

## Schools Not Meeting AMO Supports/Documentation Options Office of Federal Programs

On August 6, 2015, the Mississippi Department of Education (MDE) received approval of Mississippi's revised Elementary and Secondary Education Act (ESEA) Flexibility Request from the US Department of Education. In the renewal, MDE described its plans to meet core principles in its efforts to create a world-class education system that gives students the knowledge and skills to be successful in college and the workforce.

Through the flexibility of the ESEA Waiver, MDE is holding schools more accountable for addressing learning gaps of students, while providing ongoing, high-quality, differentiated interventions, technical assistance, and support to ensure practitioners have the knowledge base and skill sets needed to meet the needs of all students.

Specifically, the Office of Federal Programs (OFP) is responsible for providing interventions and supports to Title I schools not meeting Annual Measurable Objectives (AMOs). Schools are required to develop and implement interventions designed to address the deficiencies that caused the school to miss AMOs. The interventions must focus on subgroup performance and be specific in action and offer measurable results. The intervention must address deficiencies in mathematics, language arts, or other academic indicator using **one or all** of the following: **Indistar (MS SOARS), Title I application (MCAPS), or district-selected action steps**. Title I Schools not Meeting AMOs are required to indicate which option selected by: a) completing the Schools Not Meeting AMOs section in the School Plan section of MCAPS **or** b) uploading documentation of intervention/action plans in MCAPS via the LEA Document Library by **Monday, February 22, 2016**.

For schools opting to use the Indistar platform, MS SOARS allows schools to use research-based indicators of effective practice to improve their current practices and increase student achievement. Schools electing to use MS SOARS must adhere to the following guidance regarding the assessment of indicators and implementation of practices. Schools not meeting AMOs are expected to assess six indicators: **ICo4, ICo5, IDo8, ID11, IE14, and IFo9**. Technical assistance and professional development is being offered to identified schools through a combination of professional development opportunities and on-site support for selected districts by OFP School Effectiveness Review Process Facilitators.

School improvement efforts designed to address the needs of low-performing subgroups is key to positively impacting student achievement for all students. The MDE encourages school leaders to develop and implement focused supports geared toward improving student achievement that go well beyond a surface review. The analysis of academic achievement levels focused on subgroups and achievement gaps is critical to this work, regardless of the school's differentiated accountability label.

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