School Improvement
Title I, 1003(a) MCAPS Application

FY18

February 9, 2018

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child
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 Goals  
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

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
FY 18 Application
This webinar will address:

- Planning Tool
- Funding Application
- Timeline for Completion and Submission
MCAPS-MS SOARS RELATIONSHIP

• MS SOARS and MCAPS are Complimentary Systems

MS SOARS provided the platform for schools to assess themselves on the implementation of best practices aligned with school transformation. An accurate assessment using this system, can pave the way to aligning funding with needs.

MCAPS provides the platform for school teams to develop a plan of action that supports transformation efforts aligned to actual funding, but based on research based practices that have been assessed.

*MS SOARS should guide planning for funding based on where schools stand regarding implementation of evidence-based practices.*
What is MS SOARS?

The Personalization of Indistar to fit Mississippi Schools

It aims to fulfill Indistar’s focus on effective practice rather than compliance through laser-like attention to the cycle of continuous improvement.

It provides schools and districts with a platform to guide efforts toward improving schools that are 1) research-based effective practices and 2) aimed at the development and strengthening of systems that, if implemented with fidelity, have the likelihood of improving student outcomes and being sustained.
TEAMS: The Cornerstone of Indistar®

LEADERSHIP TEAMS
- Assumes primary responsibility for assessing and planning the improvement of professional practice (adult performance)
- Looks at both evidence of current implementation of these practices and information about student learning outcomes at the school level.

INSTRUCTIONAL TEAMS
- Responsible for planning instruction for students
- Apply effective practice in their analysis of student performance data (formative assessment: classwork) and student learning outcomes (summative assessment) in developing and implementing their differentiated instructional plans.

PRINCIPALS
- Implement effective leadership practices, guided by indicators.
- Communicates the message of change.
- "Leads" the team and all teachers towards implementation of effective practices.

TEACHERS
- Implement effective instructional practices, guided by the indicators.

COACHES
- Review the work of the Leadership Team and available data about student performance and student outcomes to provide guidance and support for the Leadership Team.
- The Leadership Team dialogues with the coach in response to the coach's comments and reviews.

TEACHERS, PARENTS, SCHOOL BOARD MEMBERS, DISTRICT PERSONNEL
- Use a Guest Login to stay abreast of the evolving plan and offer feedback.
Characteristics of Successful Leadership Teams

- Accountability to students and to each other
- Willingness to polish the craft together with high expectations for the adults
- Focus on the practice, not the person
- Openness to the data about student outcomes and about the practices that contribute to the outcomes
Success Cycle – Assess

Core Function: School Leadership and Decision Making
Effective Practice: Aligning classroom observations with evaluation criteria and professional development
Indicator: IF09(2.2): LEA and school align professional development and evaluation systems to improve instructional and leadership practices.

Assess

Initial Level of Development:
- No Development or Implementation
- Limited Development or Implementation
- Full Implementation

Save
<table>
<thead>
<tr>
<th>Indicator 2.2</th>
<th>No Development</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Effective</th>
<th>Exceeds Effective</th>
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<tbody>
<tr>
<td>LEA and school align professional development and evaluation systems to improve instructional and leadership practices.</td>
<td>DLT and school administrators observe teachers.</td>
<td>DLT and school administrators observe teachers. Teachers observe their peers in practice.</td>
<td>DLT and school administrators observe teachers. Teachers observe their peers in practice for the purpose of giving and receiving feedback for improvement.</td>
<td>DLT and school administrators observe teachers. All staff members solicit peer feedback in order to advance their own practice.</td>
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School Plan
Alignment of Plans

Strategic Plan

- School Improvement Plan
- SWP/TA
- CFPA
Planning Team

- School Improvement funds are allocated to the school(s)

- The school leadership team is vital to its development and implementation

- The principal has the ultimate responsibility for ensuring that development and implementation is based on input from the school’s stakeholders (including principals and other school leaders, teachers, and parents)
The benchmark indicator must be **measurable**. It must be specific to the action step, as well as an **attainable** and **realistic** measure of improvement based on its implementation.

Ask yourself – How will I know that the action step is **effective** in accomplishing its purpose?
The origin of the following key parts of the school plan:

- The Assurances
- The School Plan Overview
- Action Steps
- Funding Source

*The School Plan must be “LEA School Plan Reviewer Approved” before submitting the Funding Application for approval.*
Questions
Funding Application
MCAPS Funding Application

- Budget
- Turnaround Principles
- Title I, Part A and 1003(a) funded activities (Interventions and Expenditures)
- Related Documents
### TURNAROUND PRINCIPLES

<table>
<thead>
<tr>
<th>Turnaround Principle 1</th>
<th>TAP1: Providing Strong Leadership</th>
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<tbody>
<tr>
<td>Turnaround Principle 2</td>
<td>TAP 2: Ensuring that teachers are effective and able to improve instruction</td>
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<tr>
<td>Turnaround Principle 3</td>
<td>TAP3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration</td>
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<tr>
<td>Turnaround Principle 4</td>
<td>TAP 4: Strengthening schools’ instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards</td>
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<tr>
<td>Turnaround Principle 5</td>
<td>TAP 5: Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data</td>
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<tr>
<td>Turnaround Principle 6</td>
<td>TAP 6: Establishing a school environment that improves school safety and discipline and addresses other nonacademic factors that impact student achievement, such as students’ social, emotional, and health needs</td>
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<tr>
<td>Turnaround Principle 7</td>
<td>TAP 7: Provide ongoing mechanisms for family and community engagement</td>
</tr>
<tr>
<td>Turnaround Principle 8</td>
<td>TAP 8: Ensure that the school receives ongoing, intensive technical assistance and related support</td>
</tr>
<tr>
<td>TAP 1</td>
<td>Activities aligned may include the implementation of evidence-based supports, professional development and/or other practices used to support improvement of instructional and leadership practices.</td>
</tr>
<tr>
<td>TAP 2</td>
<td>Activities aligned may include the implementation of evidence-based programs, professional development and/or other practices used to support improvement efforts directly related to the school’s vision, vision and action plan.</td>
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<tr>
<td>TAP 3</td>
<td>Activities aligned may include the implementation of evidence-based programs, professional development and/or other practices used to support student learning and teacher collaboration.</td>
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<tr>
<td>TAP 4</td>
<td>Activities aligned may include the implementation of evidence-based programs, instructional resources used to support teaching and learning as well as the development of students’ understanding of core academic concepts.</td>
</tr>
<tr>
<td>TAP 5</td>
<td>Activities aligned may include the implementation of evidence-based instructional resources used to collect, monitor and respond to benchmark/interim data.</td>
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<td>TAP 6</td>
<td>Activities aligned may include the implementation of evidence-based programs, or practices/strategies used to improve the school’s climate and culture.</td>
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<tr>
<td>TAP 7</td>
<td>Activities aligned may include the implementation of evidence-based programs addressing systematic processes used to engage families and the community.</td>
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<tr>
<td>TAP 8</td>
<td>Activities aligned may include the implementation of evidence-based resources used to support the school’s action plan</td>
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LEVERAGING RESOURCES:

• Identify the **funding sources** that will support each principle (Title I, 1003(a), district, SPED, etc.)

• Provide the total amount that is supporting the principle (the total may not be the same amount as the 1003(a) allocation)

• Note: This section must reflect **ENTIRE** FY18 Title I, School Improvement allocation **AND** funding from other sources (**Application will be returned if only School Improvement funds are reflected**).
Evidence-Based Requirements

By state law we are to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).

By federal law we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

By State Board of Education expectations, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.
**Evidence-Based Requirements - ESSA**

- [http://www.mde.k12.ms.us/OSI/evidence-based-programs](http://www.mde.k12.ms.us/OSI/evidence-based-programs)

### “Evidence-Based” Defined

The term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

**A.** demonstrated a statistically significant effect on improving student outcomes or other relevant outcomes –

- **strong evidence** from at least one well-designed and well-implemented experimental study, OR
- **moderate evidence** from at least one well-designed and well-implemented quasi-experimental study, OR
- **promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;

**OR**

**B.** demonstrates a rationale, based on high-quality research findings or positive evaluation, that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes, AND includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

*(Section 8101(21)(A) of the ESEA)*
Evidence-Based Requirements

By federal law we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

• Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective. When strong evidence or moderate evidence is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working (USDE, Non-regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016).
Evidence-based Levels

Definition of "Evidence-Based" in the Every Student Succeeds Act (ESSA)

The top 3 levels require at least one study that found a statistically significant effect on improving student outcomes or other relevant outcomes. The specific level of evidence (1-3) depends on the study's design:

**Strong**
- At least 1 well-designed and well-implemented experimental study (i.e., randomized)

**Moderate**
- At least 1 well-designed and well-implemented quasi-experimental study (i.e., matched)

**Promising**
- At least 1 well-designed and well-implemented correlational study with statistical controls for selection bias

The 4th level of evidence includes ideas that do not yet have an evidence base qualifying for the top 3 levels. Given the requirement in the 2nd bullet below to examine the effects of these ideas, this level can be referred to as "evidence-building."

**"Evidence-Building"**
- Demonstrates a rationale based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes
- Includes ongoing efforts to examine the effects of such activity, strategy, or intervention

Required for all Title I school improvement plans and Eligible for a priority under 7 competitive grants Included for all other uses of "evidence-based"
Under the Congressional Review Act, Congress has passed, and the President has signed, a resolution of disapproval of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), accountability and State plans final regulations that were published on November 29, 2016 (81 FR 86076). This guidance document is unaffected by that resolution and remains applicable.

Non-Regulatory Guidance:
Using Evidence to Strengthen Education Investments

USDE Non-Regulatory Guidance - Using Evidence to Strengthen Education Investments
Evidence-Based Requirements - ESSA

https://attendee.gotowebinar.com/recording/7902699524244179457
Evidence-Based Resources Webpage Launch

• NOW available on the School Improvement, Academic Office, Federal Programs, and Intervention Services webpage

• Designed to assist schools/districts with identifying and selecting evidence-based resources
Evidence-Based Repositories

- What Works Clearinghouse
- Evidence for ESSA
- Best Evidence Encyclopedia
- Results for America
- NCQTL Preschool Curriculum Report
- Results First Clearinghouse Database
- Strategic Education Research Partnership
- SIG Network
- Synthesis of Evidence Resources
- National Center for Education Evaluation and Regional Assistance
- Ed Reports
- Everyone Graduates Center
- Next Generation High Schools
Reservations

Focus School Reservation

• 10% of the School’s FY18, Title I, Part A allocation must be reserved for addressing areas that caused the school to be identified as a Focus School.

Priority School Reservation

• Up to 20% of the District’s FY18 Title I, Part A allocation must be reserved for addressing areas that caused the school to be identified as a Priority School.

(This will be verified in the district’s FY18 Title I, Consolidated Application in MCAPS).
To Verify Reservations, you MUST, look at Title I, Part A in the FY18 Consolidated Application.

Interventions and Expenditures

School Leadership Teams Address:

**Interventions** being funded by the **Title I, Part A Reservation** *(Can have an evidence-base level of Demonstrates a Rationale)*

**Interventions** being funded by **Title I, School Improvement 1003A** *(Must have a Strong, Moderate or Promising evidence base)*
Questions
Roles and Approvals – Planning Tool

***In order to ensure segregation of duties, an individual will not be permitted to approve with multiple roles.***

**LEA Roles** *(Will need to be assigned to the appropriate staff by the federal programs director)*

- School Plan Data Entry – Edit only
- School Plan Reviewer – Edit and Approve School’s Plan
- LEA School Plan Reviewer – Edit and Approve All School Plans

*Ability to start and approve the school plan may be impacted by the status of the LEA School Plan for the FY18 Consolidated Application*

**MDE Roles**

- There is **no** SEA approval for the School Plan from the Office of School Improvement

**The Superintendent will be final approver of initial application**
Planning Tool Final Thoughts…

Before submitting Funding Application…go back to the Planning Tool to make sure that:

Assurances have been verified for each identified school

Action Steps are completed fully (description, benchmark indicator, position responsible, date of completion)

Funding Sources are accurately calculated, assigned, and notes have been provided

AND…

*The School Plan has been escalated to “LEA School Plan Reviewer Approved”*
**Roles and Approvals – Funding Application**

***In order to ensure segregation of duties, an individual will not be permitted to approve with multiple roles.***

**LEA Roles** (*Will need to be assigned to the appropriate staff by the federal programs director*)
- LEA School Improvement Update
- LEA School Improvement Director
- LEA Business Manager

**MDE Roles**
- SEA School Improvement District Contact
- **SEA School Improvement Supervisor**
- SEA School Improvement Director

*The Superintendent will be final approver of initial application*
Funding Application Checklist

VERY IMPORTANT PART OF THE SUBMISSION PROCESS FOR DISTRICTS

***Provides an Opportunity to check work against the Review Process being used by the Office of School Improvement Staff***
Timelines

- **February 1, 2018**: Tentative Release of FY18 Allocation and Recorded Webinar
- **February 9, 2018**: Follow-up Webinar
- **March 15, 2018**: FY18 Title I School Improvement Application Submission Date
Period of Availability

Upon Approval 2018

Approval to Expend Funds

September 30, 2019

Deadline to Obligate of Funds

December 2019

Deadline to Liquidate Funds
Final Questions
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