

Federal Grants, School Improvement, and ESSER Funds Really Matter

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mdek12.org



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DEPARTMENT OF
EDUCATION

July 13, 2022



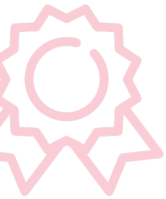
VISION

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

6



Presentation



bit.ly/3PkqzNq

Questions

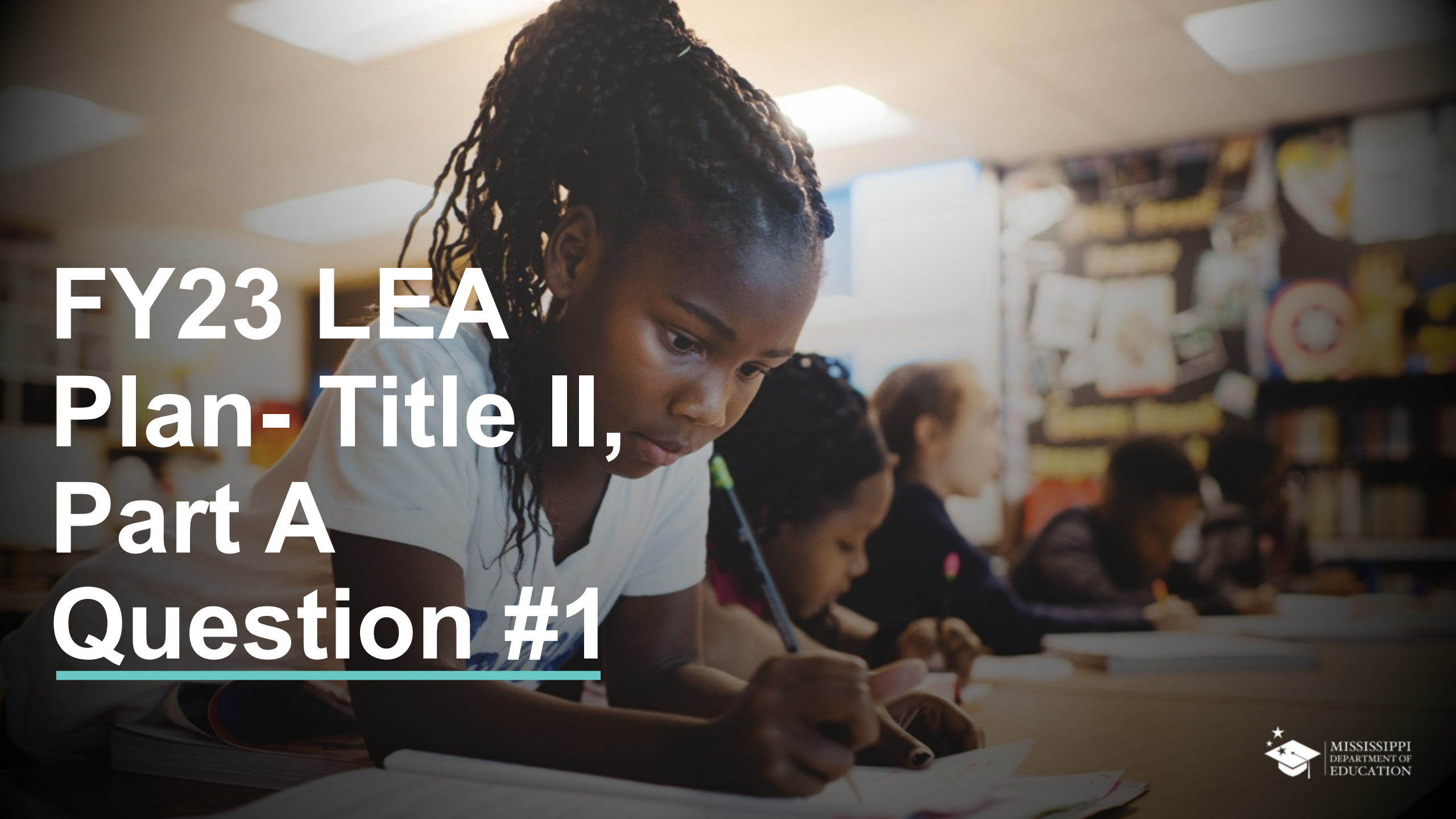


bit.ly/OFPOSIQuestions

Office of Federal Programs



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FY23 LEA Plan- Title II, Part A Question #1

LEA Plan Sections

Public District - FY 2023 - LEA Plan - Rev 0

Status:

Not Started

Change Status To:

[Draft Started](#)

[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

History Log

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LEA Planning Team

[LEA Planning Team](#)

LEA Plan for ESEA Programs

[LEA Plan - Title I, Part A](#)

[LEA Plan - Title II, Part A](#)


[LEA Plan - Title IV, Part A - Student Support and Academic Enrichment \(SSAE\)](#)

[LEA Plan - Parent and Family Engagement](#)

[LEA Plan - Prioritized List of Needs](#)

LEA Plan Overview

[LEA Plan Overview](#)



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LEA Plan - Title II, Part A

Public District - FY 2023 - LEA Plan - Rev 0

Go To ▶

Not Applicable. The LEA transferred all funds

1. Describe the activities to be carried out by the local educational agency (LEA) under this section **and** how these activities will be aligned with challenging State academic standards and the Learning Forward Standards. Sec. 2102(b)(2)(A)

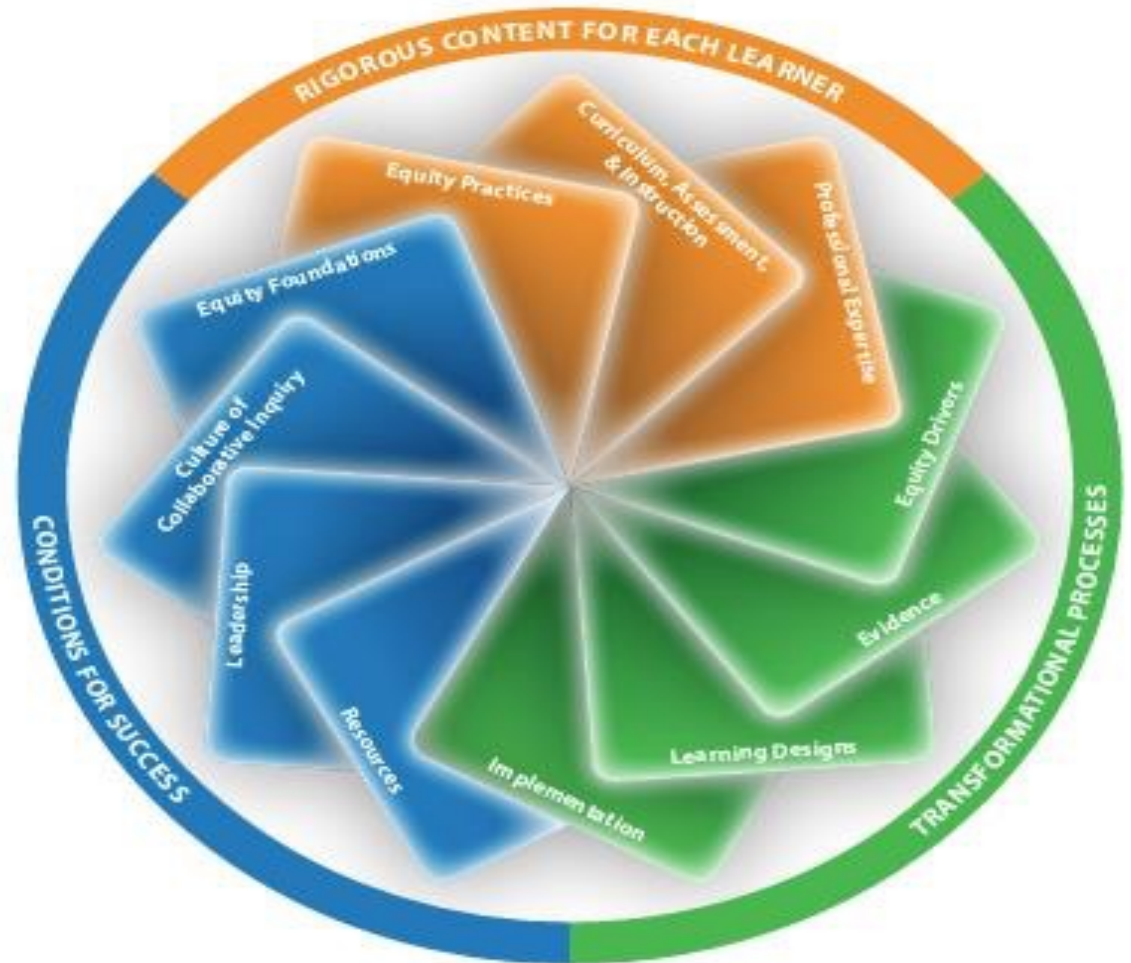
1. Describe the **activities** to be carried out by the local educational agency (LEA) under this section and **how** these **activities** will be **aligned** with challenging **State academic standards** and the **Learning Forward Standards**.

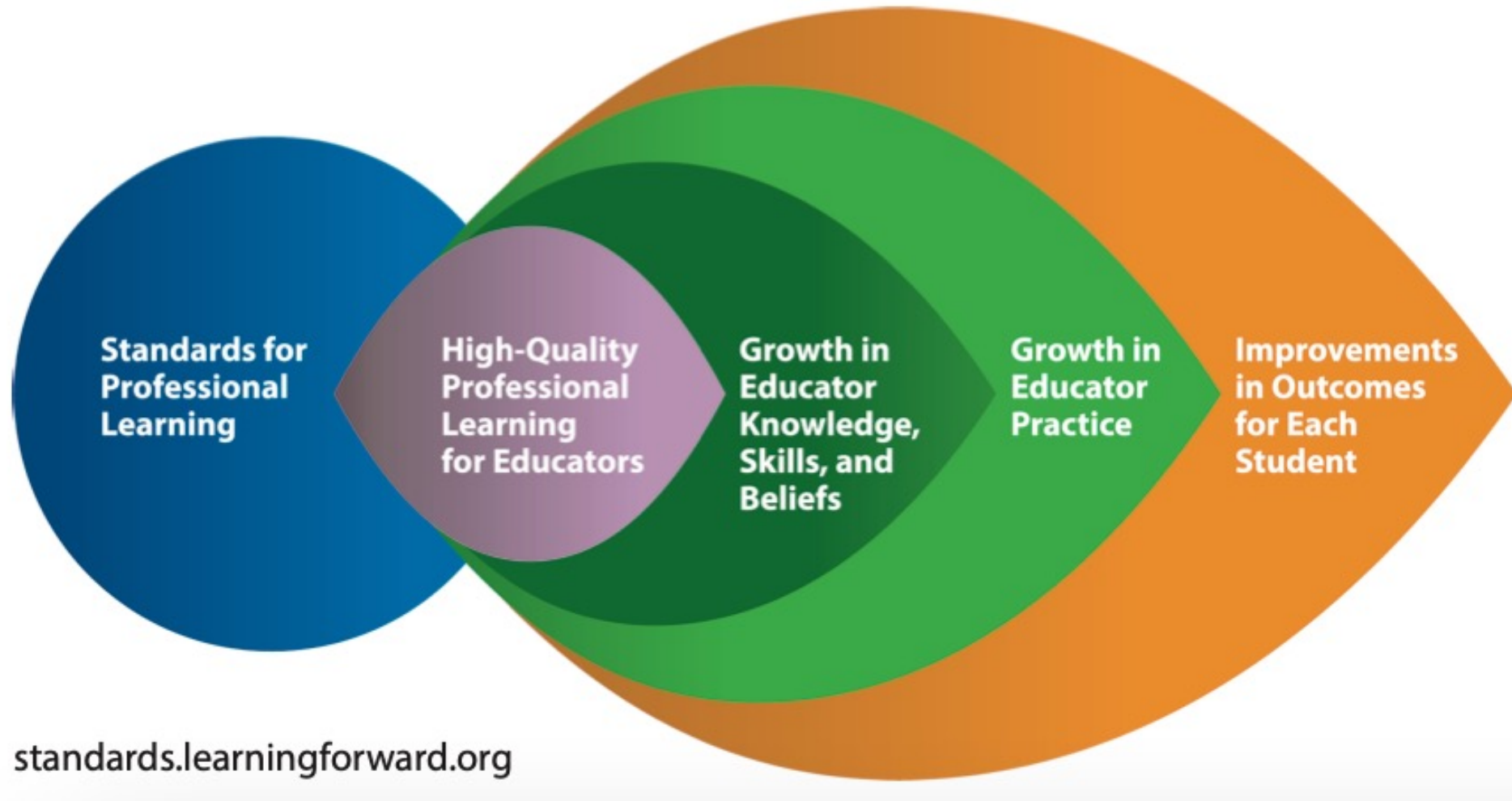
Sec. 2102(b)(2)(A)

The LEA response should **describe**:

- professional development **activities** that will be implemented
- **how** activities are **aligned** with **State Board of Education Strategic Goals & Learning Forward Standards**

Standards for Professional Learning





Revised Standards for Professional Learning	2011 Standards for Professional Learning
RIGOROUS CONTENT FOR EACH LEARNER	
Equity Practices: Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.	Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
Curriculum, Assessment, and Instruction: Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.	
Professional Expertise: Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	

TRANSFORMATIONAL PROCESSES		2011 Standards for Professional Learning	
Equity Drivers: Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.			
Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.		Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	
Learning Designs: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.		Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	
Implementation: Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.		Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	

CONDITIONS FOR SUCCESS	2011 Standards for Professional Learning
<p>Equity Foundations: Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.</p>	
<p>Leadership: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.</p>	<p>Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>
<p>Culture of Collaborative Inquiry: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.</p>	<p>Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>
<p>Resources: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.</p>	<p>Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>

- **All 11 Learning Forward Standards must be addressed in Question #1 in the Title II Part A section**
- **Districts with an “A” rating are exempt from the Learning Forward Standards, thus exempt from this question.**

- Additional Technical Assistance will be provided on the Learning Forward Standards.
- A Revision to the Title II Part A section of the LEA Plan (Question #1) will be required upon the release of the final allocation.



Braiding of Funds



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Braiding Funds

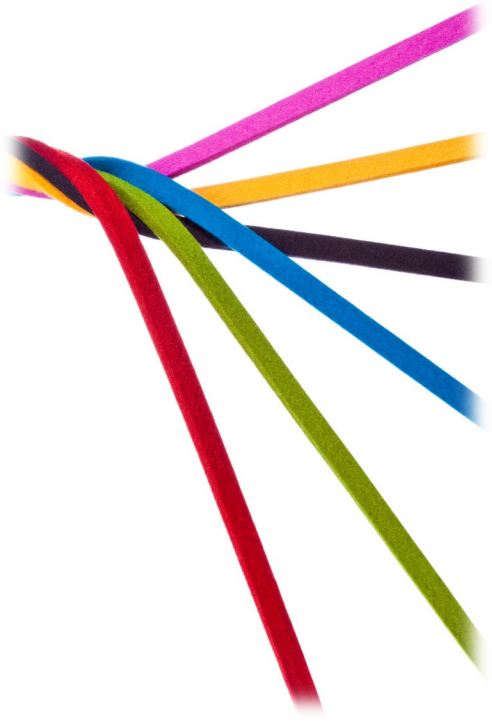
- Two or more funding sources are coordinated to support the total cost of a single initiative or strategy, however, maintaining its identity
- Demonstrates good project management
- Best Practice

Braiding Funds



- ESEA Titles I, II, II, and IV
- School Improvement Funding
- IDEA Funding
- CTE Funding
- ESSER
- Local Funding
- State Funding

Braiding Funds

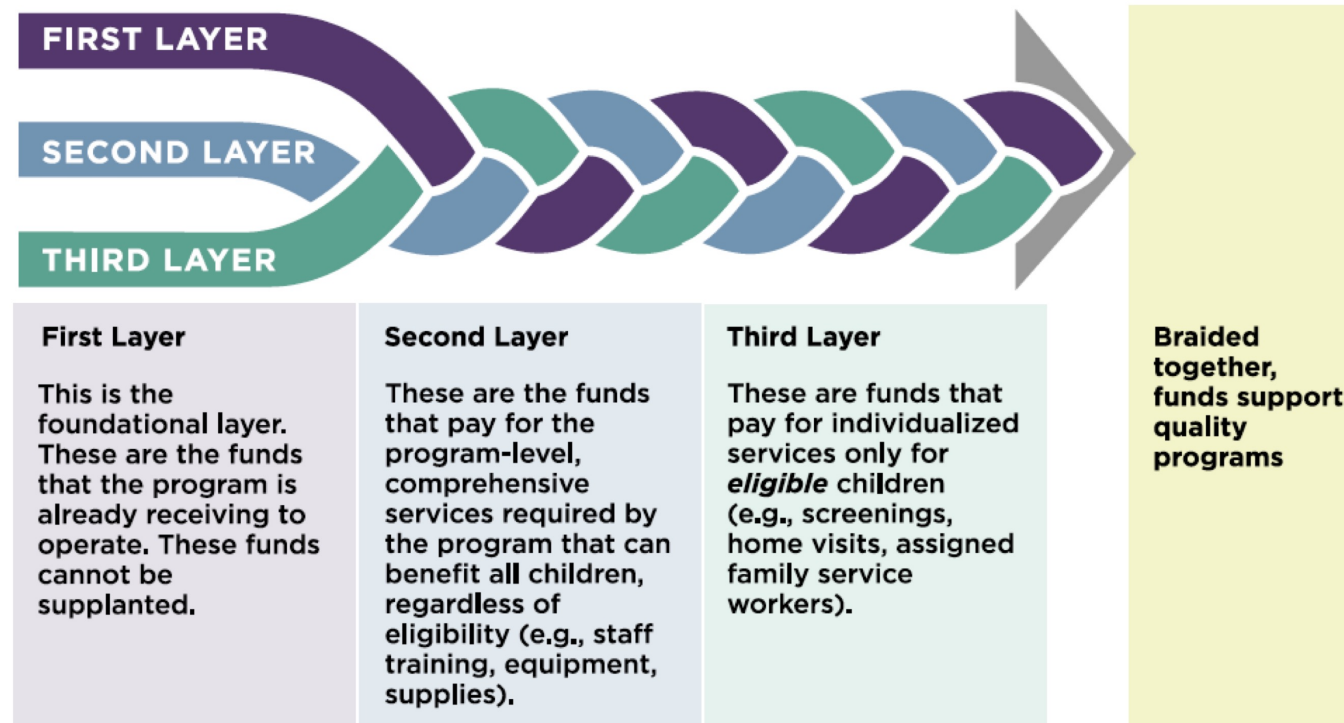


- Shared Costs
- Shared Benefits
- Shared Accountability
- Equity
- Improve Outcomes

Funds made available under specific funding sources shall be used to **supplement**, and **not supplant**, non-federal funds that would otherwise be used for activities authorized under the funding source.

- Better serve students with complex needs by providing access to streamlined services rather than services from multiple separate programs
- Differentiate fiscal and human resources based on need and not based on program eligibility
- Reduce duplication of human and fiscal resources
- Reduce arbitrary routines of fractioning staff FTE based on funding streams rather than maximizing FTE to support students

Braiding All Funds



Source: NC Early Childhood Foundation. (2014). Layered funding: Hallmark of EHS – Child Care Partnerships. Retrieved from <https://buildthefoundation.org/2014/03/layered-funding-hallmark-of-ehs-child-care-partnerships/>

- Student is in 3rd grade and receives core instruction
- One interventionist, trained in EL and for work with migratory needs provides push-in services for this student and other students in the class
- The same interventionist supports after-school tutoring
- Interventionist paid proportionately, student tracked and reported

- Services with current courses (Title I, Part A)
- Supplemental services to help develop English proficiency (Title III)
- Parent activities that relate to student learning (Title I, Part A, Title III)
- Professional learning activities (Title II, Part A, Title III)
- Engagement activities to cultivate social, emotional learning (ESSER)

Intersections

Getting Better



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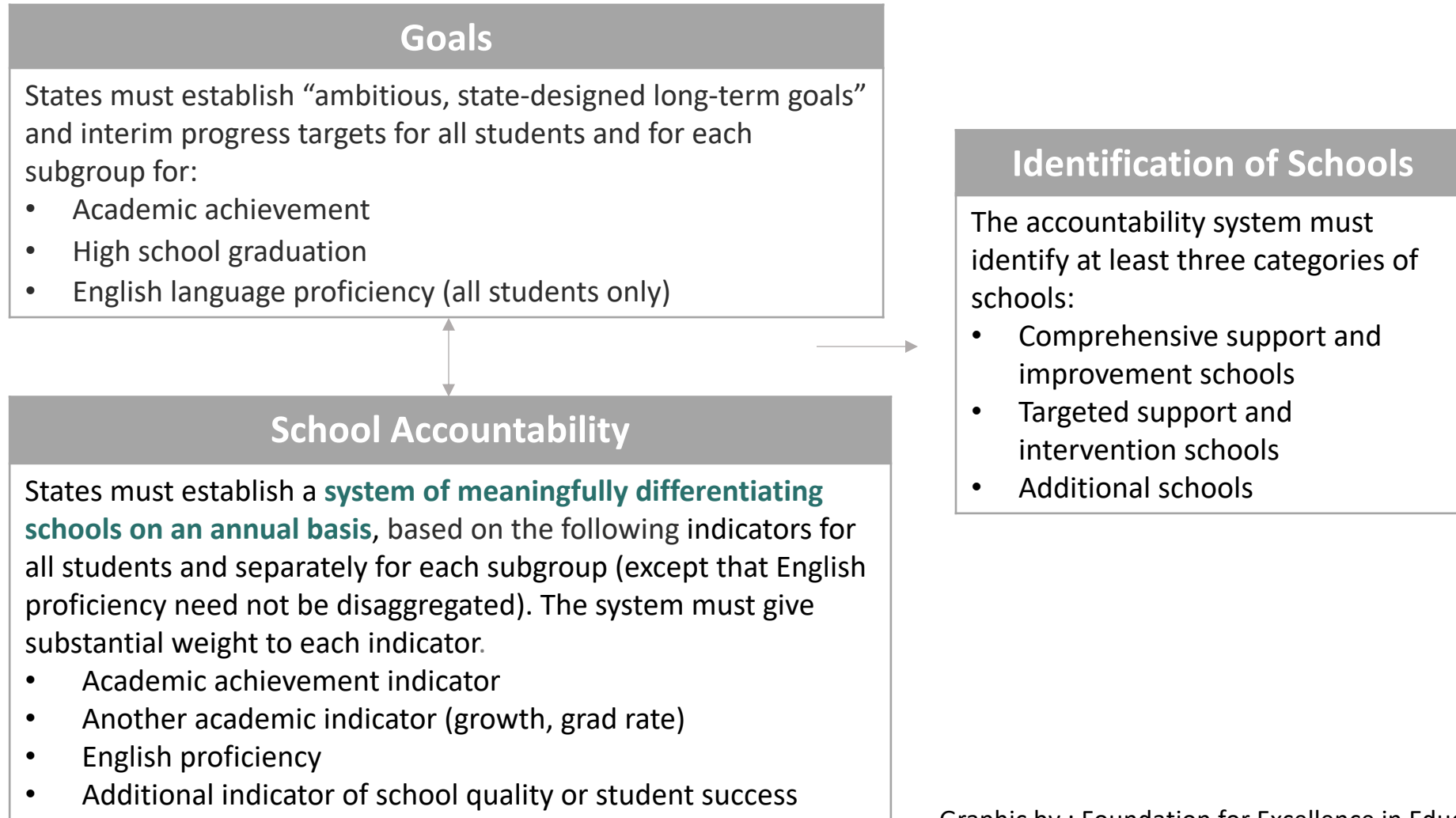
Ongoing,
Cyclical
Process

Does not
Happen in a
Vacuum

- Districts and schools have received large influx of funds within the past 18 months
- Accountability has been paused at least 2 times
- Accountability ratings and school improvement identifications will resume 2022-2023
- School and district teams combing through data
- We do not know which schools will be identified

- Federal Grants
 - ESSER
 - School Improvement
-
- Turn and Talk....What does this look like for your district? What are some ways that our belief is demonstrated?

???



Graphic by : Foundation for Excellence in Education

The Data

MCAPS Home

Administer ▶

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Funding ▶

- Describe how the district will align
 1. Federal resources
 2. State resources
 3. Local resources
- To carry out activities supported with Section 1003 funds.

- CSI, TSI, ATSI Summary Data
- District Detail Data

- TSI Ranking Data
- ATSI Ranking Data

- TSI Exiting Data
- ATSI Exiting Data



Subgroup	English Growth Target	Math Growth Target
All Students	4.16	4.32
Economically Disadvantaged	5.07	5.21
Students w/ Disabilities	6.79	6.77
English Learners	6.27	5.23
Alaskan Native or Native American	4.67	4.87
Asian	1.37	0.19
Black or African American	5.68	5.84
Hispanic/Latino	4.62	4.12
Native Hawaiian or Other Pacific Islander	2.34	2.43
White	2.50	2.76
Two or More Races	3.63	3.76



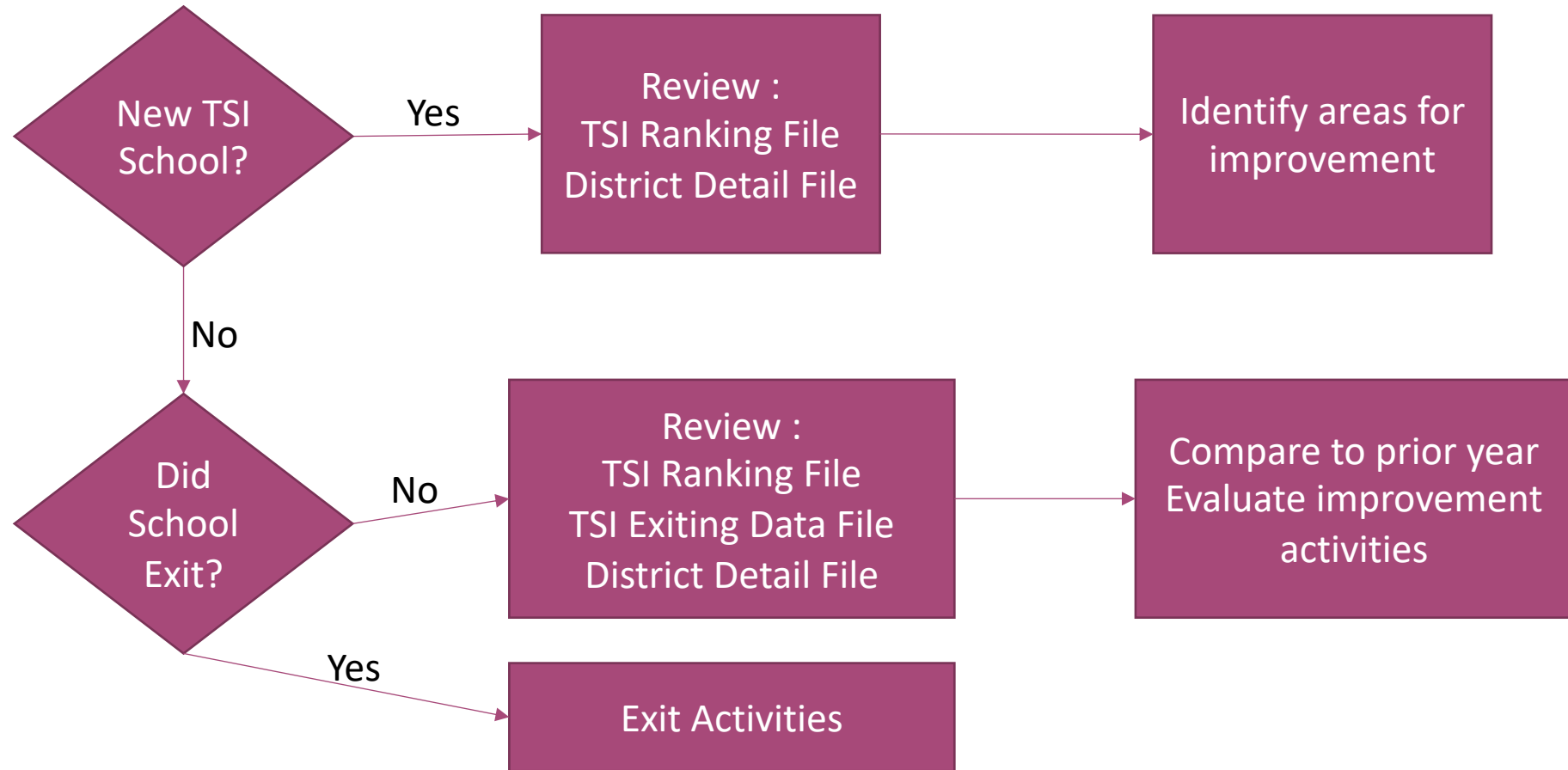
- 2017-18
- 2018-19
- 2021-2022

F	G	H	I	J	K
SCHYR	Subgroup	CSI_TSI_ATSI	New or Continuing	Enter Year	Exit Year
2018	Black or African American	ATSI	NEW	2018	
2018	Students w/Disabilities	TSI	NEW	2018	
2018	Students w/Disabilities	ATSI	CONT	2017	
2018	Students w/Disabilities	ATSI	CONT	2017	
2018	All	CSI	CONT	2017	
2018	Black or African American	ATSI	CONT		
2018	All	CSI	CONT		
2018	All	CSI	CONT		
2018	All	CSI	CONT		
2018	Students w/Disabilities	TSI	NEW		
2018	Students w/Disabilities	ATSI	CONT		
2018	Black or African American	ATSI	CONT		
2018	Students w/Disabilities	TSI	CONT		

Are any of my schools on the list?

Are they identified for CSI, TSI, or ATSI?

Did any of my schools exit?



TSI Ranking File: Why was I identified and how do I compare to others?

Subgroup	Subgroup Score	Math Bottom 25% Gap	Math Bottom 25% Improvement	English Bottom 25% Gap	English Bottom 25% Improvement	RANKING	TSI	Identified as TSI last year	Identified as TSI both years	Continuing CSI or ATSI school
Students w/Disabilities	136		Y	Y	Y	9				Y
Students w/Disabilities	139	Y	Y	Y		10	Y			
Students w/Disabilities	141	Y		Y	Y	11				Y

District Detail File: How has my school been performing in Math for the past 3 years? Overall?

Students w/Disabilities	109	2016	1.2	3.8	8.3
Students w/Disabilities		2017	1.7	12.6	2.7
Students w/Disabilities	139	2018	3.8	11.4	7.8



How does this inform my improvement strategies?

TSI Ranking File: Did I meet the criteria for both years? Did I improve in ranking number?

Subgroup	Math Bottom 25% Score	Math Bottom 25% Gap	Math Bottom 25% Improvement	English Bottom 25% Gap	English Bottom 25% Improvement	RANKING	TSI	Identified as TSI last year	Identified as TSI both years	Continuing CSI or ATSI school
	132	Y	Y	Y		7	Y	Y	Y	
	136	Y	Y	Y	Y	8				Y
	136		Y	Y	Y	9				Y

District Detail File: How has my school been performing in Math for the past 3 years? Overall?

Subgroup	Subgroup	School	Proficiency Math	Proficiency English	Proficiency Science
Students w/Disabilities	109	2016	1.2	4.3	9.5
Students w/Disabilities	124	2017	2.9	5.1	10.2
Students w/Disabilities	132	2018	3.8	5.7	9.8



How does this inform my improvement strategies?

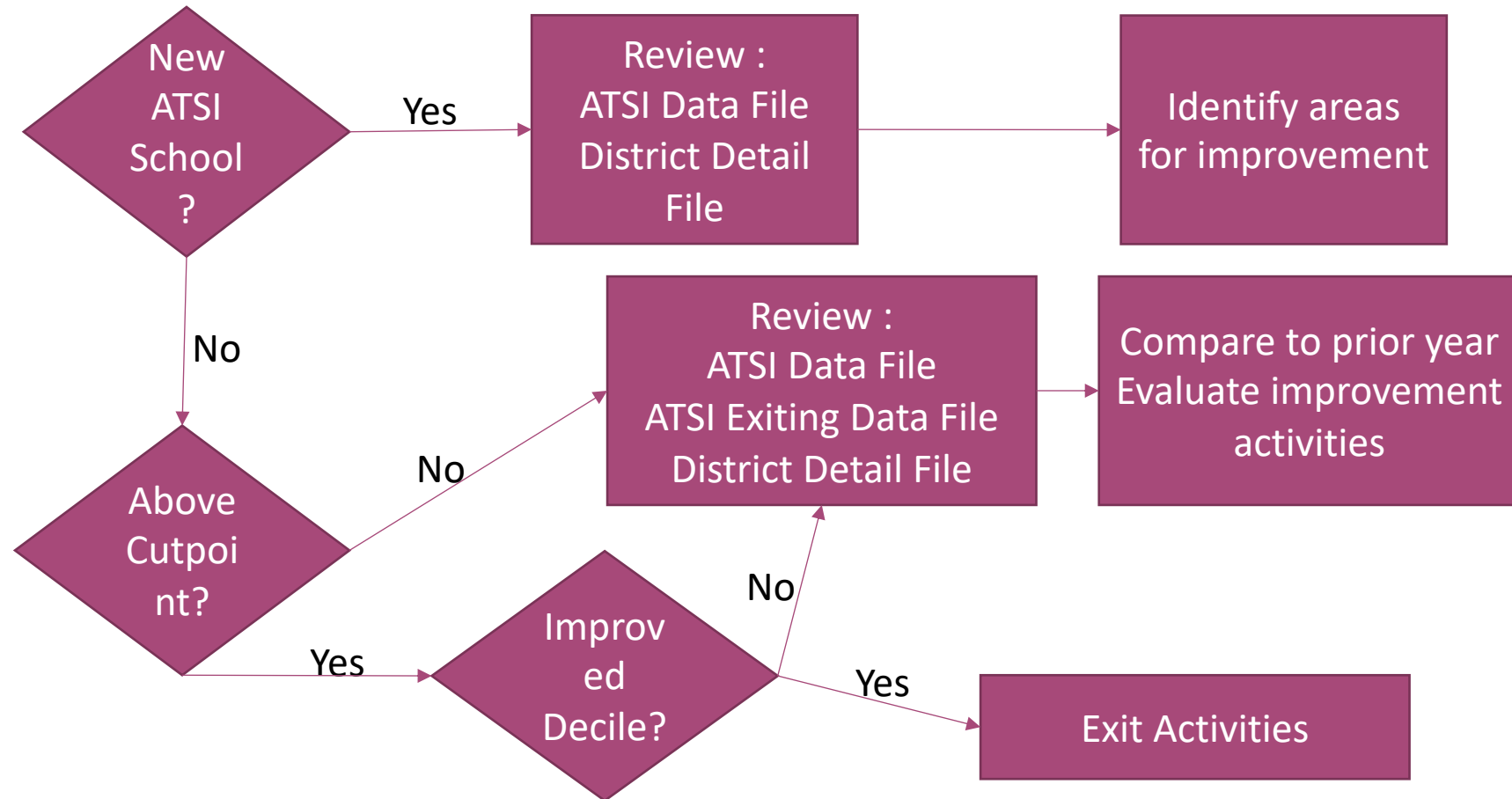
TSI Exiting Data: Did I meet the growth goal for Math (6.77)? What is the gap?

Subgroup	Three Year Avg English Growth	Three Year Avg Math Growth	TSI Continuing English	TSI Exited English	TSI Continuing Math	TSI Exited Math
Students w/Disabilities	-0.4	-0.1	Y		Y	
Students w/Disabilities	2	-0.2			Y	
Students w/Disabilities	0.2	1	Y		Y	
Students w/Disabilities	4	5.6			Y	



Are my improvement strategies working?

What do I need to adjust?



ATSI Data File: Why was I identified? What is the gap between my score and the cut-point?

SUBGROUP	2018-19 Subgroup Score	2017-2018 Subgroup Score	2016-2017 Subgroup Score	3-Year Average Subgroup Score	600-700 Cutpoint	ATSI	ATSI Continui	ATSI Exited	Not Identified for TSI (ATSI Continuing)
Students w/Disabilities	195	184	200	193	249	Y	Y		
Students w/Disabilities	188	183	208	193	249	Y			
Students w/Disabilities	208	189	184	194	249	Y	Y		
Students w/Disabilities	193	190	201	195	249	Y	Y		

District Detail File: How is this subgroup performing in the accountability measures?

Subgroup	Subgroup	School	Proficiency Math	Proficiency English	Proficiency Science
Students w/Disabilities	109	2016	1.2	4.3	9.5
Students w/Disabilities	124	2017	2.9	5.1	10.2
Students w/Disabilities	132	2018	3.8	5.7	9.8



How does this inform my improvement strategies?

ATSI Data File: Is my subgroup score moving in the right direction? What is the gap?

SUBGROUP	2018-19 Subgroup Score	2017-2018 Subgroup Score	2016-2017 Subgroup Score	3-Year Average Subgroup Score	600-700 Cutpoint	ATSI	ATSI Continui	ATSI Exited	Not Identified for TSI (ATSI Continuing)
Students w/Disabilities	184	220	187	197	249	Y	Y		
Students w/Disabilities	204	200	187	197	249	Y	Y		
Students w/Disabilities	110	249	234	198	249	Y	Y		Y
Students w/Disabilities	184	252	158	198	249	Y	Y		

District Detail File: How is this subgroup performing in the accountability measures?

Subgroup	Subgroup	School	Proficiency Math	Proficiency English	Proficiency Science
Students w/Disabilities	109	2016	1.2	4.3	9.5
Students w/Disabilities	124	2017	2.9	5.1	10.2
Students w/Disabilities	132	2018	3.8	5.7	9.8



How does this inform my improvement strategies?

ATSI Exiting Data: Am I above the cutpoint? If so...

Three Year Average	Cut Point	Average above cut point?
250	249	Y
127	249	N
246	249	N
250	249	Y

The Cutpoint is not “static”, it will change with each accountability year



Are my improvement strategies working?
What do I need to adjust?

Critical to Supporting Initiatives to Build Capacity for decisions:

- To deliver high quality professional learning
- Utilize high quality instructional materials/resources
- Implement initiatives and innovations with promising to strong evidence demonstrating positive impact
- Creates flexibility and greater opportunity through braiding
- To change the lives of each child impacted
- To ensure allocation of resources to the schools that have the greatest need



Updates/Reminders

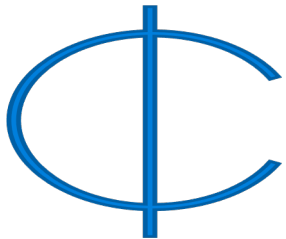
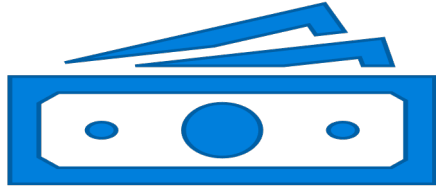


School Improvement Grants

Period of Availability

Grant	Funding Year	Academic School Year	Obligation Date	Liquidation Date	Grant Life
1003(g)	2022	2021-2022	August 12, 2022	August 12, 2022	April 1, 2022 – September 30, 2022
1003	2020	2019-2020	September 30, 2022*	December 30, 2022*	July 1, 2019- December 30, 2022
1003	2021	2020-2021	September 30, 2022	December 30, 2022	July 1, 2020- December 30, 2022
1003	2022	2021-2022	September 30, 2023	December 30, 2023	July 1, 2021 – December 30, 2023
1003	2023	2022-2023	September 30, 2024	December 30, 2024	July 1, 2022 – December 30, 2024

***Waiver received from USDOE extending period of availability.**



- MDE must classify schools as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).
- A new list of identified schools will be released
- FY23 Allocations will be awarded to new list of schools based on SBE Approved Methodology
- **Currently Identified Schools can only receive allocation if re-identified in Fall of 2022**

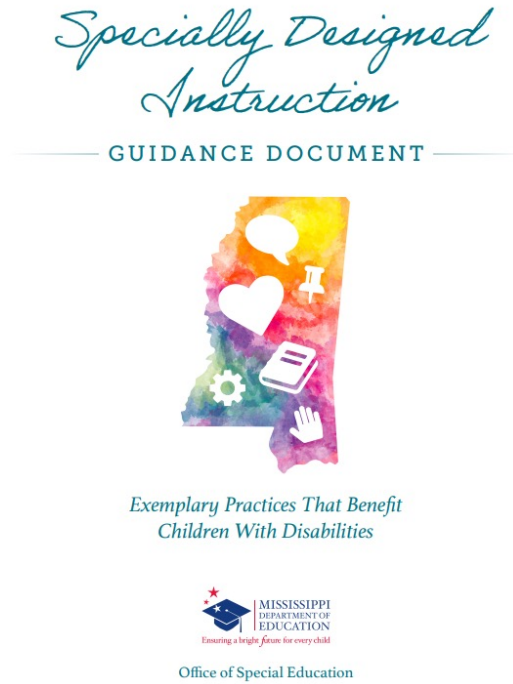
2021-2022 Board Update and Submission Timeline	
Schools At Risk (SAR) Only	CSI, TSI, or ATSI
September 2021 December 2021 March 2022 June 2022	September 2021 October 2021 November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022 June 2022

- 2021-2022 (Final Update June 2022)
- Please Ensure the LEA Document Library reflects all required 2021-2022 submissions (September-June)
- 2022-2023 (TBD) based on Release of 2022 Accountability and School Improvement Identifications

Supporting Students in Poverty with High-Impact Instructional Strategies

- For educators at ALL levels
- Strategies are program and cost neutral
- Student-centered
- Resources for all teachers regardless of experience
- Toolkit
- Toolkit available electronically and printable PDF
- Easy to access and navigate





- [Specially Designed Instruction Guidance Document](#)
- [High-Leverage Practices | High-Leverage Practices \(highleveragepractices.org\)](#)



The new Special Education Lead Implementation Specialist will:

- work directly with Special Education Directors in schools/districts identified under the TSI/ATSI classification.
- be the “boots on the ground” and real time support for schools/districts identified by the Office of School Improvement.
- be a link between the Office of School Improvement and the Office of Special Education to improve outcomes for students with disabilities.





1003(g) – June 30, 2022

Toolkit – Financial Information, #5

FY20 - August 15, 2022

FY21 - August 15, 2022

FY22 – No date assigned



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