

School Improvement Grant Application Update

Office of School Improvement

July 2016



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

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 5 year grants ranging from \$50,000 to \$2,000,000 per year, per school to implement one of seven intervention models.

New Application Process

- Congress appropriated SIG funds for FY15 and FY16 prior to passage of the Every Student Succeeds Act (ESSA).
- On March 29, 2016, the U. S. Department of Education released the new SIG application to states.
- Mississippi anticipates having approximately \$18,000,000 to fund the fourth cohort of SIG schools.
- Only schools identified as **focus** or **priority** under the ESEA flexibility waiver will be eligible to apply for Mississippi's competition.

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

Application Development

Stakeholder Input Process

- Assembled a cross-departmental SIG Planning Team
- Conducted webinar with Committee of Practitioners
- Engaged external stakeholders in focus groups

SIG Intervention Models

Existing SIG 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

New Provision – Rural Flexibility

- 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

Highly Qualified Staff

- 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

New SIG Models

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

New SIG Models

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

Reporting Metrics

Reporting Requirements

- 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;

Reporting Requirements

- 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

Reporting Requirements

- 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

New SIG Components

Greater emphasis is placed on the district

The district is required to:

- plan for sustaining reforms after funding period ends
- 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

Application Timeline

Tentative Timeline

- **March 29, 2016:** SEA SIG application to States
- **May 27, 2016:** SEA application due to ED
- **August - September 2016:** Regional SIG Application Trainings
- **September - October 2016:** LEA SIG competition
- **October 2016:** Application Review
- **November 2016:** SIG sub-grant awards to SBE for approval

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

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