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
Session Focus

- To provide participants with updates and reminders relative to School Improvement
  - ESEA Amendment Submission
  - Identifications/Exit
  - Overview of SLAIF with Alan Burrow
  - Reminders
    - School Improvement Allocations (Period of Availability)
    - School Improvement Board Reports
    - Community Engagement Council Information
    - Monitoring
    - 2023-2024 Professional Learning
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

Anticipated Approval from USDE

Summer/Fall 2023

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

February 2023

Public comment period closed (Feb 6th @ 5:00 p.m.)
Amendment: Key Areas

• Changes required through the approved ESEA COVID-19 Addendum

• Proposed changes to the exit criteria for Targeted Support and Improvement (TSI) schools to include a growth factor

• 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
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
Proposed Change to TSI Exit Criteria

• Replace the second exit criterion – growth in subgroup proficiency – with growth score as defined in the accountability system.

• This is a more consistent definition of growth that is coherent with the principles of MDE’s system.

• By keeping the first criterion, we ensure we do not exit schools that are among the lowest performing.
## Proposed Change to TSI Exit Criteria

<table>
<thead>
<tr>
<th>Exit Fall 2023</th>
<th>Exit Fall 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1:</strong> School no longer meets the criteria that led to the initial identification</td>
<td><strong>Part 1:</strong> School no longer meets the criteria that led to the initial identification</td>
</tr>
<tr>
<td><strong>Part 2a:</strong> 1-year only - 2022-2023 subgroup growth is 50 or greater in the Fall of 2023</td>
<td><strong>Part 2b:</strong> 3-year average subgroup growth is 50 or greater in the Fall of 2024 (2021-2022, 2022-2023, and 2023-2024) and subsequent years</td>
</tr>
</tbody>
</table>
School Improvement Reminders
2018 ACCOUNTABILITY

2019 ACCOUNTABILITY

2020 & 2021 COVID INTERRUPTION

2022 ACCOUNTABILITY

2023 ACCOUNTABILITY

TSI

CSI

More Rigorous Options (MROs)

District Actions for Non-Exiting Schools

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

ATSI

District Actions for Non-Exiting Schools

Escalation to CSI (Title I Schools) or
District Actions for None Exiting, Non-Title I District
How does the Accountability Composite Score Impact Identifications?

Identifications

- CSI
- TSI
- ATSI

Accountability Score
Subgroup Score
Subgroup Score
Past Years of Subgroup ATSI Cut-Scores

ATSI Cut-Scores 2018, 2019, & 2022

<table>
<thead>
<tr>
<th>Year</th>
<th>600/700 Pt Model</th>
<th>1000 Pt Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>264</td>
<td>503</td>
</tr>
<tr>
<td>2019</td>
<td>249</td>
<td>477</td>
</tr>
<tr>
<td>2018</td>
<td>247</td>
<td>462</td>
</tr>
</tbody>
</table>
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

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

- Special Populations
  - Students with Disabilities (SWD)
  - Economically Disadvantaged (ED)
  - English Language (EL)
Long-term Goal and N-Count

- 70% Long-Term Goal for Each Subgroup
- 10 N-Count for Subgroups

Moving Toward 70%
Community eligibility is included for this subgroup.
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
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
Identification Criteria

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
CSI Beginning with Fall 2023

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

17 Eligible MRO Schools in Fall 2023

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

69 Eligible Escalation Schools
Beyond Fall 2023
MS Consolidated State Plan Implementation

**Fall 2023**
- Identification criteria under addendum
- Exit criteria under addendum

**Fall 2024**
- Legacy and amended identification criteria
- Legacy and amended exit criteria

**Legacy - (Pre-Covid) Approved Consolidated State Plan**

**Addendum – Approved Covid-19 Waiver**
- Addendum is not long-term
- Not the same as state plan

**Amendment- Approved Amended MS Consolidated State Plan**
ATSI to CSI Exit Concerns

• ESEA Plan, as currently written, for addressing ATSI to CSI exit does not appear to allow for annual exit as previously shared.

• Methodology
  • No longer in the bottom 5%, and
  • Increase in accountability letter grade or increase in accountability letter grade that crosses over the mid-point of letter grade

• CSI exit methodology is the same (p. 36 of MS Consolidated State Plan)
  • #2 Bottom 5% Title I schools and
  • #3 ATSI to CSI Title I schools
Steps to Address ATSI to CSI Exit Concerns

• Because ATSI to CSI is based on subgroups, the approved exit criteria is being considered for additional review to ensure appropriate alignment to the reason for the identification.

• MDE is in conversation with accountability technical advisors to share concern and potential solutions.

• Plan is to bring before accountability task force to discuss solutions during 2023-2024 and have resolved by Fall 2024.
Questions
Accountability Data

C. Alan Burrow
Executive Director, District and School Performance
Assessment vs. Accountability Data

- GAP Data File
- Report Card Data File
- Accountability Data File
Mississippi Succeeds Report Card

https://msrc.mdek12.org/
• Some basic assumptions:
  - General knowledge of Excel
  - Sorting and filtering in Excel
  - Understanding of data inputs

• Header description reference file

• Sample SLAIF
Updates/Reminders
## 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</td>
</tr>
<tr>
<td></td>
<td>• Screenshots of social media postings</td>
</tr>
<tr>
<td></td>
<td>• Minutes from CEC meetings highlighting information shared</td>
</tr>
<tr>
<td>Date(s) of CEC information sessions</td>
<td>• Sign-in sheets</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• 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
CECD – CECP Application Process and Timeline - Tentative

By August 1 – Applicants should submit all materials to cec@mdek12.org

August – The MS Office of School Improvement will screen applicants to determine eligibility.

August – The independent panel of judges will use a scoring rubric to select two finalists.

September/October – The OSI staff will conduct a site visit to each of the finalist to learn more about their CECs.
TBD – The independent panel of judges will again review the finalists’ application materials, as well as the site visit scoring rubric, to award.

Announcement will be made at the 2023-2024 MDE School Improvement Convening
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)
## 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>
</tr>
</thead>
<tbody>
<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>
</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>
<tr>
<td>1003</td>
<td>2024</td>
<td>2023-2024</td>
<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.*
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.
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?
Board Updates

- 2022-2023 (Final Update June 2023)
- Please 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
Monitoring

- 2022-2023: Concludes June 30, 2023
- 2023-2024: Planning is in Progress for Fall and Spring
Tentative Save the Date

OSI Convening
(Annual Conference)

November 13 – 15, 2023
Hattiesburg, MS
Questions
15. School Improvement Updates (MDE)

June 22, 2023, 1:00 PM – 2:00 PM

Location: Junior Ballroom A

Check-in opens at: 12:45 PM*

SCAN CODE TO CHECK INTO THE SESSION

*Check-in times are subject to change
Sonja J. Robertson, Ph.D.

Deputy Director, Tier III
srobertson@mdek12.org