Office of School Improvement

Support Structure and Implementation Rubric for Focus Schools

October 6, 2015

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

Training Objectives

- Develop an understanding of the baseline assessment process designed for district and school leadership teams

- Develop an understanding of the New structure for support for Office of School Improvement Districts and Schools

- Review the LEA and school expectations and SEA supports and interventions

- Review the indicators and rubric

Agenda

- OSI Structure for support for Focus Schools
- Review of Indicators and Rubric
- Baseline Assessment Process
  - District Leadership Team
  - School Leadership Team
- Expectations and Supports
  - LEA and School
  - SEA
- Timeline for Conducting Baseline Assessments

- The Offices of School Improvement and Recovery have combined to form the Office of School Improvement (OSI).

- The School Improvement Grant (SIG), priority, focus, and at-risk schools now fall under the purview of the OSI.

Office of School Improvement Timeline

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February 2015	• OSI began process to revise indicators in MS SOARS
March 2015	• OSI invited feedback via focus groups on the newly identified indicators in MS SOARS
April 2015	• OSI revised indicators based on feedback from focus groups

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May 2015

- OSI began rubric development for newly revised indicators.
- New rubric intentionally reflects other agency initiatives, particularly the design principles used by high schools with a graduation rate below 80%.

July 2015

- Focus group sessions to collect feedback on new rubric were held.
- Superintendents, other district leadership team members, and building level administrators were invited to participate.

Early August 2015

- New indicators, now called success indicators, were populated on MS SOARS.
- Revisions to the rubric were made based on feedback collected from all focus group sessions.

Rubric of Implementation

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Indicator →

Behavior →

Turnaround Principle 1					
Indicator	**Behaviors**				
1.1	**No Development -0**	**Beginning-1**	**Emerging-2**	**Effective-3**	**Exceeds Effective-4**
Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives. *MCAP Alignment: Component of School Plan for not meeting AMO and inclusive across multiple areas*		The principal employs tools to create a mission and vision for the school.	The principal ensures that the school's mission and vision actually drive decisions and informs the culture of the school.	The principal and staff members work together to make decisions that advance the mission and vision of the school and foster understanding among stakeholders.	The principal and staff members engage in a dynamic process of continuous re-examination and refinement of the mission and vision of the school in order to develop the school's direction based on previous successes and challenges.
		The principal completes an action plan based on needs assessment results.	The principal collaborates with the School Leadership Team (SLT) to develop an action plan based on needs assessment results.	The principal, SLT and other stakeholders collaborate to develop an action plan based on needs assessment results that aligns with the school's mission and vision. The principal holds himself/herself and others accountable for meeting the goals of the school's action plan.	The principal, SLT, staff and stakeholders can communicate the action plan and share responsibility for meeting its goals.
		The principal collects or receives data.	The principal makes data available to staff for review and reflection.	The principal facilitates conversations with staff about the use of data to improve school performance through systematic collection, analysis and goal setting.	Staff members rely on action research that includes the collection of data points, analysis, and goal setting as a result of data review.
		The principal occasionally attends professional development.	The principal actively engages in professional development.	The principal applies new learning from professional development to coach and support staff in implementing new strategies.	Staff routinely reflects and collaborates to strategically identify professional development opportunities and participants to advance the school action plan.
		The principal believes that all students are capable, with appropriate supports, of succeeding in a challenging learning environment.	The principal demonstrates evidence of high expectations for all students and includes both academic and affective supports.	The principal holds staff accountable for ensuring the success of each student.	Staff holds peers accountable for ensuring the success of each student.

Continuum of Improvement

- Review each behavior for indicator 1.1 under Turnaround PRINCIPLE 1. There are 5 behaviors identified for Indicator 1.1.

- Read across the row for indicator 1.1 from left to right. As you read, consider which described behavior best describes your district's level of implementation for that particular behavior, highlighting the behavior that best identifies the where the district is now in implementation. Each DLT member participates in this process.

- After the DLT members have highlighted the behaviors on their rubric. Discuss team responses to reach a consensus on the rating for each behavior as a DLT.

- As a consensus is reached, the superintendent or his/her designee should enter the response using the link provided by the Office of School Improvement. Evidence to support implementation level may be provided in the conclusions box on the survey.

- Repeat this process going through each behavior for each indicator.

- The principal leads the School Leadership Team (SLT) through the same process.

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LEA and School highlight school's level of implementation

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The 90 Day Action Plan

- **Road map** that provides clarity to specific priorities and actions that are most important during the next 90 days.

- **The action plan** will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the district and school's improvement initiatives.

- Conduct comprehensive needs assessment

- Develop and implement an **Action Plan** that is aligned with the turnaround principles; addresses areas of deficiency; define continuous improvement objectives and a system for continuous monitoring and evaluation of the school's Action Plan. The plan should align to comprehensive needs assessment results.

- Obtain approval of the Action Plan by the local school board

LEA Expectations

- Assign a district administrator to provide oversight for the implementation and ongoing monitoring of the school's Action Plan, if the superintendent will not be the one serving this role. The delegated district administrator must have decision-making authority on behalf of the superintendent

- Ensure the delegated district administrator participates in the school leadership team meetings of the focus schools and is an active member of the district leadership team

- Establish annual goals for leading and lagging (achievement) indicators

LEA Expectations

- Establish active District and School Leadership teams for the purpose of improving student achievement outcomes

- Work with SEA to develop, implement, monitor, and evaluate action plans

- Fully implement MTES (MSTAR) and MPES evaluation systems, which include student achievement as a significant component

- Participate in all required MDE trainings directly aligned to the turnaround principles

LEA Expectations

- Establish a P-16 Community Engagement Council that meets consistently and actively participates in the school and/or district transformation process

- Implement MS SOARS/Indistar online system for planning, monitoring, and reporting progress

- Participate in the School Effectiveness Review Process (SERP)

- Provide parent notification explaining designation as a Focus School

LEA Expectations

- Set aside of up to 10 percent of school's Title I basic funds which must be used to implement intensive interventions at the identified **focus school(s)** that address all subgroups not meeting AMOs and are aligned with the comprehensive needs assessment results (Action Plan)

- Set aside of up to 20 percent of District's Title I basic funds which must be used to implement intensive interventions at the identified **priority school(s)** that address the turnaround principles and are aligned with the comprehensive needs assessment results (Action Plan)

- Provide technical assistance and support of action plan development and implementation, including but not limited to, coaching; email and/or conference call support; webinars; and training. Assistance includes supporting the systemic improvement of the district's improvement efforts

- Review of LEA submitted Action Plan for approval and to ensure that all turnaround principles have been adequately addressed and in some cases, the SEA may require districts to implement specific interventions based on the needs assessment, student performance data, or other pertinent information

- Training to support the effective implementation of Action Plans that are aligned with turnaround principles in Priority, Focus, and At-Risk Schools. Training will include, but is not limited to, leadership; instructional quality; increased learning time; data collection, analysis, and decision making; community and family engagement; principal and teacher evaluation systems; college and career readiness standards; professional learning communities; diverse learners (e.g. students with disabilities, ELs, struggling students)

- Coordinate and provide support to district and school leaders in implementing a coherent improvement plan that is directly aligned to the district and school's comprehensive needs assessment results

- Assist districts in building capacity to assess the needs of underperforming schools critically and selectively

- Monthly support and monitoring of implementation for focus schools provided by MDE via virtual coaching

- Provide mechanisms for networking, mentoring, and collaboration between Focus Schools and schools that have been identified as successful, high performing, or reward schools

- Engage district and school leaders with the School Effectiveness Review Process (SERP). Participating school district administrators and instructional leaders will be engaged in a series of open-ended questions designed to review, verify, and evaluate expected outcomes of the Consolidated Federal Programs Application (CFPA)

Office of School Improvement Timeline

October 7-16

- District Leadership Team and School Leadership Teams of focus schools will complete a self-assessment of the district's and school's implementation status of the six indicators. Results are entered using a link provided by OSI.

October 19-23

- Districts receive baseline assessment report.
- Districts and schools create action plans based on baseline assessment report

October 30

- Action plans based on baseline assessment results due in MS SOARS

Office of School Improvement Timeline

Early December 2015 (Tentatively)	• Regional Follow-up training from Leveraging Leadership Conference
December 2015	• Reports due in MS SOARS
February 2016	• Second Regional Follow-up training from Leveraging Leadership Conference

"For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation"

(R. Elmore, 2002)