

# SEA Efforts to Align Schoolwide Programs and Support and Improvement Efforts

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Judy Nelson, Brendsha Roby, & Sonja Robertson

MDE Program Directors

[mdek12.org](http://mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION



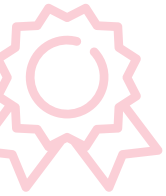
## VISION

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



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

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



**EVERY** School and District is Rated “C” or Higher

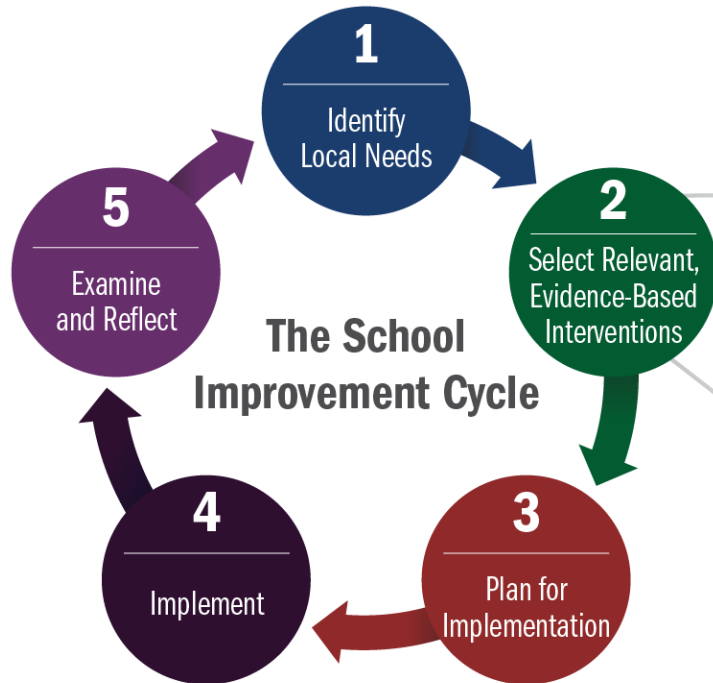
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1. Application of evidence-based practices
2. Schoolwide plan
3. Consolidated federal programs application
4. Support and improvement
5. Intersection and ongoing collaboration

# Understanding Evidence-Based

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**Under the ESSA**, districts and schools have flexibility to choose interventions to improve student outcomes. District and school leaders are encouraged to choose evidence-based interventions that have been shown to improve student outcomes. By selecting interventions that have been **rigorously studied** and have improved student learning, district and school leaders increase the likelihood that student achievement will improve.

# Evidence-Based Requirements

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The ESSA tiers of evidence provide districts and schools with a framework for determining which programs, practices, strategies, and interventions work in which contexts and for which students.

- Interventions supported by higher levels of evidence, specifically *strong evidence* *or moderate evidence*, are more likely to improve student outcomes because they have been proven to be effective. When *strong evidence* or *moderate evidence* is not available, *promising evidence* may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working (*USDE, Non-regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016*).

# Understanding the ESSA Tiers of Evidence

## UNDERSTANDING THE ESSA TIERS OF EVIDENCE



**Strong Evidence**



**Moderate Evidence**








**Promising Evidence**



**Demonstrates a Rationale**



	TIER 1 Strong Evidence	TIER 2 Moderate Evidence	TIER 3 Promising Evidence	TIER 4 Demonstrates a Rationale
 <b>Study Design</b>	Well-designed and implemented experimental study, meets WWC standards without reservations	Well-designed and implemented quasi-experimental study, meets WWC standards with reservations	Well-designed and implemented correlational study, statistically controls for selection bias*	Well-defined logic model based on rigorous research
 <b>Results of the Study</b>	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	An effort to study the effects of the intervention is planned or currently under way
 <b>Findings From Related Studies</b>	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	N/A
 <b>Sample Size &amp; Setting</b>	At least 350 participants, conducted in more than one district or school	At least 350 participants, conducted in more than one district or school	N/A	N/A
 <b>Match</b>	Similar population <i>and</i> setting to your setting	Similar population <i>or</i> setting to your setting	N/A	N/A

## ESSA Tiers of Evidence



# Schoolwide Plan

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Describe the **evidence-based strategies** that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)

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2. Describe the **evidence-based strategies** that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

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3. Describe the **evidence-based strategies** that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

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1. Describe the **evidence-based professional development** that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

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Any question with “**evidence –based strategies and/or activities**” in it, the school must include in its response.

- The **resource bank** from which the evidence was provided.
- The **level of effectiveness** (Strong, Moderate, or Promising)
- The **positive impact** on student achievement.
- If the **demographics of the study** is like the school.

**or**

- **Demonstrate a Rationale: Two Years of data** that show growth for a strategy/activity that is being implemented. **(ONLY for schools who do not have a school improvement designation)**

## Goals Alignment with Prioritized Needs

### Schools Must Consider

- The school-level goals align with the district goal (if applicable goal).
- The school-level goals directly align with the progress and challenges identified in the prioritized needs.
- The school provides detailed descriptions of the school-level goals and includes multiple high-quality performance measures.

## Strategy(s) Alignment with Goal(s)

### Schools Must Consider

- Strategy/strategies show a thoroughly detailed and logical connection to the identified goal(s) and is/are appropriately named.
- All goals have identified strategies.
- Strategy descriptions are explicit in providing details, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal.

### **Action Step(s)** Alignment with Strategy(s)

#### **Schools Must Consider**

- Schools must create an action step for each strategy provided.
- Every action step must have a funding source.
- All strategies have at least one identified action step.
- Action steps show a logical connection to the strategies and are appropriately named.

**Descriptions** of the action steps provide general detail regarding the actions to be taken, including “as appropriate”:

- What is the action, and what is its purpose?
- When and how often will the action occur?
- Who will benefit from the action(s) implemented?
- How the action step aligns with the stated goal and strategy.
- How will the action step be completed?

**Benchmark Indicator** must be a measurable indicator that will be used to determine if the action step's effectiveness.

The **person responsible** is a specific school staff position (not a person's name) who is responsible for the implementation of the action step.

**Estimated dates of completion** are appropriate.

Each Action Step must have a **funding source** identified



### 1.2.1) Interventions

**Description:** Hire an Interventionist to work with students during school to remediate skills to obtain mastery of standards and to help ensure student success on state assessments.

**Benchmark Indicator:** There will be a 3% growth in proficiency based upon the identified need from benchmark assessment and the end of the year assessment. The implementation of the action step will be evaluated every two weeks through interventionist's individualized students' plans, Interventionist observations, and student performance.

**Person Responsible:** Interventionist, Principal, Assistant Principal, and Federal Programs Director

**Estimated Completion Date:** 5/31/2025

**Funding Source:** Title I, Part A

The State of MS requires that any school with a school improvement designation of CSI, TSI, or ATSI reserves 20% of the school's Title I allocation for focused interventions.

Our example school's allocation is \$464,913.00.

$$\$464,913.00 \times 20\% = \$92,982.60$$

The minimum amount of the allocation that must be used for focused interventions is \$92,982.60.

## Budget Detail

Public District - FY 2025 - Consolidated - Rev 0 - Title I-A

Return

Indirect Cost	
Total Contributing to Indirect Cost	\$15,059,744.68
Indirect Cost Rate	3.11%
Maximum Allowed for Indirect Cost	\$454,231.46

Filtering - 2 out of 676 Budget Details match selected filters [Show All](#) / [Clear All](#)

Function Code	Object Code	Location Code	Tags	Narrative
All	All		School Improvement: CSI	
			School Improvement: TSI	No Options Selected
			School Improvement: ATSI	

Budget Detail	Narrative Description
Function Code: 1280 - Tutorial/Supplemental Educ. Services Object Code: 100-199 - Employee Salaries Set Asides: School Improvement: <b>CSI</b> Reform Strategy: Provide opportunities to meet chall... Use of Funds: <b>Salary</b> Identified Need: Data Source: Location Code: <span style="background-color: black; color: black;">XXXXXXXXXX</span> Quantity: 1.00 Cost: \$75,766.60 Line Item Total: \$75,766.60	Salary for 1 Interventionist
Function Code: 1280 - Tutorial/Supplemental Educ. Services Object Code: 200-299 - Employee Benefits Set Asides: School Improvement: <b>CSI</b> Reform Strategy: Provide opportunities to meet chall... Use of Funds: <b>Benefits</b> Identified Need: Data Source: Location Code: <span style="background-color: black; color: black;">XXXXXXXXXX</span> Quantity: 1.00 Cost: \$17,216.60 Line Item Total: \$17,216.60	Benefits for 1 Interventionist
Total for filtered Budget Details: <b>\$92,982.60</b>	
Total for all other Budget Details: \$15,358,763.38	
Total for all Budget Details: \$15,421,587.00	
Adjusted Allocation: \$15,421,587.00	
Remaining: \$0.00	

# School's Program Details

## MCAPS

### Evidence-Based Action Plan for Schools Identified as Comprehensive, Targeted, and Additional Targeted Support and Improvement

Any School identified as Comprehensive, Targeted, or Additional Targeted Support and Improvement must set aside a minimum of 20% of the school's Title I, Part A Allocation for Evidence-Based interventions. Complete the table below and provide the domain practice, the action that will be implemented to improve outcomes, evidence level, position responsible and the cost for each proposed activity.

School Name	Domain Practice	What action is being taken to improve outcomes?	Evidence Level	Position Responsible: What position will monitor implementation of the action step?	Describe "Other" if selected in the drop down	Amount
[REDACTED]	Practice 1.3 Customize and target support to meet needs	Implement interventions that	Strong	School Administrator		\$ 92,982.60
[REDACTED]	Practice 1.3 Customize and target support to meet needs	Implement interventions that	Strong	School Administrator		\$ 74,556.50
[REDACTED]	Practice 1.3 Customize and target support to meet needs	Implement interventions that	Strong	School Administrator		\$ 77,352.04
[REDACTED]	Practice 1.3 Customize and target support to meet needs	Implement interventions that	Strong	School Administrator		\$ 151,383.82

### Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools

[REDACTED] FY 2024 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - [REDACTED] - Public School

Go To **Revised to reflect what is shown MCAPS for the FY25 application**

1 of 1 Find | Next

Total Title I, Part A Allocation to School: \$464,913.00

20% of Title I, Part A Allocation to School for Evidence-Based Interventions: \$92,982.60

Strategy	Evidence Level	Narrative	Cost
Technology Integration	Strong	Funds are allocated for the salary and benefits for a paraprofessional, Interventionist and Dean of Students to assist with the implementation of technology and supplemental instructional materials to improve student academic achievement.	\$192,796.57

# School Improvement Plan

# Consolidated Federal Programs Application

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- Describe how the LEA will identify students who may be at risk for academic failure.
- Describe how the LEA will provide additional education assistance to at risk students.
- Describe how the LEA will monitor students' progress in identify and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning for all students.



- Multi-Tiered System of Support (MTSS)
  - LEAs can use multiple funding source (Title I, Title II, Title III, Title IV, etc.) to support the implementation of MTSS and provide all school staff with the necessary and ongoing professional development to meet the needs of students.
  - Mississippi's MTSS is a systemic approach that supports struggling learners, as well as advanced learners, through the selection of evidence-based instruction and intervention in response to both academic and behavioral needs.

- The system includes on-going progress monitoring and effectiveness of instruction to ensure that all Mississippi students graduate from high school ready for college and career.
- Mississippi's model for MTSS consists of six essential components:

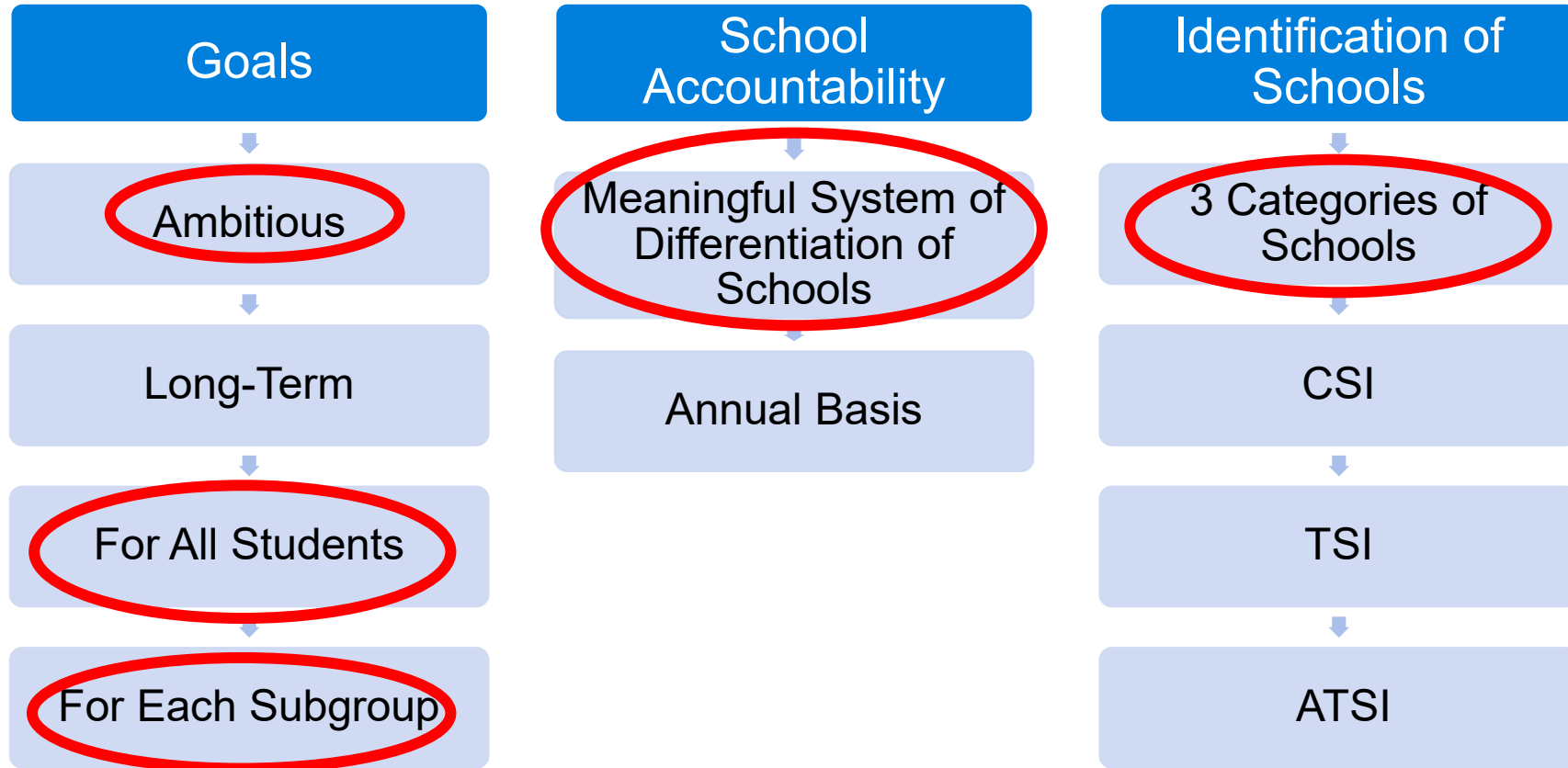
- Shared Leadership
- Family, School, & Community Partnerships
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports (Tier I, Tier II, and Tier III)
- Evidence-Based Instruction, Intervention, & Assessment
- Universal Screening & Progress Monitoring

- Title II – Shared Leadership (coordinating and providing professional development)
- Title I, Title III, Title V – Family, School, and Community Involvement (Collaboration and building relationships)
- Title I, Title III, Title IV, Title V – Layered Continuum of Supports (all students receive equitable equitable academic, behavioral, and social emotional supports)

# Support and Improvement

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# Intersection of School Improvement & Accountability



## Evidence-based Requirements

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- By **state law** we are to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).
- By **federal law** we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).
- By **state board of education expectations**, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.

# Implementation of EBP Requirement with 1003 Funds

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- Strategies/Interventions/Action Steps in plan must indicate Evidence Level
- Applies to required reservation in Title I schoolwide plans
- Tested during 1003 monitoring
- More rigorous options schools are required to upload documentation supporting evidence base of strategies in 2024-2025 to ensure strategies align with the strong and moderate levels
- Align levels with effect sizes .4 or higher signals moderate to strong.





Designed to assist schools/districts with identifying and selecting evidence-based resources

## Evidence-Based Resources

- [What Works Clearinghouse](#): developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
- [Results First Clearinghouse Database](#): developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- [Best Evidence Encyclopedia](#): developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)

# Part II- Evidence-based Action Plan

**Action Steps**  
 The content of my currently approved CSI, TSI, or ATSI Plan will not be modified with this submission.

Use the drop-down and the table below to create an evidence-based action plan.

Domain Practice	What action is being taken to improve outcomes?	Evidence Level	Position Responsible: What position will monitor implementation of the action step?	Describe "Other" if selected in drop down	July 1, 2023 - September 30, 2025	Cost
Practice 3.3	Interventionist to support students <input type="text" value="Check Spelling"/> 35 of 50 characters	Moderate	School Administrator	<input type="text"/> <input type="text" value="Check Spelling"/> 0 of 50 characters		\$ 50,000.00
Practice 3.2	Purchase of student instructional supplies <input type="text" value="Check Spelling"/> 42 of 50 characters	Moderate	School Administrator	<input type="text"/> <input type="text" value="Check Spelling"/> 0 of 50 characters		\$ 1,000.00
Practice 2.2	Consultant to support teachers <input type="text" value="Check Spelling"/> 30 of 50 characters	Moderate	School Administrator	<input type="text"/> <input type="text" value="Check Spelling"/> 0 of 50 characters		\$ 19,000.00
Practice 3.3	After school program <input type="text" value="Check Spelling"/> 20 of 50 characters	Moderate	Lead Teacher	<input type="text"/> <input type="text" value="Check Spelling"/> 0 of 50 characters		\$ 4,800.00

Add Row



# Plan and Funding Application: Part III

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Domain Practice	What action is being taken to improve outcomes?	Evidence Level	Position Responsible: What position will monitor implementation of the action step?	Describe "Other" if selected in the drop down	Amount
Select... ▼	<input type="text"/>	Select... ▼	Select... ▼	<input type="text"/>	\$ <input type="text"/>

# Intersection and On-going Collaboration

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- Weekly Technical Assistance Calls with Districts
  - Equity Conference
  - School Improvement Convening
  - MAFEPD and MASS Conferences
  - Using State Activities Funds
  - Monitoring, as appropriate
  - Resource Allocation Review Process

# Questions

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## Judy Nelson

Executive Director of Title Programs

[jnelson@mdek12.org](mailto:jnelson@mdek12.org)

## Sonja Robertson

Executive Director of School Improvement

[srobertson@mdek12.org](mailto:srobertson@mdek12.org)

## Brendsha Roby

Bureau Director of Consolidated ESEA Programs

[brrobby@mdek12.org](mailto:brrobby@mdek12.org)

[mdek12.org](https://mdek12.org)



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