS</td>
</tr>
</tbody>
</table>
### 700 Points (8 Components)

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>English Language Progress to Proficiency N=10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency N=10</td>
<td>Proficiency N=10</td>
<td>Proficiency N=10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth All N=10</td>
<td>Growth All N=10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth Lowest 25% N=10</td>
<td>Growth Lowest 25% N=10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1000 Points (14 Components)

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Other Subjects</th>
<th>English Language Progress to Proficiency N=10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency N=10</td>
<td>Proficiency N=10</td>
<td>Science Proficiency N=10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth All N=10</td>
<td>Growth All N=10</td>
<td>US History Proficiency N=10</td>
<td>Acceleration Participation N=10</td>
<td></td>
</tr>
<tr>
<td>Growth Lowest 25% N=10</td>
<td>Growth Lowest 25% N=10</td>
<td>ACT Reading N=10</td>
<td>Acceleration Performance N=10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACT Math N=10</td>
<td>Graduation Rate N=10</td>
<td></td>
</tr>
</tbody>
</table>
Files for District Data Review

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

- TSI Ranking Data
- ATSI Ranking Data

- TSI Exiting Data
- ATSI Exiting Data
## TSI Growth Targets

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

- Yes: Review:
  - TSI Ranking File
  - District Detail File

- No: Did School Exit?

**Did School Exit?**

- Yes: Exit Activities
- No: Review:
  - TSI Ranking File
  - TSI Exiting Data File
  - District Detail File

- No: Identify areas for improvement

- Yes: Compare to prior year
  - Evaluate improvement activities
ATSI Schools

New ATSI School?

Yes: Review: ATSI Data File, District Detail File

No:

Above Cutpoint?

Yes: Identify areas for improvement

No:

Improved Decile?

Yes: Exit Activities

No: Compare to prior year, Evaluate improvement activities

No: Review: ATSI Data File, ATSI Exiting Data File, District Detail File
Potential Outcomes for Not Exiting

• **CSI schools** – will be assigned a more rigorous intervention determined 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

<table>
<thead>
<tr>
<th>Grant</th>
<th>Funding Year</th>
<th>Academic School Year</th>
<th>Obligation Date</th>
<th>Liquidation Date</th>
<th>Grant Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>1003(g)</td>
<td>2022</td>
<td>2021-2022</td>
<td>August 12, 2022</td>
<td>August 12, 2022</td>
<td>April 1, 2022 – September 30, 2022</td>
</tr>
<tr>
<td>1003</td>
<td>2021</td>
<td>2020-2021</td>
<td>September 30, 2022</td>
<td>December 30, 2022</td>
<td>July 1, 2020- December 30, 2022</td>
</tr>
<tr>
<td>1003</td>
<td>2022</td>
<td>2021-2022</td>
<td>September 30, 2023</td>
<td>December 30, 2023</td>
<td>July 1, 2021 – December 30, 2023</td>
</tr>
<tr>
<td>1003</td>
<td>2023</td>
<td>2022-2023</td>
<td>September 30, 2024</td>
<td>December 30, 2024</td>
<td>July 1, 2022 – December 30, 2024</td>
</tr>
</tbody>
</table>

*Waiver received from USDOE extending period of availability.*
FY23 Allocations

- 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.
Revision Deadline

FY20 - August 15, 2022
FY21 - August 15, 2022
FY22 – No date assigned
Considerations for SI Funded Activities

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?
Board Updates

• 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

<table>
<thead>
<tr>
<th>2021-2022 Board Update and Submission Timeline</th>
<th>CSI, TSI, or ATSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools At Risk (SAR) Only</td>
<td></td>
</tr>
<tr>
<td>September 2021</td>
<td>September 2021</td>
</tr>
<tr>
<td>December 2021</td>
<td>October 2021</td>
</tr>
<tr>
<td>March 2022</td>
<td>November 2021</td>
</tr>
<tr>
<td>June 2022</td>
<td>December 2021</td>
</tr>
<tr>
<td></td>
<td>January 2022</td>
</tr>
<tr>
<td></td>
<td>February 2022</td>
</tr>
<tr>
<td></td>
<td>March 2022</td>
</tr>
<tr>
<td></td>
<td>April 2022</td>
</tr>
<tr>
<td></td>
<td>May 2022</td>
</tr>
<tr>
<td></td>
<td>June 2022</td>
</tr>
</tbody>
</table>
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 as 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

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.
Monitoring

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

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
Resources

- 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
Resources

• 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
Sonja J. Robertson, Ph.D.

Deputy Director, Tier III
srobertson@mdek12.org