



FY 2014

School Improvement Grant

Application

Information for

Committee of Practitioners

April 9, 2015

School Improvement Grant (1003g) Overview

The School Improvement Grants (SIG) program is authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). States are to provide sub-grants to local educational agencies for the purpose of providing assistance for school improvement.

An SEA must —give priority to the local educational agencies with the lowest-achieving schools that demonstrate:

- A. the greatest **need** for such funds; and
- B. the strongest **commitment** to ensuring that funds are used to substantially raise student achievement and meet the goals.

Who Will Receive The Grants?

- Awards to Schools with the Greatest Need and Greatest **Commitment** for Change
- LEA that agrees to **implement one of four rigorous interventions models** and demonstrates the capacity to **fully** implement

How much?

- Identified schools can qualify for \$50,000 - \$2,000,000 per year per school

Length of Grant?

- Five year grant
 - 1 year Pre-implementation
 - 3 years full implementation of the turnaround model
 - 1 year sustainability

Annual Grant Renewal

- ✓ Funding for years 2 - 5 is contingent upon each school meeting established goals or on a clear trajectory to do so.
- ✓ School personnel **must** engage in **continuous** data analysis to drive their school improvement efforts.

TRANSFORMATION MODEL

Teachers and Leaders

- Replace principal
- Implement new evaluation system
 - Developed with staff
 - Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support

- Provide *increased learning time*
 - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

TURNAROUND MODEL

Teachers and Leaders

- Replace principal
- Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
- Implement strategies to recruit, place and retain staff

Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support

- Provide increased learning time
 - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

Governance

- New governance structure
- Grant operating flexibility to school leader
- Ensure ongoing technical assistance

Restart

Restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**

Restart

- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
- As part of this model, a state must review the process the LEA will use/has used to select the partner.

School Closure Model

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving.**

School Closure Model

- These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- Office for Civil Rights Technical Assistance Module—Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*

Evidence-based, whole-school Reform Model

- Supported by evidence of effectiveness, which must include at least one study of the model that-
- Is a whole-school reform model
- Is implemented by the LEA in partnership with a whole-school reform model developer

Early Learning Model

- Offers full-day kindergarten
- Establish or expand a high-quality preschool program
- Provide educators, including preschool teachers, with joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions
- Replace the principal who led the school prior to commencement of the early learning model
- Implement rigorous transparent and equitable evaluations and support systems for teachers and principals

Early Learning Model

- Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve and have not done so
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system

Early Learning Model

- Use data to identify and implement an instructional program that
 - Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and
 - In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;
- Promote the continuous use of student data to inform and differentiate instruction in order to meet the educational and developmental needs of individual students
- Provide staff ongoing, high-quality, job-embedded professional development

Approved State-determined model

- An LEA may implement an intervention developed or adopted by its SEA that has been approved by the Secretary

Performance Measures

Leading Indicators

- Number of minutes within the school year and school day;
- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- Dropout rate;
- Student attendance rate;
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- Discipline incidents;
- Chronic Absenteeism rates;
- Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- Teacher attendance rate.

Performance Measures

Achievement Indicators (Lagging Indicators)

- Percentage of students at or above proficiency level on State assessments in reading/language arts and mathematics, by both grade level , and by student subgroup;
- Average scale score on State assessments in reading/language arts and 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;
- School improvement status and AYP/AMO targets met and missed;
- College enrollment rates; and
- Graduation rate.

Continuous Analysis of Benchmarks of Progress by Schools and Districts



**Mississippi Department of Education
Public Notice to Apply to the United States Department of Education
For School Improvement Grant, Section 1003 (g) Waiver**

The Mississippi Department of Education (MDE) is requesting a waiver of the requirement in Section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2014 School Improvement Grant funds for the SEA and all of its LEA's to September 30, 2020. A waiver for the FY 2014 funds will allow five year awards to eligible LEAs.

Period of availability of FY 2014 School Improvement Grant Funds

The state request a waiver of the requirement in Section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2014 School Improvement Grant funds for the SEA and all of its LEA's to September 30, 2020.

Public Comments

Public comments are encouraged, and may be submitted via email to SIGWaivers@mde.k12.ms.us by 5:00 P.M. on Tuesday, April 14, 2015. All comments regarding the waiver will be forwarded to the United States Department of Education

Contact

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