School Improvement Overview – New Directors

Sonja J. Robertson
MDE Office of School Improvement
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

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
ALL Students Proficient and Showing Growth in All Assessed Areas

EVERY Student Graduates from High School and is Ready for College and Career

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

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

EVERY School and District is Rated “C” or Higher
Presentation Access

bit.ly/NewDirectors24
Today’s Focus

• 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
OSI Organization

Office of Academic Education

Sonja Robertson
- Shakinna Patterson
- Chris Norwood
- Barbara Harper
- LeKeisha Sutton

Summer Rigney
LaKeisha Williams
Sebrina Palmer
Monique Lastique
Kegi Wells
Mississippi Statewide Accountability System
Miss. Code Ann. § 37-17-6 (Senate Bill 2396)

• 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
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 targeted support and intervention 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
Intersection of School Improvement & Accountability

Goals

- Ambitious
- Long-Term
- For All Students
- For Each Subgroup

School Accountability

- Meaningful System of Differentiation of Schools
- Annual Basis

Identification of Schools

- 3 Categories of Schools
- CSI
- TSI
- ATSI

Intersection of School Improvement & Accountability
### 700-Point Elementary and Middle Schools

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>ENGLISH LANGUAGE PROGRESS</th>
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<tbody>
<tr>
<td><strong>Proficiency</strong></td>
<td>95 PTS</td>
<td>95 PTS</td>
<td>95 PTS</td>
<td>Progress to Proficiency</td>
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<tr>
<td><strong>Growth All Students</strong></td>
<td>95 PTS</td>
<td>95 PTS</td>
<td>95 PTS</td>
<td></td>
</tr>
<tr>
<td><strong>Growth Lowest 25%</strong></td>
<td>95 PTS</td>
<td>95 PTS</td>
<td>95 PTS</td>
<td></td>
</tr>
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</table>
## Indicators for High Schools and Districts

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Other Subjects</th>
<th>Graduation 4-Year</th>
<th>Acceleration</th>
<th>College &amp; Career Readiness</th>
<th>English Language Progress</th>
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</thead>
<tbody>
<tr>
<td>Proficiency 95 PTS</td>
<td>Proficiency 95 PTS</td>
<td>Science Proficiency 47.5 PTS</td>
<td>4-year Cohort Rate 190 PTS</td>
<td>Performance 23.75 PTS</td>
<td>ACT Performance 47.5 PTS</td>
<td>Progress to Proficiency 50 PTS</td>
</tr>
<tr>
<td>Growth All Students 95 PTS</td>
<td>Growth All Students 95 PTS</td>
<td>U.S. History Proficiency 47.5 PTS</td>
<td></td>
<td>Participation 23.75 PTS</td>
<td>ACT WorkKeys Option 47.5 PTS</td>
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<tr>
<td>Growth Lowest 25% 95 PTS</td>
<td>Growth Lowest 25% 95 PTS</td>
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</table>
# Grade Assignments

<table>
<thead>
<tr>
<th>Grade</th>
<th>1,000 Point Districts</th>
<th>700 Point Schools</th>
<th>1,000 Point Schools</th>
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<tbody>
<tr>
<td>A</td>
<td>668</td>
<td>442</td>
<td>754</td>
</tr>
<tr>
<td>B</td>
<td>599</td>
<td>377</td>
<td>648</td>
</tr>
<tr>
<td>C</td>
<td>536</td>
<td>328</td>
<td>584</td>
</tr>
<tr>
<td>D</td>
<td>489</td>
<td>269</td>
<td>510</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 489</td>
<td>&lt; 269</td>
<td>&lt; 510</td>
</tr>
</tbody>
</table>
How does the Composite Score Impact Identifications?

Identifications

CSI
- Graduation Rate
- Lowest 5% TI Schools (Accountability Composite Score)

TSI
- Subgroup Score (Accountability Composite Score)
- Proficiency

ATSI
- Subgroup Score (Accountability Composite Score)
School Improvement
ESEA Amendment
ED Approved Covid-19 Addendum in August

January 2023

Presented Options to Accountability Task Force in January 2023

February 2023

Released for public comments requested January 2023 (2 weeks)

Present information item to SBE, obtain signature from Superintendent, and engage Governor’s office for review and signature

April 2023

Submit signed amendment to US Department of Education for review and approval 4/14/2023

Summer/Fall 2023

Anticipated Approval from USDE
Amendment: Key Areas

• 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
### Proposed Change to TSI Exit Criteria

#### 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
2018 ACCOUNTABILITY

2019 ACCOUNTABILITY

2020 & 2021 COVID INTERRUPTION

2022 ACCOUNTABILITY

2023 ACCOUNTABILITY

CSI

More Rigorous Options (MROs)

TSI

District Actions for Non-Exiting Schools

ATSI

Escalation to CSI (Title I Schools) or District Actions for None Exiting, Non-Title I District

District Actions for Non-Exiting Schools

ATSI

Escalation to CSI (Title I Schools) or District Actions for None Exiting, Non-Title I District
Data Years Used for 2023-2024 School Improvement Identifications

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
Subgroups

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

Racial

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

Special Populations
13 Indicators for SWD Subgroup

- 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
Long-term Goal and N-Count

70%  
Long-Term Goal for Each Subgroup

Moving Toward 70%

10  
N-Count for Subgroups

N-Count
Community eligibility is included for this subgroup.
School Improvement Data Files Shared with Districts

- **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 andExiting 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
Identification Criteria

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
Exit Criteria for Schools - MDE Approved ESEA Addendum

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
Exit Criteria for Schools - MDE Approved ESEA Addendum

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*
CSI Beginning with Fall 2023

17 Eligible MRO Schools in Fall 2023

If: ID'd 2018-2019
Next ID Cycle: 2026-2027
Then: 2023-2024 Implement MRO
And: Fall 2023 Non-Exiting

MRO – More Rigorous Options
ATSI Beginning with Fall 2023

If: Title I ID 'd 2018-2019 or 2019-2020
And: Fall 2023 Non-Exiting
Then: 2023-2024 Escalate to CSI
Next ID Cycle: 2026-2027

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

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
<th>IMPACT</th>
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</thead>
<tbody>
<tr>
<td><strong>Who supports the work?</strong></td>
<td><strong>What does the SEA do?</strong></td>
<td><strong>What happens immediately?</strong></td>
<td><strong>What are our goals?</strong></td>
<td><strong>What are our long-term results?</strong></td>
</tr>
<tr>
<td>Office of School Improvement</td>
<td>Support LEAs and schools in implementing the “Support Schools: A Framework for Practice”</td>
<td>Monitor implementation of “Support Schools: A Framework for Practice”</td>
<td>All schools and districts are rated “C” or higher</td>
<td>Systems in place that support improved and sustained student achievement</td>
</tr>
<tr>
<td>Office of Federal Programs</td>
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<tr>
<td>Office of Teaching and Leading</td>
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<tr>
<td>Office of Secondary Education and Career Technical Education</td>
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<td>Local Education Agencies</td>
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<td>Office of School Safety</td>
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<td>Office of Special Education</td>
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<tr>
<td>Office of Professional Development</td>
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</tbody>
</table>

**PLANNED WORK**

**INTENDED RESULTS**
Continuous Improvement Cycle

Ongoing, Cyclical Process

Does not Happen in a Vacuum
Four Domains for Rapid School Improvement

• 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.
Four Domains for Rapid School Improvement

- **Transformational Leadership**
  - Prioritize improvement and communicate its urgency
  - Monitor short and long-term goals
  - Customize and target goals to meet needs
Four Domains for Rapid School Improvement

**Transformational Leadership**
- Prioritize improvement and communicate its urgency
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**Instructional Transformation**
- Diagnose and respond to student learning goals
- Provide rigorous evidence-based instruction
- Remove barriers and provide opportunities
Four Domains for Rapid School Improvement

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Talent Development
- Recruit, develop, retain and sustain talent
- Target professional learning opportunities
- Set clear performance expectations

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- Customize and target goals to meet needs

**Culture Shift**
- Build a community intensely focused on student learning outcomes
- Solicit and act upon stakeholder input
- Engage students and families in pursuing education goals

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- Target professional learning opportunities
- Set clear performance expectations

**Instructional Transformation**
- Diagnose and respond to student learning goals
- Provide rigorous evidence-based instruction
- Remove barriers and provide opportunities
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
Resource Equity Provisions

• 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
Communications with the OSI

• 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)*
Comprehensive Needs Assessment

- 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
## 1003 Grant Periods 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>
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<tr>
<td>1003</td>
<td>*2021</td>
<td>2020-2021</td>
<td>September 30, 2023</td>
<td>December 30, 2023</td>
<td>July 1, 2020 - December 30, 2023</td>
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<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>
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<td>September 30, 2025</td>
<td>December 30, 2024</td>
<td>July 1, 2023 - December 30, 2025</td>
</tr>
</tbody>
</table>

*Waiver received from USDE extending period of availability.*
1003 Funds

Allocations to Support Plan Implementation
FY24 Allocations

• 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**
Revision Deadline

FY21 – July 31, 2023
FY22 – July 31, 2023
FY23 – July 7, 2023
• (for revised allocations only)
Revision Form Checklist

- 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*)
Considerations for SI Funded Activities

- 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
SAVE THE DATE

OSI Convening
(Annual Conference)

November 13 – 15, 2023
Hattiesburg, MS
Technical Assistance

Individualized Assistance
Coaching

Support for School Leaders
Community Engagement Councils
Who Must Establish a Community Engagement Council (CEC)?

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.
### CEC Reporting Requirements – Uploads in MCAPs Due June 30, 2023

<table>
<thead>
<tr>
<th>Required Information</th>
<th>Examples of Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s) communications shared about the opportunities to serve on the CEC</td>
<td>• Copies of flyers • Screenshots of social media postings • Minutes from CEC meetings highlighting information shared</td>
</tr>
<tr>
<td>Date(s) of CEC information sessions</td>
<td>• Sign-in sheets • Meetings agendas</td>
</tr>
<tr>
<td>Date range during which interest/nominations forms were solicited and collected</td>
<td>• Copies of forms submitted by interested community members</td>
</tr>
<tr>
<td>Membership list</td>
<td>• Names of CEC members and roles if applicable • Email addresses for members</td>
</tr>
<tr>
<td>Meeting calendar</td>
<td>• Meeting calendar</td>
</tr>
<tr>
<td>Meeting details</td>
<td>• Meeting attendance sheets and agendas</td>
</tr>
<tr>
<td>Date(s) of public reports from the CEC to the community</td>
<td>• Reports, presentation recordings, videos, etc.</td>
</tr>
</tbody>
</table>
Recognizing Councils of Promise and Distinction

Councils of Promise

Councils of Distinction
Monitoring and Compliance

- “(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.
Monitoring Plan Implementation

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”
OSI Monitoring Update

• 2022-2023: Concluded June 30, 2023
• 2023-2024: Planning is in Progress for Fall and Spring
## Section 1

### Indicator of Effective Practice/Hold Action

**Progress in MAPP Goal(s):** As approved in MAPP. Describe the progress towards MAPP goals. 2. (j) Identify the benchmark indicator: 3. (k) Identify the benchmark indicator: 4. (l) Identify the benchmark indicator: 5. (m) Identify the benchmark indicator: 6. (n) Identify the benchmark indicator: 7. (o) Identify the benchmark indicator: 8. (p) Identify the benchmark indicator: 9. (q) Identify the benchmark indicator: 10. (r) Identify the benchmark indicator: 11. (s) Identify the benchmark indicator: 12. (t) Identify the benchmark indicator: 13. (u) Identify the benchmark indicator: 14. (v) Identify the benchmark indicator: 15. (w) Identify the benchmark indicator: 16. (x) Identify the benchmark indicator: 17. (y) Identify the benchmark indicator: 18. (z) Identify the benchmark indicator.


### Budget Notes - Touchpoint #1

- **Purpose:** The remaining balances at July 1, 2023, for FY19 and FY20 are aligned with the MOE's reduced funding levels. Due to changes in November 2022, the MOE has been aligned with the revised funding levels.

### Section 2

**Touch Point #3: Data/Time:**

**Instructions:**

- **Record:**
  - A mark has been completed and submitted. Yes or No. If yes, complete columns A, B, C, D, and E.

<table>
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<th>FY20 Revision</th>
<th>FY21 Revision</th>
<th>FY22 Revision</th>
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Board Updates

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

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
## OSI Internal Staff

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