

# Mississippi Association of School Superintendents

January 22, 2018

Kim S. Benton, Ed.D.  
Chief Academic Officer

Nathan Oakley, Ph.D.  
Executive Director of Elementary Education

## VISION

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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

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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
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

# Topics to Be Discussed Today

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- ESSA
- Pause and Talk Opportunities
- Professional Development
- Resources to Support Educators
- Elementary Education
- Secondary Education
- Special Education
- Federal Programs

# Mississippi Succeeds Plan

# Mississippi Succeeds State Plan

## Executive Summary

- Provides a high-level overview of state efforts related to instruction, assessment, and accountability
- Outlines Mississippi's response to the required components of the ESSA Consolidated State Plan

## ESSA Consolidated State Plan

- Built on framework provided by the United States Department of Education
- Addresses state plan for standards, assessments, accountability, effective educators, and supports for struggling schools and students

**Both documents are online at [www.mdek12.org/essa](http://www.mdek12.org/essa).**

# Status of USDE Approval for MS

- Mississippi received interim feedback from USDE on December 19, 2017.
- Most edits are minor technical edits and clarifications.
- **The three most significant changes are related to accountability: (1) score banking, (2) English Learner component, and (3) Low 25% growth component.**
- Mississippi has notified USDE that a response will be submitted by February 1, 2018.

# Mississippi Succeeds – Long-term Goals

- **Student Achievement:** As a long-term goal, Mississippi aims to eliminate the proficiency gap between black students and all students entirely, as the overall student proficiency rate increases to 70% by 2025.
- **Graduation Rate:** As a long-term goal, Mississippi aims to close the graduation rate gap between students with disabilities and all students. This gap will be reduced to 20%, as the overall graduation rate increases to 90% by 2025.
  - Graduates of May 2016: SWD Grad 34.7%
  - SWD Grad Rate Gap: 47.6%
- **English Learners:** As a long-term goal, Mississippi aims to have 70% of English learners making expected progress toward English language proficiency by 2025.



# MAAP Assessment – Comparison of Grade-Level Results

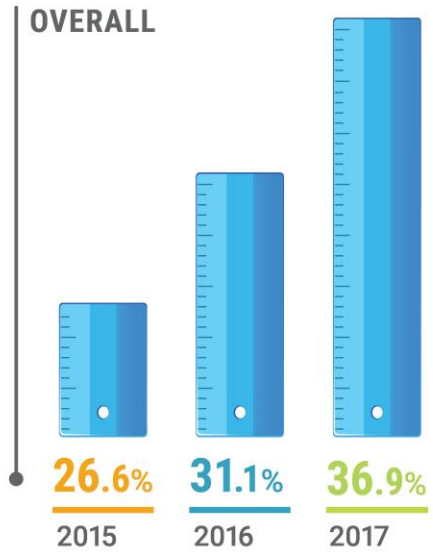
Grade	ENGLISH LANGUAGE ARTS			MATH		
	2015-16 Proficient or Advanced	2016-17 Proficient or Advanced	Change	2015-16 Proficient or Advanced	2016-17 Proficient or Advanced	Change
Grade 3	32.1%	36.0%	+3.9%	32.8%	40.1%	+7.3%
Grade 4	32.6%	31.3%	-1.3%	32.2%	35.8%	+3.6%
Grade 5	34.1%	37.3%	+3.2%	29.9%	33.7%	+3.8%
Grade 6	29.2%	40.0%	+10.8%	32.5%	37.7%	+5.2%
Grade 7	29.1%	30.1%	+1.0%	34.1%	43.8%	+9.7%
Grade 8	33.3%	34.2%	+0.9%	30.9%	36.6%	+5.7%
English II	37.2%	36.0%	-1.2%			
Algebra I				26.1%	31.4%	+5.3%
Overall	32.6%	34.9%	+2.3%	31.1%	36.8%	+5.7%

# Percentage of Students Proficient (levels 4 & 5) in ELA and Mathematics

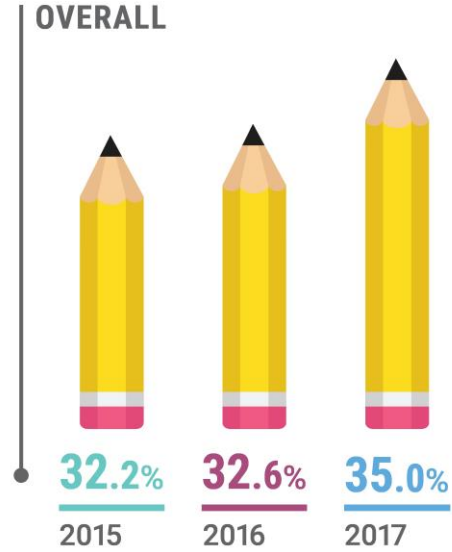
- ❖ English Language Arts (ELA) and Mathematics proficiency rates increased annually since 2015
- ❖ All student subgroups saw proficiency increases in Mathematics
- ❖ All students subgroups except Students with Disabilities (SWD) saw proficiency increases in ELA \*

STUDENTS SCORING PROFICIENT OR ADVANCED

## MATHEMATICS



## ENGLISH LANGUAGE ARTS



\* From 2015 to 2017, ELA declined 0.8 percent for SWD

# Percentage of Students Proficient (levels 4 & 5) in ELA and Mathematics

Districtwide gains on the Mississippi Academic Assessment Program (MAAP) tests from 2015-16 to 2016-17:

- ▶ **22 DISTRICTS HAD GREATER THAN 45 PERCENT** of all students scoring proficient or advanced in ELA, compared to 14 districts the previous year



- ▶ **32 DISTRICTS HAD GREATER THAN 45 PERCENT** of all students scoring proficient or advanced in mathematics, compared to 15 districts the previous year

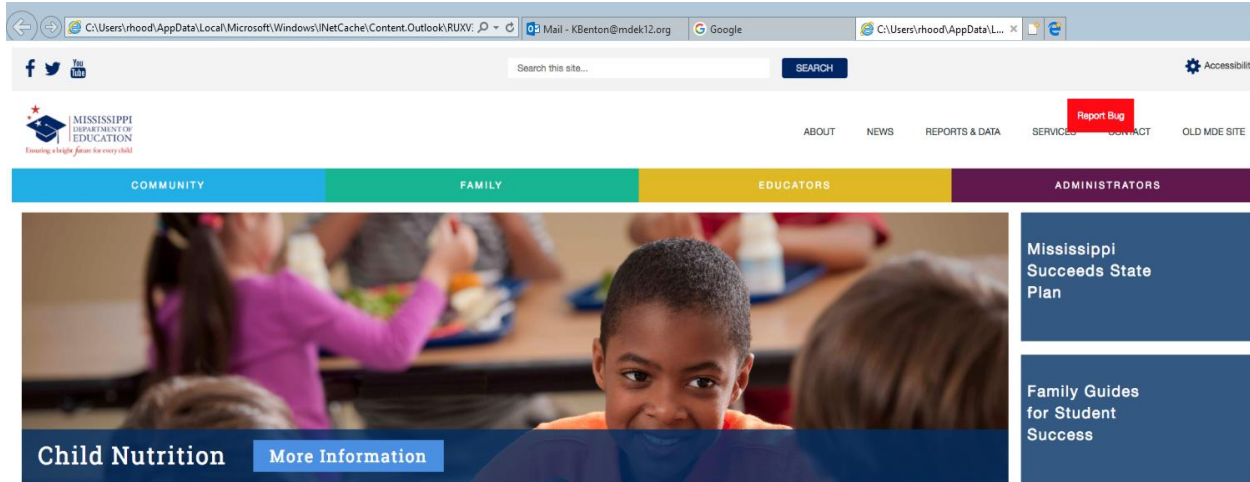


## Capitalize on ESSA opportunities

- How are you focusing on student achievement within each subgroup?
- How can the MDE support local schools and districts with this effort?

# Professional Development

# New Website Design



Assessment



School & District  
Report Cards



Educator  
Licensure



Professional  
Development



MS School &  
District Directory



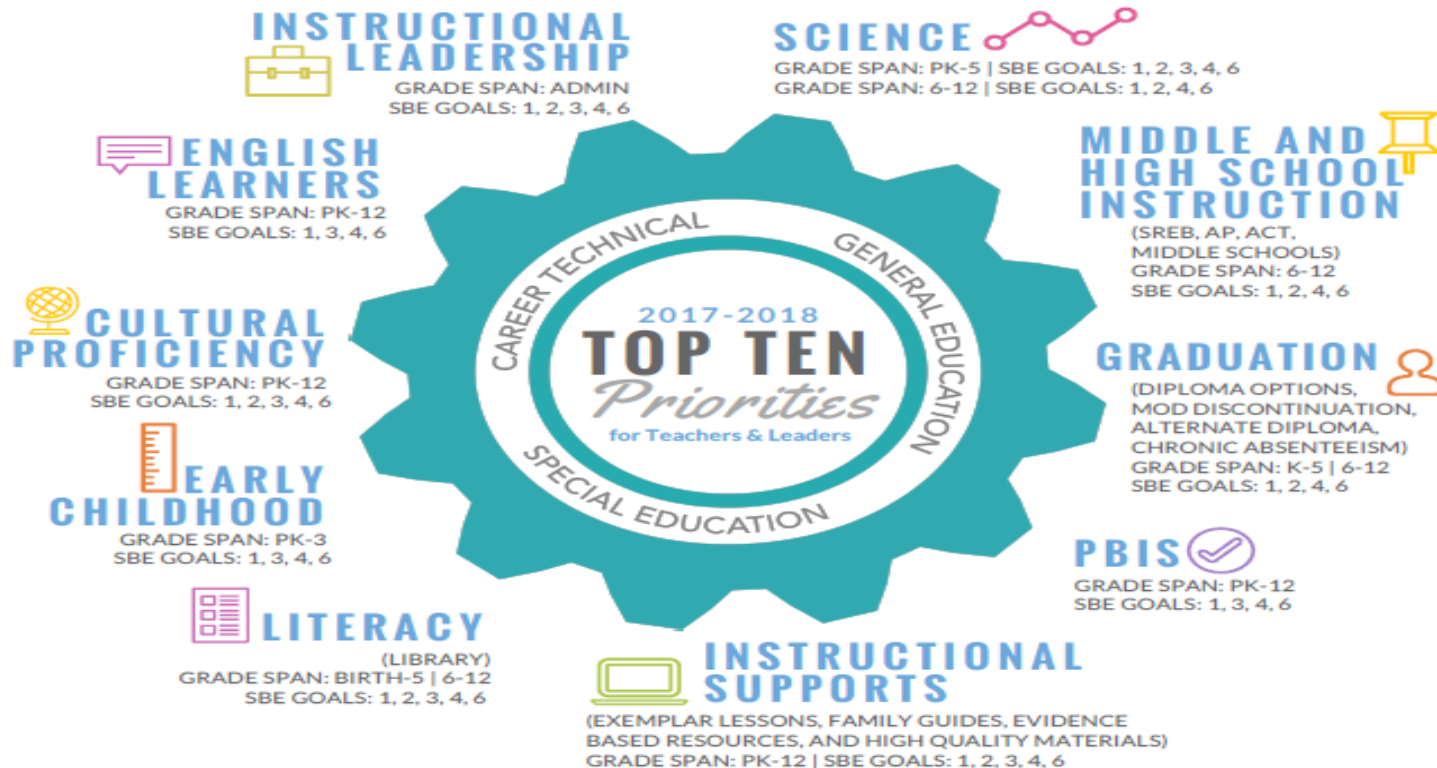
MS State Board  
of Education

# New Website Features

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- Improved site organization allows for easier access to information important to community, family, educators and administrators
- Simplified site navigation
- Easily search for MDE Staff contact information
- Accessibility and translation features
- Fully functional mobile site
- Projected launch in Spring 2018

# 2017-18 Professional Development Priorities





# Office of Professional Development

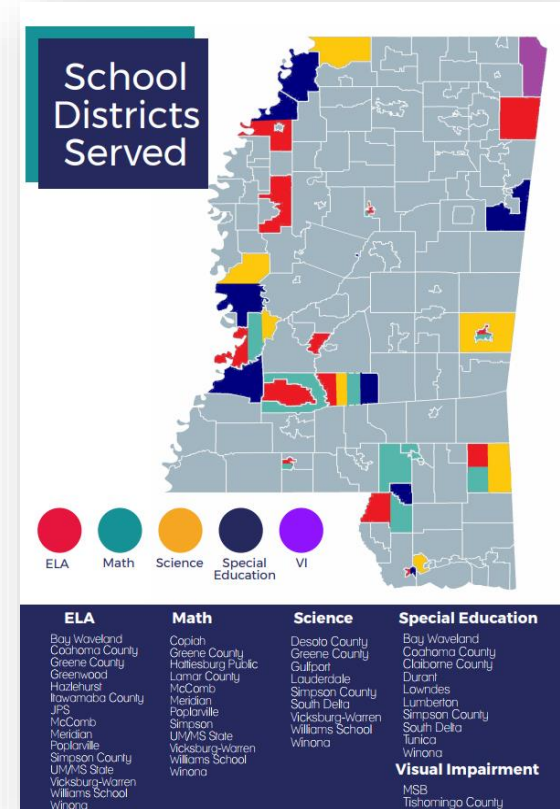
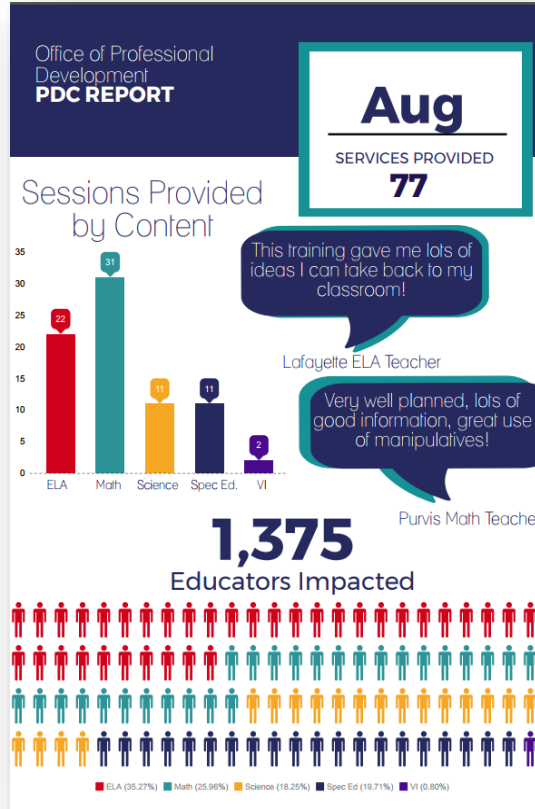
TECHNICAL ASSISTANCE AND  
PROFESSIONAL DEVELOPMENT

## MENU of SERVICES

Mississippi Department of Education  
OFFICE OF PROFESSIONAL DEVELOPMENT

On Demand Technical Assistance & PD  
(ELA, Math, Science, & Special Education:  
Grades K-12)

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Professional%20Development/Forms/AllItems.aspx>




# New Professional Development Menu & Online Offerings

TECHNICAL ASSISTANCE AND  
PROFESSIONAL DEVELOPMENT

# MENU *of* SERVICES

*Mississippi Department of Education*  
OFFICE OF PROFESSIONAL DEVELOPMENT  
Spring 2018




**MISSISSIPPI DEPARTMENT OF EDUCATION**  
OFFICE OF PROFESSIONAL DEVELOPMENT  
Wendy Clemmons, Bureau Director  
(601) 359-2869  
Spring 2018

Ensuring a bright future for every child

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION			
	K-2	3-5	6-8	9-12	2 HRS	3 HRS	4 HRS	1 DAY
<b>ENGLISH LANGUAGE ARTS</b>  <b>Teaching Effective Reading Comprehension Strategies</b> Participants will become familiar with the reciprocal teaching strategy along with several other research-based comprehension strategies to improve instruction before, during, and after reading. <i>Available online February 2018</i>	✓	✓	✓	✓	✓	✓	✓	✓
<b>Redefining the Reading Block</b> Providing students with an uninterrupted and well-planned literacy block is essential to their development as readers and writers. This session is designed to assist teachers in effectively understanding how to integrate the five components of reading into both their whole-group and small-group instruction to meet that goal. Teachers will be provided samples of effective reading blocks and given the opportunity to help develop their own schedules for their classrooms. <i>Available online May 2018</i>	✓	✓			✓			
<b>Learning Walk</b> This service is intended to assist building-level administrators in identifying the professional development needs of their school. During the Learning Walk, administrators and Professional Development Coordinators will visit ELA classrooms and reflect on teaching practices, learning strategies, student interaction, and student engagement. After the Learning Walk is complete, administrators will use the evidence obtained to develop a meaningful professional development plan.	✓	✓	✓	✓	✓	✓	✓	✓
<b>Support Services: From Professional Development to Practice</b> Each professional development session may be followed-up with a request for additional support services. This assistance can be ongoing and customized to meet the needs of the teachers and/or goals of the school/district. Some of the assistance provided may include model lessons of instructional strategies, follow-up teacher observations with feedback, or assistance with development of unit plan(s) and/or lesson plan(s) within a unit. <i>A Support Services Request Form must be completed for this service.</i>	✓	✓	✓	✓	✓	✓	✓	✓

**NOTE:** Follow-up support services are available for each PD topic delivered.

 Available online

# Professional Development Requests & Calendar

Home About MDE News MS Schools Reports Public Notices Careers Contact Us Select MDE Office ▼

Mississippi Department of Education Blogs



*Dr. Carey M. Wright*  
State Superintendent of Education

For information and updates from Dr. Carey Wright, State Superintendent, [click here](#).

**MDE Hot Topics**

- Jackson Public Schools Audit Report
- Charter Schools
- Early Learning Collaborative Act
- Every Student Succeeds Act (ESSA)
- Graduation Ready Options
- Literacy-Based Promotion
- Mississippi College and Career ready Standards
- Mississippi State Board of Education Strategic Plan
- Reading and State Standards Educator Resources
- State Board of Education Policy Manual

**MDE News**

*Mississippi Students Selected for United States Senate Youth Program, Receive Scholarships*  
Dec 18, 2017

*State Board of Education Delays Decision on Achievement School District*  
Dec 14, 2017

*MDE Releases Achievement Gap Data for the 2016-17 School Year*  
Dec 14, 2017


**MDE Quick Links**

- Report Fraud, Waste and Abuse
- Mississippi State Board of Education Members
- Professional Development Calendar
- Request Professional Development
- EdUpdate
- Family Guides to Student Success
- Mississippi School Superintendents
- Mississippi Board of Education Agenda
- Mississippi Exemplar Units and Lessons
- Mississippi Virtual Public School
- Mississippi E-Learning for Educators
- APA Notification Listserv Signup
- GoSignMeUp Registration
- State, District, and School Report Cards
- 2017 Legislative Reports

Mississippi Department of Education P.O. Box 771 Jackson, MS 39205-0771 General Information: 601-359-3513

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# Evidence-Based Resources Webpage Launch



***Evidence-Based Programs***

The Mississippi Department of Education supports school district efforts to invest in proven strategies that have an evidence-base for effectiveness toward improving outcomes for children in our schools. The factors that undergird the MDE's position include, but are not limited to the expectations and requirements bulleted below.

- State law requires that we categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).
- Federal law requires that we select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).
- MDE State Board of Education established the expectation that 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.

***Resources***

- [Evidence Provisions within ESSA](#)

["Evidence-Based" Defined](#)  
[Strengthening Effectiveness](#)  
[ESSA's Four Levels of Evidence](#)  
[Identifying Evidence-Based Programs](#)  
[Evidence-Based Resources](#)

- **NOW** available on the School Improvement, Academic Office, Federal Programs, and Intervention Services webpage
- Designed to assist schools/districts with identifying and selecting evidence-based resources

# New Science Standards Professional Development

## Grade Band Training Plans

**Audience:** 100 teachers per grade band (K-2, 3-5, 6-8, 9-12 biological science)

**Dates:** Spring 2018

**Where:** 3 sites – Northern, Central, Southern Regions

## Professional Development Menu of Services – **NEW!**

- Interpreting the MS CCRS for Science (Available March 2018)
- A Closer Look at the SEPs (Science and Engineering Practices) (Available February 2018)
- Centering your Centers (Available March 2018)
- Active Engagement: Strategies for Success (Available January 2018)

# Key Changes to Social Studies Standards

- Strands have been reduced to:
  - Civics,
  - Civil Rights,
  - Economics,
  - Geography, and
  - History
- A Civics strand was added to the Standards
- All Strands run throughout the K-12 document
- High School elective courses have been reduced in number
- Each grade from K-5 will have an overarching theme
- Grade bands are K-2, 3-5, 6-8, and 9-12

## Mississippi CCR Standards for the Social Studies

- State Board of Education initial APA approval – March 2018
- State Board of Education final approval – May 2018
- Development of Teacher Resource Material – March– May 2018
- Professional Development – June – July 2018 and Fall 2018
- Pilot New Standards – Academic year 2018-2019
- Hybrid Test (old test with US History CCRS FT items) -  
Academic year 2018-2019
- Full implementation and revised US History assessment -  
Academic year 2019-2020

# Elementary Counselor Workshop

<b>Date:</b>	<b>Location:</b>
February 6, 2018	Greenville Higher Education Center Hafter Multi-purpose Room Greenville, MS
February 21, 2018	Rankin County Central Office Brandon, MS
February 23, 2018	Mississippi Gulf Coast Community College-Jeff Davis Campus, U202 Gulfport, MS
February 28, 2018	Desoto County Central Office Hernando, MS

CEUs will be available. [Registration found at GoSignMeUp! via the MDE website.](#)



# Suicide Prevention Training

To prepare districts to fully implement HB 263, the MDE will provide two (2) professional development sessions on January 24, 2018 at the Central School Building auditorium.

**Session 1: 8:30 – 11:00am**

**Session 2: 1:00 – 3:30pm**

Training will include sample policies, curricula training procedures for both certified and non-certified employees, and resources to conduct local trainings.

**Registration is available on GoSignMeUp! via the MDE website.**

# Curriculum Coordinators' Meetings

Date	Location	Agenda Topics	District Spotlight
December 2016	MSU Kahlmus Auditorium (Meridian)	<ol style="list-style-type: none"> <li>1. Designing a Parent Night with the <b>Family Guides</b> for Student Success</li> <li>2. Understanding the <b>Early Childhood Guidelines</b></li> <li>3. District-Level Awareness and the Early-Warning System (<b>EWS</b>)</li> </ol>	Pearl
February 2017	Brandon Municipal Complex (Brandon)	<ol style="list-style-type: none"> <li>1. Implementing the <b>Kellogg Exemplar Unit Plans</b> (ELA &amp; Math)</li> <li>2. Implementing the <b>Scaffolding Documents</b> (ELA &amp; Math)</li> </ol>	Ocean Springs
June 2017	Northwest Rankin PAB (Flowood)	<ol style="list-style-type: none"> <li>1. Focus Standards &amp; Instructional Strategies (<b>2018 MSCCR Science Standards</b>)</li> <li>2. Focus Standards &amp; Instructional Strategies (<b>2017 MSCCR Arts Standards</b>)*</li> <li>3. Graduation Options Discussion</li> </ol>	Lowndes
October 2017	Northwest Rankin PAB (Flowood)	<ol style="list-style-type: none"> <li>1. Local Level Goal Setting</li> <li>2. 2017 <b>MAAP</b> Spring Administration Data (ELA, Math, and Social Studies)</li> <li>3. Focus Standards &amp; <b>Instructional Strategies</b> (ELA &amp; Math)</li> </ol>	Stone

# Upcoming Curriculum Coordinator's Meeting

Date: **TBD**

Location: Central Mississippi

Topic: High Quality Instructional Materials

Key Note Speakers: Dr. David Steiner, Executive Director  
Johns Hopkins Institute for Education Policy

Rebecca Kockler, Assistant Superintendent  
Academic Content  
Louisiana Department of Education

# High Quality Instructional Materials and Professional Development Initiative

# HQ Instructional Materials

## A recent RAND study illustrates why now is the right time to focus on instructional materials

A significant portion of **teachers lack access** to standards-aligned, high-quality materials, making it difficult to provide standards-based instruction.

States that have adopted college and career readiness standards identified a **gap in deep understanding and instructional practice** aligned with these standards.

Teachers **lack access to resources or PD** that could fill this gap and help build their knowledge about aligned instructional practices.

Currently, available curricula **vary dramatically** in level of standards alignment.

# HQ Instructional Materials

## Research clearly shows what works best for kids

High-quality materials that are **aligned to the standards**

Curricula that **balance concepts, procedures, and applications**

Complex texts on the same topic to **build knowledge**

Working with texts at a **variety of levels**

Reading several texts on the **same topic**

**Standards-aligned instructional materials can help teachers in multiple ways**

Build their **content knowledge**

**Suggest lesson adaptations** while meeting the intent of the curriculum and directly supporting in-class instruction

Offer **structures to maximize the effectiveness** of collaborative planning

# HQ Instructional Materials

**Adopting high-quality materials is a highly effective and ultimately cost-neutral strategy**

**Adopting high-quality materials is no more expensive than replacing the materials currently used**

**Many high-quality materials are available online for free, so switching can save money**

**A study found that the average cost-effectiveness ratio of switching to high quality materials is almost 40 times that of class size reduction**



## **Equity: Closing the Achievement Gap**

**RAND Study:** 75% of students receiving free or reduced priced lunches were likely to have teachers who search online for instructional materials.

**American Education Research Association Study:** low-income students are more likely to be exposed to weaker math content in schools—and this accounts for a substantial share of the Socio-Economic Status (SES) achievement gap.

## Research shows that students gain months of learning when teachers use stronger instructional materials

The average middle school student using aligned math textbooks gains about **8 months of additional learning** compared with a student using unaligned materials ([Kane & Owens, 2016](#)).

A 2013 quasi-experimental study from Mathematica conducted in five high-poverty Expeditionary Learning schools in Washington, D.C. and New York City found **positive academic effects in both reading and math** – and the positive impacts **increased the longer the school used the materials** (Expeditionary Learning is a highly standards-aligned curriculum).

**High-quality instructional materials offer high value at low cost compared with other improvement strategies**

**If all schools switched to one of the top quartile textbooks,** student achievement would rise overall by an average of 3.6 percentile points.

“Although it might sound small, such a **boost in the average teacher’s effectiveness would be larger than the improvement the typical teacher experiences in their first three years on the job, as they are just learning to teach.**”

Tom Kane, “*Never Judge A Book By Its Cover—Use Student Achievement Instead,*” Brookings Report, March 3, 2016

**If** we establish a clear definition of high quality instructional materials (HQIMs), compelling reasons for adopting them, and incentives leading to the use of HQIMs and aligned professional learning for districts and vendors in Mississippi,

**then** we will accelerate student growth to proficient or advanced performance for students, as measured by the Mississippi Academic Assessment Program.

# HQ Instructional Materials Key Strategies

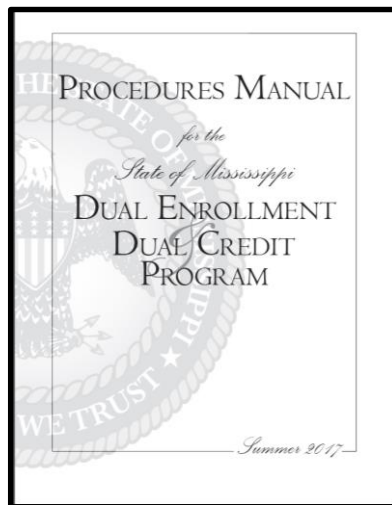
## **By 2020,**

- ✓ At least, 80% of new K-12 **mathematics adoptions** in Mississippi public schools will be HQIMs
- ✓ Twelve high-quality instructional materials and professional learning (HQIM-PL) pilot districts will implement HQIM **AND** research-informed systems of curriculum-aligned professional learning with fidelity
- ✓ All subgroups in the 12 HQIM-PL pilot districts will demonstrate annual improvement in proficiency on all state mathematics assessments based on previous years' outcomes
- ✓ Teacher preparation coursework will include a study of state-recommended HQIM and performance expectations related to use of HQIM
- ✓ All Mississippi educators will be equipped with knowledge, skills and tools to champion the need for and implementation of HQIM for all students

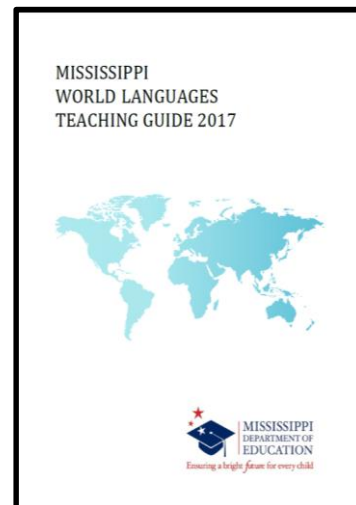
# Resources & Publications for Teachers



Advanced Learning and Gifted Program Webinar Series



*Dual Enrollment / Dual Credit Program Procedures Manual*  
[http://www.mississippi.edu/oasa/downloads/dual\\_enrollment\\_credit\\_procedures\\_manual.pdf](http://www.mississippi.edu/oasa/downloads/dual_enrollment_credit_procedures_manual.pdf)



*MS World Language Teaching Guide 2017*  
<http://www.mde.k12.ms.us/docs/secondary-education/mississippi-world-language-teaching-guide-2017.pdf?sfvrsn=2>



*Integrated Kindergarten Centers Activities*  
(Transdisciplinary, Kindergarten)

# Resources & Publications for Teachers



## Literacy Focus of the Month

Literacy Focus of the Month

(Transdisciplinary: Grades PK – 12)

EXEMPLARY UNITS & LESSONS	
<b>ENGLISH LANGUAGE ARTS</b>	<b>MATHEMATICS</b>
<ul style="list-style-type: none"> <li>222 Intermediate Literacy</li> <li>223 Intermediate Literacy</li> <li>224 Intermediate Literacy</li> <li>225 Intermediate Literacy</li> <li>226 Intermediate Literacy</li> <li>227 Intermediate Literacy</li> <li>228 Intermediate Literacy</li> <li>229 Intermediate Literacy</li> <li>230 Intermediate Literacy</li> </ul>	<ul style="list-style-type: none"> <li>231 Intermediate Literacy</li> <li>232 Intermediate Literacy</li> <li>233 Intermediate Literacy</li> <li>234 Intermediate Literacy</li> <li>235 Intermediate Literacy</li> <li>236 Intermediate Literacy</li> <li>237 Intermediate Literacy</li> <li>238 Intermediate Literacy</li> <li>239 Intermediate Literacy</li> <li>240 Intermediate Literacy</li> </ul>
<b>SECOND GRADE</b>	<b>FIRST GRADE</b>
<ul style="list-style-type: none"> <li>241 Second Grade</li> <li>242 Second Grade</li> <li>243 Second Grade</li> <li>244 Second Grade</li> <li>245 Second Grade</li> <li>246 Second Grade</li> <li>247 Second Grade</li> <li>248 Second Grade</li> <li>249 Second Grade</li> <li>250 Second Grade</li> </ul>	<ul style="list-style-type: none"> <li>251 First Grade</li> <li>252 First Grade</li> <li>253 First Grade</li> <li>254 First Grade</li> <li>255 First Grade</li> <li>256 First Grade</li> <li>257 First Grade</li> <li>258 First Grade</li> <li>259 First Grade</li> <li>260 First Grade</li> </ul>

Kellogg Grant Exemplar Lesson & Unit Plans

(ELA and Math, Grades PK – HS)



**GRADE 8 The Number System**

Know that there are numbers that are not rational, and approximate them by rational numbers

**ANS.1** Know that numbers that are not rational are not closed under addition, subtraction, multiplication, and division. Understand that closed under means that the operation never leads outside the set. For example, the rational numbers are closed under addition and multiplication, but not under division, and complex numbers are closed under addition, subtraction, multiplication, and division, but not under taking square roots.

**A student should know**

- Identify real numbers that are not rational and approximate them with the aid of rational numbers together with the aid of rational approximations.
- A rational number is a number expressed in the form  $\frac{a}{b}$  or as the sum of fractions. The rational numbers include the integers.
- The decimal form of a number that cannot be expressed as the ratio  $\frac{a}{b}$  of integers is not a rational number.
- The decimal form of a fraction is called a repeating or terminating decimal.
- A repeating decimal in the decimal form of a rational number. Repeating decimals can be represented using the notation where a bar is drawn only over the digits that repeat. For example,  $0.333333 \dots = \frac{1}{3}$ .
- A decimal is called terminating if its decimal part is 0. For example, 0.25 is typically written 0.25.

**Desired Student Performance**

**A student should understand**

- That the set of real numbers can be represented with a Venn diagram.

**Word Numbers**

**A student should be able to do**

- Write a fraction of two integers and a repeating decimal by showing the steps of long division.
- Write a repeating decimal as a fraction or mixed number in simplest form.
- Use all sets of operations to perform given real number problems.
- Convert a repeating decimal into a rational number.

Instructional Scaffolding Document

(ELA & Math: Grades PK-8)



30 Second Conversations

English Learner Videos and Resources

This roadmap was developed to help state education agencies (SEAs) and local education agencies (LEAs) implement evidence-based literacy practices in their classrooms by following the suggestions of the resources listed in the eight steps below.

- 1 Understanding evidence-based practices**
  - 1.1 What is evidence-based practice?
  - 1.2 Evidence-based practices in the Science of Reading (SOSR)
  - 1.3 What Works Clearinghouse (WWC) standards of evidence
- 2 Forming an implementation team**
  - 2.1 Goals, roles, and responsibilities of an implementation team
  - 2.2 Roles and responsibilities of implementation team members at the SEA, LEA, and classroom
- 3 Creating a high model for implementing & sustaining evidence-based literacy practices**
  - 3.1 What is a high model?
  - 3.2 High models: A tool for design and implementation, maintenance
  - 3.3 How often can a high model be used?
  - 3.4 Completed high model
  - 3.5 Blank high model
- 4 Self-study of readiness for implementing (2022) implementation**
  - 4.1 Overview of self-study process, self-study goals, and why this is a strength and evidence
  - 4.2 Self-study goals: self-study goals
  - 4.3 Self-study goals for implementing early literacy interventions
  - 4.4 Self-study goals for implementing intervention practices in Grades K-3
  - 4.5 Self-study goals for implementing high school academic interventions
  - 4.6 Using content-related components of literacy to make the grade of middle school students
  - 4.7 Self-study process for LEAs

Implementing Evidence-based Literacy

Practices

(Grades K-12)

**Multi-Tiered System of Supports Documentation Packet**

Intervention Services  
Office of Elementary Education and Reading  
Published 2015

Mississippi Department of Education | MSDE Documentation Packet | Fall 2015 | Page 1 of 16

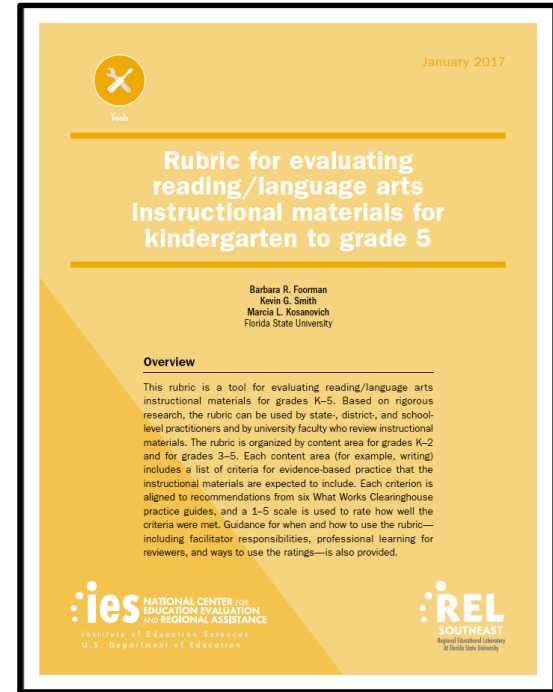
Multi-Tiered System of Supports

(Transdisciplinary, Grades PK-12)

## Office of Student Assessment

### Two New Resources for Teachers

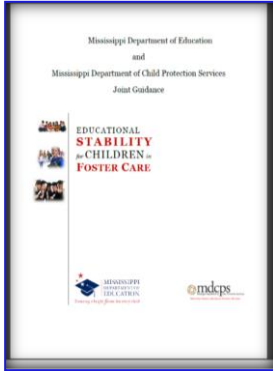
- **Link to MAAP – Vocabulary Guidance**
- **Link to Writing Documents – Samples and Guidance**



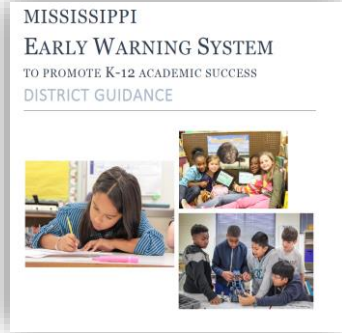
[https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2017219.pdf](https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017219.pdf)



# Resources & Publications for Administrators

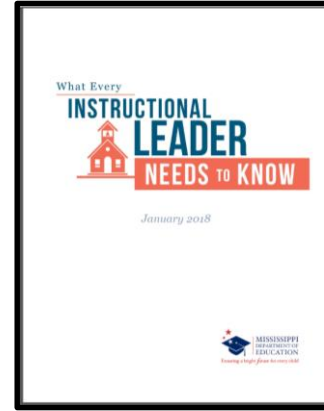


*Educational Stability for Children in Foster Care  
(Foster Care Guidance Document)*

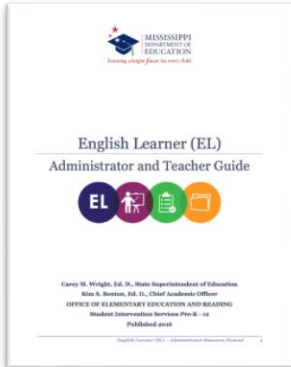


*Early Warning System  
(College and Career Readiness  
Data Guidance Document)*

Training  
Feb 6-7



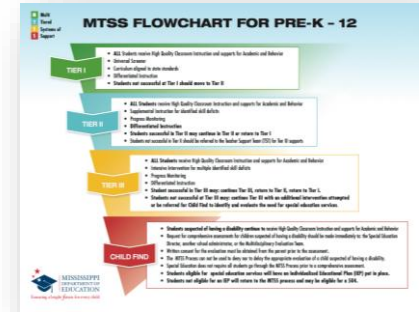
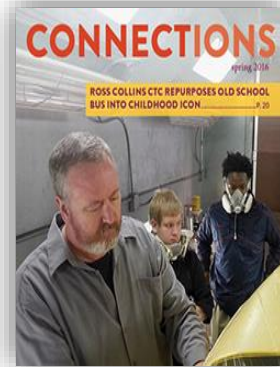
*What Ever Instructional Leader Needs to Know  
(January 2018 Edition)*



*English Learner Guide*

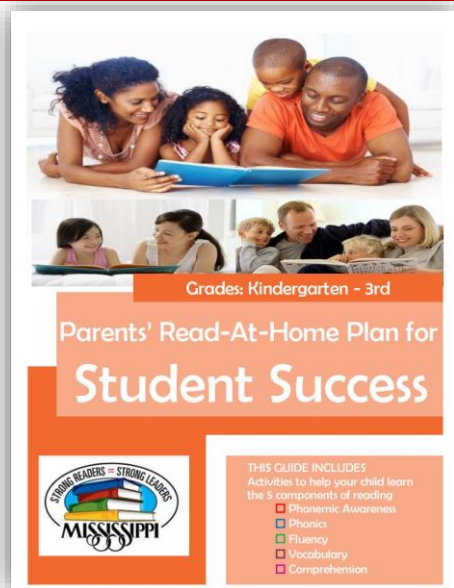


*A Glimpse into Mississippi K-12 and CTE Classrooms  
(Transdisciplinary: Grades K-12)*

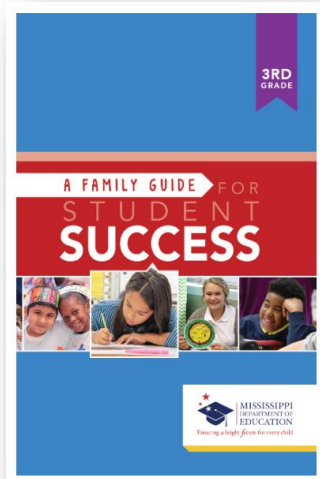


*Multi-Tiered System of Support*

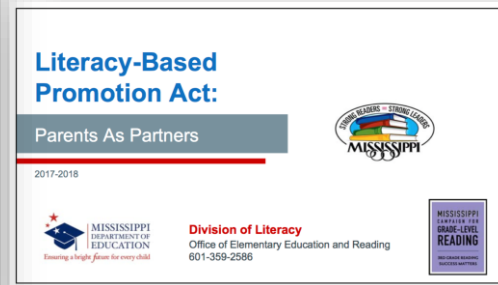
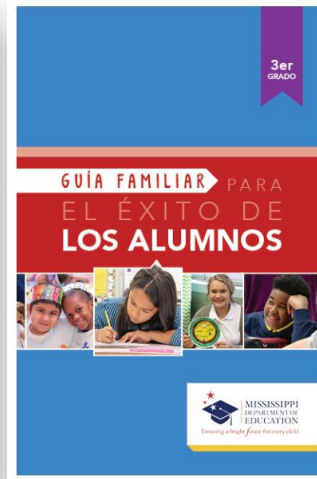
# Resources & Publications for Parents



[Parents' Read-At-Home Plan](#)  
(Literacy-Based Promotion Act  
Parent Document)



[Family Guides for Student Success](#)  
(Reading & Math: Grades PK-8)



[Parents As Partners: An Overview of the 3<sup>rd</sup> Grade Assessment and the LBPA](#)  
(Literacy-Based Promotion Act  
Parent Presentation K-3)

# Professional Development Pause and Talk

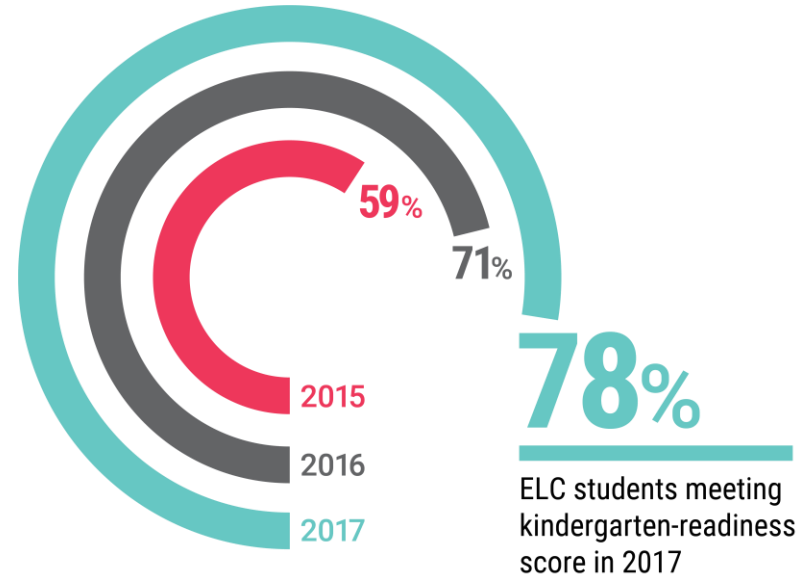
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1. What feedback can you provide about our current PD offerings and resources?
2. What professional development needs are of on the top of your district's priority list?
3. What are your initial thoughts about the forthcoming HQ instructional material project?

# Early Childhood Education

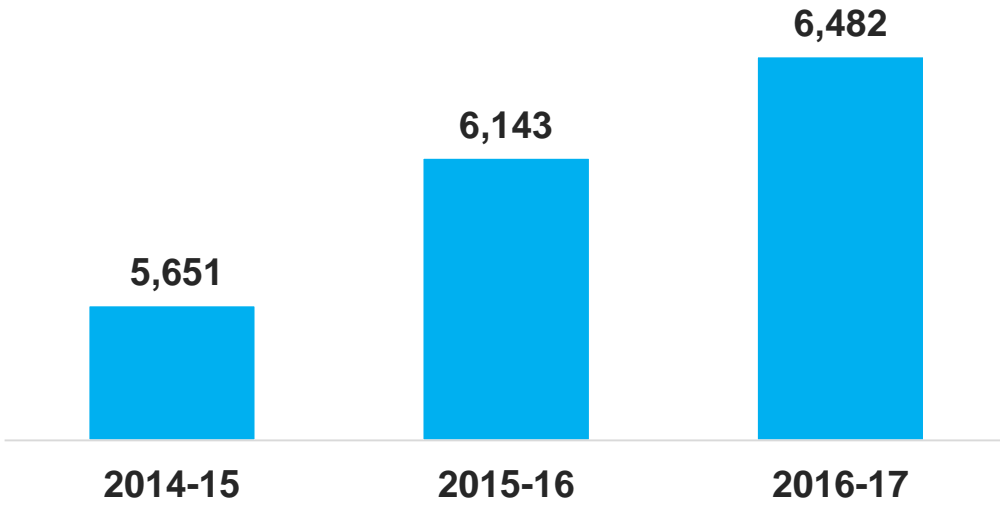
# Early Learning Collaborative (ELC) Readiness Results

- ❖ In 2017, all ELC sites earned an average Pre-Kindergarten Assessment score that indicates students are prepared for kindergarten
- ❖ At the student-level, 78 percent of pre-K students met the target readiness score, which is an increase from 71 percent in 2016 and 59 percent in 2015



# Students in Title I or Locally Funded PK Programs

Number of students enrolled in Title I or locally funded pre-K classes



# Kindergarten Readiness Results

## KINDERGARTENERS

YEAR	Kindergarteners Meeting End-of-Year Target Score
2015	54%
2016	63%
2017	65%



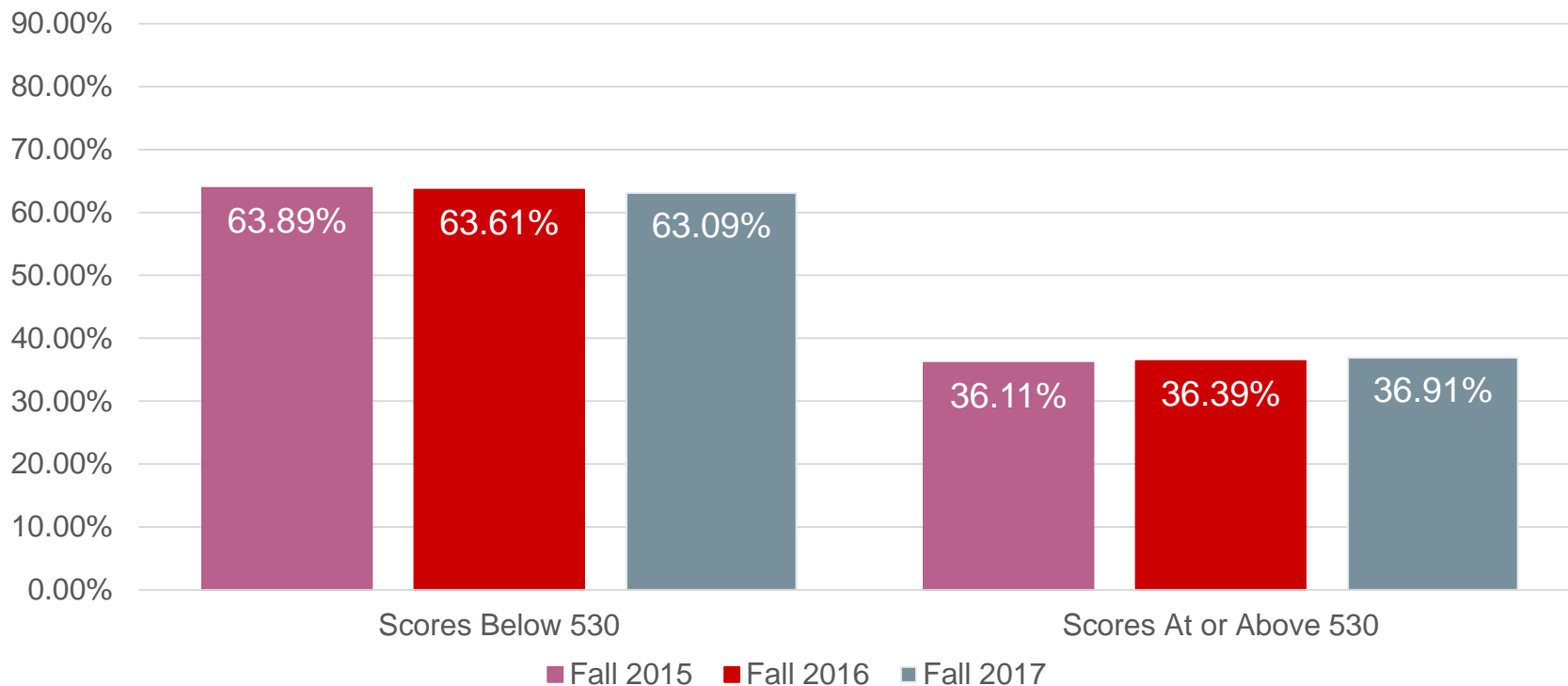
# Kindergarten Readiness Assessment Fall 2017

- 36,151 Kindergarten students assessed (Fall 2017)
- **Beginning-of-year** target score for Kindergarten = **530**
  - Beginning-of-year actual score average = **503**
- **End-of-year** target score for Kindergarten = **681**



# Kindergarten Readiness Results Fall 2017

## Percentages Below and At/Above Target Score



# District Level Results Fall 2017

Classification Level	Number of Districts (Fall 2015)	Number of Districts (Fall 2016)	Number of Districts (Fall 2017)
Late Emergent Reader (At or Above 530)	7	14	20
Total Districts	142	142	142

# School Level Results 2017

Classification Level	Number of Schools (Fall 2015)	Number of Schools (Fall 2016)	Number of Schools (Fall 2017)
Late Emergent Reader (At or Above 530)	59	56	72
Total Schools	426 <sup>4</sup>	416 <sup>4</sup>	417 <sup>4</sup>

<sup>4</sup>School Total reflects suppressed data for Dubard School for Language Disorders, Akin Elementary, Trigg Elementary, and Threadgill Elementary, as the minimum n-count was not met in these schools.

# Kindergarten Readiness Results by Prior Enrollment

Prior Enrollment	Fall 2016 Average Scale Score	Fall 2016 Count	Fall 2017 Average Scale Score	Fall 2017 Count
Head Start	475.0	9407	476.3	9455
Home	473.9	7822	468.5	7701
Pre-K Public	537.4	5924	541.1	6724
Childcare	513.2	4407	513.8	5068
Pre-K Private	541.7	4083	539.7	3882
Repeater	554.6	1920	557.0	2002
Family care	483.2	1019	479.6	692
No Data Entered	494.0	2028	496.7	350
<b>Grand Total</b>	<b>502.3</b>	<b>36610</b>	<b>503.7</b>	<b>35874</b>

\* **Green cells** indicate an increase in scale score from Fall 2016 to Fall 2017.

# Steps for Districts and Schools

- Provide Fall 2017 results to all Kindergarten teachers to inform daily instructional planning and Reading Plans
- Create strong communication links between Pre-K teachers and kindergarten teachers to ensure seamless standards based instruction and supports for students
- Use prior Pre-K enrollment/experience information to develop strong partnerships with Head Start and child care providers
- Host parent workshops using *Family Guides for Student Success* and Read-at-Home Plans

# Steps for Districts and Schools

- Encourage collaboration with local library reading programs to foster literacy development
- Use Kindergarten Readiness Assessment data and other data to support decisions for staffing, resource allocation, and program selection
- Collaborate with *Campaign for Grade-Level Reading* to increase community awareness about school readiness, literacy, chronic absenteeism, and summer learning loss

# Campaign for Grade Level Reading Sites

We're on the map!

## Recognized Communities

- Gulfport
- L.O.U. Reads (Lafayette County/Oxford)

## Letter of Intent Submitted

- Indianola Promise Community
- Starkville / Oktibbeha County
- Winona / Montgomery County
- Vicksburg / Warren County
- Hattiesburg (CSAP Submitted)
- Jackson
- Tupelo / Lee County
- Desoto Grace / Southaven

## Interest Meetings

- New Albany / Union County
- Clarksdale / Coahoma County
- Houston
- Corinth



# Improving Literacy Outcomes





# Implementing the 3<sup>rd</sup> Grade Reading Policy

Since 2013, **\$69.5M** has been appropriated by the State Legislature to:

- Train and deploy **literacy coaches** to lowest performing schools
- Procure the **Mississippi K-3 Assessment System (MKAS<sup>2</sup>)**
- Provide Renaissance Learning **access** (Star Early Literacy<sup>®</sup> and Star Reading<sup>®</sup>) to all state-funded **Pre-K-3<sup>rd</sup> grade** students
- Create additional offices to support implementation: **Early Childhood Director**, **State Literacy Director (K-12)**, and **Student Intervention Services Director (K-12)**

# Implementing the 3<sup>rd</sup> Grade Reading Policy

- Procure statewide literacy training – **Language Essentials for Teachers of Reading and Spelling (LETRS®)** – for Early Childhood, K-3 Teachers, K-8 Special Education Teachers, Elementary Principals, and University Reading Faculty
- Provide **Regional Literacy Trainings** (Pre-K-12 teachers, administrators, support staff, etc.)
- Supply **literacy resources to K-3 teachers and parents**
- Award \$3.8 million in **literacy grants** to 34 schools over 3 years to improve literacy instruction
- Launch Statewide Literacy Campaign **Strong Readers=Strong Leaders**

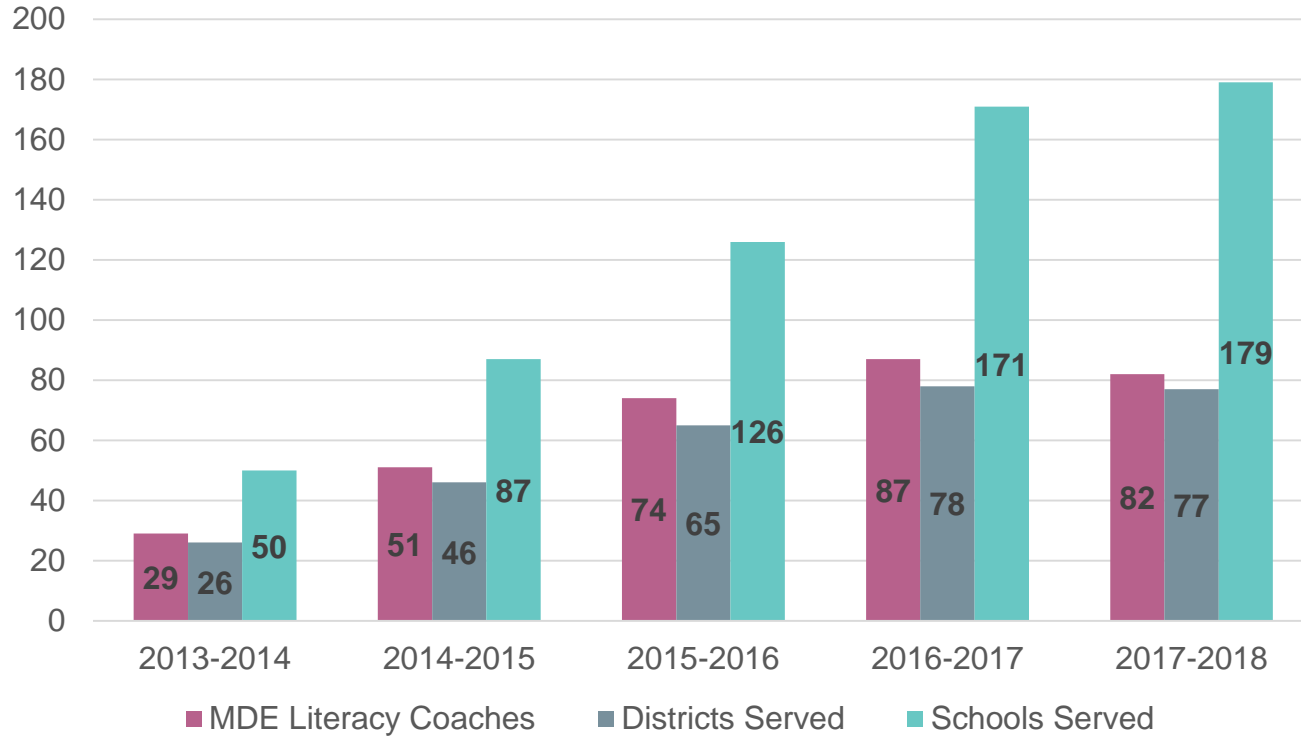
# MDE Statewide Literacy Trainings

- *Parents as Partners*, LBPA Informational Meetings
- *ABCs of Coaching* (Curriculum Coordinators and Instructional Coaches)
- Regional Literacy Trainings for Teachers (Pre-K-3<sup>rd</sup>)
- Regional Literacy Trainings for Elementary Administrators
- Multi-Tiered System of Support Trainings
- *Rethink Literacy* Trainings for Teachers (3<sup>rd</sup>-12<sup>th</sup>)
- Annual Early Childhood Conference
- Annual Literacy Coaching Symposium

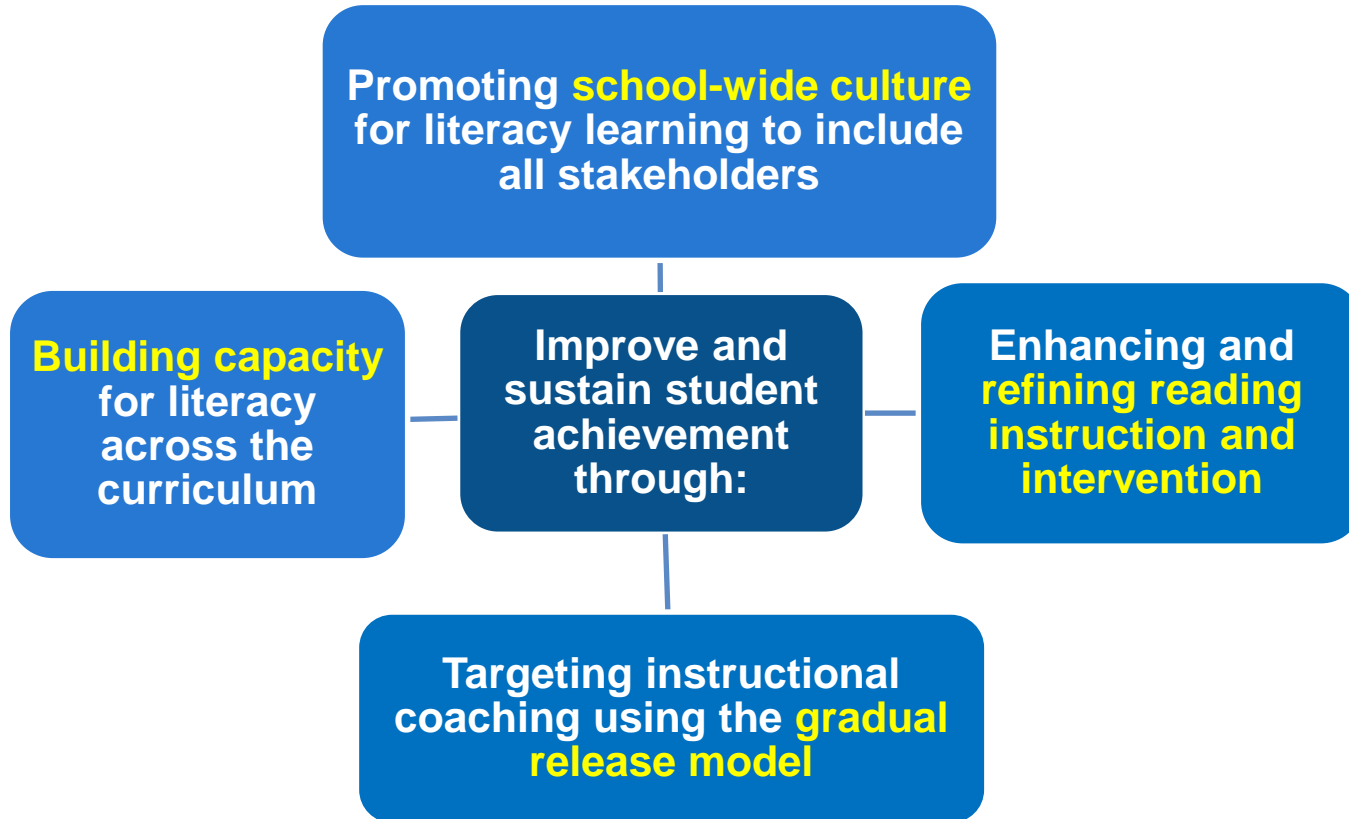
*The MDE has provided regional trainings related to literacy, multi-tiered system of supports, differentiated instruction, writing, and coaching to over 25,000 educators to date, including Pre-K-12 general education and special education teachers and school- and district-level administrators through the Regional Educational Service Agency (RESA) Delivery Model.*

# LBPA Implementation – Literacy Coaches

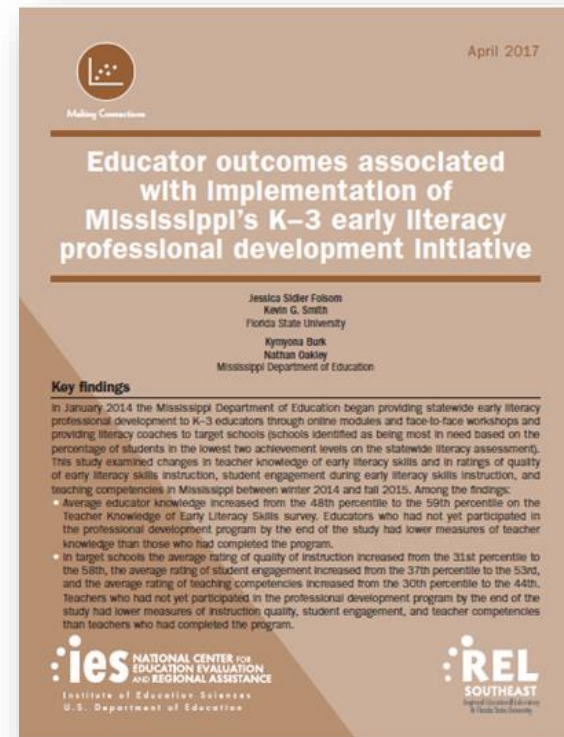
## MDE Literacy Coach Support (2013-Present)



# MDE Coaching Model: Role of the Coach



# Results: Educator Outcomes



# Key Findings

1. Average educator knowledge increased from 48% to 59% on the Teacher Knowledge of Early Literacy Skills survey
2. In target schools:
  - the average rating of quality of instruction increased from 31% to 58%
  - the average rating of student engagement increased from 37% to 53%
  - the average rating of teaching competencies increased from 30% to 44%

Folsom, J. S., Smith, K. G., Burk, K., & Oakley, N. (2017). *Educator outcomes associated with implementation of Mississippi's K-3 early literacy professional development initiative* (REL 2017–270). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

# Results: Student Outcomes



# 3<sup>rd</sup> Grade LBPA Assessment Results

## 3<sup>rd</sup> Grade LBPA Assessment Statewide Results

Aggregate Scale Score Analysis	Spring 2015 Primary Administration (MKAS2)	Spring 2016 Primary Administration (MKAS2)	Spring 2017 Primary Administration (MAAP-ELA)
Students Meeting LPBA Requirements	32,219 <b>(85.2%)</b>	34,280 <b>(87.0%)</b>	36,057 <b>(92.0%)</b>

## 3<sup>rd</sup> Grade LBPA Assessment Literacy Support Schools Results

Aggregate Scale Score Analysis	Spring 2015 Primary Administration (MKAS2)	Spring 2016 Primary Administration (MKAS2)	Spring 2017 Primary Administration (MAAP-ELA)
Students Meeting LPBA Requirements	3,800 <b>(72.8%)</b>	6,939 <b>(77.8%)</b>	10,564 <b>(87.5%)</b>

# Next Steps to Support Literacy PK-12

## Teacher effectiveness and retention focus

- Barksdale Reading Institute teacher prep program study (2014-15)
- Foundations of Reading exam for preservice elementary teachers (July 2016)

## 3<sup>rd</sup> Grade promotion requirement change in 2018-19

- Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student **scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment** or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

# Extending Literacy Efforts Beyond 3<sup>rd</sup> Grade

## **Mississippi Literacy-Based Promotion Initiative Resources**

The Office of Elementary Education and Reading is responsible for supporting and training K-3rd grade teachers, curriculum specialists and other educators by providing research-based instructional strategies on literacy and guidance on the implementation of the Literacy-Based Promotion Act. Passed during the 2013 legislative session, the [Literacy-Based Promotion Act \(LBPA\)](#) places an emphasis on grade-level reading skills, particularly as students' progress through grades K-3. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

The LBPA was amended in 2016 and includes changes such as an Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019.

Questions may be directed to Dr. Kymyona Burk, State Literacy Director (K-12), at [kymyona.burk@mdek12.org](mailto:kymyona.burk@mdek12.org) or Dr. Tenette Smith, Bureau Director for the Office of Elementary Education and Reading, at [tenette.smith@mdek12.org](mailto:tenette.smith@mdek12.org) or [601-359-2586](tel:601-359-2586). Questions may also be directed to the K-3 Assistant State Literacy Coordinators: Jill Hoda ([jhoda@mdek12.org](mailto:jhoda@mdek12.org)), Casey Sullivan ([csullivan@mdek12.org](mailto:csullivan@mdek12.org)), or Kristen Wells ([kwells@mdek12.org](mailto:kwells@mdek12.org)).

Visit [www.strongreadersms.com](http://www.strongreadersms.com) for the latest resources, activities and news about Mississippi's literacy campaign.



- REL Southeast Literacy Tools for Middle School Training Binder
- REL Southeast Literacy Tools for High School Training Binder
- Rethink Literacy! 2.0 ELA/Social Studies Training Binder (High School)
- Rethink Literacy! 2.0 Science Training Binder (High School)
- Rethink Literacy! 2.0 ELA/Social Studies Training Binder (6th-8th)
- Rethink Literacy! 2.0 Science Training Binder (6th-8th)
- Rethink Literacy! 2.0 Math Training Binder (6th-8th)
- Rethink Literacy! 2.0 Algebra 1 Training Binder

### **State Literacy Plan:**

- **Mississippi Comprehensive Literacy Plan (Birth-12th Grade)**
- **Professional Development and Resources for Teachers**
- **Resources for Administrators**
- **Literacy Research**
- **Resources for Parents**
- **IRP Guidance Webinar**
- **NEW Kindergarten Integrated Centers for Literacy**

Resources for Middle School, High School and Content Areas

[www.mde.k12.ms.us/ESE/literacy](http://www.mde.k12.ms.us/ESE/literacy)

# Resources to Support English Learners

- *Family Guides for Student Success* are available in Spanish.
- Recorded webinars containing research and instructional strategies and videos with classroom and small group demonstrations of strategies are available on the Intervention Services website.
- Plan to release *English Learner (EL) Best Practice Intervention Strategies* document, Spring 2018

# MTSS and Related Resources

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- MTSS Documentation Packet available in an **editable form online**
- Hosting MTSS Teacher Institute in the Spring (February/March 2018)
- Releasing a MTSS Guidance Document Summer 2018
- Developing a step-by-step process for implementing MTSS
- Developing a *Tips on Reviewing Data* resource
- Expanding resources and trainings related to **dyslexia**

# Dyslexia Assessment Accommodations

- Available for State Assessments
  - ✓ MAAP ELA and Math - Grades 3-8, English II, Algebra I, Algebra II
  - ✓ MAAP Science - Grades 5 and 8, Biology I
  - ✓ MAAP U.S. History
  - ✓ Mississippi K-3 Assessment Support System (MKAS2)
  - ✓ American College Testing (ACT) **REQUIRES A SPECIFIC ACT ACCOMMODATION FORM**
  - ✓ English Language Proficiency Test (ELPT)
- Eligible students must have a documented diagnosis of dyslexia on file that they were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (Miss. Code § 37-173-1 et seq.).
- See the [Mississippi Testing Accommodations Manual](#) (2017) for additional information. NOTE: There may be other accommodations that are needed as related to a student's disability.

# Dyslexia Assessment Accommodations

#	Accommodation	MAAP*	MKAS2	ACT	ELPT
20/23	Extended time until the end of the school day.	Yes	Yes	Yes	Yes
24	Administer the test over several sessions, specifying the duration of each session.	Yes	Yes	Yes	Yes
25	Administer the test over several days, specifying the duration of each day's sessions.	Yes	Yes	Yes	Yes

# Dyslexia Accommodation Documentation

## Mississippi Testing Accommodations for Students with Dyslexia

Student Name: \_\_\_\_\_

MSIS #: \_\_\_\_\_

Test Date: \_\_\_\_\_

#	Accommodation	MAAP		MKAS <sup>2</sup>		ACT (Prior Approval Required from ACT)		ELPT	
		__ ELA __ Math __ 5/8 Science __ USH	__ ENGI __ ALG I __ BIO I	Allowable	Used	Allowable	Used	Allowable	Used
20/23	Extended time until the end of the school day. *Not applicable to the K-Readiness Assessment.	Yes		Yes		Yes		Yes – The test is untimed	
24	Administer the test over several sessions, specifying the duration of each session.	Yes		Yes		Yes		Yes (Excludes the Speaking Domain)	
25	Administer the test over several days, specifying the duration of each day's sessions.	Yes		Yes		Yes		Yes (Excludes the Speaking Domain)	

For the above listed assessments, students with disabilities (SWDs), English learners (ELs), and students with a diagnosis of dyslexia that were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (HB 1031, July 2012) may be afforded these extended time accommodations. These accommodations must be listed in the student's IEP or Section 504 Plan and specified for these assessment areas or students must have a documented diagnosis of dyslexia on file in accordance with Miss. Code 37-173-1 et seq.



# Assessment Reminders for Dyslexia

- Complete the **Accommodation Documentation**
- Maintain the Accommodation Documentation in the **classroom** and in the **cumulative record**

## Other Reminders:

- State assessments cannot be read to students unless they have a 504 plan or an IEP that specifically states that accommodation is required (as allowable – per assessment guidelines).
- Under no circumstances can the 3<sup>rd</sup> grade summative assessment be read to a student.
- The documentation form must be completed if students are going to receive the additional time.

# Secondary Education

# Math/Literacy Readiness Courses

	Ready for High School Math/Literacy	SREB Math Ready/Literacy Ready	Essentials for College Math/Literacy <b>** Required 2018 -2019</b>
Student Enrollment	Grade 8 or 9 students and students transitioning to a standard diploma in Grades 9-11	Grade 12 students with ACT Math/English Sub-Score <b><u>below 15</u></b>	Grade 12 students with ACT Math/English Sub-Score <b><u>of 15 or above</u></b>
Teacher Requirements	3-day teacher training required; MDE pre-approval of participants	3-day teacher training; Teachers earn required endorsement (929/930)	3-day teacher training; Teachers earn required endorsement (929/930)

# Policies for College Readiness Courses

## Chapter 28: Curriculum

### Rule 28.6 Essentials for College Math and Essentials for College Literacy Requirements

- The purpose of the Essentials for College Math and Essentials for College Literacy is to provide the Local Education Agencies (LEAs) with the policies needed at the school level to teach either course and for students to earn the necessary scores for non-postsecondary remediation.
- Beginning with the 2018-2019 school year, all LEAs must offer Essentials for College Math and Essentials for College Literacy.

• 2

### IHL Policy 608

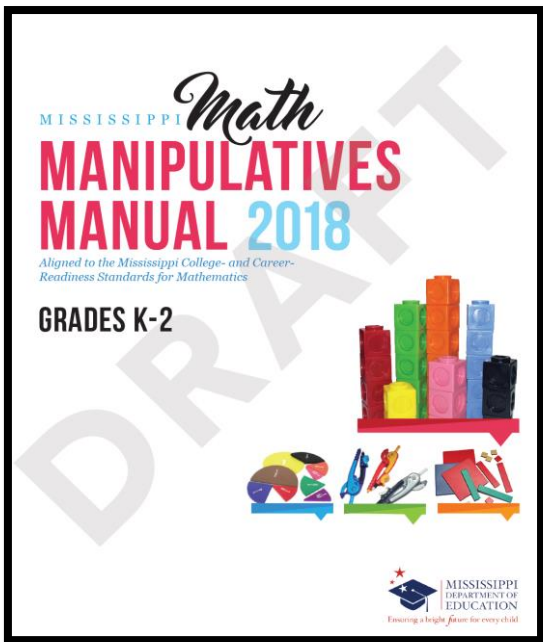
- Based on Mississippi Institutions of Higher Learning (IHL) Policy 608, students who complete **Essentials for College Math and/or Essentials for College Literacy** courses with an 80 or above will not be required to take the corresponding remedial courses for College Algebra or English Composition at any of the eight public Mississippi Universities.

## **NOMINATE & ENCOURAGE YOUR BEST MATH TEACHERS! ★**

- In the Spring of 2018, the MDE will begin seeking help with four grade-band manuals to support the effective use of mathematics manipulatives in the classroom.
- These grade-level manuals will be aligned to the 2016 MS CCRS for Mathematics for grades PK-Algebra I.
- Mathematics educators across the state will have an opportunity to submit up to 2 activities to the MDE for possible inclusion in the Manual(s). Selected teachers will be acknowledged with a professional photograph displayed at the beginning of each Manual with school and district recognition.
- Notification of this “contest” will be sent out in early Spring 2018.

**Goal is for a Winter 2019 release in electronic and print formats.**

# MS Mathematics Manipulatives Manual



### MS CCRS ▼

Activity alignment chart for **KINDERGARTEN**

ACTIVITY	STANDARD																					
	K.CC.1	K.CC.2	K.CC.3	K.CC.4	K.CC.5	K.CC.6	K.OA.1	K.OA.2	K.OA.3	K.OA.4	K.OA.5	K.NBT.1	K.MD.2	K.MD.3	K.G.1	K.G.2	K.G.3	K.G.4	K.G.5	K.G.6		
#1: Four Different Representations	•																					
#2: Giraffe grouping																						
#3: Larger, Smaller																						
#4: Patterns & Patterns, Oh my!																						
#5: Fun with Tiles		•	•																			
#6: Pizza, pizza!																						
#7: Time for what?																						
#8: Shake, Rattle and Roll																						
#9: Function Junction																						
#10: Side by Side																						
#11: Math Superheroes																						
#12: M-O-N-E-Y																						
#13: Weight for it																						
#14: Greater Than, Less Than																						
#15: Add and Subtract																						

Mississippi Math Manipulatives Manual 2018 • K-2 8

### HOW TO ▼

use this book

**Activity Name**

**FOUR DIFFERENT REPRESENTATIONS**

**Name of manipulative(s)**

**Standard cluster heading**

**Standard(s) covered in the activity**

**Prerequisite skills needed for students to be successful**

**Activity details**

**Questions for the teacher/students to consider while completing the activity**

**Resources teachers can access for more information**

**Beyond the Activity:** could include activity extensions, "hook-song," modifications to the activity, and/or assessment practices.

**Picture of manipulatives**

**Grade level**

**Standard Domain**

**Scaffolding Documents available at <http://www.cde.ms.gov/standards>**

**Student Activity Sheet(s)**

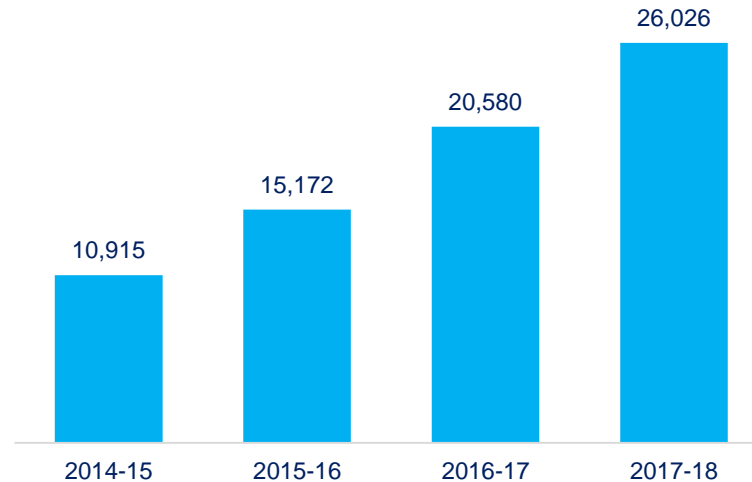
Mississippi Math Manipulatives Manual 2018 • K-2 12

**PLEASE NOTE:**  
The above images represent the draft format of each grade-band Manual.

# Dual Credit Participation Trend

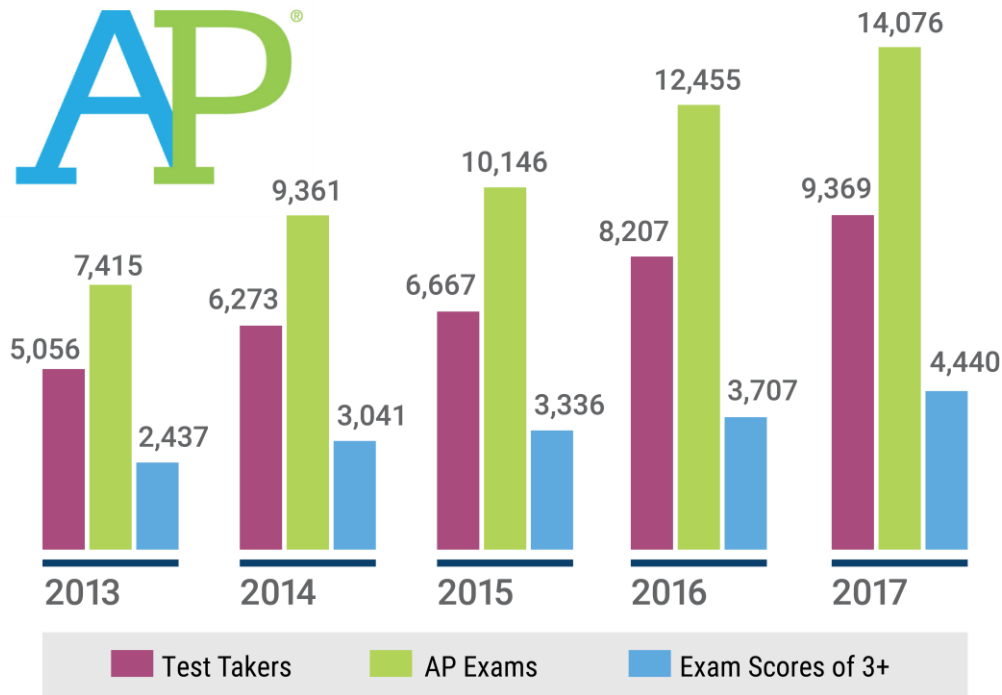
- ❖ Participation in dual credit **more than doubled** from 2014-15 to 2017-18
- ❖ Participation increased in all subgroups
- ❖ With increased participation, overall dual credit passing rates decreased slightly from 98.1 percent in 2014-15 to 97.9 percent in 2016-17

Dual Credit Participation



# AP Participation Trend for Mississippi

- ❖ AP participation and achievement **nearly doubled** since 2013
- ❖ The number of exams with a **qualifying score** of 3 or higher **nearly doubled** since 2013
- ❖ All subgroups increased AP participation from 2015 to 2017
- ❖ AP participation increased 39.4 percent among minority students from 2016 to 2017
- ❖ AP exam fee subsidy increased 31.1 percent from 2016 to 2017





# College Board AP Summer Institute Scholarships

- **AP Fellows** is \$1,000 for teachers at high schools serving minority or low-income students who have been traditionally underrepresented in AP courses to cover the cost of APSI tuition.
- **AP Rural Fellows** is \$1,500 for teachers serving in rural areas of the country to cover APSI tuition as well as travel and expenses.
- **AP Redesign** is for teachers who will be teaching the **redesigned AP U.S. Government and Politics in the 2018-19 academic year.**
- **AP Capstone** scholarships are awarded to AP Capstone teachers with no other sources of funding who are planning to attend the AP Capstone summer professional development event.

**Deadline is February 15, 2018.**

**Contact Dana Bullard [dbullard@mdek12.org](mailto:dbullard@mdek12.org) for application link.**

# Middle School Initiative

## **Task Force (January 2018 – June 2019):**

- Raise awareness of middle school practices as they relate to College and Career Readiness
- Create a list of resources for evidence-based practices to meet our unique middle school issues
- Determine MDE professional development priorities for middle school administrators and teachers
- Develop goals for middle schools
- Develop a mission for middle schools in Mississippi

## **Pilot Program:**

- 5 middle schools during academic year 2018-2019 focusing on evidence-based practices.

# MS Online Course Application (MOCA)

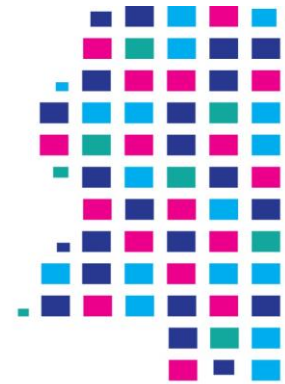
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**Application DEADLINE is April 15, 2018**

School districts must complete an initial review of courses being proposed for use as distance and online courses. Completed MOCAs must be submitted electronically for final review and approval by the Mississippi Department of Education using the forms provided at:

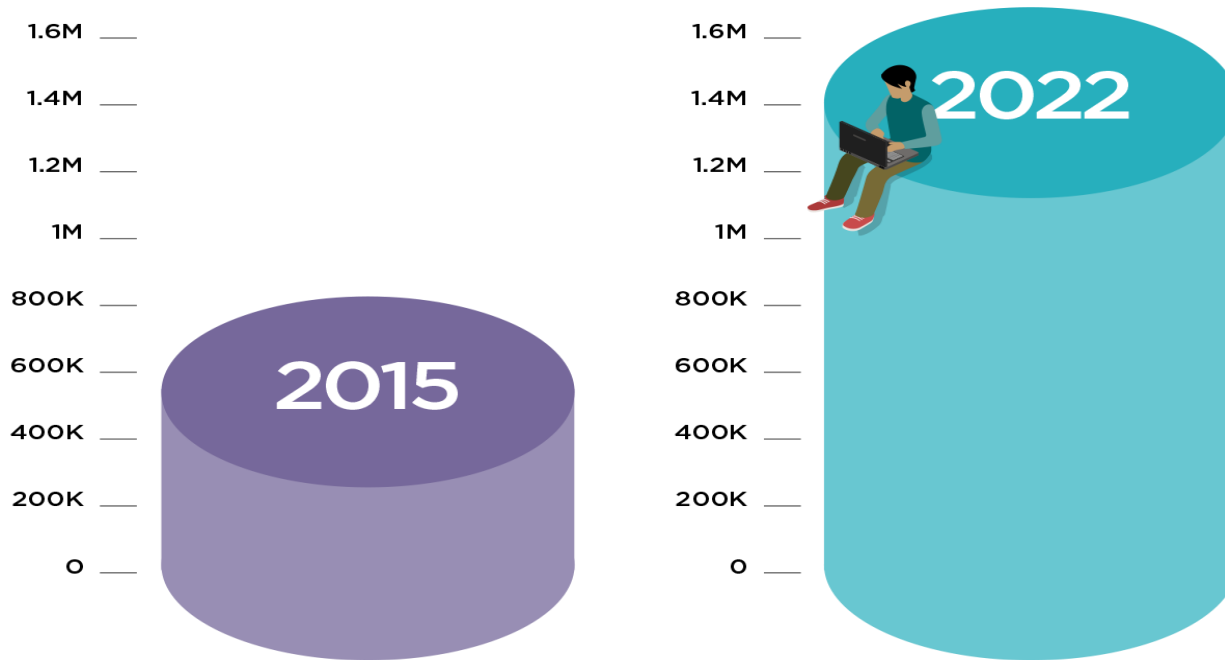
<http://www.mde.k12.ms.us/ESE/links/mississippi-online-course-applications>

# Computer Science Standards



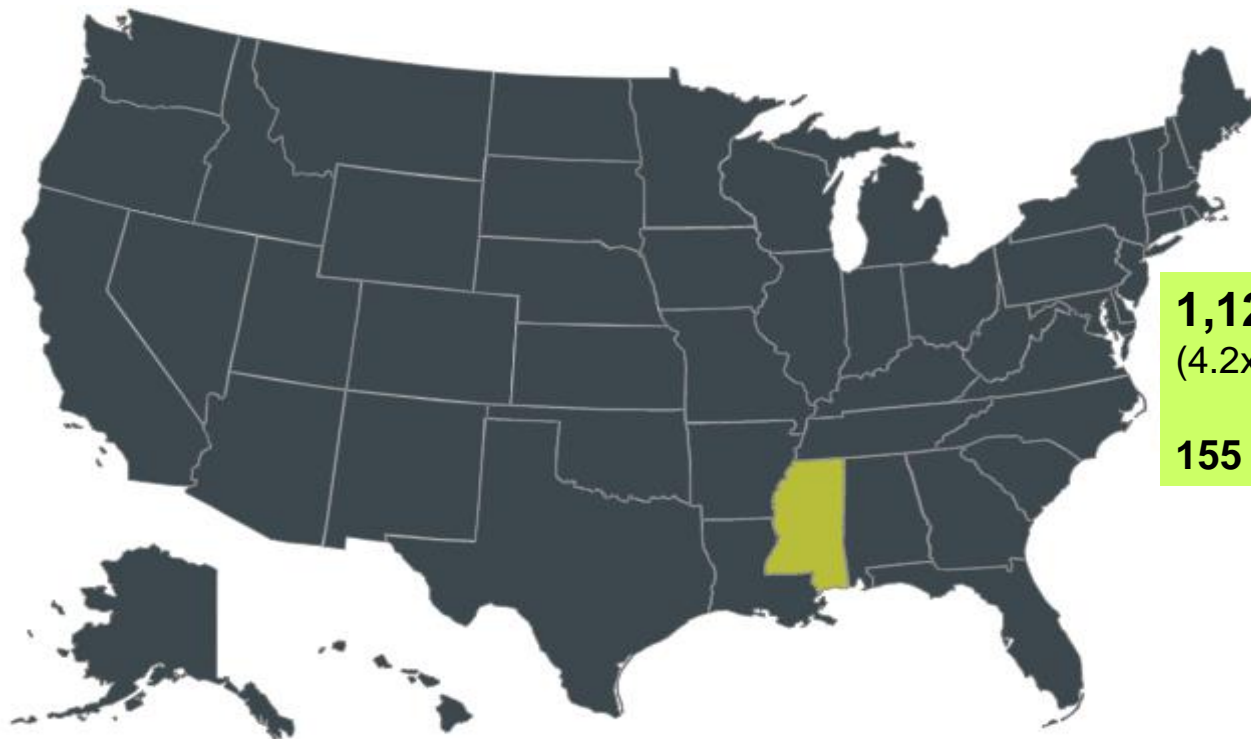
{ CS4MS }

## 1 Million Open Computing Jobs in the U.S. by 2022



Sources: Conference Board, Bureau of Labor Statistics

# Currently in Mississippi



**1,120** open computing jobs  
(4.2x the state average demand rate)

**155** computer science graduates

Sources: Conference Board, National Center For Education Statistics

## Participants during the first 2 years of the CS4MS pilot program



Mississippi  
school  
districts

**104**

high school  
teachers

**69**

middle school  
teachers

**209**

K-5  
teachers

Approximately

**3,500**

high school  
students,

**2,300**

middle school  
students, and

**10,000**

elementary  
school students

impacted by the pilot



**30-60**

minutes  
per week



spent on CS activities  
in elementary schools  
participating in the  
pilot program

# Why Do We Need Computer Science Standards?

- To keep up with other countries so we are not forced to continue to outsource computer jobs
- For MS to be a leader in the nationwide push to increase Computer Science education and make CS available to ALL students
- To illustrate that Computer Science is more than computer literacy
- To provide continuity and equity across the state
- To inform local decisions for purchasing CS resources

## Bottom Line: Computer Science is Foundational

Every 21<sup>st</sup> century student should have a chance to learn about ***algorithms***, how to make ***apps***, or how the ***internet*** works.



# Important Notes Concerning CS Standards

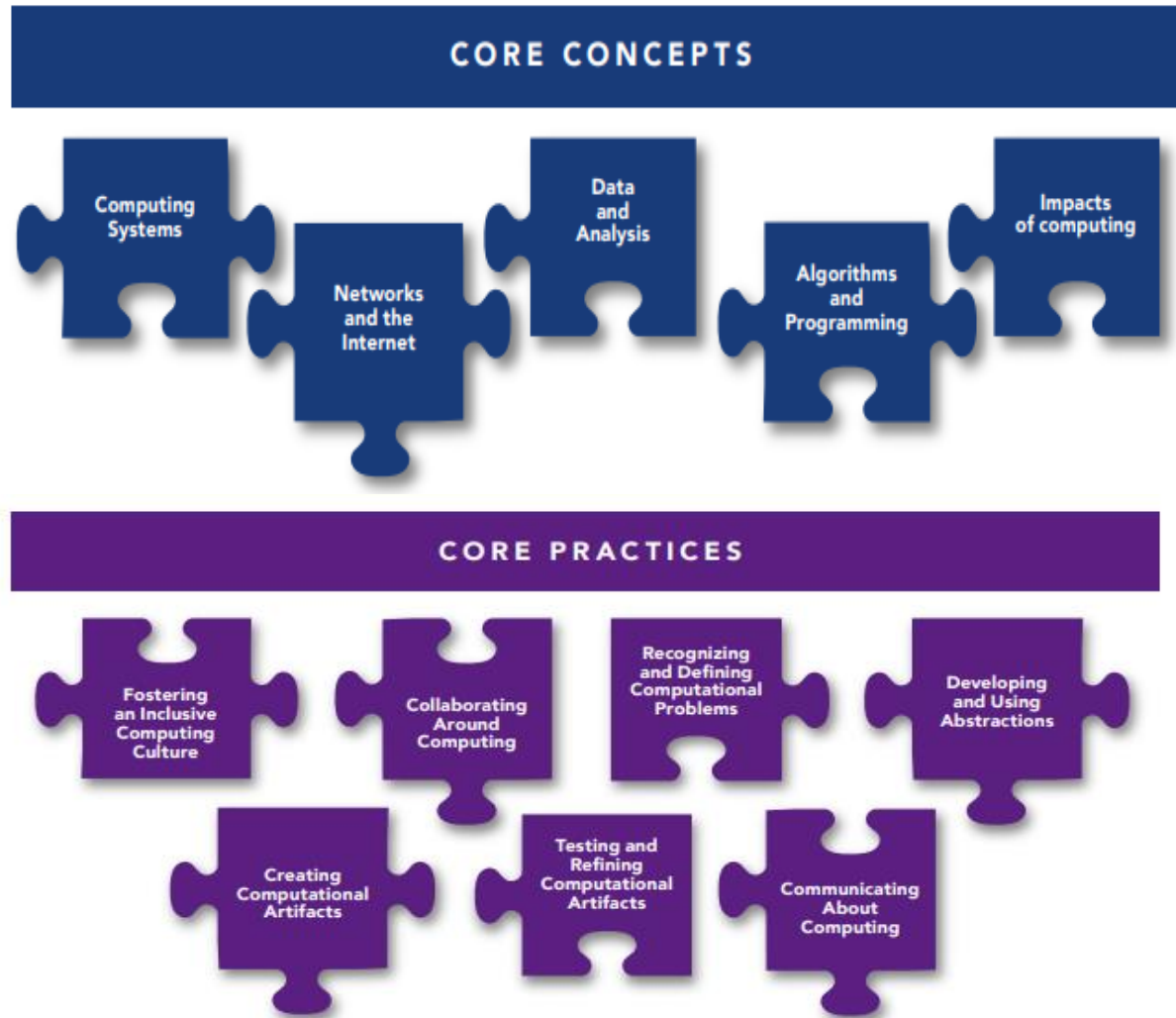
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- The 2018 Computer Science Standards are in place to serve as **guidance** for districts moving forward with incorporating computer science content and courses into their schools.
- While these standards are **not required to be taught in all schools at this time**, they do provide standards for implementation of computer science curricula and resources.
- All computer science courses currently in place, will be revised to align with the new 2018 Computer Science Standards.
- **Carnegie units earned in computer science meet the technology credit** needed for graduation and admission to postsecondary schools in MS.

# K-12 Computer Science Standards

The core concepts of the K-12 Computer Science Standards represent major content areas in the field of computer science.

The K-12 Computer Science Standards practices are the behaviors that computationally literate students use to fully engage with the core concepts of computer science.



# Courses Developed for Pilot Programs

**Elementary:** 20-40 hours in classroom, computer lab or library covering keyboarding, digital citizenship, coding and robotics

**Middle School:** Schools will have the option to offer between 1 and 3 courses  
Cyber Foundations I (replacing ICT I or Technology Foundations)  
Cyber Foundations II (replacing ICT II)  
Computer Science and Engineering (replacing STEM)

## **High School:**

Exploring Computer Science – entry-level, survey course covering problem solving, critical thinking, coding, website development, data science, and robotics. (replacing STEM)  
AP Computer Science Principles

**Courses to be evaluated and revised to align to new Computer Science Standards based on the feedback from pilot participants**

# Timeline for Next Steps

## 2018-2019

- *Computer Science Standards* released for APA comment – January 2018
- *Computer Science Standards* in place
- Final year of computer science Pilot
- Identify best practices for incorporating computer science into elementary curriculum
- Middle school curriculum (ICT I, ICT II, Tech Foundations) revisions to align with CS Standards
- Continue development of new high school computer science courses
- Courses currently in development that will be mapped to the new CS Standards include:
  - Cyber Security
  - Web/Mobile App Development
  - Programming
  - Data Science
  - Website Design

# Timeline for Next Steps

## 2019-2020

- Provide *Computer Science Standards* training for all grade levels
- Implementation of revised middle school computer science courses
- Continue development of new high school computer science courses
- Implement licensure and endorsement pathways

## 2020-2021

- Ongoing *Computer Science Standards* training for all grade levels
- Finalize development of new high school computer science courses
- Training for new high school courses

## 2021-2022

- Ongoing *Computer Science Standards* training for all grade levels
- Implementation of *Computer Science Standards* in all school districts

# Graduation Ready: Diploma Options

# Graduation Ready Meetings

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- 16 regional meetings
- Trainings from September through November in all regions of the state
- Trained 1,453 individuals
- Additional counselor trainings are currently underway

# Graduation Resources



**Mississippi State Board of Education Strategic Plan**

The Mississippi State Board of Education [Strategic Plan](#) outlines the goals, objectives and strategies for preparing students to be successful in college and the workforce. [Mississippi State Board of Education Members](#)

View live stream of State Board and Commission meetings [here](#).

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Mississippi Department of Education Blogs

**Dr. Carey M. Wright**  
State Superintendent of Education

For information and updates from Dr. Carey Wright, State Superintendent, [click here](#).

**MDE Hot Topics**

- Jackson Public Schools Audit Report
- Charter Schools
- Early Learning Collaborative Act
- Every Student Succeeds Act (ESSA)**
- Graduation Ready Options
- Literacy Based Promotion
- Mississippi College and Career ready Standards
- Mississippi State Board of Education Strategic Plan
- Reading and State Standards Educator Resources
- State Board of Education Policy Manual

**MDE News**

**MDE Releases School, District Performance Grades for 2016-17 School Year**  
Oct 19, 2017

**Commission on School Accreditation to Meet**  
Oct 16, 2017

**What Constitutes a State of Emergency in a School District?**  
Oct 05, 2017

**MDE Quick Links**

- Report Fraud, Waste and Abuse
- Mississippi State Board of Education Members
- Professional Development Calendar
- Request Professional Development
- EdUpdate
- Family Guides to Student Success
- Mississippi School Superintendents
- Mississippi Board of Education Agenda
- Mississippi Exemplar Units and Lessons
- Mississippi Virtual Public School



## Resources

### Diploma Endorsement Option Resources

State Board of Education Power Point

College and Career Readiness Resources

Graduation Requirements

MS Diploma Endorsement Options

Discontinuation of MOD Guidance

Chart for Engagement 1 Year after School

Graduation Ready Training PowerPoint

Graduation Ready Questions

Certificate of Completion Survey

# Supporting Students with IEPs

# Why have an Alternate Diploma?

- Under ESSA states may develop an Alternate Diploma for **students with significant cognitive disabilities** and have it count in the state's graduation rate if:
  - ❖ It is aligned with the requirements of the general education diploma
  - and**
  - ❖ It is given within the time frame for which the student is eligible for a Free Appropriate Public Education (FAPE)

# Alternate Diploma Option

Curriculum Area	Carnegie Units	Required Subjects
English	4	Alternate English Elements I-IV
Mathematics	4	Alternate Math Elements I-III Alternate Algebra Elements
Science	2	Alternate Biology Elements Alternate Science Elements II
Social Studies	4	Alternate History Elements (Strands: U.S. History and World History) Alternate Social Studies Elements (Strands: Economics and U.S. Government)
Physical Education	½	
Health	½	Alternate Health Benefits
Art	1	
Vocational Readiness	4	Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)
Additional Electives	2	
<b>Total</b>	<b>24</b>	

## Requirements

- Only Students with a Significant Cognitive Disability (SCD) ruling are eligible to earn the Alternate Diploma.
- Students with a SCD ruling are required to participate in the Mississippi Assessment Program-Alternate Assessment (MAP-A) and achieve a score of TBD or higher.

**Note:** The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by post-secondary entities that require a traditional high school diploma.

# Anticipated Course Standards Release

Prior to 2018-2019 School Year	Prior to 2019-2020 School Year
Alternate English I-II	Remaining Alternate Courses (III & IV)
Life Skills I-II	Alternate Social Studies Courses
Career Readiness I-II	Alternate Science Courses
Alternate Math I-II	
Alternate Biology	

# SCD Guidance Documentation



[Site Guide A-Z](#) | [Transparency MS](#) | [MS GOV](#) | [Cloud E-mail](#) | [MDE Email](#)

Google Custom Search



PARENTS

STUDENTS

EDUCATORS

DISTRICTS

Home

About MDE

News

MS Schools

Reports

Public Notices

Careers

Contact Us

Select MDE Office

## IN THIS SECTION

### [Special Education Home](#)

- [Staff](#)
- [Calendar](#)
- [iTunes U](#)

### [Advisory Panels](#)

- [Child Find](#)
- [Early Childhood](#)
- [Education Scholarship Account \(ESA\)](#)
- [For Parents](#)
- [Grants and Funding](#)
- [Information and Publications](#)
- [Links](#)
- [Monitoring](#)
- [Policies and Procedures](#)
- [Secondary Transition Services](#)
- [Special Education District Supervisors](#)
- [Special Education MSIS](#)
- [SPP/APR](#)
- [Training](#)
- [Event](#)

### [ONLINE APPLICATIONS](#)

- [GoSignMeUp](#)
- [MS Student Information System \(MSIS\)](#)
- [SharePoint](#)
- [Special Ed Connection](#)
- [PEER Review](#)



## Special Education

The Office of Special Education is a service-oriented organization that seeks to improve the education experience for children with disabilities. We strive to nurture a dedicated staff through intense professional development opportunities, field experience, and individual accountability.

In keeping with the Individuals with Disabilities Education Act and state law, we help local schools and districts provide effective educational programs to students with disabilities, ages 3-20, who need special education and related services.

To register for professional development opportunities offered by the Office of Special Education, please visit <http://www.msreservices.com/>. The professional development opportunities offered by the Office of Special Education can be located by selecting Special Education workshops. Once you select Special Education, a listing of all posted special education training sessions will appear for your review and consideration.

## Resources for Parents

For immediate assistance, call the Parent Hotline: 1-877-544-0408. For meeting updates, helpful articles, publications, forms and other resources, [click here](#).

## Resources for Teachers

For the latest updates, articles and other information related to special education and teaching, please [click here](#) to sign up for Special Education Teachers email list.

Information and Publications

## Special Education Calendar

### MDE Hot Topics

- Jackson Public Schools: Audit Report
- Charter Schools

## MDE News

*Mississippi Math, Science Teachers Earn National Recognition*  
Sep 25, 2017

*MDE Releases Responses to Frequently*

## MDE Quick Links

- Report Fraud, Waste and Abuse
- Mississippi State Board of Education Members
- Professional Development Calendar
- Request Professional Development

# SCD Guidance Documentation

## ***Individualized Education Program (IEP) Development Guidance: Creating a Program to Benefit Children with Disabilities***

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- [SCD Determination Guidance Document](#)
- IEP Form
  - [Word Version Rev. 08.04.16](#)
  - [PDF Version Rev.08.04.16](#)
- [Guidance Document](#)
- [Services Plan](#)

## ***FFY2015 IDEA Part B State Application***

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- [MDE's Annual State Application Under Part B of the Individuals with Disabilities Education Act as Amended in 2004 for Federal Fiscal Year 2015 \(posted 3/12/15\)](#)
- [Annual State Application for FFY2015 Part B Use of Funds Spreadsheet for FFY2015](#)

## ***RTI OSEP Memo***

## ***Procedural Safeguards***

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- [Arabic](#)
- [Español \(Spanish\)](#) - does not include revised information regarding Extended School Year (ESY). This information will be added once the translation process has been finalized.
- [Việt \(Vietnamese\)](#) - does not include revised information regarding Extended School Year (ESY). This information will be added once the translation process has been finalized.

## ***Mississippi Occupational Diploma***

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Mississippi Occupational Diploma Portfolios  
(Note: these PDF files can be completed online)

- [Resource Packet: Guidance for the Discontinuation of the Mississippi Occupational Diploma](#)
- [Grade Nine](#)
- [Grade Ten](#)
- [Grade Eleven](#)
- [Grade Twelve](#)

## ***Educational Environment Forms and Placement Definition Documents***

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- [3-5 Educational Environment Form](#)
- [6-21 Educational Environment Form](#)
- [Placement Definitions](#)



# Traditional Diploma Reminders for IEP Students

- Counselors as well as teachers play a vital role
- Conduct student transcript reviews
- Utilize the *Student Planning Tool for the Traditional Diploma*
- Scheduling Tips:
  - Monitor students' progress continuously
  - Provide students with an additional tutorial course
  - Double blocking a tutorial with math/English
  - Look for courses that students have not had yet, but that provide Carnegie units
  - Provide all students with opportunities to earn CU in middle school



# Diploma Options Pause and Talk

- What additional training and resources are needed at the school level for implementation of the new diploma/graduation requirements?
- What are your challenges for implementation of the graduation endorsement areas?
- What do teachers and administrators need to support students with disabilities?
- What materials do you need to talk to parents about the changes to graduation options?

# Federal Programs Updates

# Homeless Education

- Homeless Dispute Resolution Policy revised to meet ESSA requirements and SBE approved in October 2017
- Key components:
  - Minimum requirements for local dispute policies (including timelines)
  - Rights of homeless students during the dispute process and the right to appeal at each level
- Webinars will be held Feb. 28, 2018 at 10 a.m. and 1 p.m. to help prepare districts to update their policies for the 2018-19 school year

# Mississippi Migrant Education Service Center

- Mississippi Migrant Education Service Center is funded through MDE and housed at Mississippi State University
- Program offers supplemental and supportive educational services to migrant students and families
- For more information contact:
  - Gabby Davis at 662-325-1815 or email [gdavis@colled.misstate.edu](mailto:gdavis@colled.misstate.edu)

# 2018-19 Schoolwide Plans

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- Schoolwide and Targeted Assistance Plans are being revised to meet ESSA requirements
- Data will be analyzed by gender and ethnicity, as well as for students who are: economically disadvantaged, English learners, homeless, migrant, immigrant, in special education, in foster care or from military families
- Schools will be required to identify strengths and challenges for subgroups and to ensure funding is being used to support struggling students

# FY19 Schoolwide Plans and Targeted Assistance Plans

Plans will maintain a stronger focus on:

- Providing opportunities for all children
- Instructional strategies that strengthen the academic program
- Addressing the needs of all children through activities which may include:
  - Counseling, school-based mental health programs
  - Opportunities for postsecondary education and the workforce
  - A schoolwide tiered model to prevent and address behavior and early interventions
  - School-based professional development to improve instruction with a focus on using data to increase student achievement
  - Recruitment and retention of effective teachers in high need subjects
  - Strategies for assisting students in transitioning from home to prekindergarten/kindergarten

# 21<sup>st</sup> Century Community Learning Centers

- 38 total programs – 23 continuing programs and 15 new grantees
- New grantees will receive on-site guidance and technical assistance on implementation of successful afterschool programs
- Continuing programs will be monitored for compliance, effective program implementation, sustainability efforts, evaluation reports and closeout inventory
- Professional development for grantees focused on quality afterschool programming, data management, sustainability and evaluation of outcomes

# Questions & Closing Thoughts

Dr. Kim S. Benton  
Chief Academic Officer  
[kbenton@mdek12.org](mailto:kbenton@mdek12.org)  
601-359-3077

