

**OFFICE OF CHIEF SCHOOL PERFORMANCE OFFICER
Summary of State Board of Education Agenda Items
June 19-20, 2014**

OFFICE OF SCHOOL RECOVERY

05. Report on the Mass Insight State Development Network School Turnaround Diagnostic review process

No Action: Discussion only

Back-up material attached

Office of School Performance (OSP)

Response to Indicators less than Proficient on the Mass Insight State Development Network (SDN) Diagnostic Review

per State Board request (May 2014)

<u>SDN Indicator</u>	<u>OSP Response</u>
2d. How does the SEA determine root causes of school under performance and match appropriate state and/or external supports?	<p>The Office of School Performance (OSP) analyzed the data from the self-imposed summative assessment visits in non-School Improvement Grant (SIG) funded Priority schools and from the formal monitoring of the SIG funded schools to determine what areas were not at full implementation. Quarterly Data meetings were then designed based on the needs indicated from those results to provide additional assistance to school personnel in those identified areas. These Quarterly Data meetings, which will begin in September 2014, will also assist schools in taking a “deeper dive” into their own student achievement data as well as data from other factors that affect student achievement data such as teacher and student attendance.</p>
3b. Does the SEA provide resources and incentives for the development of turnaround partners , both lead Partners and internal district turnaround offices, to support districts and schools with expertise and capacity?	<p>All districts which have at least one Priority school are required to have an internal District Leadership Team with a specific individual assigned to be the “link” to the identified Priority School Leadership Team.</p> <p>Additionally, as a new practice, the Office of School Performance(OSP) will select external partners through an RFP process then allow schools to select from a “Pool” of approved providers. This will require an amendment to the current SEA Federal SIG application, and we will move in this direction for the beginning of SY15-16.</p> <p>In the meantime, in order to strengthen the current process, we have engaged Mass Insight to assist MDE in training school and district personnel in our current Priority schools to conduct a more thorough job of recruiting, screening, selecting, contracting, and evaluating potential external partners. This training was conducted on June 3, 2014. The OSP will also conduct quarterly data meetings with any external partner involved in Priority schools.</p>

<p>5a. Does the SEA allocate turnaround resources based on district and school commitment and capacity to reach ambitious performance goals?</p>	<p>The report indicated that although SIG funding was allocated based on proposed grant plans, funding amounts were relatively consistent regardless of school size.</p> <p>The Federal SIG regulations prohibit States from allocating SIG funds based on the formula driven basis which MDE has traditionally used to “balance” funding. However, in the last round of Enhancement grants (approved by the SBE in march 2014), OSP staff looked at per-pupil expenditures in the distribution of available funds. This same process is currently being used in the funding process for the upcoming Cohort 3 SIG schools.</p>
<p>5b. Does the SEA provide LEAs and schools with useful technical assistance to support turnaround?</p>	<p>In addition to the Implementation Specialists provided by MDE, the OSP has planned Quarterly Data meetings with all Priority school teams to begin September 2014 (see response in 2d). Individual School Data Binders will be a proposed “take away” from these meetings which principals can use as a model for teachers and students in order to make personal data binders.</p>
<p>5c. Does every turnaround school establish and regularly report to stakeholders on a limited number of performance targets that include measures of both fidelity of implementation and student outcomes?</p>	<p>OSP will require all Priority schools to report progress on their school improvement efforts to their local school board at each monthly Board meeting. This is a current requirement for Schools At-Risk (MS Code 37-18-5). The MDE will also require these updates be made available to the OSP and the SBE.</p> <p>Additionally, schools have been encouraged to share their MS SOARS (Students Obtaining Academic Results for Success) login information with LEA Board members and other stakeholders.</p> <p>MS SOARS is Mississippi’s version of Indistar, an online school “best practices” tracking system.</p>
<p>5d. Does the SEA provide incentives to encourage turnaround in community-based clusters of schools?</p>	<p>This indicator was marked N/A because almost all of the Priority schools in MS are in single feeder pattern school districts.</p>
<p>7a. Do state certification and licensing policies support efforts to place highly effective teachers in turnaround schools?</p>	<p>The MDE policies for educator certification require all children are served by a highly qualified teacher. The MDE will improve our efforts in providing high quality, focused professional development (professional learning communities) to teachers in turnaround schools; thus improving the existing pool of teachers in low-performing schools.</p>
<p>7b. Does the SEA have</p>	<p>Under Dr. Wright’s leadership, the MDE has begun to attract</p>

effective partnerships with external organizations to provide high quality teachers and school leaders for turnaround schools?	potential external partners and organizations to be a part of a foundation which could assist the MDE in providing high quality teachers and leaders for turnaround schools.
7c. Are evaluation systems being used to ensure that students in turnaround schools have the best educators available?	The M-STAR educator evaluation system is being revised to reflect a more user-friendly system. Turnaround school leaders are using the system currently, but it will be more effective when the revision is complete. This system will allow turnaround school leaders the leverage needed to ensure their schools have the best educators available.
7d. Does the SEA encourage and support the use of differentiated compensation to encourage effective educators to work in turnaround schools?	The MDE will explore all possible opportunities to leverage differentiated compensation as an avenue to attract effective educators to work in turnaround schools. This may be possible with assistance from the currently developing foundation made up of external partners who want to support our efforts in all schools; especially turnaround schools.
7e. Does the SEA have a strategy to recruit and develop district and school level turnaround leadership ?	Due to legislative funding, the MDE is developing a Superintendents Academy which could serve as a recruiting and training avenue for possible school turnaround school leaders.