School Improvement Grant Informational Webinar Round 2

Office of School Improvement
April 3, 2017
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
Board 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 Using a World-Class Data System to Improve Student Outcomes
6. Every School and District Rated “C” or Higher
6th Goal

✓ Every School and District is Rated “C” or Higher

Outcomes Metrics (4 out of 6)

✓ Increase the growth of “D” and “F” districts along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade

✓ Increase the growth of “D” and “F” schools along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade

✓ Increase the percentage of districts rated “C” or higher*

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*Grades reported for 2014-15 are non-waiver grades
Provide an Overview of the School Improvement Grant (SIG)

• Background
• Application Process
• Eligibility Requirements
• Application Development
• SIG Models
  • Existing Models
  • New Models
• Reporting Metrics and New SIG Components
• New Components and Preferential Points
• Projected Timeline
• Training Opportunities
• Questions
School Improvement Grant Overview
School Improvement Grant

• School Improvement Grant (SIG) is a program authorized by section 1003(g) of the Elementary and Secondary Education Act (ESEA) of 1965.

• Funds used to award competitive grants to districts that:
  – demonstrate the greatest need and
  – the strongest commitment to use funds to improve the quality of instruction and raise academic achievement of student.

• Local Education Agencies (LEAs) may be awarded 3 to 4 year grants of a minimum amount of $50,000 per year, per school to implement one of seven intervention models.
Priority Schools

- lowest achieving 5% of all Title I schools
- high schools with graduation rates of less than 60% over a number of years

Focus Schools

- lowest achieving 10% of Title I schools
- schools with the greatest “within school gaps” or lowest performing subgroups over a three year period
Reset of Focus and Priority School List

• January 2017 – Initiated request to reset list of focus and priority schools based on 2016 final accountability results for new SIG competition

• March 2017 – Received approval from USDE to run new competition based on reset list
Business Rules that governed SIG Grant eligibility and the list reset. The methodology came from the March 2015 Revision of the ESEA Flexibility Waiver.

- High schools with a graduation rate (used in the accountability 2016 calculations) are identified as eligible unless they were a prior year subgrantee.
- Schools without an overall accountability scores (e.g., new school) are excluded from all eligibility calculations.
- Schools having received SIG grants in any of the prior three years are excluded from eligibility.
- Grant eligibility is limited to Title I schools that are the lowest performing in the State of Mississippi, while meeting other programmatic requirements. However, non-Title I high schools with a graduation rate at or below 60% are automatically eligible.
Priority Schools

– will have priority

Eligible Schools can be found at the link below:

SIG Intervention Models
Prior to 2015, SIG schools only had four model options:

**Transformation Model**
- replaces principal
- increases learning time
- provides ongoing, high-quality, job-embedded professional development designed to build capacity and support staff
- promotes the continuous use of student data for improvement

**Turnaround Model**
- replaces principal and at least 50% of the staff
- provides ongoing, high-quality, job-embedded professional development designed to build capacity and support staff
- promotes the continuous use of student data for improvement
• LEAs eligible for services under subpart 1 or 2 of part B of the Title VI of the ESEA (Rural Education Assistance Program—REAP)

  – May request to modify one element of the turnaround or transformation model

  – Must still meet the intent and purpose of that element
Existing SIG Models

Closure Model

- requires school to close
- assigns students to higher performing school that is in close proximity

Restart Model

- converts schools to independent management
- closes and reopens schools under a charter or an education management organization
Evidenced-Based Whole School Reform Model

- developed in partnership with one of the providers approved by the U.S. Department of Education
  - Institute for Student Achievement Whole School Reform
  - Positive Action Strategy
  - Small Schools of Choice
  - Success for All

- based on evidence of effectiveness in a similar setting to the school applying for the grant
Early Learning Model

– expands or establishes a high-quality preschool program
– offers full-day kindergarten
– uses data to identify and implement an instructional program that is researched-based, developmentally appropriate, and vertically aligned from one grade to the next with state early learning standards
– provides educators, including preschool teachers, with time for joint planning across grades
– provides ongoing, high-quality, job-embedded professional development

New SIG Models

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Early Learning Model

– replaces the principal who led the school prior to the commencement of the early learning model

– Use the teacher and principal evaluation support system to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify and remove those, who, after ample opportunities have been provided for them to improve their personal practice, have not improved.
Preschool classrooms should use highly qualified teaching staff:
- Effective 2018:
  - Teachers: 153-Pre-K/K endorsement
  - Assistant Teachers: AA with a minimum of 12 credits in early childhood education

Refer to the Early Learning Guidelines for Classrooms Serving Four-Year-Old Children and the 2018 Teacher Credential Pathways for more information
- [www.mdek12.org/ec](http://www.mdek12.org/ec)
Pathways to Success

- requires design of middle through high school system with clearly defined career pathways for all students
- incorporates early college and career academy design principles
- provides dual credit, advanced learning opportunities for all students at no cost
- increases teacher and school leader effectiveness
- uses data to identify at-risk populations and students least likely to attend college and provide interventions to support these students
Preferential Points

• Preferential points will be given to proposals that
  – make dual enrollment and AP/IB courses available to all students
  – Incorporate high-quality pre-school using the Early Learning model
  – Incorporate a strong, detailed literacy plan inclusive of all grades, but especially grades K-3
Greater emphasis is placed on the district

The district is required to:

- plan for **sustaining** reforms after funding period ends

  - Refrain from writing proposals weighted with **personnel and technology equipment** (these are items that have a greater likelihood of **not** being sustained beyond the grant period).

- provide oversight and support for implementation of the selected intervention model (e.g. LEA turnaround office)

- review and hold external providers accountable for their performance

- engage families and communities in the selection of the intervention model and seek continuous input throughout implementation
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.
• The more we use proven approaches, the more we can improve student outcomes

• State and local leaders can increase the return on their investments of limited public funds

• Investing in robust evaluations and transparency sharing results help increase stakeholder buy-in

• Leaders are more likely to sustain a strategy if they can point to strong evidence of impact

• They promote continuous improvement, build bodies of evidence and develop learning systems.
Evidence-based decision making can support whatever approach you take to solving the problems that are most important to you. For example, a Plan-Do-Study-Act (PDSA) approach provides multiple ways to consider how to use and build evidence.

- What changes should we make?
- What can others learn from our experience?

- What is our goal?
- What is our challenge?
- What does the strongest available evidence recommend for our context?

- What do the data tell us?
- What explains our successes and setbacks?

- How do we implement well?
- How will we know how we're doing?
Evidence-Based Resources

What Works Clearinghouse

WELCOME TO THE WHAT WORKS CLEARINGHOUSE

The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. Our goal is to provide educators with the information they need to make evidence-based decisions. We focus on the results from high-quality research to answer the question “What works in education?” Find more information about the WWC.

HIGHLIGHTS

Teaching Secondary Students to Write Effectively
This guide offers three recommendations to improve secondary students’ writing skills to help them succeed inside and outside of the classroom.

QUICK LINKS

CONNECT WITH THE WWC

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Explore the Institute of Education Sciences

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This new website is produced by the Center for Research and Reform in Education (CRRE) at Johns Hopkins University School of Education, in collaboration with a distinguished Technical Work Group and a Stakeholder Advisory Group.

It is information solely intended to be useful to educators and the public.

http://www.evidenceforessa.org/
Evidence-Based Resources

http://www.bestevidence.org/

http://results4america.org/
Evidence-Based Resources

NCQTL Preschool Curriculum Consumer Report

Results First Clearinghouse Database

Strategic Education Board Partnership
Evidence-Based Resources

Main Content: Resource Library


Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5

National Center for Education Evaluation and Regional Assistance

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• **Free**, web-based, independent reviews of instructional materials by educators

• Currently **ELA** (Grades 3-8) and **Math** (K-HS) are available

• Helps districts and educators make **informed** purchasing and instructional **decisions** that support improved student outcomes

• Expert **educator-designed tool** that evaluates and measures the alignment, usability, focus, coherence, rigor and other content specific criteria
  
  – Math: Standards for Mathematical Practice
  – ELA: Text Quality and Complexity, Vocabulary, and Tasks

• **Ratings**: Does Not Meet Expectations, Partially Meets Expectations, and Meets Expectations
• The Best Evidence Encyclopedia is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education.

• It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. Content areas include mathematics, reading, early childhood, school reform, and science.

• The Best Evidence Encyclopedia provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review.

• http://www.bestevidence.org/index.cfm
Evidence-Based Resources

An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement

Laurie Lee
John Hughes
Kevin Smith
Barbara Freeman

FLORIDA CENTER FOR READING RESEARCH, FLORIDA STATE UNIVERSITY

https://attendee.gotowebinar.com/recording/7902699524244179457
Evidence-based Resources

Everyone Graduates Center Roadmap to Evidence Based Reform for Low Graduation Rate High Schools


https://www.ed.gov/highschool

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Reporting Metrics
• LEA must report and meet 5 of 9 leading indicator goals:
  – Number of minutes within school year;
  – student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup;
  – student attendance rate;
  – Number and percentage of students completing advanced coursework (e.g. AP/IB), early college high schools, or dual enrollment classes;
Leading Indicators Continued

- dropout rate;
- discipline incidents;
- chronic absenteeism rates;
- distribution of teachers by performance level on the LEA’s teacher evaluation system
- teacher attendance rate
LEA must report and demonstrate progress towards meeting achievement indicator goals:

- percentage of students at or above each proficiency level on state assessments in reading/language arts and in mathematics, by grade and by student subgroup;
- average scale scores on state assessments in reading/language arts and in mathematics, by grade for the “all students” group, for each achievement quartile, and for each subgroup
- percentage of limited English proficient students who attain English language proficiency
- graduation rate
- College enrollment rates
Application Timeline
Monday, March 27, 2017
• SIG RFP Released

Monday, April 3, 2017
• SIG webinar for Key Leaders (superintendent, board members, principals, directors)

Friday, April 7, 2017
• Letter of Intent Due to OSI

Tuesday, April 11, 2017
• SIG Application Training – Jackson, MS

Friday, April 14, 2017
• SIG Application Training – Jackson, MS
• Written questions about SIG due to SIG@mdek12.org
Monday, April 17 – Monday, April 24, 2017
• District RFP Work Sessions – Jackson, MS

Tuesday, April 25 – Friday April 28, 2017
• RFP Evaluator Training

Monday, May 8, 2017
• RFP Due to Procurement

Monday, May 15 – Friday, May 26, 2017
• Application Evaluation and Final Round Interviews for Selected Applicants

Thursday, June 15, 2017
• SBE Approval of Awardees

July 2017
• Grant Implementation
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| Tuesday, April 11, 2017 | SIG Application Training (Transformation, Turnaround, Whole School Reform, Closure Models)  
GoSignMeUp | North Atrium, MDE – Central High School | 359 N West St. Jackson MS 39201 | 8:30 | 9:00am-4:00pm |
| Friday, April 14, 2017 | SIG Application Training (Career Pathways, Early Learning Models)  
GoSignMeUp | North Atrium, MDE – Central High School | 359 N West St. Jackson MS 39201 | 8:30 | 9:00am-4:00pm |
| April 17- April 24, 2017 | District Work Sessions | TBD | 359 N West St. Jackson MS 39201 | 9:00 | 9:00am-5:00pm (2 hour sessions) |
Questions

Please submit all questions to SIG@mdek12.org
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