



U.S. Department of Education
Office of State Support
Office of Elementary and Secondary Education

Combined Federal Programs Summer Meeting

ED FLEX Waivers

Turning Around Low-Performing Schools

July 2015

Washington, DC



U.S. Department of Education
Office of State Support
Office of Elementary and Secondary Education

ED FLEX Waivers

Turning Around Low-Performing Schools

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July 2015

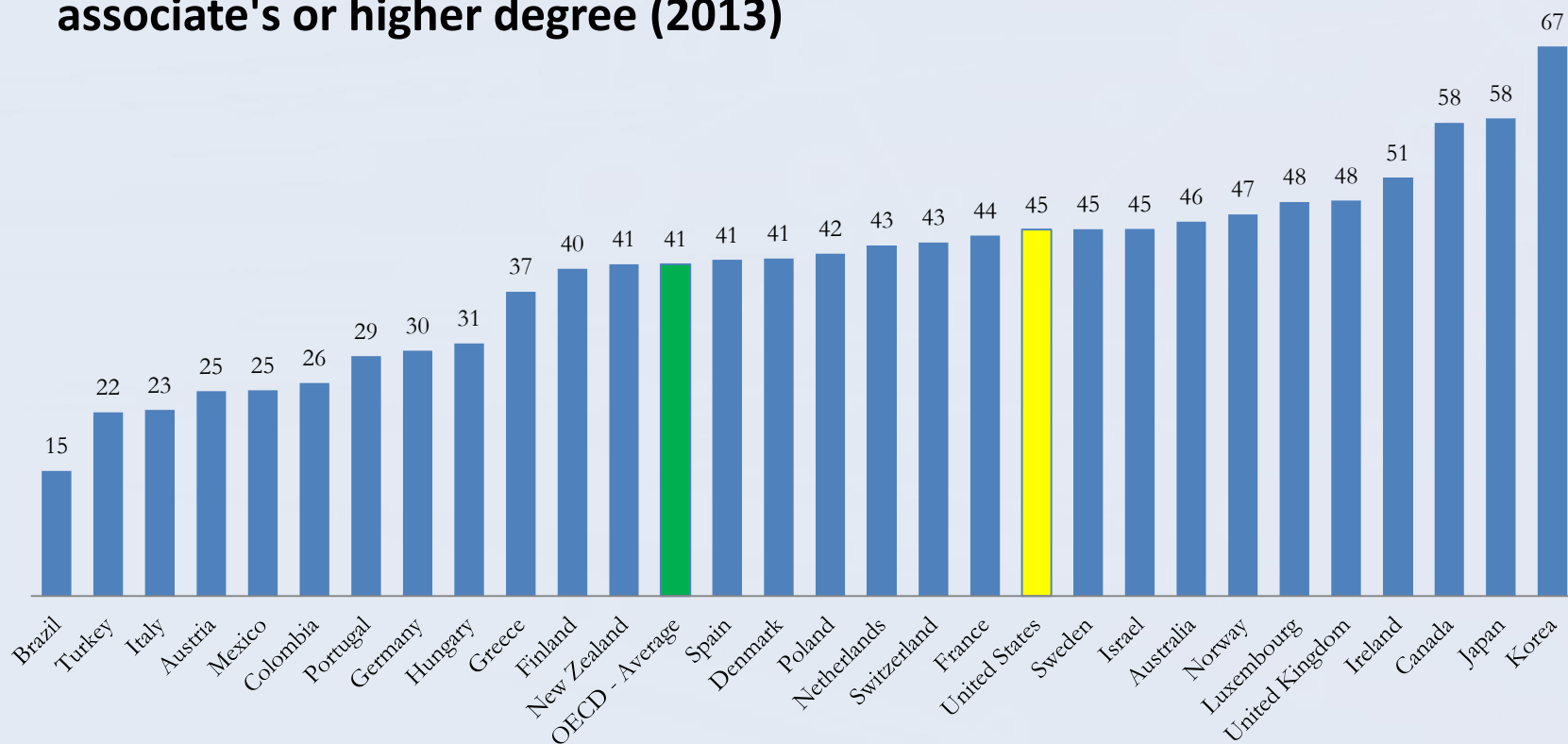


Agenda

- ☐ Roberta Miceli | Overview
- ☐ Debbie Montoya | State Example | New Mexico A-F School Grading Accountability System 2015-2016
- ☐ Marcus E. Cheeks | State Example | Mississippi ED Flex Waiver and Turning Around Low Performing Schools



Percentage of 25- to 34-year-olds who completed an associate's or higher degree (2013)



Source: OECD (2015), Population with tertiary education (indicator). doi: 10.1787/0b8f90e9-en (Accessed on 28 July 2015)



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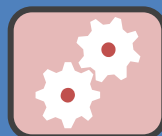
To help achieve the President's 2020 goal, ED has focused much of its K-12 strategy on four key reform areas.



**Implement
college- and career-ready
standards**



**Recruit, retain, and support
effective teachers and leaders**



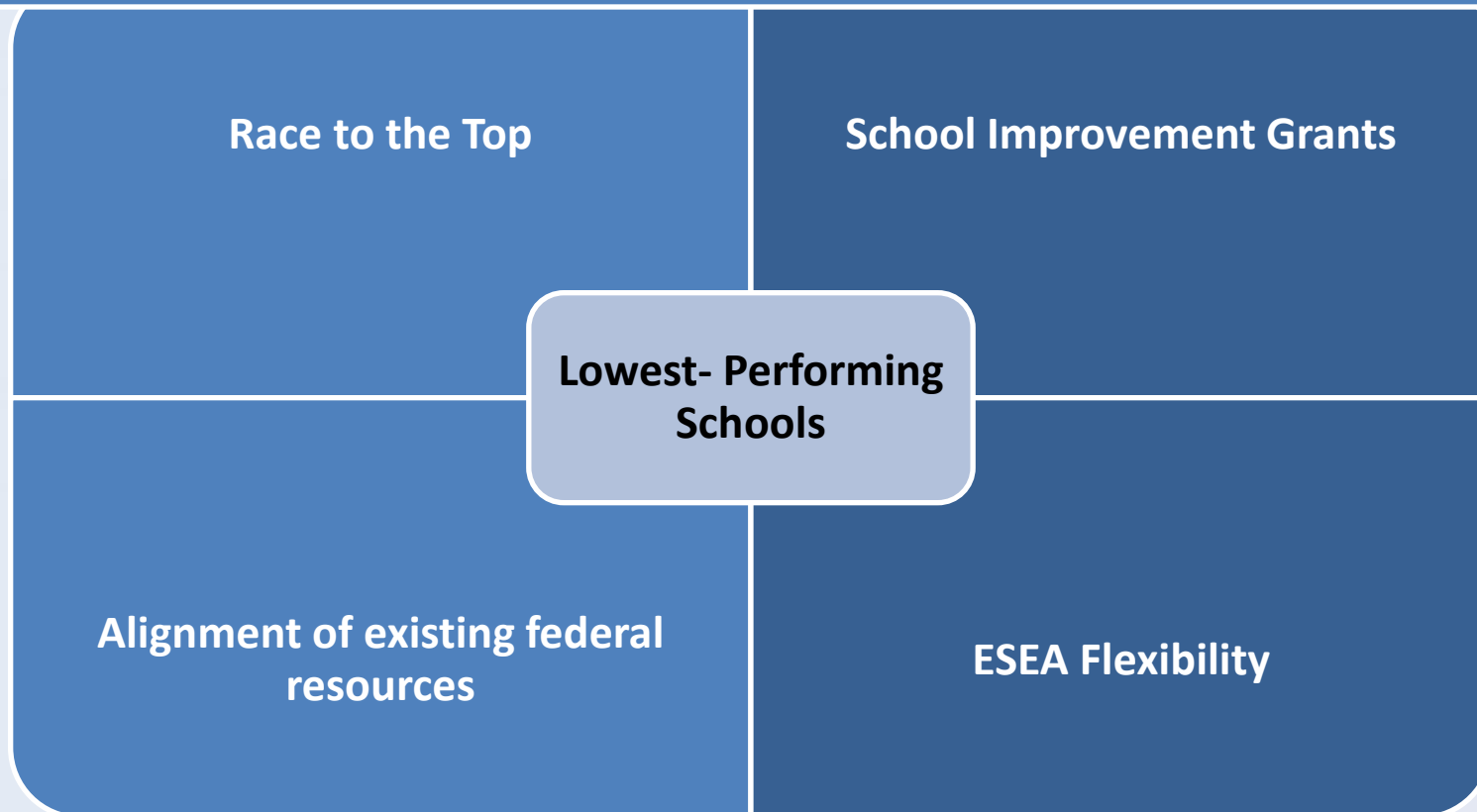
**Build robust data systems that
track student progress and
improve practice**



**Improve student learning
and achievement in our lowest-
performing schools**

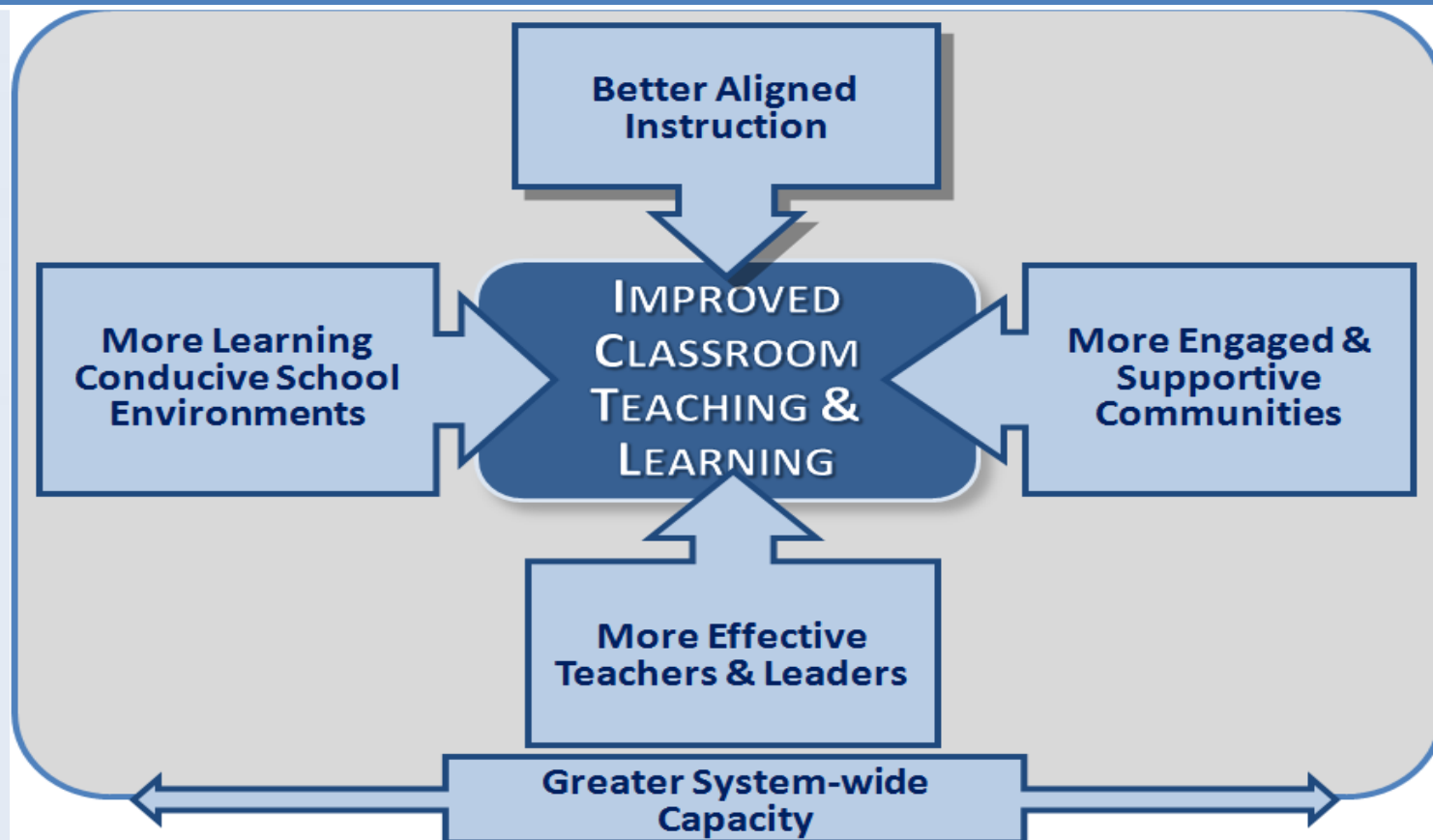


ED is focusing resources and attention on helping states and districts turn around the lowest-performing schools.





Improving classroom teaching and learning is at the center of ED's K-12 and turnaround strategy.





Turnaround Principles

Strong Leadership

Effective teachers

**Redesigned
schedules to
support learning**

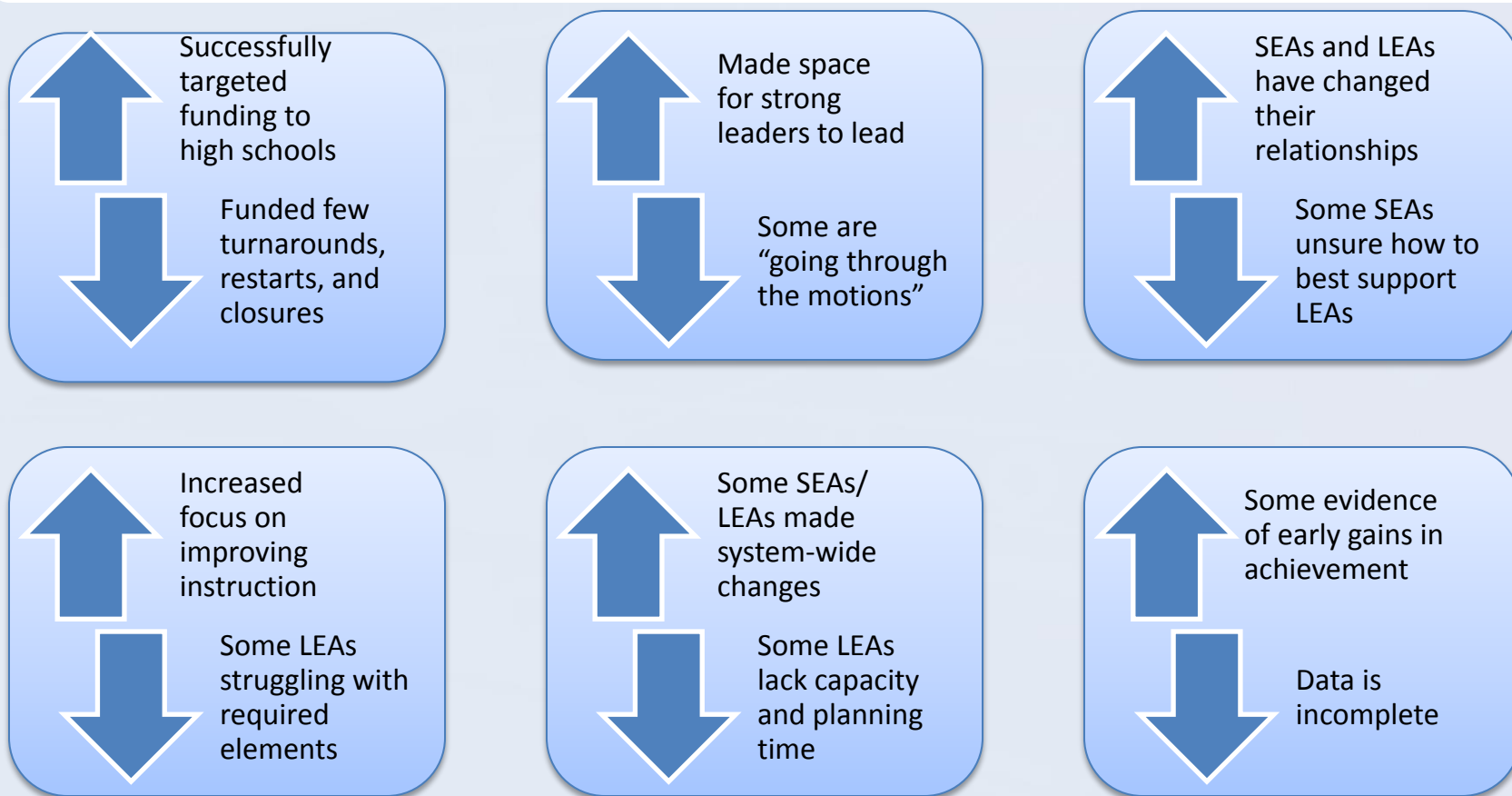
**Rigorous, aligned
instruction**

**Use of data for
continuous
improvement**

**Family and
community
engagement**

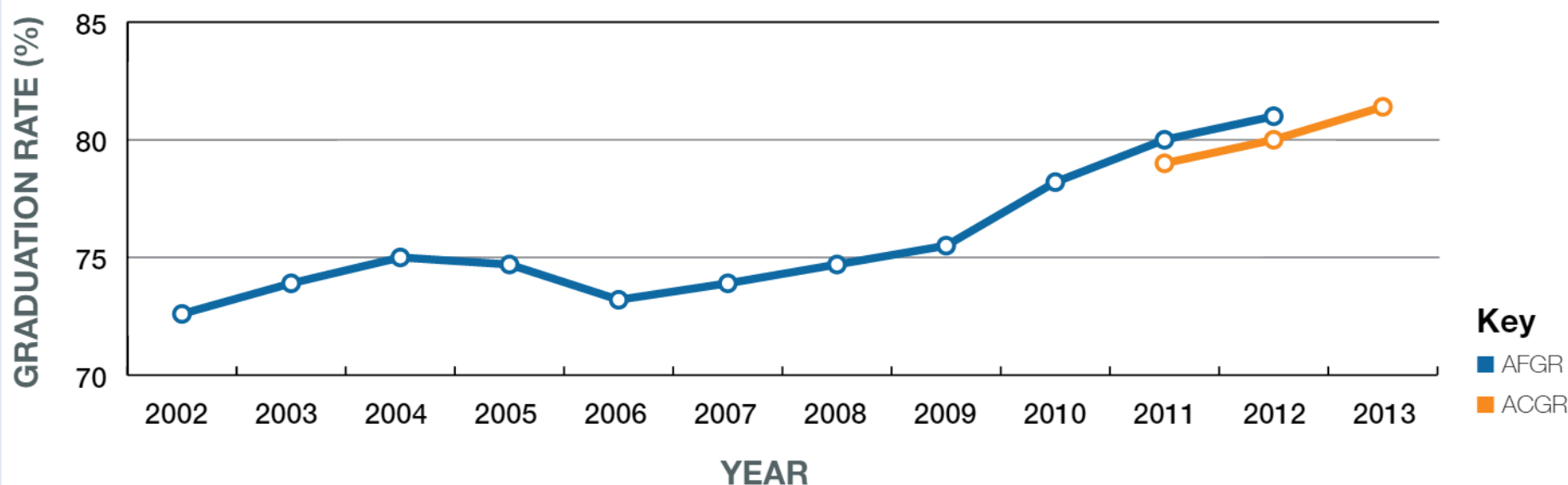


States and districts are using funds to dramatically change the way they support their lowest-performing schools, but they face some challenges.





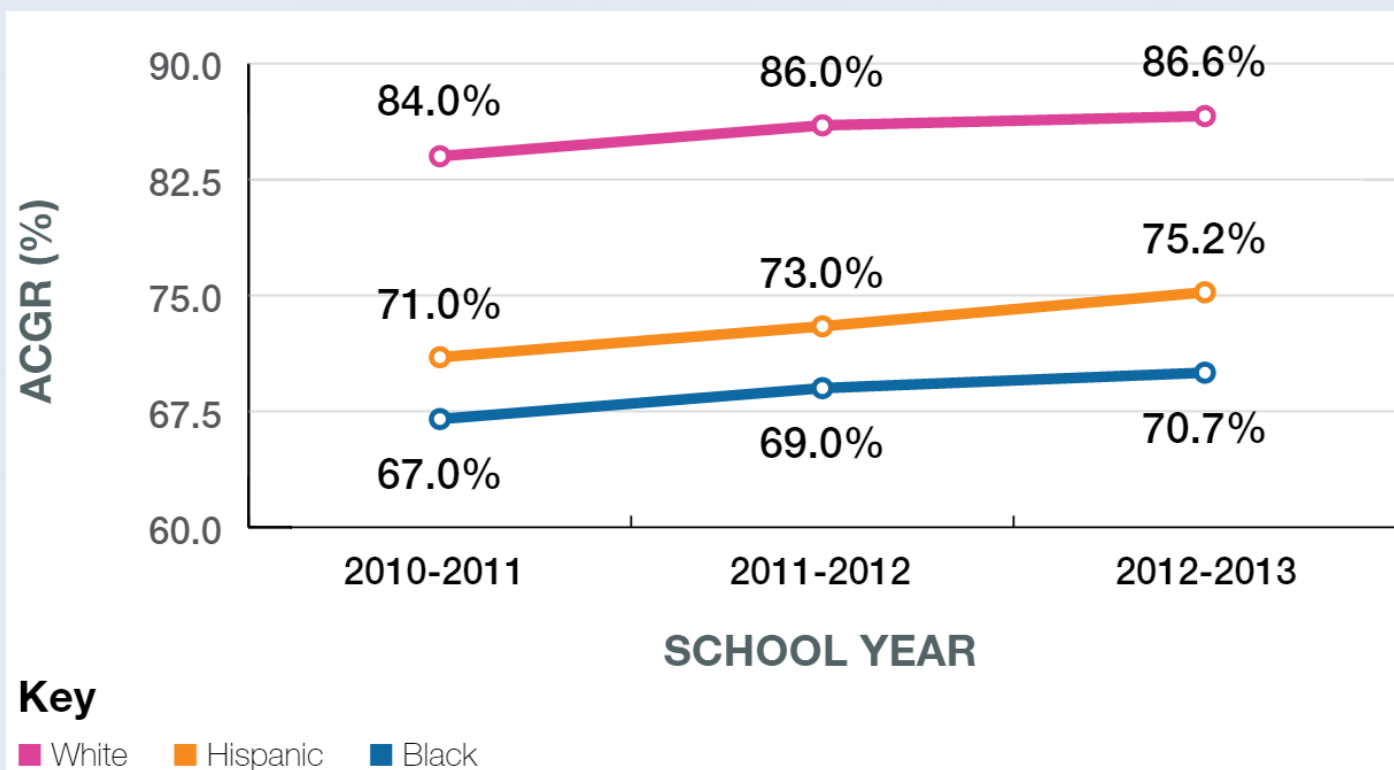
Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR)



Sources: Building a Grad Nation (2015), retrieved from <http://gradnation.org/report/2015-building-grad-nation-report>. Stetser, M. & Stillwell, R. (2014). Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010-11, 2011-12, and 2012-13: First Look (Provisional Data) (NCES 2014-391). U.S. Department of Education. Washington, DC: National Center for Education Statistics; U.S. Department of Education (2013). Provisional Data File: SY2012-13 Four-Year Regulatory Adjusted Cohort Graduation Rates.



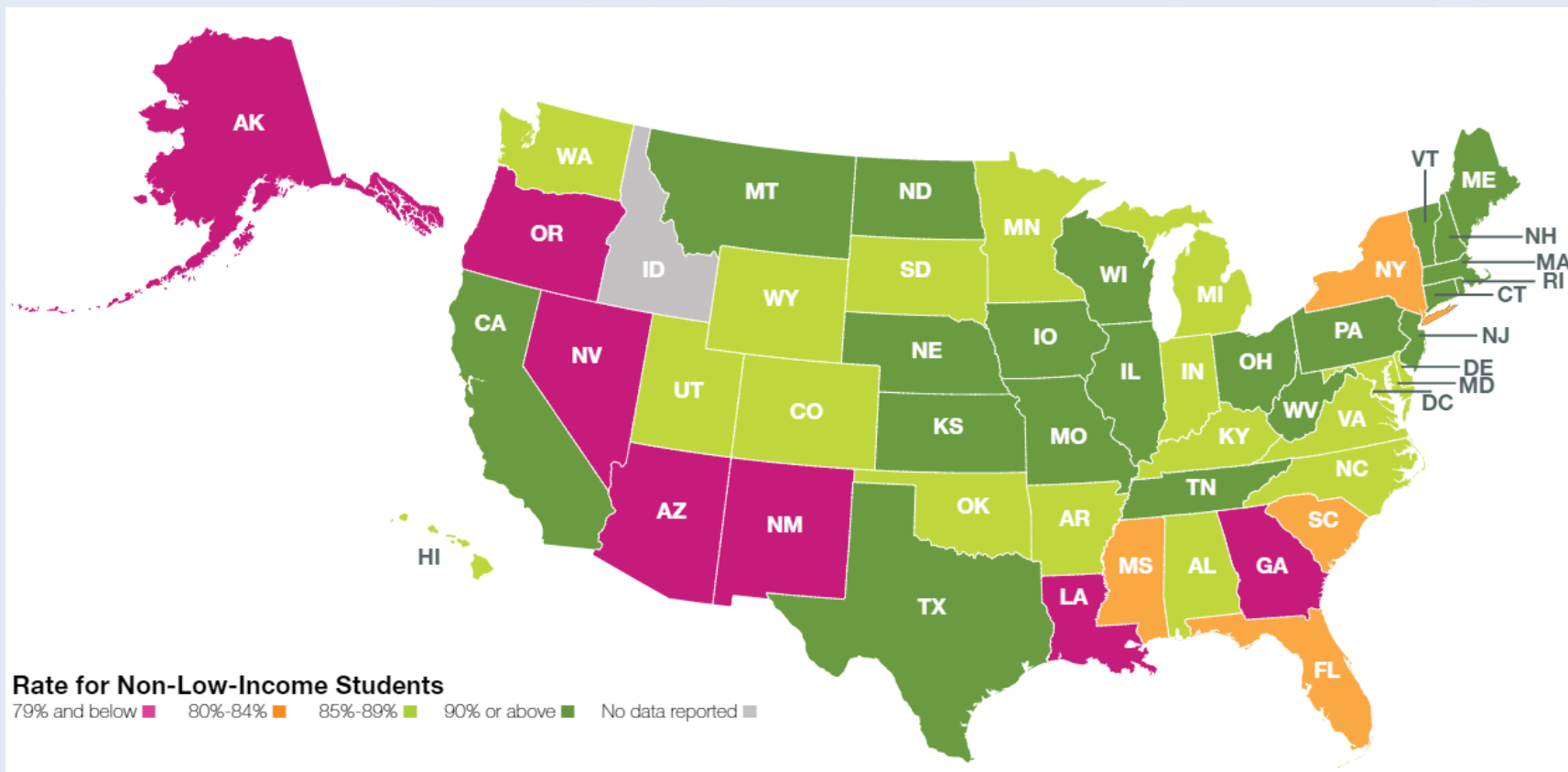
Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic, and White Students



Source: Building a Grad Nation (2015), retrieved from <http://gradnation.org/report/2015-building-grad-nation-report>. National Center for Education Statistics (NCES). Retrieved from <http://www.ed.gov/news/press-releases/achievement-gap-narrows-high-school-graduation-rates-minority-students-improve-faster-rest-nation>



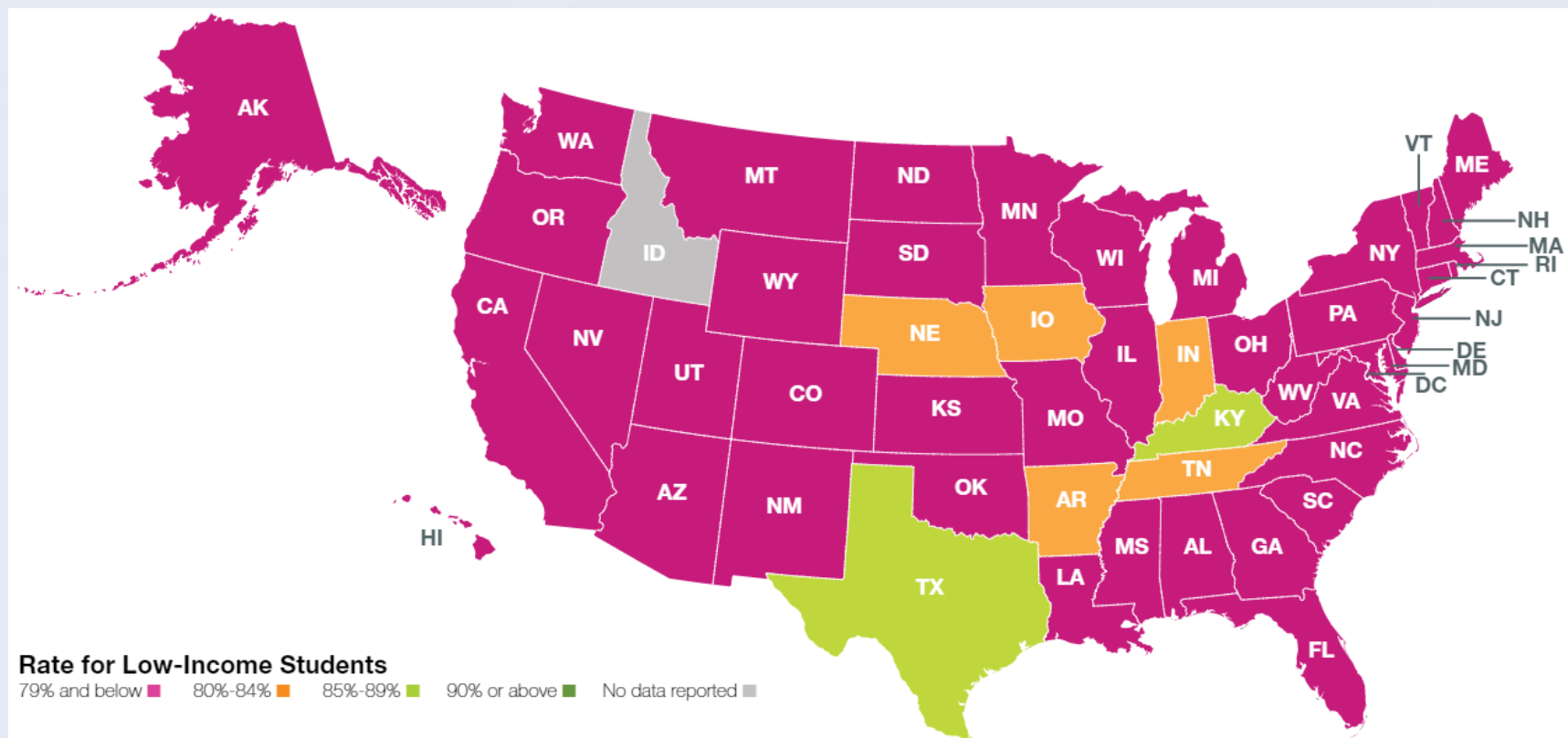
State 2013 ACGR for Non-Low-Income Students



Source: Building a Grad Nation (2015), retrieved from <http://gradnation.org/report/2015-building-grad-nation-report>. U.S. Department of Education through provisional data file of SY2011-12 and SY 2012-13 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.



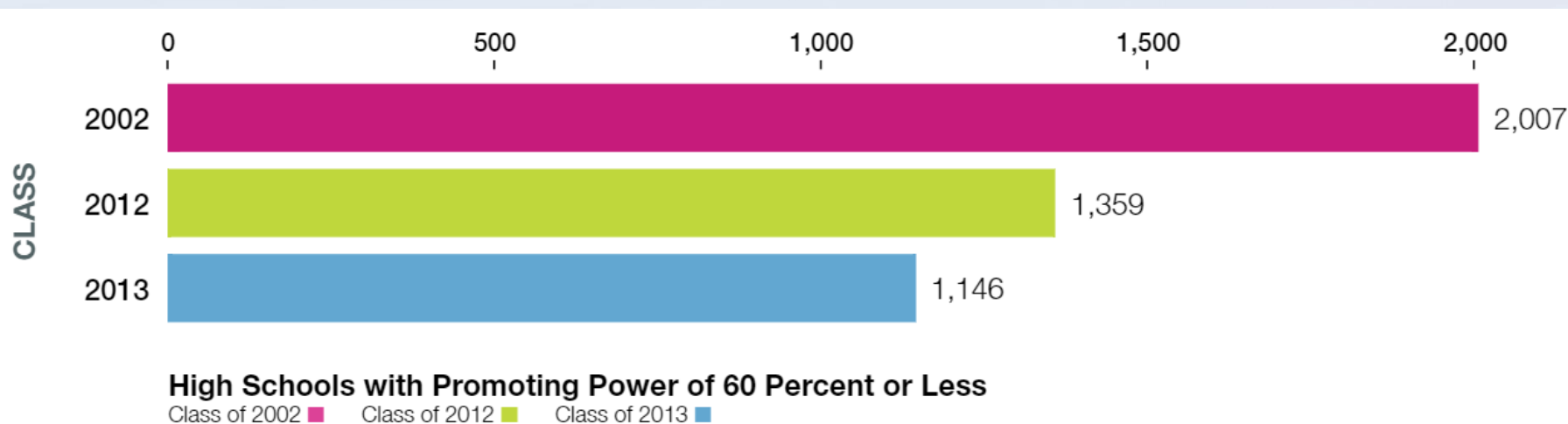
State 2013 ACGR for Low-Income Students



Source: Building a Grad Nation (2015), retrieved from <http://gradnation.org/report/2015-building-grad-nation-report>. U.S. Department of Education through provisional data file of SY2011-12 and SY 2012-13 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.



High Schools with a Promoting Power of 60% or Less



Note: The 2012 through 2013 numbers include the District of Columbia, all regular and vocational schools with 300 or more students.
Source: U.S. Department of Education, National Center for Educational Statistics. (1998-2014). Public Elementary/Secondary School Universe Surveys. Taken from Building a Grad Nation (2015), retrieved from <http://gradnation.org/report/2015-building-grad-nation-report>.



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CONTACT INFORMATION

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NEW MEXICO A-F SCHOOL GRADING ACCOUNTABILITY SYSTEM 2015-2016

System of Support for Districts and Schools

NM A-F School Grading Accountability System

Requirements and Monitoring for Districts and Schools

The Priority Schools Bureau (PSB) is the center of innovation and improvement in providing differentiated and targeted support from the New Mexico Public Education Department's (PED) work to build partnerships with the lowest performing districts and schools to turnaround student performance.

NM A-F School Grading Accountability System

PSB operates according to a theory of action that:

If it strengthens the competencies of leaders to transform districts and schools, **then** they will have the capacity to take bold and purposeful action.

If leaders take bold and purposeful actions, **then** they will establish the systems and conditions for effective teaching and learning.

If the systems and conditions for effective teaching and learning are established, **then** teachers will have the opportunity to improve instructional practice.

If teachers improve instructional practice, **then** student learning will increase.

NM A-F School Grading Accountability System

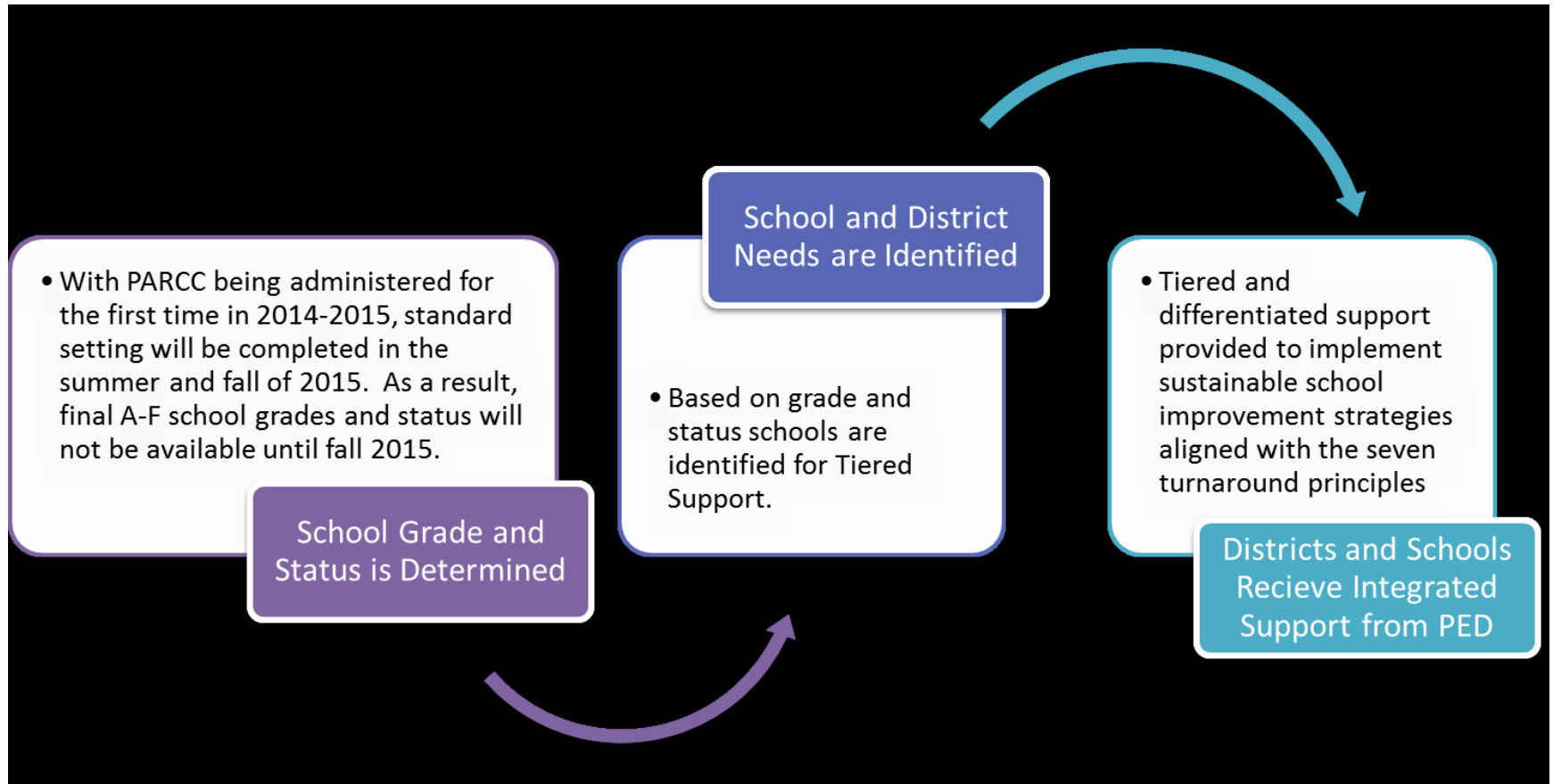
New Mexico's Tiered System of Support

- The Priority Schools Bureau is charged with working closely with the lowest performing districts and schools by providing customized and differentiated support to enhance their capacity to intervene successfully in their high needs schools in addition to all other schools in the district. Schools in the 2015 – 2016 school year enter the NM A-F School Grading Accountability System in one of three tiers¹.

NM A-F School Grading Accountability System

- **Tier One** schools are provided with information and access to best practices.
- **Tier Two** schools receive targeted supports designed to provide schools and districts in greater need with additional assistance.
- **Tier Three** schools receive comprehensive supports designed to provide schools and districts with the highest level of need with rigorous and explicit interventions.

NM A-F School Grading Accountability System



NM A-F School Grading Accountability System

Within the NM Tiered System of Support, three areas of focus drive technical assistance:

1. Supporting Planning and Implementation Strategies through Self-Assessment and Improvement Planning.
2. Enhancing Capacity to Implement and Sustain Effective Practices.
3. Support Alignment of Funding and Resource Allocation.

Each of these areas of focus provides an infrastructure to support the alignment of technical assistance from PED bureaus.

NM A-F School Grading Accountability System

Supporting Planning and Implementation Strategies through Self-Assessment and Improvement Planning

- PED staff is prepared to support districts to plan, implement, and track progress on a small set of focused, high leverage strategies that have a direct impact on student learning.
- PED staff is prepared to support districts by utilizing a range of data resources, protocols and tools to engage in turnaround partnership with districts.

NM A-F School Grading Accountability System

Enhancing Capacity to Implement and Sustain Effective Practices

- PED teams partner with district and school leaders to provide targeted assistance through professional development, modeling and facilitating the implementation of effective practices to enhance capacity and support the implementation of research-based practices.

NM A-F School Grading Accountability System

Support Alignment of Funding and Resource Allocation

- PED teams enhance school and district capacity to prioritize resource allocation and insure sustainability of successful initiatives by facilitating reflection on strategic resource management.

NM A-F School Grading Accountability System

Progress Monitoring Visit (PMV)	
District Requirements	District leadership will participate in the Progress Monitoring Visits (PMV) led by a PED team to: <ul style="list-style-type: none">– Participating in the PMV– Working with the schools to address their Opportunities Moving Forward and Promising Practices and remove any barriers at the school/district level.
PED Supports	Provide technical assistance and training on the Progress Monitoring Visit (PMV) process to include: <ul style="list-style-type: none">– Progress Monitoring Visit Guidance Protocol– Structure of the Progress Monitoring Visit– Serve as Team Lead for Progress Monitoring Visit at the school.
School Requirements	School leadership will participate in the Progress Monitoring Site Visits. <ul style="list-style-type: none">– Address the Opportunities Moving Forward (OMF) within the next 90-days by re-setting, re-designing or re-examining their existing structures and practices.

NM A-F School Grading Accountability System

Celebrations... the System of Support:

- Sets a pace for all districts and schools regarding support and requirements for their current state AND what they can expect if they improve or not.
- Details all roles and responsibilities for the SEA, LEA and School.
- Differentiates support based on school grade and status of schools.

NM A-F School Grading Accountability System

Challenges...the System of Support

- Messaging is everything!!! – Training and getting the System of Support to all levels who have responsibility for the work linked to the System of Support.
- Data infrastructure at the LEA and school level – Formative and Summative data to draw upon.
- Linking budget to instructional priorities for LEA and school alignment.
- Internal training and alignment at the SEA level on all elements of the System of Support.

Contact Information

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**Priority Schools Bureau Information located at:
<http://ped.state.nm.us/ped/PrioritySchoolsIndex.html>**

Mississippi ED Flex Waiver and Turning Around Low Performing Schools

Combined Federal Programs
Summer Meeting July 2015
Washington D.C



MS State Board of Education's Vision and Mission

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



Shifting Landscape

-
- SB 2851 - As of FY2014, 100% of public universities appropriations based on performance
 - ESEA Flexibility
 - Educator Evaluation System
 - Data Driven Needs
 - Early Childhood Focus
 - High number of Low-Performing Schools
 - Reform to New SEA Responsibilities

Agenda

School Improvement

- a. ESEA Wavier
- b. 90-Day Action Plan Approach
- c. SERP School Effectiveness Review Process
- d. MS SOARS
- e. MCAPS



“Recent tomes have repeatedly suggested that SEAs must expand, reorganize, and reform to fulfill their new responsibilities.”

- Smarick & Squire, 2014

ESEA Flexibility Renewal: Changes for 2015

- Mississippi enacted legislation in 2013 to implement a single accountability model, combining current state and federal models beginning with the 2013-14 school year designations.
- In 2011, established the Office of Instructional Enhancement to focus on developing and implementing a structured statewide system of support.
- Utilize Title I, Part A, 1003(a), and Consolidated Federal Cost Pool funds to support a **streamlined effort of support** for schools identified as Priority or Focus.
- Supports, interventions, and incentives will be provided to schools according to the following tiers: Priority Schools, Schools at risk, Focus Schools, Other schools not meeting the AMOs, Other schools that meet the AMOs, and Reward schools.

ESEA Flexibility: What if we don't apply?

- All 146 districts would have their budgets redirected to address student populations not meeting annual measurable objectives, as no district met 100% proficiency on the last statewide assessment.
- All 717 Title I schools would see 10%-20% of their districts' budgets redirected to other services.
- Approximately 74 schools in 51 districts would immediately set restructuring plans in motion. **Restructuring options include state takeover, contracting with a private company to manage the school, or reopening the school as a charter school.**
- The flexibility to blend nearly \$800 million in federal education funds (24% of the state's education budget) with state dollars on key initiatives would become compromised, thus impacting early childhood education, principal evaluation, and differentiated recognition, accountability, and support.



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Office Supports, interventions, and incentives



<h2>Office of School Improvement</h2>	<ul style="list-style-type: none">• Priority/SIG• 1003a• Focus Schools• At-risk Schools
<h2>Office of Federal Programs</h2>	<ul style="list-style-type: none">• Other Schools Not meeting AMOs• Rewards

- Priority/SIG
- 1003a
- Focus Schools
- At-risk Schools

Office of Federal Programs

- Other Schools
Not meeting
AMOs
- Rewards

Interventions Tool Chest

School Improvement

- Implementation Specialist
- MS SOARS (INDISTAR)
- 90 Day Action Plan Approach
- Schoolwide Planning

Federal Programs

- SERP
- MCAPS Planning Component
- MS SOARS (INDISTAR)
- 90 Day Action Plan Approach
- Schoolwide Planning

School Effectiveness Review Process (SERP)

- Approval of the CFPA (Consolidated Federal Programs Application) to ensure relevant and realistic goals are tied to student outcomes
- Focus use of federal dollars on improving student outcomes
- Shift from compliance-driven to more needs-driven programming
- Change conversations around federal expenditures
- SERP is a process of collaboration based on support rather than blame.
- The SERP is a state-level intervention of support designed to conduct a ***review of instructional support effectiveness***.

SERP Overview

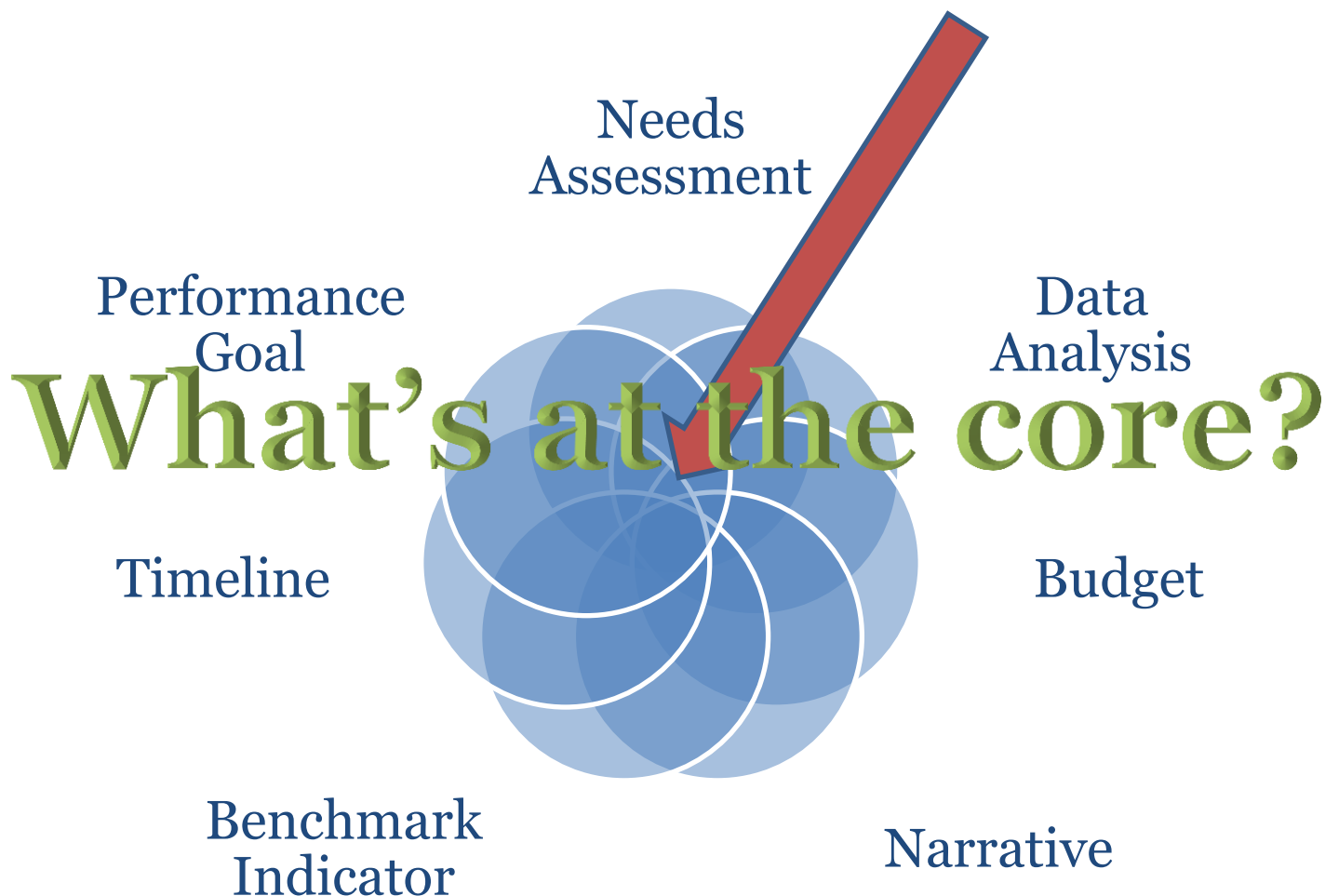
- SERP is a support initiative, designed to ***engage school leaders in a reflective, meaningful conversation*** focused on making better instructional support decisions.
- SERP is a combination of technical assistance and support, ***highlighting strengths and weaknesses while offering specific guidance.***

- SY 2015-2016 greater focus on **district/school specific needs**
- Districts with schools participating in SERP in the pervious years should develop their FY2016 CFPA, mindful of the prior SERP Feedback notes
- FY 2016 CFPA's will be reviewed in view of the FY 2015 SERP Feedback notes
- Greater focus on **seamless program** implementation.

The PLANS!

- MS SOARS
- Accreditation
- Dropout (new restructuring plan)
- Schoolwide plan (SWP)
- Monitoring Corrective Action
- Professional development
- Curriculum/instructional management
- Highly qualified teachers (HQT)
- Literacy
- Transportation
- English Learners (EL)
- Crisis management/safety
- Mississippi Principal Evaluation System (MPES)/Mississippi Teacher Evaluation System (M-STAR)
- Strategic plan
- Consolidated Federal Program Application (CFPA)
- Comprehensive needs assessment (CNA)
- Individuals with Disabilities Education Act (IDEA)
- Technology
- Career and Technical Education (CTE)

Points of Convergence



90 Day Action Plan

- The 90 Day Action Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days.
- The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's improvement initiative.

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90 Day Action Plan

District:	
School:	
Principal:	

90 DAY ACTION PLAN

Actions to be Taken and Root Cause Performance Challenges to be Addressed

PURPOSE: *The 90 Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's improvement initiative.*

VISION FOR THE SCHOOL IMPROVEMENT INITIATIVE: ARTICULATE IN A FEW SENTENCES WHAT YOU HOPE TO ACHIEVE DURING THE COMING YEARS

[illegible]



90 Day Action Plan

CORE PLAN: TO MOVE TOWARD THE ABOVE GOALS, THESE ARE THE TOP PRIORITIES THAT WILL BE ADDRESSED DURING THE NEXT 90 DAYS

SCHOOL PRIORITIES (Priorities from MCAPS)	PERFORMANCE GOAL (Desired Outcome at Year-End)	ROOT CAUSES OF PERFORMANCE CHALLENGE (MCAPS Goals)	ACTIONS TO ADDRESS CHALLENGES (MCAPS Strategies)	ESTIMATED COMPLETION DATE	RESPONSIBLE PERSON	BENCHMARK INDICATOR (evidence of progress towards Year- End Goal)
In each row, capture the critical challenge your school faces <i>(What problem are you trying to solve?)</i>	For each performance challenge, describe the long-term goal for performance <i>(What specifically is possible and measurable?)</i>	For each performance challenge, list your hypothesis of one or more root causes or list analyses that needs to be complete to determine root cause <i>(Why does this challenge exist?)</i>	List one or more specific actions you will take to address the root causes and pursue the goal <i>(How?)</i>	For each action, provide a timeline for completing the action <i>(When?)</i>	For each action, list the person responsible for ensuring the action is complete <i>(Who?)</i>	Define what measureable evidence would indicate needed progress toward long-term goal by November <i>(Leading indicator)</i>



90 Day Action Plan

QUICK WIN PLAN

In a few sentences, describe how your school will achieve early and noticeable wins that build momentum by focused efforts that foster credibility while engaging all stakeholders. Early wins can include initial communication efforts, should be achieved within the first 30 school days and could be the initial steps towards addressing the top 3-4 school priorities listed above.

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List up to 4 specific actions or deliverables necessary to make the quick win plan happen.

1	2	3	4

Mississippi's online application:

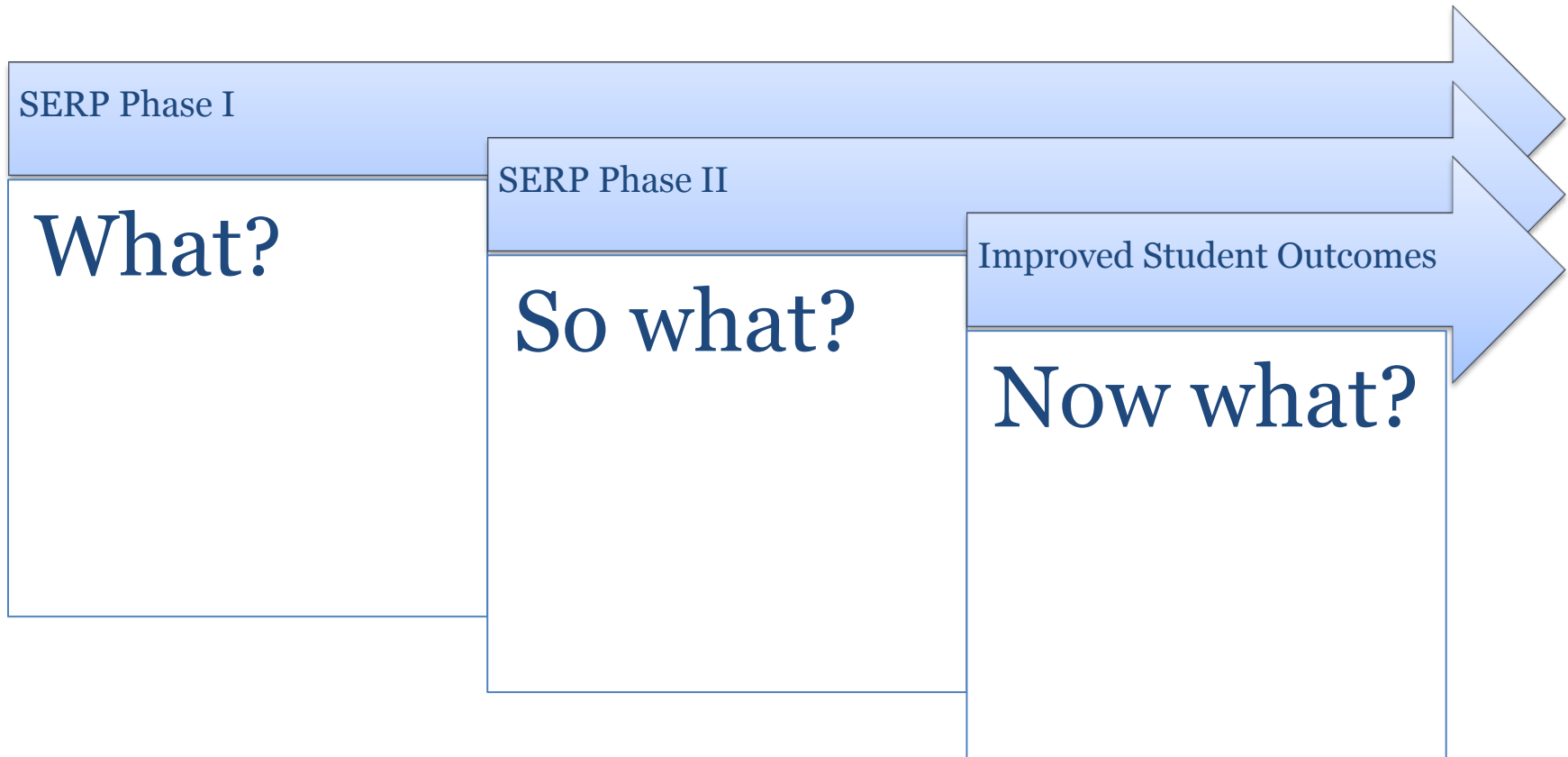
- Submit and revise district and school-level plans
- Apply for federal funding to support plans
- Request reimbursements and report expenditures
- Process budget amendments and program revisions when needed
- Reduces the administrative burden placed on LEAs when applying for grant funding



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Three “Big” Questions???



Next Steps

- Continue strengthening questions to “drill down” to data driven decision-making
- Cross training of SEA staff
- Align resources to support stronger program outcomes
- Engage more partnerships from the field
 - Educator Evaluation & Early Childhood
 - External monitors

Focused Outcomes

- Encourage LEAs to evaluate instructional practices
- Have rigorous standards and instructions
- Strong instructional leadership
- Instruction designed for all students' success
- Positive school culture
- Increase parent and community involvement
- Develop meaningful schoolwide plans
- Continuous monitoring of performance outcomes and trend data



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