

# 2022-2023 School Improvement Overview

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MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Date: October 31, 2022



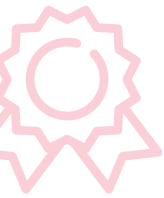
## VISION

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

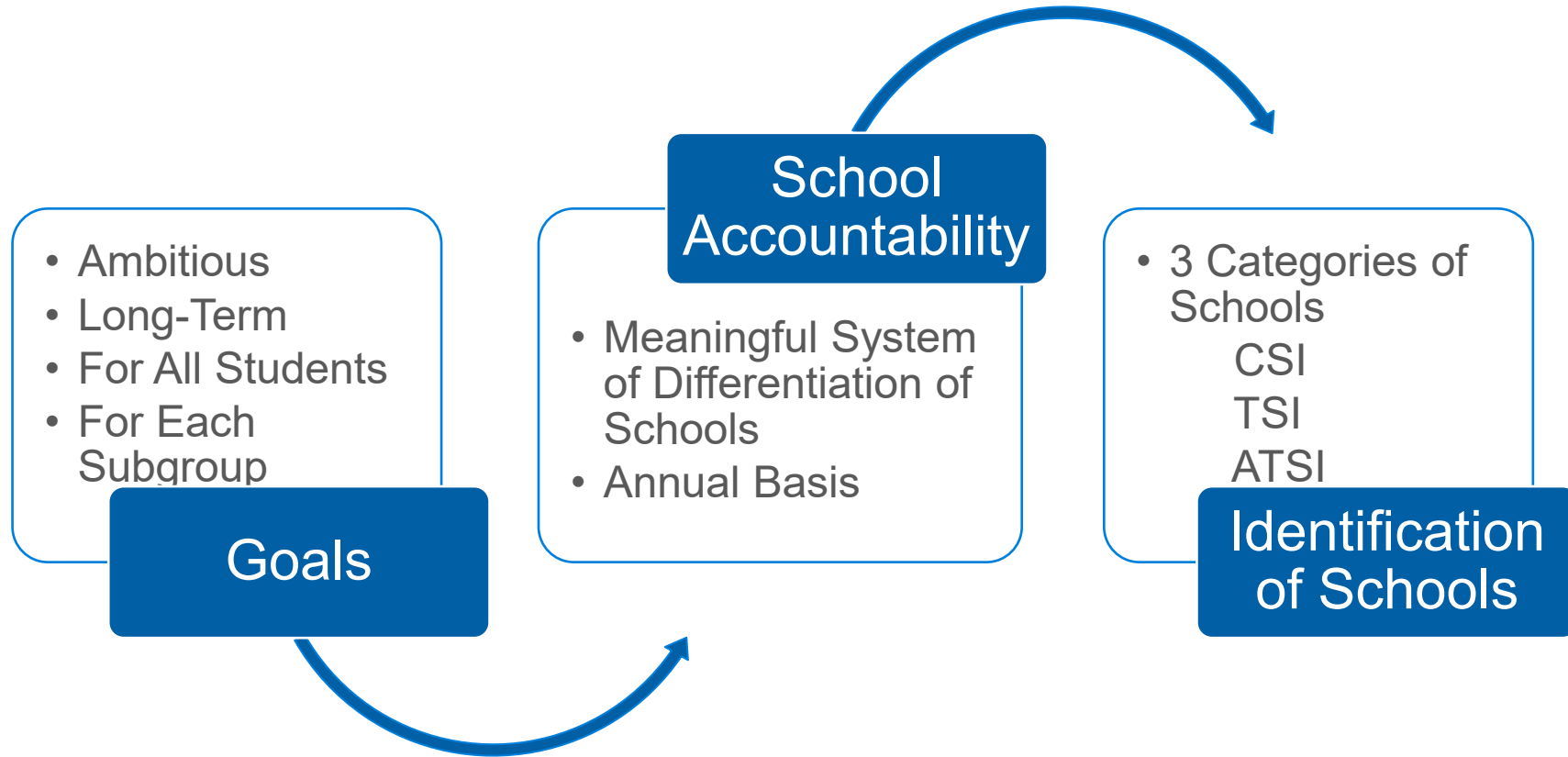


- Review of School Improvement Context
- Review of Identification and Exit Criteria
- Overview of 2022-2023 Identification and Exit Information
- Next Steps

# Context

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# Intersection of School Improvement & Accountability



- **September. 29:** 2021-22 district and school grades became **official** upon approval from the Mississippi State Board of Education
- **October 27:** 2022 Accountability Heat Map shared with Mississippi State Board of Education
- **October 27:** MDE Plan of Support for Failing Districts Shared with the Mississippi State Board of Education
- **October 28:** 2022-2023 School Identifications Released to School Districts
- **October 31:** Overview of School Improvement Identification and Exit Webinar



- Consistent with the recommendation of the Accountability Task Force
- Data Years for School Improvement identification in Fall 2022 were 2017-18, 2018-19, and 2021-22 for CSI and ATSI schools
- Delayed the requirement for more rigorous options (MROs) for CSI schools and the ATSI to CSI escalation for at least 1 year – this will affect schools re-identified in the Fall of 2023.
- **Identifications will be back "on-cycle" Fall 2023**



- ED requires the SEA, in accordance with section 1111(d)(2)(C) of ESEA, to identify any subgroup that is performing as poorly as the schools identified for CSI, as ATSI using the **same** methodology.
- The MDE will now use 3 years of data to identify CSI schools including schools identified in the fall of the 2022-2023 school year which aligns with the way ATSI schools are currently identified.

# Identification/Exit

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## **CSI- Comprehensive Support and Improvement**

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

## **TSI - Targeted Support and Improvement**

- Consistently Underperforming Subgroup

## **ATSI – Additional Targeted Support and Improvement**

- Lowest Performing Subgroup (subgroup performing like the lowest 5% of Title I schools)

## **SAR – Schools At Risk**

- Failing School

## CSI- Comprehensive Support and Improvement

- Grad rate above 67%
- Performance above lowest 5% of Title I Schools, and
- Any increase in accountability score
- *(Non-Exiting ATSI)* Average subgroup performance (3-year avg) above the bottom 5% Title I schools **Beginning Fall 2023**

## 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

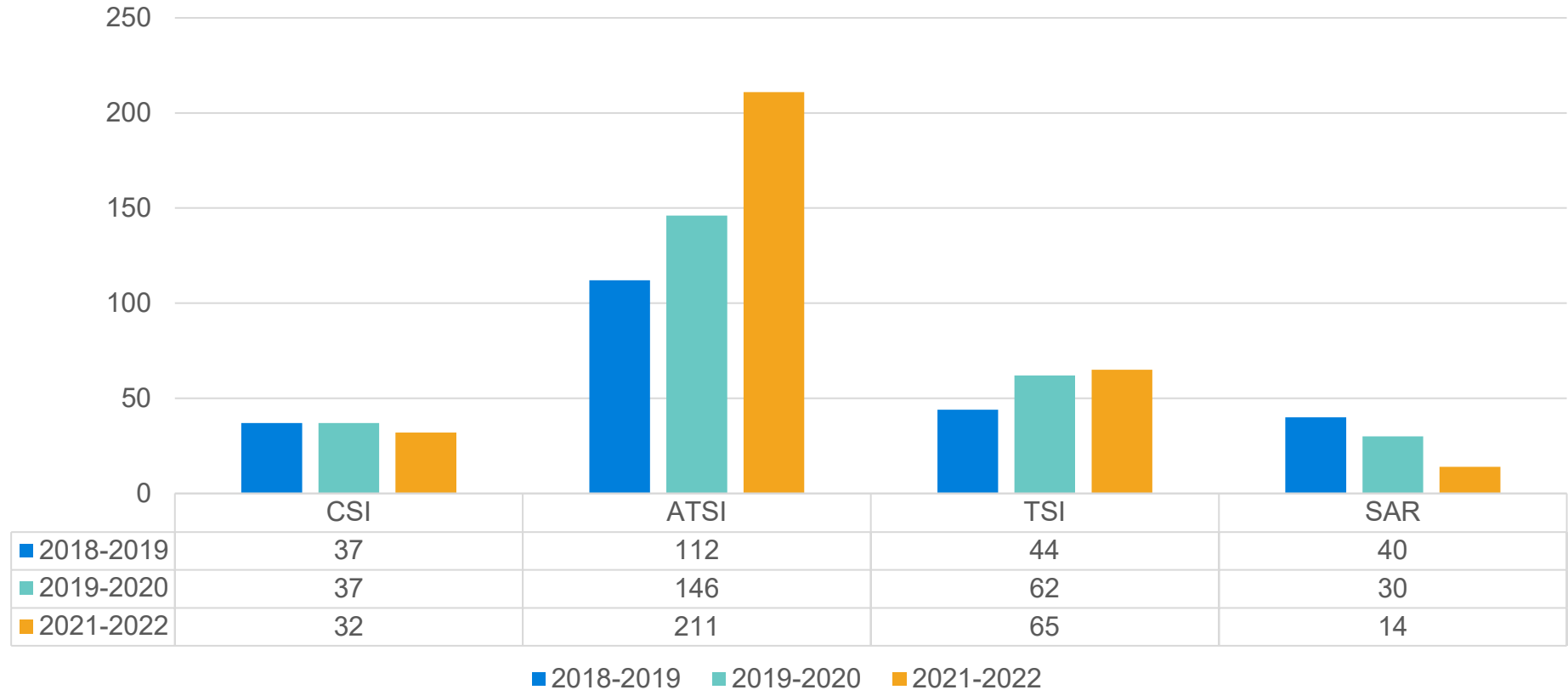
- Subgroup performance above all students' subgroup in Title I schools
- Any increase in accountability score – *subgroup comparison against prior year*

## SAR – Schools At Risk

- No longer failing

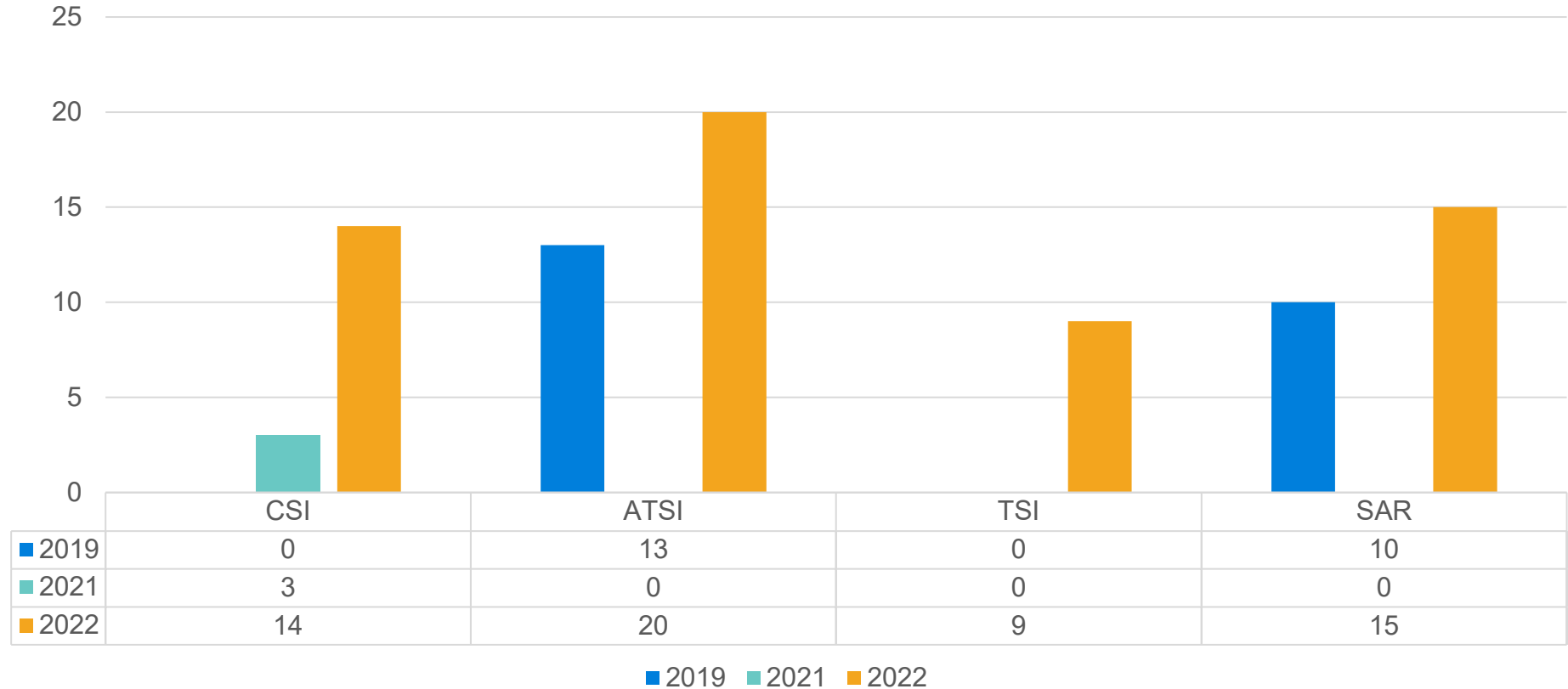
# Year by Year Identification Comparison

CSI, ATS, ATSI, & SAR Identifications



# Year by Year Exit Comparison

CSI, TSI, ATSI, SAR Exit



- **CSI TSI ATSI Summary Data**
  - contains information for each identified school (CSI, TSI, and ATSI)
- **ATSI Data**
  - contains information about each school/subgroup and the criteria for ATSI identification
    - The ATSI Cut-score is 264 for 600/700-point schools
    - The ATSI Cut-score is 503 for 1000-point schools
- **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 – Contains data for subgroups (2017-18, 2018-19, and 2021-2022)

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

## Racial

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

## Special Populations



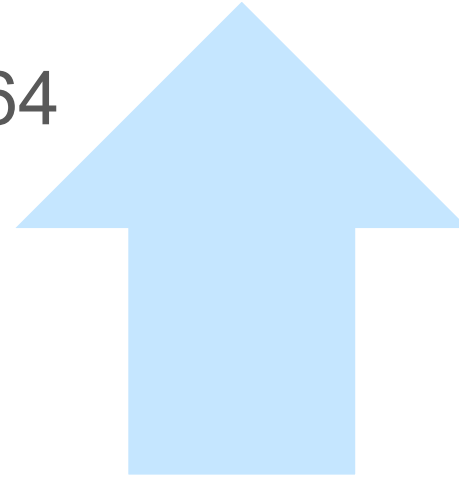
- Title IA Schools
- 3-year Average (2017-18, 2018-19, and 2021-2022 Accountability Data)
- Bottom 5% Identified as CSI
- No Graduation Rate Schools Were Identified This Year

- Schools that meet the n-count for each component of the 700 and 1000-point scale are determined (600-point schools are included)
- The bottom 50% of those schools are identified based on subgroup scores
- The bottom 25% referenced are then flagged for both gap and improvement 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 get put together in one list and rank ordered
- The bottom 5% are identified as TSI based on overall subgroup performance (subgroup accountability score)

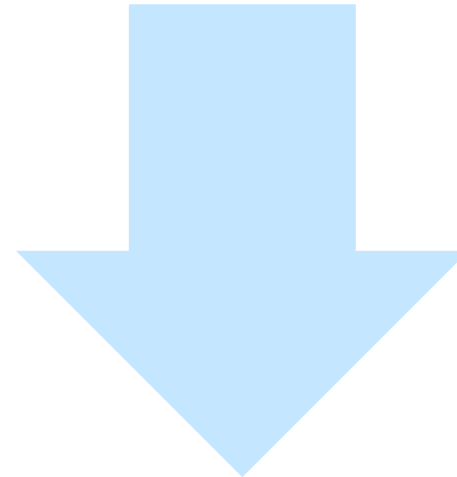
- For each of the 3 years, schools that meet the n-count for each component of the 700 and 1000-point scale are determined (600-point schools are included)
- For schools that meet the minimum n-size criteria, the 3-year average overall score for subgroups is calculated
- The 3-year overall average for the “All students” subgroup is calculated for Title IA schools and the bottom 5% are identified to determine the cut-score (the top of the bottom 5% of Title IA schools)
- Any school that has one or more subgroups with a 3-year average at or below the cut-score is identified for ATSI

- CRITERIA 1: Subgroup performance is above the “All Students” subgroup for Title I Schools
- CRITERIA 2: Any increase in accountability score – (*subgroup comparison against prior year*)
  - ***Subgroup score is calculated since subgroups do not receive accountability scores and ratings.***

- 600/700 Point Schools - 264
- 1000 Point Schools - 503

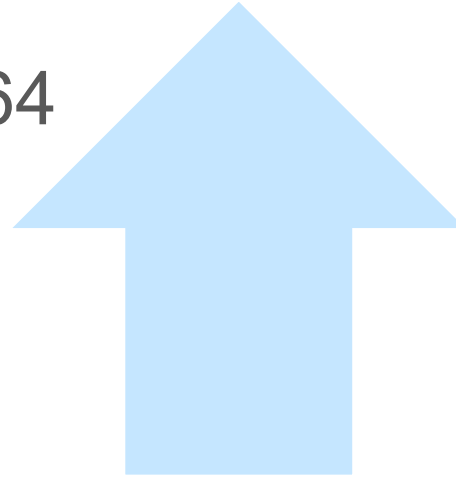


3-Yr. Subgroup  
Avg is Above Cut  
Score – **Criteria 1  
Met**

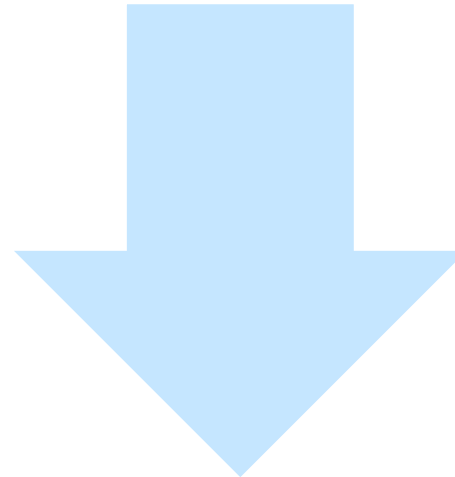


3-Yr. Subgroup  
Avg is at or Below  
Cut Score-  
**Criteria 1 not Met**

- 600/700 Point Schools - 264
- 1000 Point Schools - 503

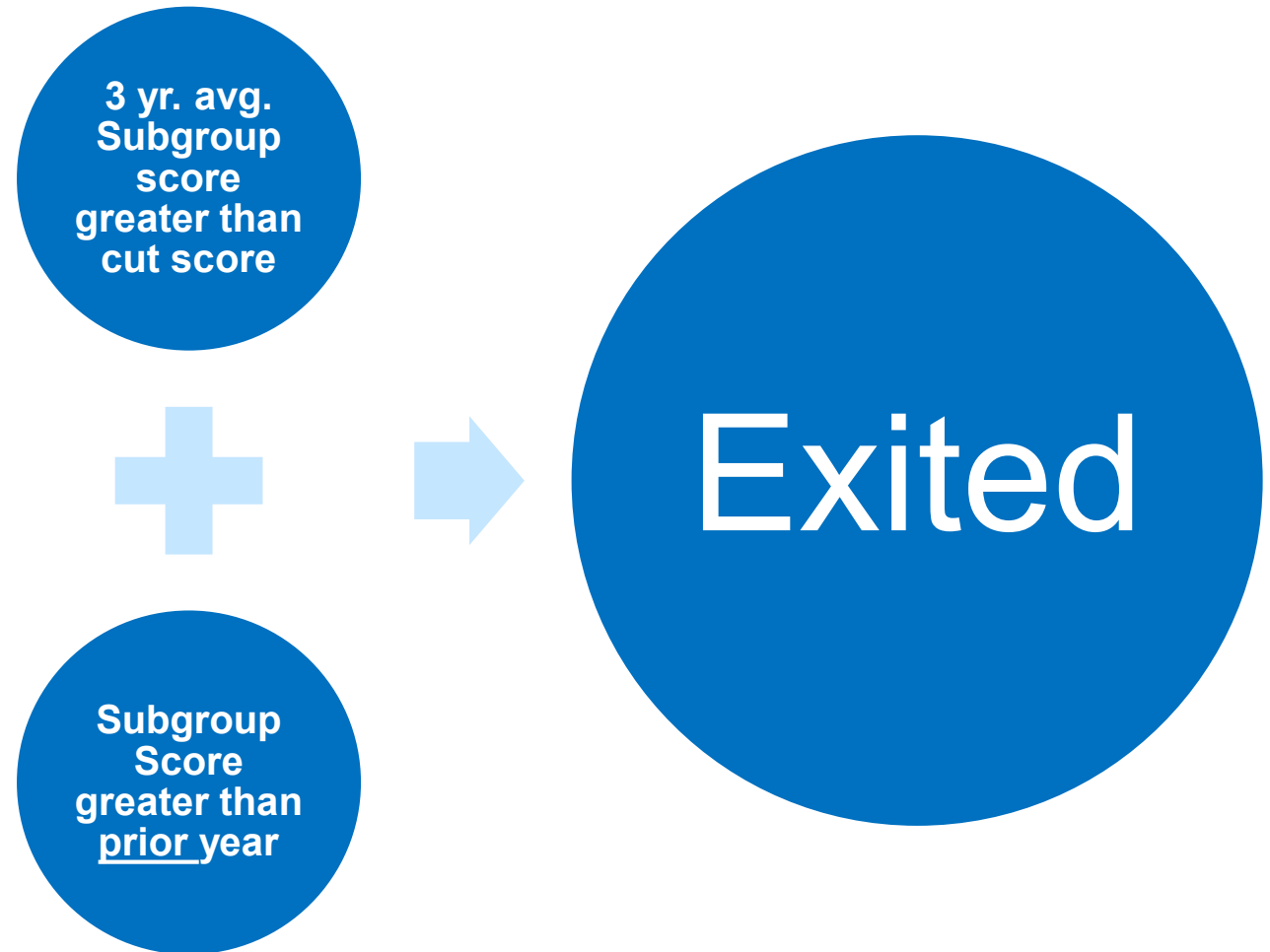


Current Yr.  
Subgroup Score  
Above Prior Year  
– **Criteria 2 Met**

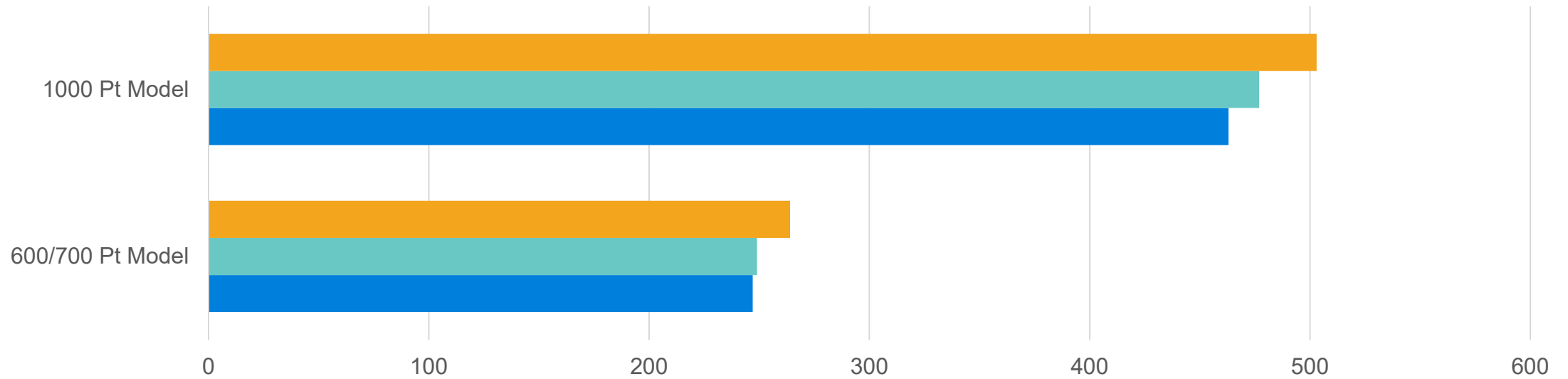


Current Yr.  
Subgroup Score  
Below Prior Year  
**Criteria 2 not Met**

- 600/700 Point Schools - 264
- 1000 Point Schools - 503



ATSI Cut-Scores 2018, 2019, & 2022



	600/700 Pt Model	1000 Pt Model
2022	264	503
2019	249	477
2018	247	463

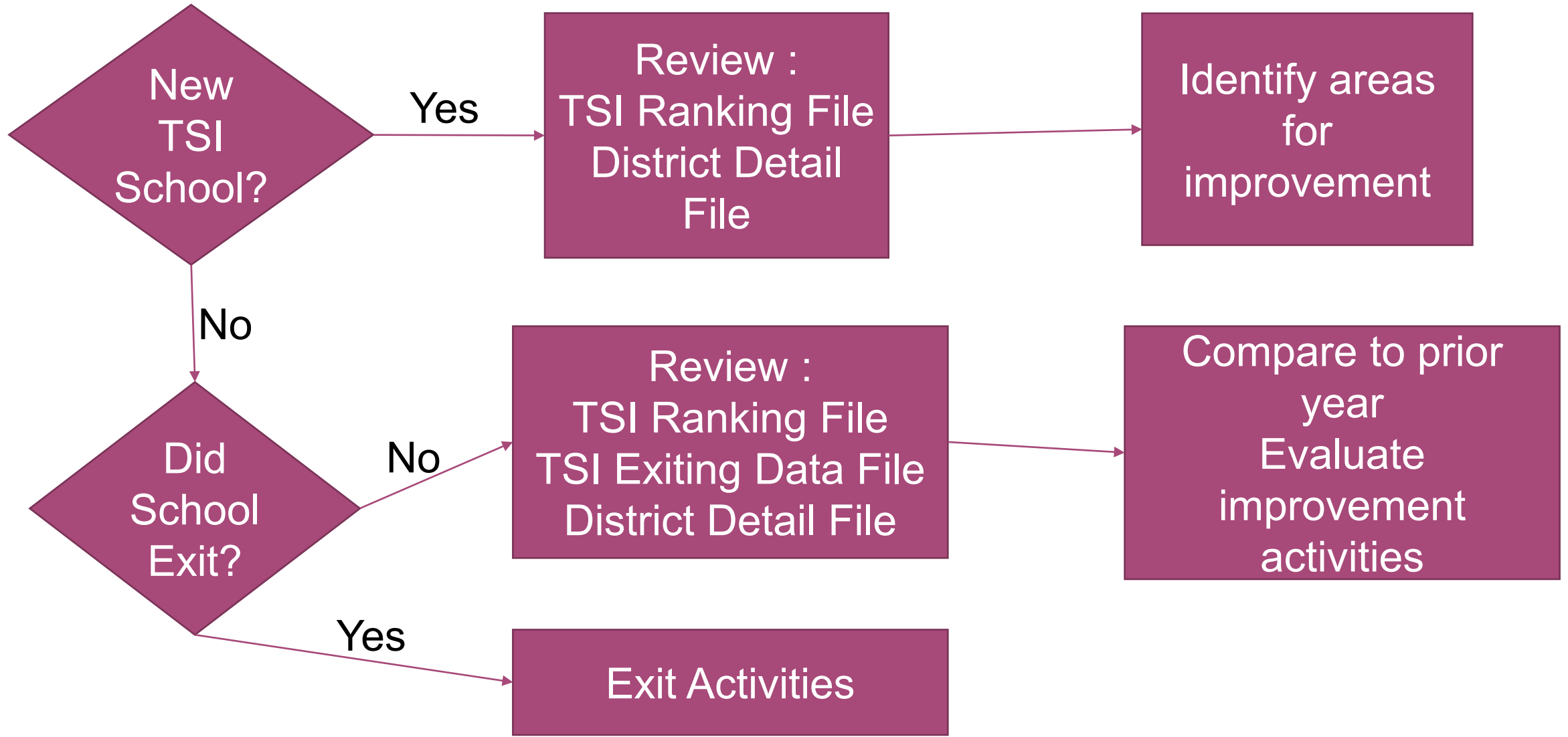
2022 2019 2018

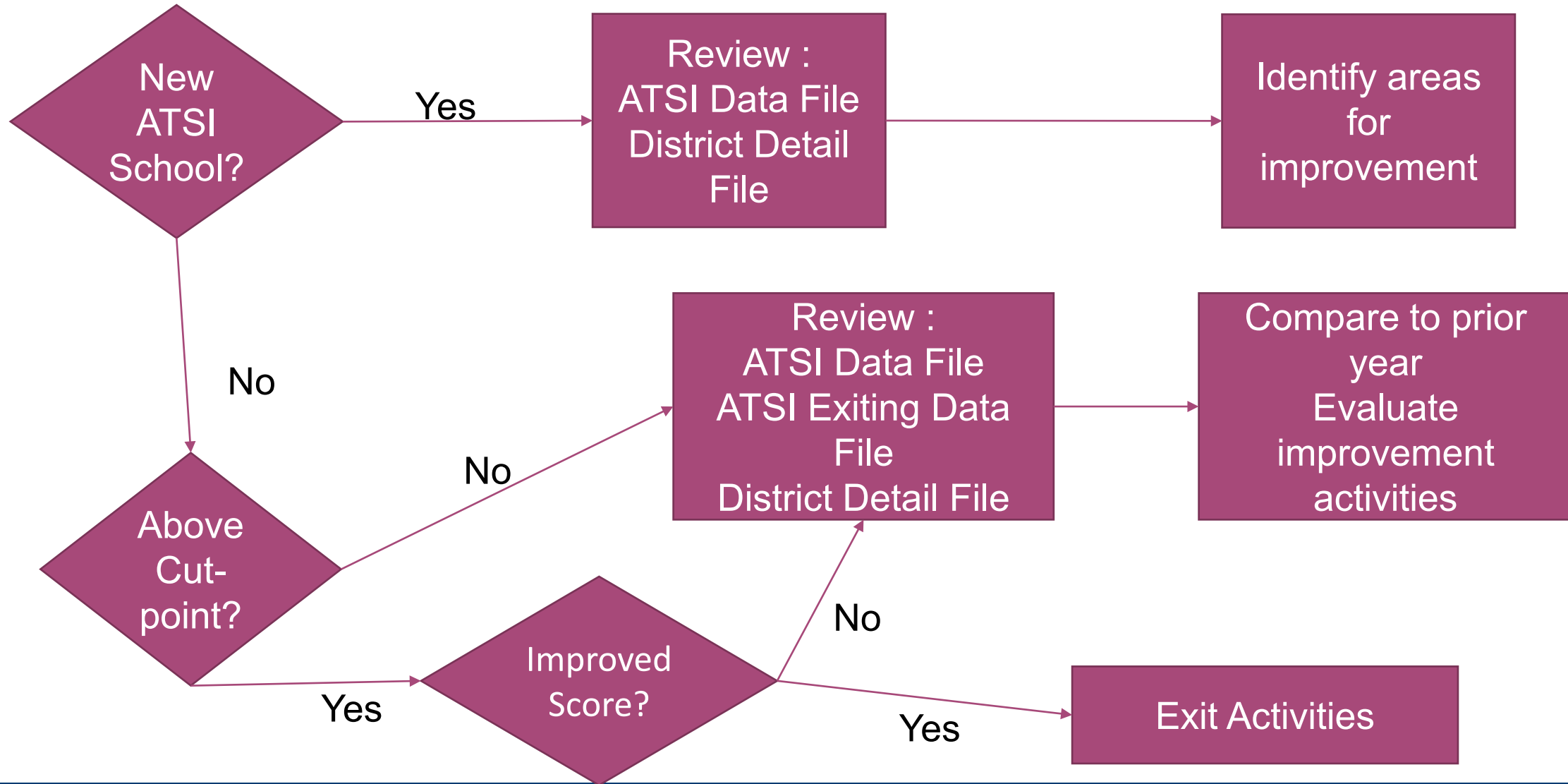


# Next Steps

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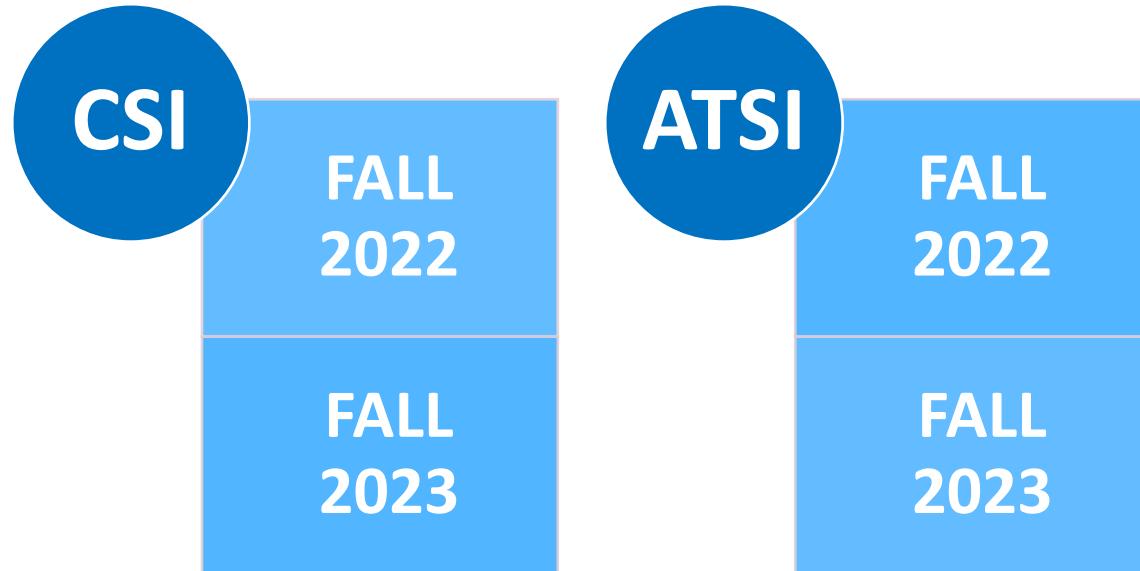


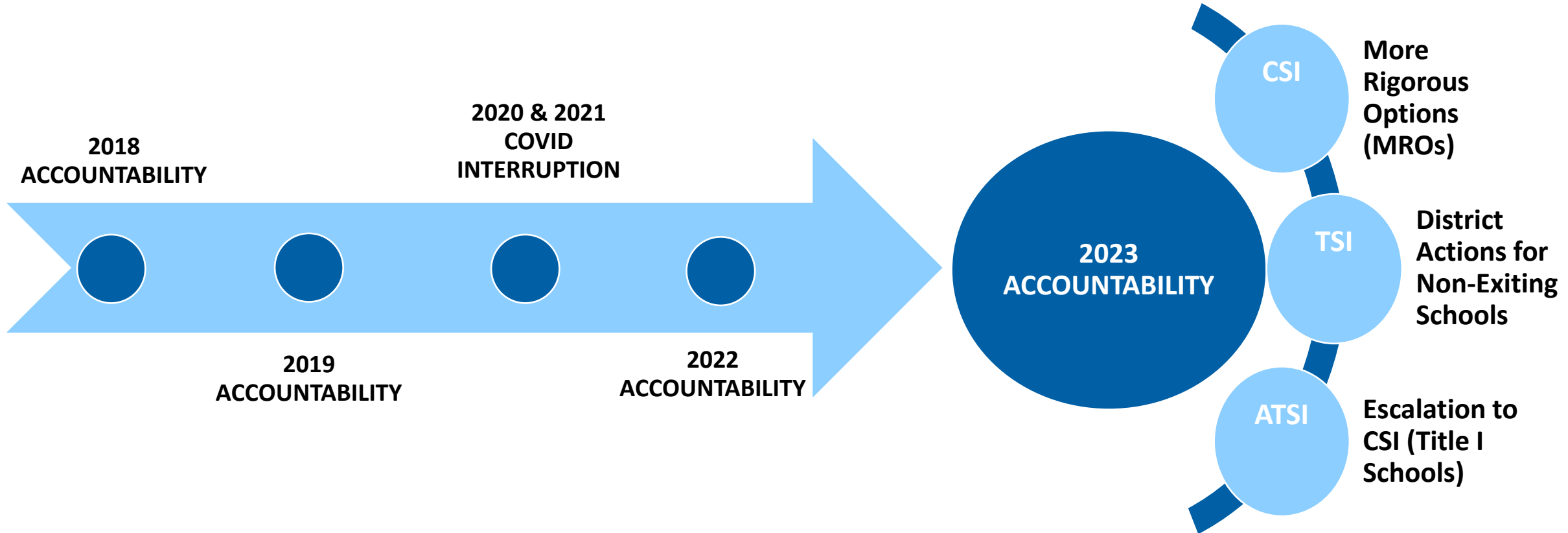




- Schools reidentified in the Fall of 2023
  - CSI – Back on Cycle for 3-year identification
  - CSI – Required to implement MDE determined More Rigorous Options
  - ATSI – Will be identified once every 3 years, but will still be able to exit annually
    - 2022 ATSI Title I schools identified in 2018 and 2019 for the same subgroup(s) will escalate to CSI
    - Newly identified ATSI Title I schools identified in 2022 must exit during the next cycle or will escalate to CSI
  - TSI – Will continue to be identified annually

OPPORTUNITIES  
TO EXIT  
SCHOOL  
IMPROVEMENT  
STATUS





CSI		ATSI	
INITIAL ID YEAR(S)	IMPLEMENT MORE RIGOROUS OPTIONS	INITIAL ID YEAR(S)	IMPLEMENT ATSI TO CSI ESCALATION
2018-2019	2023-2024	2018-2019 & 2019-2020	2023-2024
2022-2023 & 2023-2024	2026-2027	2022-2023 & 2023-2024	2026-2027

# Support, Resources, & Professional Learning

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November 9, 2022	November 14, 2022	November 16, 2022
<p><b>Delta State University</b> 1002 East Bolivar Broom Hall / Baioni Conference Center Cleveland, MS 38733</p> <p><u>North MS School Improvement Roadshow – Cleveland, MS November 9, 2022</u></p>	<p><b>MSU Riley Center</b> 2200 Fifth Street Meridian, MS 39301</p> <p><u>Central MS School Improvement Roadshow – Meridian, MS November 14, 2022</u></p>	<p><b>Thad Cochran Center – USM</b> Campus (Ballroom 1) 118 College Drive #5067 Hattiesburg, MS 39406</p> <p><u>South MS School Improvement Roadshow – Hattiesburg, MS November 16, 2022</u></p>



## **CSI- Comprehensive Support and Improvement**

- Leadership Coaching (School Leadership)
- Virtual Touchpoints (District School Improvement Facilitator)
- Professional Learning Opportunities
- Funding

## **TSI & ATSI – Targeted/Additional Targeted Support and Improvement**

- Professional Learning Opportunities
- Funding

## **SAR – Schools At Risk**

- Professional Learning Opportunities

**CSI Schools - Base Allocation Of \$100,000;**

*If funding remains:*

**TSI and ATSI Schools - A Base Allocation Of \$40,000;**

*If funding remains:*

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

- **Virtual Data Sessions**

- November 29<sup>th</sup> @ 9:00 a.m. – ATSI Data Session
- December 6<sup>th</sup> @ 9:00 a.m. – TSI Data Session
- December 7<sup>th</sup> @ 9:00 a.m. – CSI Data Session

- **2023 Winter Mass Conference Session (SI and Accountability)**

- January 25, 2023 @ 8:00 a.m. (Office of School Improvement and Accountability)

Hilton Hotel,

Jackson, MS



**Learn, Lead, Launch** - Share your *Continuous Improvement Journey at the 2022-2023 MDE School Improvement Convening!*



**The Mill Conference Center at MS State University**  
**600 Russell Street**  
**Starkville, MS**

### 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 \(highleveragepractices.org\)](#)

# Questions

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