

Data, Accountability, & School Improvement

Understanding and Utilizing School Improvement Data Resources

January 27-28, 2020



MISSISSIPPI
DEPARTMENT OF
EDUCATION

**Offices of School Improvement,
Accountability, and Technology and
Strategic Services**

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



4

EVERY

School Has
Effective
Teachers and
Leaders



5

EVERY

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



6

EVERY

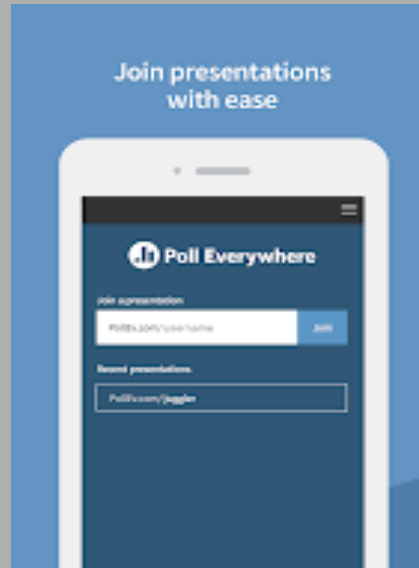
School and
District is
Rated "C"
or Higher



Learning Targets

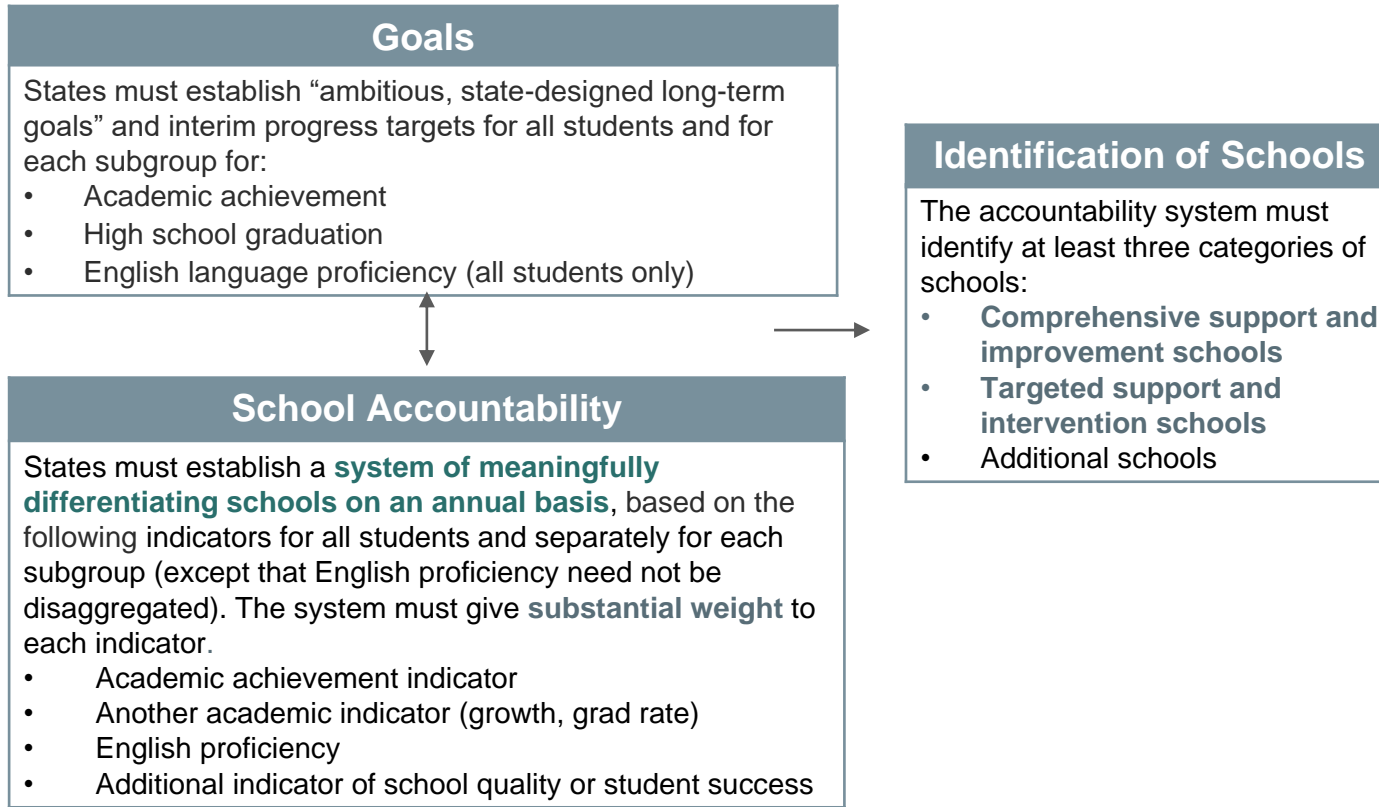
- To provide participants with a review of how accountability performance measures are embedded in the identification and exit process for school improvement
- To provide participants with a review of identification and exit requirements for school improvement.
- To provide participants with a review of how the data spreadsheets are utilized in the determination of school improvement and how they might be utilized to address decision-making for school improvement.

What do you know about School Improvement Identification/Exit/Processes?



ACCOUNTABILITY

ESSA Requirements



Mississippi Statewide Accountability System

- Single “A” through “F” statewide accountability system with applicable state and federal requirements (MS Code Ann. Section 37-17-6)
- Approved by the Mississippi Board of Education January 17, 2014
- System developed in collaboration with the Accountability Task Force, Technical Review Committee, State Legislative Leaders, and MDE Staff

Mississippi Statewide Accountability System

- 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

700-Point Elementary and Middle Schools

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

1,000-Point Schools and Districts

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

Grade Assignments

Grade	Districts	700 Point Schools	1,000 Point Schools
A	668	442	754
B	599	377	648
C	536	328	584
D	489	269	510
F	< 489	< 269	< 510

SLAIF Review

- Some basic assumptions:
 - General knowledge of Excel
 - Sorting and filtering in Excel
 - Understanding of data inputs
- Header description reference file
- Sample SLAIF

School Improvement

School Improvement Identification Criteria

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

Exit Criteria

Designation <i>(What is my label?)</i>	Duration <i>(How long will the designation last?)</i>	Exit Criteria <i>(What will I need to do to be removed from the designation?)</i>
Comprehensive Support and Improvement (CSI)	<input type="checkbox"/> 3 years	<input type="checkbox"/> After 3 years graduation rate above 67% <input type="checkbox"/> After 3 years (3-year average subgroup performance is above the bottom 5% of Title IA schools; AND <input type="checkbox"/> an increase in the accountability letter grade; OR <input type="checkbox"/> an increase in the accountability letter grade that crosses over the midpoint of the letter grade
Targeted Support and Improvement (TSI)	<input type="checkbox"/> 1 year, unless re-identified in subsequent year	<input type="checkbox"/> School no longer meets criteria for identification <input type="checkbox"/> 3-year average growth in <u>subgroup proficiency</u> exceeds <u>target proficiency growth rate</u> projected for the <u>same statewide subgroup</u>
Additional Targeted Support and Improvement (ATSI)	<input type="checkbox"/> Same as TSI	<input type="checkbox"/> Subgroup performance above that of all students in the lowest performing schools AND <input type="checkbox"/> an increase in the accountability letter grade; OR <input type="checkbox"/> an increase in the accountability letter grade that crosses over the midpoint of the letter grade
School At- Risk (SAR)		<input type="checkbox"/> Improve accountability grade to D or higher

TSI Growth Targets

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

Potential Outcomes for Not Exiting

- **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
- **TSI schools** - districts must address what it will do if the TSI school's plan has been unsuccessfully implemented after a number of years.

Data

District Detail Data

District Data Review

- In September, Districts will receive notification that School Improvement files have been uploaded to their SharePoint folder.
- There will be six data files in the folder

District Data Review

- CSI TSI ATSI Summary Data
- TSI Ranking
- ATSI Ranking
- TSI Exiting Data
- ATSI Exiting Data
- District Detail Data

Start with the Summary Data

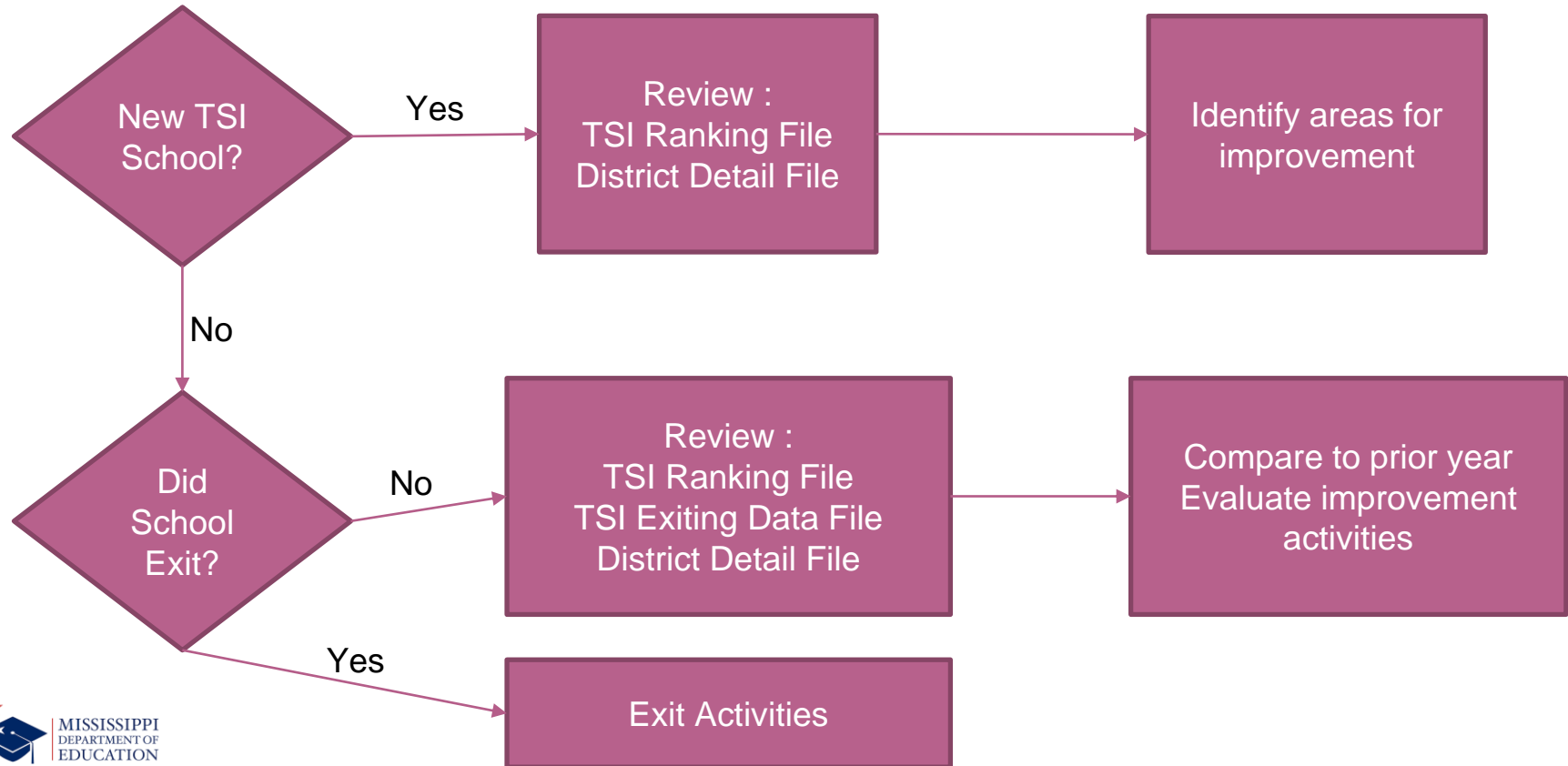
F	G	H	I	J	K
SCHYR	Subgroup	CSI_TSI_ATSI	New or Continuing	Enter Year	Exit Year
2018	Black or African American	ATSI	NEW	2018	
2018	Students w/Disabilities	TSI	NEW	2018	
2018	Students w/Disabilities	ATSI	CONT	2017	
2018	Students w/Disabilities	ATSI	CONT	2017	
2018	All	CSI	CONT	2017	
2018	Black or African American	ATSI	CONT		
2018	All	CSI	CONT		
2018	All	CSI	CONT		
2018	All	CSI	CONT		
2018	Students w/Disabilities	TSI	NEW		
2018	Students w/Disabilities	ATSI	CONT		
2018	Black or African American	ATSI	CONT		
2018	Students w/Disabilities	TSI	CONT		

Are any of my schools on the list?

Are they identified for CSI, TSI, or ATSI?

Did any of my schools exit?

TSI Schools



New TSI School

TSI Ranking File: Why was I identified and how do I compare to others?

Subgroup	Subgroup Score	Math Bottom 25% Gap	Math Bottom 25% Improvement	English Bottom 25% Gap	English Bottom 25% Improvement	RANKING	TSI	Identified as TSI last year	Identified as TSI both years	Continuing CSI or ATSI school
Students w/Disabilities	136		Y	Y	Y		9			Y
Students w/Disabilities	139	Y	Y	Y			10	Y		
Students w/Disabilities	141	Y		Y	Y		11			Y

District Detail File: How has my school been performing in Math for the past 3 years? Overall?

Subgroup	Subgroup	School Year	Proficiency Math	Proficiency English	Proficiency Science
Students w/Disabilities	109	2016	1.2	3.8	8.3
Students w/Disabilities		2017	1.7	12.6	2.7
Students w/Disabilities	139	2018	3.8	11.4	7.8



How does this inform my improvement strategies?

Continuing TSI School

TSI Ranking File: Did I meet the criteria for both years? Did I improve in ranking number?

Subgroup Score	Math Bottom 25% Gap	Math Bottom 25% Improvement	English Bottom 25% Gap	English Bottom 25% Improvement	RANKING	TSI	Identified as TSI last year	Identified as TSI both years	Continuing CSI or ATSI school
132	Y	Y	Y		7	Y	Y	Y	
136	Y	Y	Y	Y	8				Y
136		Y	Y	Y	9				Y

District Detail File: How has my school been performing in Math for the past 3 years? Overall?

Subgroup	Subgroup	School	Proficiency Math	Proficiency English	Proficiency Science
Students w/Disabilities	109	2016	1.2	4.3	9.5
Students w/Disabilities	124	2017	2.9	5.1	10.2
Students w/Disabilities	132	2018	3.8	5.7	9.8



How does this inform my improvement strategies?

Continuing TSI School

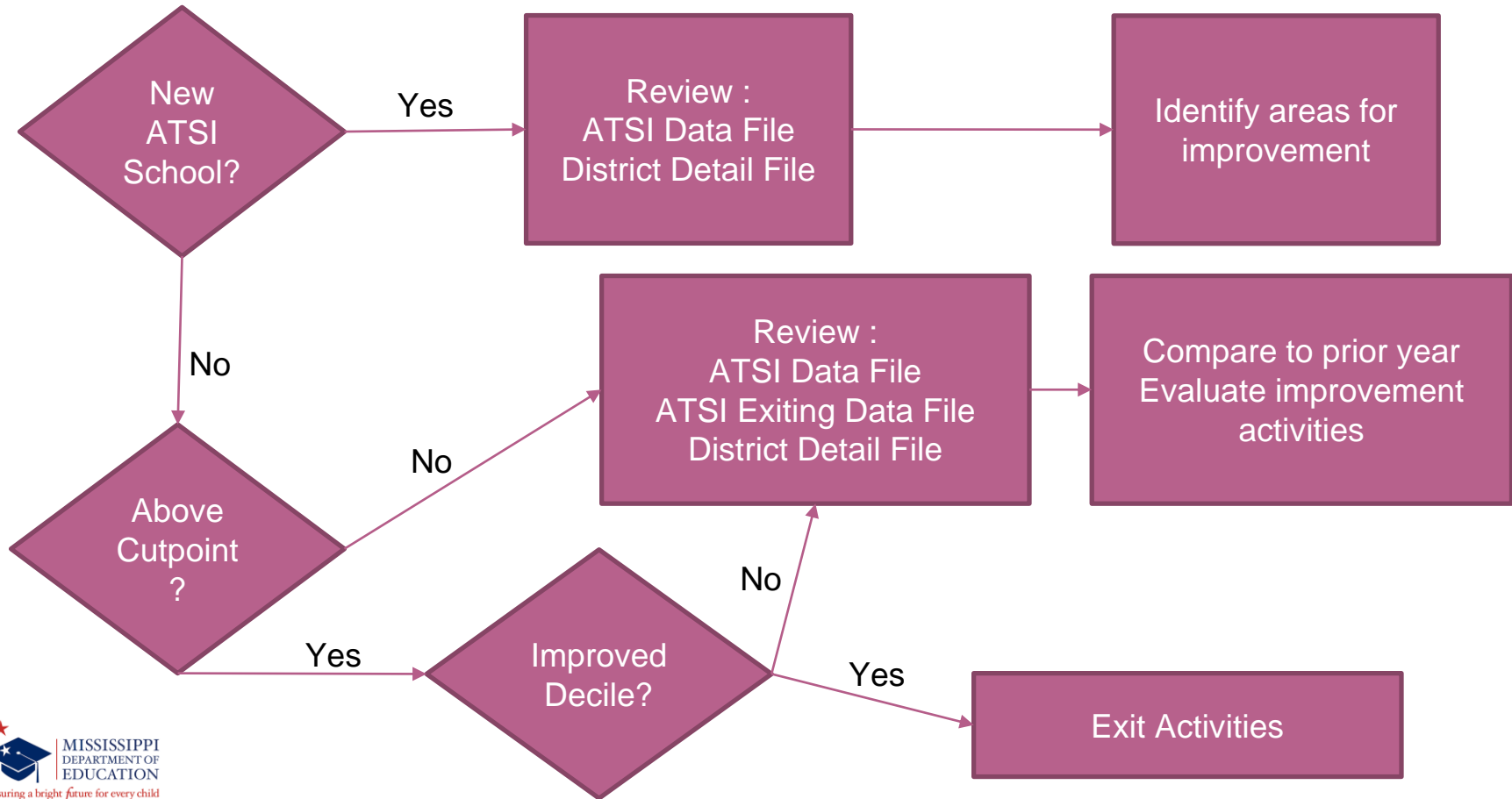
TSI Exiting Data: Did I meet the growth goal for Math (6.77)? What is the gap?

Subgroup	Three Year Avg English Growth	Three Year Avg Math Growth	TSI Continuing English	TSI Exited English	TSI Continuing Math	TSI Exited Math
Students w/Disabilities	-0.4	-0.1	Y		Y	
Students w/Disabilities	2	-0.2			Y	
Students w/Disabilities	0.2	1	Y		Y	
Students w/Disabilities	4	5.6			Y	



Are my improvement strategies working?
What do I need to adjust?

ATSI Schools



ATSI Decile Groups 700 Point

Subgroup	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Black or African American	156	243	271	293	317	334	351	369	392	431	673
Economically Disadvantaged	158	260	291	320	338	359	376	392	419	455	672
Students w/ Disabilities	68	153	189	210	233	251	270	290	322	354	531
English Learners	151	203	236	251	269	286	301	325	335	388	451

Note: scores listed are the highest value of each group

ATSI Decile Groups 1000 Point

Subgroup	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Black or African American	358	467	498	515	533	551	578	596	635	672	754
Economically Disadvantaged	350	485	518	533	550	576	594	619	654	687	775
Students w/ Disabilities	254	304	370	397	415	435	452	475	511	534	637

Note: scores listed are the highest value of each group

New ATSI School

ATSI Data File: Why was I identified? What is the gap between my score and the cut-point?

SUBGROUP	2018-19 Subgroup Score	2017-2018 Subgroup Score	2016-2017 Subgroup Score	3-Year Average Subgroup Score	600-700 Cutpoint	ATSI	ATSI Continui	ATSI Exited	Not Identified for TSI (ATSI Continuing)
Students w/Disabilities	195	184	200	193	249	Y	Y		
Students w/Disabilities	188	183	208	193	249	Y			
Students w/Disabilities	208	189	184	194	249	Y	Y		
Students w/Disabilities	193	190	201	195	249	Y	Y		

District Detail File: How is this subgroup performing in the accountability measures?

Subgroup	Subgroup	School	Proficiency Math	Proficiency English	Proficiency Science
Students w/Disabilities	109	2016	1.2	4.3	9.5
Students w/Disabilities	124	2017	2.9	5.1	10.2
Students w/Disabilities	132	2018	3.8	5.7	9.8



How does this inform my improvement strategies?

Continuing ATSI School

ATSI Data File: Is my subgroup score moving in the right direction? What is the gap?

SUBGROUP	2018-19 Subgroup Score	2017-2018 Subgroup Score	2016-2017 Subgroup Score	3-Year Average Subgroup Score	600-700 Cutpoint	ATSI	ATSI Continui	ATSI Exited	Not Identified for TSI (ATSI Continuing)
Students w/Disabilities	184	220	187	197	249	Y	Y		
Students w/Disabilities	204	200	187	197	249	Y	Y		
Students w/Disabilities	110	249	234	198	249	Y	Y		Y
Students w/Disabilities	184	252	158	198	249	Y	Y		

District Detail File: How is this subgroup performing in the accountability measures?

Subgroup	Subgroup	School	Proficiency Math	Proficiency English	Proficiency Science
Students w/Disabilities	109	2016	1.2	4.3	9.5
Students w/Disabilities	124	2017	2.9	5.1	10.2
Students w/Disabilities	132	2018	3.8	5.7	9.8



How does this inform my improvement strategies?

Continuing ATSI School

ATSI Exiting Data: Am I above the cutpoint? If so, did my decile group improve?

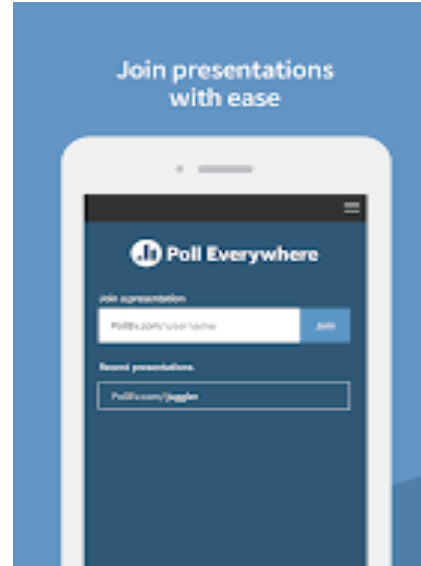
Three Year Average	Cut Point	Average above cut point?	Prior Year Subgroup Score	Prior Year Decile Group	Current Year Subgroup Score	Current Year Decile Group	ATSI Continuing	ATSI Exited
250	249	Y	205	30	242	50		Y
127	249	N	131		116		Y	
246	249	N	237		279		Y	
250	249	Y	238	10	281	20		Y



Are my improvement strategies working?

What do I need to adjust?

What do you know about School Improvement Identification/Exit/Processes?



MASS_2020

When survey is active, respond at **PollEv.com** **bonitaharris311**

- Submission Deadline for Plans – Friday, January 24, 2020
- Monthly Updates – On Board Agenda, Uploaded to MCAPS LEA Document Library

MCAPS Uploads - Federally Identified Schools (CSI), (TSI), (ATSI)

- 2018-19 Approved Plan, if applicable,
- Monthly Update

MCAPS Uploads - Schools at-Risk (SAR) Only

- 2018-19 Approved Plan, if applicable,
- Monthly Update

MCAPS – LEA Document Library

LEA Document Library [\[Expand All\]](#) [\[Collapse All\]](#)

2020

Folders

- Emergency Impact Aid (EIA)
- Equitable Services to Private Schools
- LEA Documents
- Monitoring
- No Prohibition of Prayer
- Restart Program
- Schools At Risk
- School Improvement Documentation

Folders

- CSI (Comprehensive Support and Improvement)
- TSI (Targeted Support and Improvement)
- ATSI (Additional Targeted Support and Improvement)
- SAR (Schools At-Risk)
- SIG (School Improvement Grants)
- 2018-19 Approved CSI, TSI, ATSI or SAR Plan (for repeating schools only)



MCAPS – LEA Document Library

School Improvement Documentation

Folders

- CSI (Comprehensive Support and Improvement)
- TSI (Targeted Support and Improvement)
- ATSI (Additional Targeted Support and Improvement)

Documents

- Power Point Presentation [[Edit Documents](#)]
- School Staff Summary [[Edit Documents](#)]
- Intervention Programs [[Edit Documents](#)]
- District/School Assessment Schedule [[Edit Documents](#)]
- External Providers [[Edit Documents](#)]
- Dropout Prevention Plan for High Schools [[Edit Documents](#)]
- School and District Professional Development Plans [[Edit Documents](#)]
- Master Schedule [[Edit Documents](#)]
- Parent Notification [[Edit Documents](#)]
- Monthly Updates (provided during local school board meetings) [[Edit Documents](#)]
- School Leadership Team (SLT) Meeting Documentation [[Edit Documents](#)]



General OSI Updates

- CSI/TSI/ATSI 1003 Monitoring Webinar – January 30, 2020
- Upcoming Trainings
 - ❖ Disrupting the Opportunity Myth – Webinar- January 31, 2020 @ 10:00 a.m.; Regional Trainings - February 11-12, 2020, March 16-17, 2020, and April 14-15, 2020
 - ❖ Monitoring Implementation of Evidence-based Interventions – Regional Trainings March 2, 2020, March 3, 2020, and March 6, 2020
 - ❖ SIG Officers’ and Principals’ Meeting – February 28, 2020





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