School Improvement Grant (SIG) Training
Performance Framework Data Collection

Guidance Webinar

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

✓ All Students Proficient and Showing Growth in All Assessed Areas

✓ Every Student Graduates High School and is Ready for College and Career

✓ Every Child Has Access to a High-Quality Early Childhood Program

✓ Every School Has Effective Teachers and Leaders

✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

✓ **Every School and District is 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*

✓ Increase the percentage of **schools** rated "C" or higher*

Grades reported for 2014-15 are non-waiver grades

Objective 1

✓ Improve academic outcomes in Targeted Support and Improvement Schools and Comprehensive Support and Improvement Schools

Outcomes/Metrics (4 out of 6)

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To provide:

guidance on completing the Baseline/Pre-data for the year prior to the implementation of the elected School Improvement Grant model.

- 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.

Important factors:

- critical part of annual grant renewal process;

- reporting tool to collect data on eighteen (18) metrics;

- data will be collected for each year of implementation in addition to baseline data;

- can be found in the Toolkit on page 61;

- data will be collected annually through MS SOARS.

- In the initial application, LEAs are required to submit baseline data <u>for each school</u> for the school year **prior** to the implementation of one of the intervention models. LEAs **must** also **propose annual targets** for each subsequent year that the school implements the model.

- After an LEA's application has been approved, and prior to an LEA receiving grant funds, the LEA and MDE will work together to finalize the LEA's proposed annual targets for the leading and achievement indicators of performance for *each* school.

Performance Framework Metrics

- #1   Intervention Model
- #2   AMO Status – N/A
- #3   AMO Targets Met and Missed by
-        Subgroup (s) – N/A
- #4   School Improvement Status N/A
- #5   Number of Minutes and Types of
  Increased Learning Time Offered

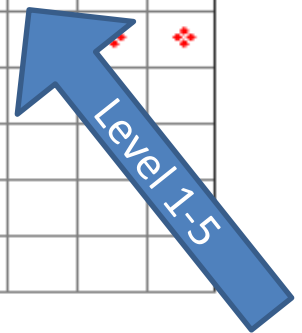# Performance Framework Metrics: Increased Learning Time

- EXAMPLE: The regular school year for a school included 176 full school days and four half school days that all students were required to attend.

- The school is in an LEA where a full day is 390 minutes and a half day is 195 minutes.

- The school also provided ***80 days of additional learning time*** for which all students had the opportunity to participate.

- The additional learning time lasted ***90 minutes per day***.

- The total minutes would be 76,620 and is calculated as follows:
  - 176 days multiplied by 390 minutes = 68,640 minutes
  - 4 half-days multiplied by 195 minutes = 780 minutes
  - **80 days multiplied by 90 minutes = 7,200 minutes**
  - Add the results: 68,640+780+7,200 = **76,620 minutes**

SIG Cohort IV Training - Performance Framework   **©MDE – Office of School Improvement**   **13**

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#6 Proficiency

- Provide baseline data by performance level

- Include table that provides requested data by subgroup (Insert Level 1-5 for M,B,P,A)

- Add Column to accommodate 5 Performance Levels

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖		❖
3 Yr Goal																
Year 1 – Goal FY 17-18																
Year 2 – Goal FY 18-19																
Year 3 – Goal FY 19-20																

Level 1-5

#7   Student Participation Rate (Not currently provided by subgroup, but can provide for **All**)

#8   Average Scale Score – N/A

#9   Attainment of English Language Proficiency

#10   Graduation Rate

#11   Dropout Rate

#12   Student Attendance Rate

#13   Dual Enrollment and Advanced
        Coursework

#14   College Enrollment Rates

#15   Discipline Rates

#16   Chronic Absenteeism

#17   Distribution of Teachers by
       Performance Level

#18   Teacher Attendance Rates

Years to Report

Baseline Year	2015-16
Year 1	2017-18
Year 2	2018-19
Year 3	2019-20
Year 4	2020-21

Baseline Pre/Data will be updated upon receipt of 2016-17 data release.
Goals may be required to be updated based on release of 2016-17 data.

Submit questions to:

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