

Office of School Improvement

FY 2015 & 2016 School Improvement Grant
Application Information for
Committee of Practitioners and Stakeholders





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

State Board of Education Goals 5-Year Strategic Plan for 2016-2020

- ✓ 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

School Improvement Grant

- School Improvement Grant is a program authorized by section 1003(g) of the Elementary and Secondary Education Act (ESEA) of 1965.
- Funds are awarded by the U.S. Department of Education to states which, in turn, must use the funds to award competitive grant to local education agencies (LEAs) that
 - demonstrate the greatest **need** and
 - the strongest **commitment** to use funds to improve the quality of instruction and raise academic achievement of student.
- Grant awards may be from \$50,000 to \$2,000,000 per year, per school.

NEW SIG Changes

- Beginning in 2015, grants could be awarded for 3-5 years to possibly include:
 - 1 year maximum for pre-implementation,
 - 3 years full implementation required, and
 - 2 year maximum for sustainability.
- Funding for years 2-5 is contingent upon each school meeting established goals or on a clear trajectory to do so.
- Grants implemented beyond three years must be approved by the SEA and be on a case by case basis.
- Grants may not exceed a continuous five years.

School Improvement Grant

- Congress appropriated SIG funds for FY15 and FY16 prior to the Every Student Succeeds Act (ESSA).
- On March 29, 2016, the U. S. Department of Education released the new SIG application to states.
- Only schools identified as **focus** or **priority** under the ESEA flexibility waiver are eligible to apply for Mississippi's competition.
- Priority points will be given to schools that have never received SIG funding.

NEW SIG Changes

- Previous SIG awarded schools were required to implement one of four intervention models:
 - Transformation
 - Turnaround
 - Closure
 - Restart
- In 2015, the U.S. Department of Education added three additional models from which LEAs could choose:
 - State Determined Intervention Model
 - Early-learning model
 - Evidence-based, Whole School Reform Model

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
- Social-emotional and community-oriented services and supports

Governance

- New governance structure
- Grant operating flexibility to school leader

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.
- Operators of this model must enroll, within the grades it serves, any former student who wishes to attend the school.
- As part of this model, a state must review the process the LEA will use/has used to select the partner.

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.
- The 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.
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State Determined Intervention Model

- Only one model is allowed per state, and it must be approved by the U.S. Secretary of Education
- The model must meet the definition of whole school reform model for What Works Clearinghouse and address:
 - School leadership
 - Teaching and learning in at least one full academic content area
 - Student non-academic support
 - Family and community engagement
- The State Determined Intervention model must be for all students in the school.

Early Learning Model

- LEAs that select the Early learning model must:
 - Implement each of the following early learning strategies:
 - offer full day kindergarten
 - establish or expand a high-quality preschool program
 - provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interaction
 - replace the principal who led the school prior to the commencement of the early learning model
 - Use the teacher and principal evaluation system to
 - identify and reward school leaders, teachers, and staff who increase student achievement through this model
 - remove ineffective teachers and leaders, after ample opportunities have been provided for them to improve

Evidenced-based Whole School Reform Model

- LEA proposed
 - LEA in partnership with model developer
 - Based on evidence of effectiveness that includes at least one study as opposed to two studies (moderate level of evidence)
 - Supporting evidence includes sample population or setting similar to school proposing the model
 - Possible list of approved models in advance of the competition (ED)
 - www.ed.gov/programs/sif/npr-wholeschoolreform.html.

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
 - SEA Approval

Additional SIG Changes

- The LEA 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
 - ensure family and community engagement in selection of intervention model and throughout implementation

Proposed Strategies for MS

- Consider a State Determined Intervention Model
 - For secondary education (grades 7-12)
 - Consistent with SBE Goals
- Encourage Early Learning Model
 - **new model**
 - **Consistent with SBE Goals**
- Tydings Waiver Consideration
 - availability of funds through 2021
 - maintain SIG requirements for SIG schools throughout life of SIG
 - public notice (comments to SIGWaiver@mde.k12.ms.us)

OSI Contact Information

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<http://www.mde.k12.ms.us/OSI>