Current MDE Efforts and Outcomes: A Portrait of Progress

Strategic Plan Update

September 2019

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MISSISSIPPI DEPARTMENT OF EDUCATION

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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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

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GOAL 1

All Students Proficient and Showing Growth in All Assessed Areas

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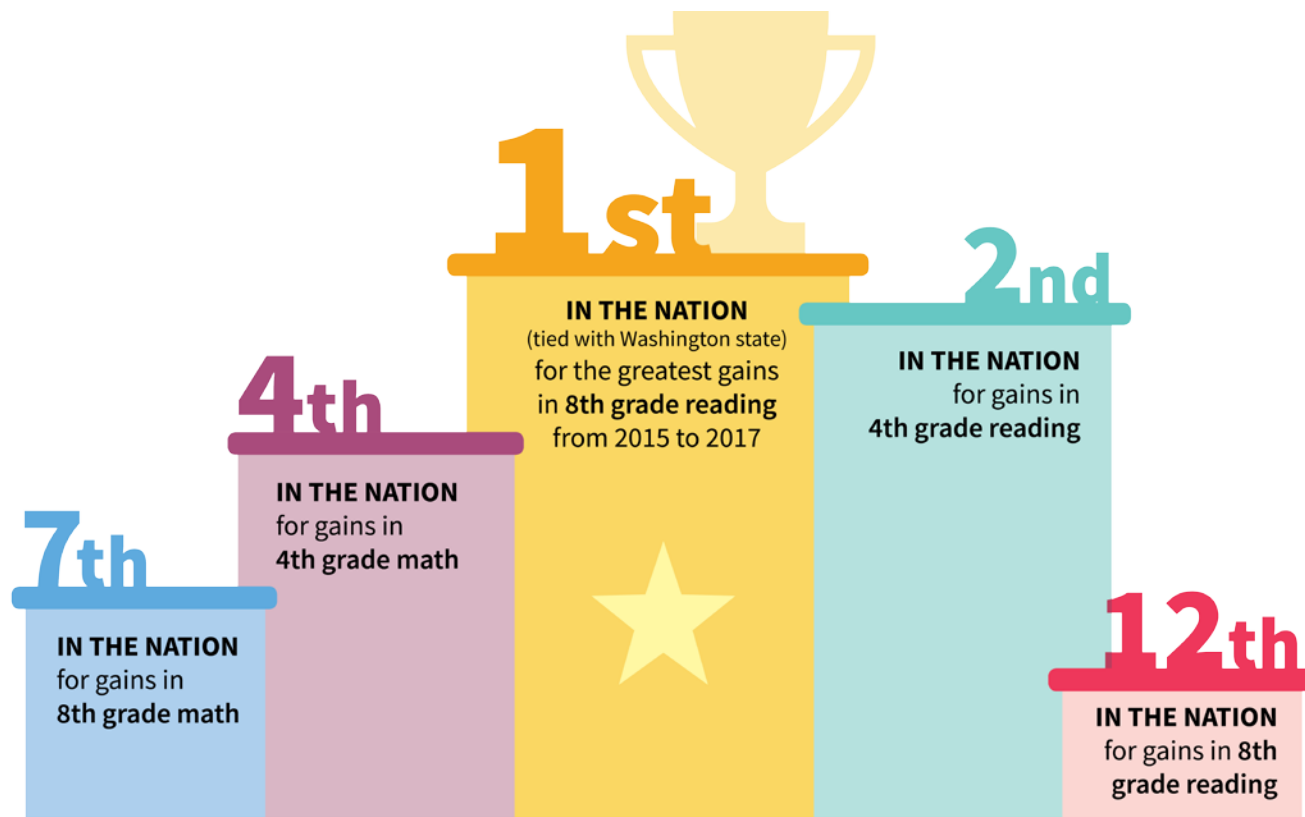
Key Actions to Advance Goal 1

- Published district-level Special Education Performance Determination Reports to inform stakeholders about how well students with disabilities are served in districts (Goals 1, 2, 5)

- Conducted 52 Orton-Gillingham based training sessions for 1,882 special education and general education teachers (Goals 1, 2, 4, 6)

- Provided on-demand training to districts in targeted areas including using assessment and accountability data to improve outcomes and close achievement gaps and using data analysis to provide supports and interventions to struggling students (Goals 1, 2, 5)

- Provided mentoring, coaching and support for special education directors with 1-3 years of experience (Goals 1,4)

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Key Actions to Advance Goal 1

- Provided funding for 22 literacy coaches to support State Systemic Improvement Plan (SSIP) grant districts, resulting in outcomes that exceeded the initial goal for improvement in students with disabilities (Goals 1, 2, 4, 6)

- Provided training for pre-K-6 grade teachers on effective use of technology in the classroom to impact literacy instruction (Goals 1, 3, 4)

- Launched statewide Chronic Absenteeism initiative through a series of initial training to over 125 educators and partners in collaboration with John Hopkins University and the state-level Campaign for Grade-Level Reading organization (Goals 1, 5, 6)
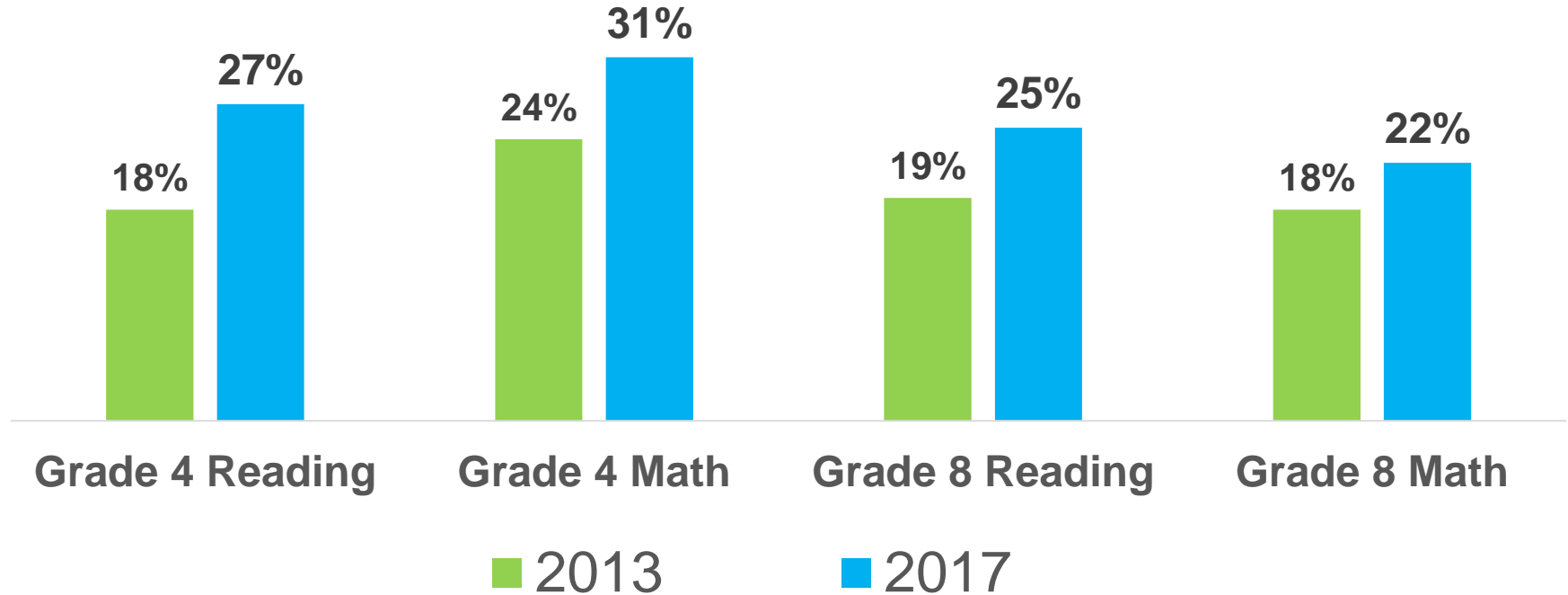
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❖ Mississippi is making **faster progress** on NAEP than most other states in the country

7th IN THE NATION for gains in 8th grade math

4th IN THE NATION for gains in 4th grade math

1st IN THE NATION (tied with Washington state) for the greatest gains in **8th grade reading** from 2015 to 2017

2nd IN THE NATION for gains in 4th grade reading

12th IN THE NATION for gains in 8th grade reading

MISSISSIPPI NAEP HIGHLIGHTS 2007-2017

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❖ Pass rate increased annually for all subgroups since test was first administered in 2015:

- **23.5** percentage point increase for **students with disabilities**

- **14.6** percentage point increase among **Hispanic students**

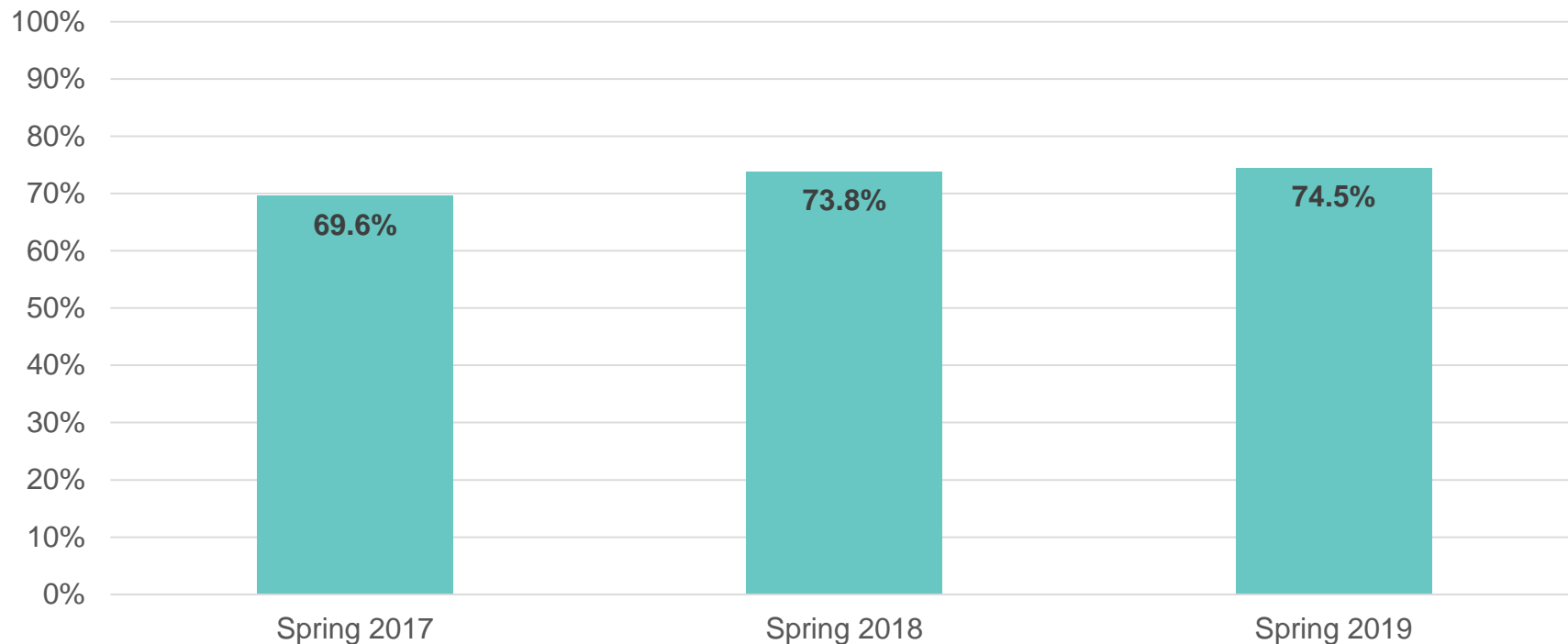- **10.5** percentage point increase among **African Americans**

85% 2015

93% 2018

3rd **GRADERS PASSING READING TEST** on the first try

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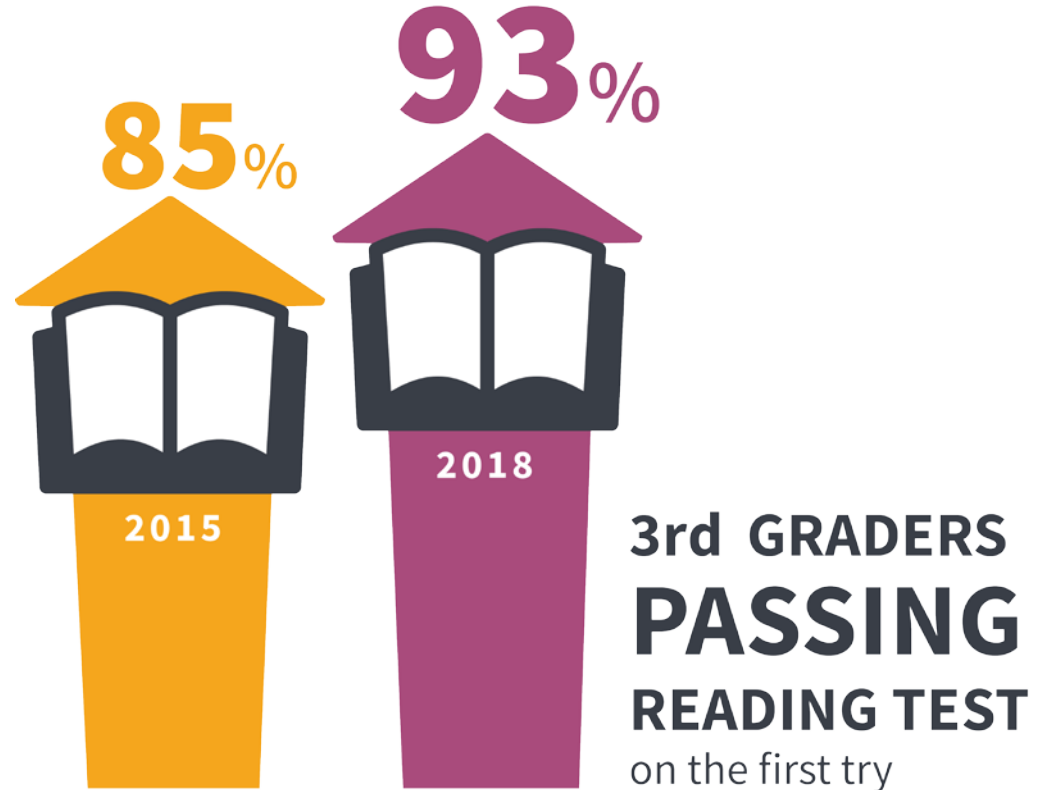
3rd Grade MAAP ELA (Initial) – Promotion

Percent Meeting Promotion Requirements on Initial Assessment

	Spring 2017 - Level 2	Spring 2018 - Level 2	Spring 2019 - Level 3
State Pass Rate	92.0%	93.2%	74.5%
Literacy Support Schools Pass Rate	87.5%	88.4%	60.3%
SSIP Schools Pass Rate	91.1%	94.1%	75.5%

■ State Pass Rate　■ Literacy Support Schools Pass Rate　■ SSIP Schools Pass Rate

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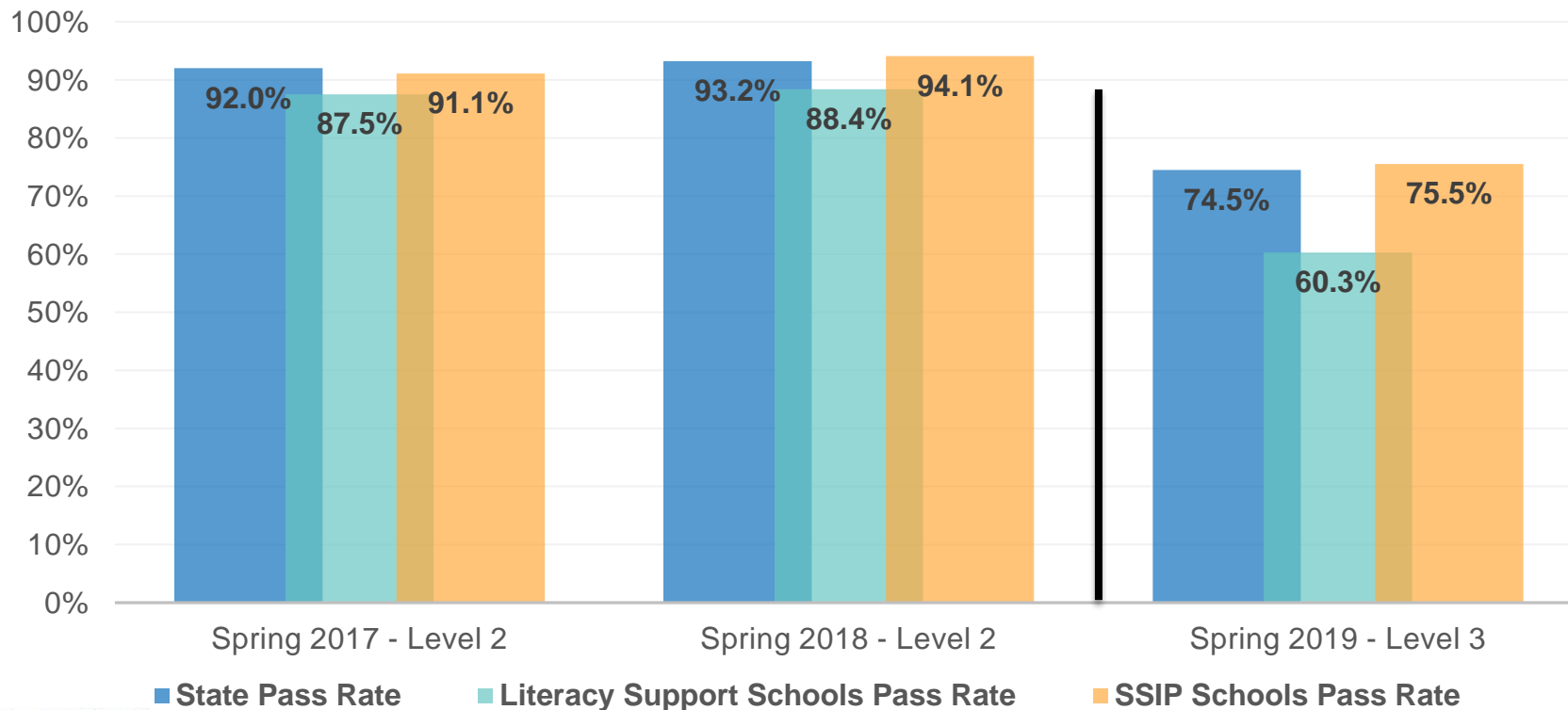
3rd Grade MAAP ELA (Initial) - Level 3 or Higher

Percent Scoring 3 or Higher on Initial Assessment

	Spring 2017	Spring 2018	Spring 2019
	69.6%	73.8%	74.5%

* **This data is based on the reading portion of the MAAP ELA.**

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Statewide MAAP Proficiency Increases 2016 to 2019

Mathematics Levels 4 & 5: 33.0% (2016), 38.6% (2017), 43.9% (2018), 47.3% (2019)

English Language Arts (ELA) Levels 4 & 5: 33.6% (2016), 36.7% (2017), 39.8% (2018), 41.6% (2019)

■ 2016   ■ 2017   ■ 2018   ■ 2019

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Comparison of Grade-level MAAP Results from 2017-18 to 2018-19

Grade	Mathematics			English Language Arts (ELA)		
	2017-18 Proficient or Advanced	2018-19 Proficient or Advanced	Change	2017-18 Proficient or Advanced	2018-19 Proficient or Advanced	Change
Grade 3	46.0%	51.4%	+5.4%	44.7%	48.3%	+3.6%
Grade 4	44.4%	48.8%	+4.4%	45.1%	48.5%	+3.4%
Grade 5	33.8%	38.9%	+5.1%	36.2%	43.1%	+6.9%
Grade 6	46.4%	47.6%	+1.2%	38.0%	33.6%	-4.4%
Grade 7	49.2%	51.1%	+1.9%	34.7%	39.0%	+4.3%
Grade 8	41.2%	44.8%	+3.6%	35.1%	35.5%	+0.4%
English II				44.5%	43.8%	-0.7%
Algebra I	46.6%	49.3%	+2.7%			
Overall	43.9%	47.4%	+3.5%	39.8%	41.7%	+1.9%

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Outcome 4: Increase the percentage of students demonstrating growth on statewide assessments in each subgroup

From 2016 to 2018:

- ❖ **ELA growth increased** from 57.5 percent to 60.6 percent **(+3.1 percent)**

- ❖ **All subgroups** saw ELA growth increases

- ❖ **Math growth increased** from 61.7 percent to 62.9 percent **(+1.2 percent)**

- ❖ **Students with disabilities** saw the **greatest increase in math growth**, from 49.5 percent to 65.2 percent **(+15.7 percent)**

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700-Point Elementary and Middle Schools

READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency **95** PTS	Proficiency **95** PTS	Proficiency **95** PTS	
Growth All Students **95** PTS	Growth All Students **95** PTS		
Growth Lowest 25% **95** PTS	Growth Lowest 25% **95** PTS		
			Progress to Proficiency **35** PTS

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1,000-Point Schools and Districts

READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency **95 PTS**	Proficiency **95 PTS**	Science Proficiency **47.5 PTS**	4-year Cohort Rate **190 PTS**	Performance **23.75 PTS**	ACT Math Performance **23.75 PTS**	
Growth All Students **95 PTS**	Growth All Students **95 PTS**	U.S. History Proficiency **47.5 PTS**		Participation **23.75 PTS**	ACT Reading or English Performance **23.75 PTS**	
Growth Lowest 25% **95 PTS**	Growth Lowest 25% **95 PTS**					
						Progress to Proficiency **50 PTS**

GOAL 2

Every Student Graduates from High School and is Ready for College and Career

Key Actions to Advance Goal 2

- Developed new Mississippi Alternate Academic Achievement Standards for Science, K-8 and Biology (Goals 2, 4)

- Conducted five regional trainings reaching 500 special education administrators and teachers regarding requirements for the Alternate Diploma and Certificate of Completion, Alternate Academic Achievement Standards, and the implementation of the Alternate Diploma courses (Goals 2, 4, 6)

- Developed and disseminated Teacher Resource Guides for Alternate Diploma Courses including Alternate English Elements I and II, Life Skills Development I, Alternate Math Elements I and II, and Career Readiness I (Goals 2, 4, 6)

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Key Actions to Advance Goal 2

- Participated in statewide efforts through joint meetings and planning sessions with community colleges, State Workforce Investment Board (SWIB), and Local Regional Workforce Boards to increase skill level of individuals entering the workforce (Goal 2)

- Provided training for approximately 1,000 middle and high school counselors on students' Individual Success Plans (ISP) and ISP resources available on MDE website (Goals 2, 4)

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Key Actions to Advance Goal 2

- Presented research and data to Institutions of Higher Learning (IHL) chief academic officers to consider articulation of standard credit hours for Advanced Placement (AP), International Baccalaureate (IB), and Cambridge Advanced International Certificate of Education (AICE) exams for students at all Mississippi IHLs (Goal 2)

- Conducted face-to-face training and five webinars for teachers and administrators to increase participation and performance in AP, IB, AICE, and dual credit. This includes specific informational sessions on the braiding of Title funds to pay for accelerated course exam fees or college courses to increase equitable access to rigorous courses. (Goals 2, 4)

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Key Actions to Advance Goal 2

- Expanded Computer Science for Mississippi (CS4MS) initiative through partnership with Mississippi State University and C-Spire to include 47 additional pilot sites (Goal 2)

- Expanded District of Innovation process to include protocols for district mentoring and collaboration to share best practices across the state. For 2018-19, there were seven Districts of Innovation, six Early College High Schools, and approximately 14 districts participating in the Innovation Lab Network (Goals 2, 4, 6)

- Partnered with CCSSO and Innovation Lab Network (ILN) district leadership to develop an equity framework focused on providing access to accelerated coursework in math and English for underserved students at the middle school level (Goal 2)

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❖ Graduation rate **increased for all subgroups** from 2014 to 2019

❖ Graduation rate for **students with disabilities** saw the **greatest increase** from 23.2 percent to 38.4 percent **(+15.2 percent**)
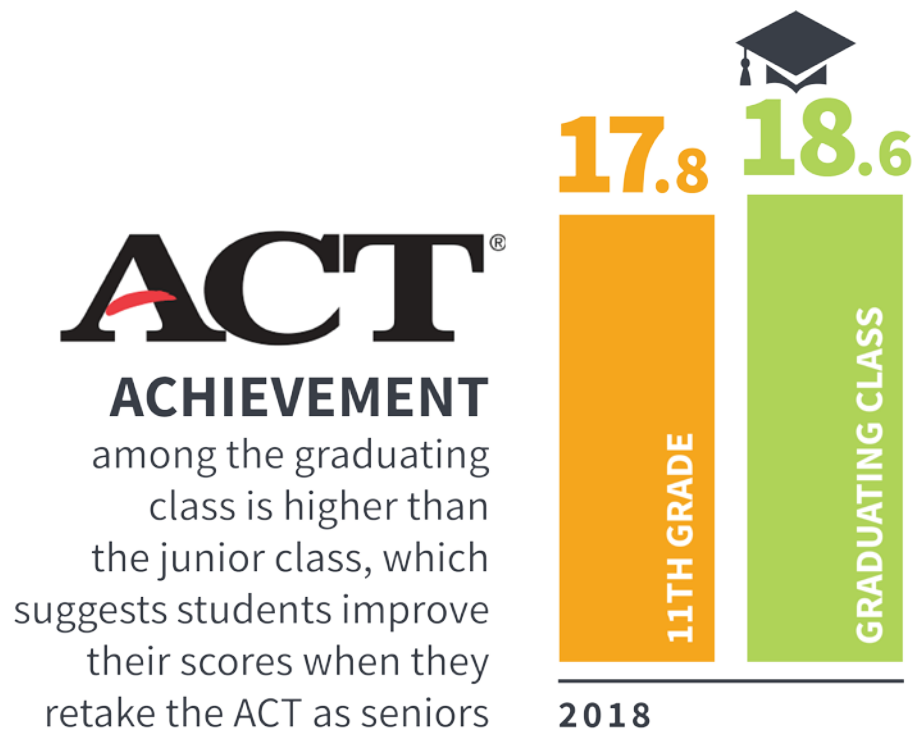
MISSISSIPPI'S GRADUATION RATE

Note: Mississippi rates reflect accountability year.

81.4

82.3

83.2

84.0

84.6

84.0%
2019

83.0%
2018

82.3%
2017

80.8%
2016

78.4%
2015

74.5%
2014

National Average
Mississippi

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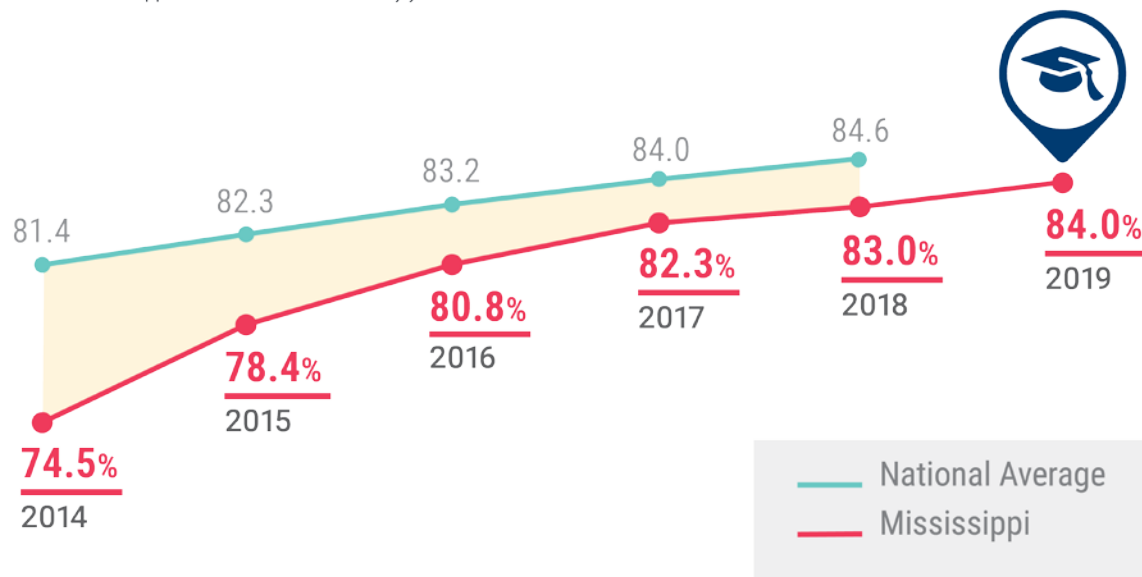
Outcome 2: Increase the percentage of students ready for college as measured by ACT benchmarks in each content area from high school
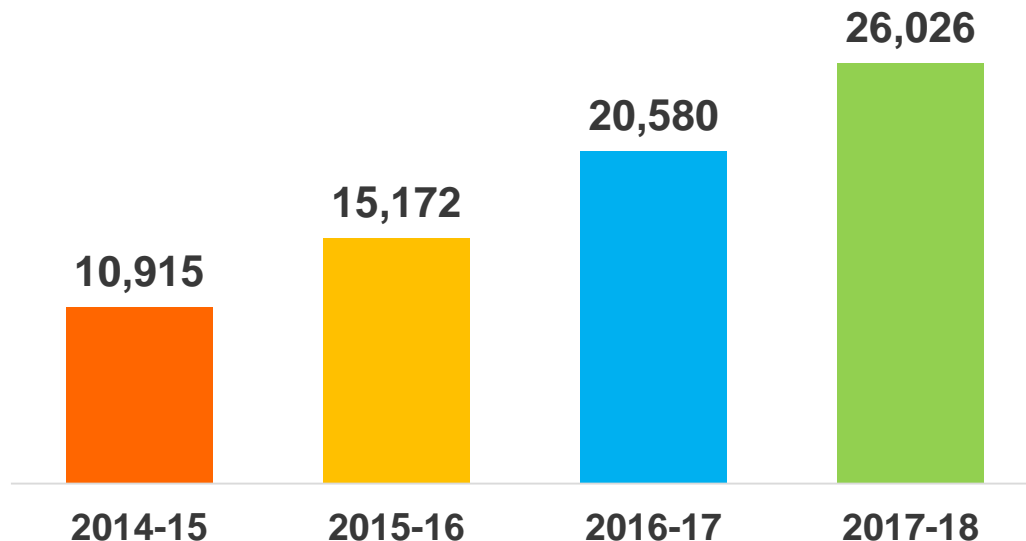
❖ 11th graders* meeting all four ACT benchmarks remained at 9 percent from 2015 to 2018

❖ Grade 11 ACT composite score increased from 17.6 in 2015 to 17.8 in 2018

❖ Class of 2018 ACT composite held steady at 18.6 from 2017 to 2018, while the national average dropped from 21 to 20.8

ACT®

ACHIEVEMENT

among the graduating class is higher than the junior class, which suggests students improve their scores when they retake the ACT as seniors

17.8 11TH GRADE
18.6 GRADUATING CLASS

2018

*Public school

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Outcome 3: Increase the percentage of students participating in and passing dual credit in each subgroup

❖ Participation in dual credit **more than doubled** from 2014-15 to 2017-18
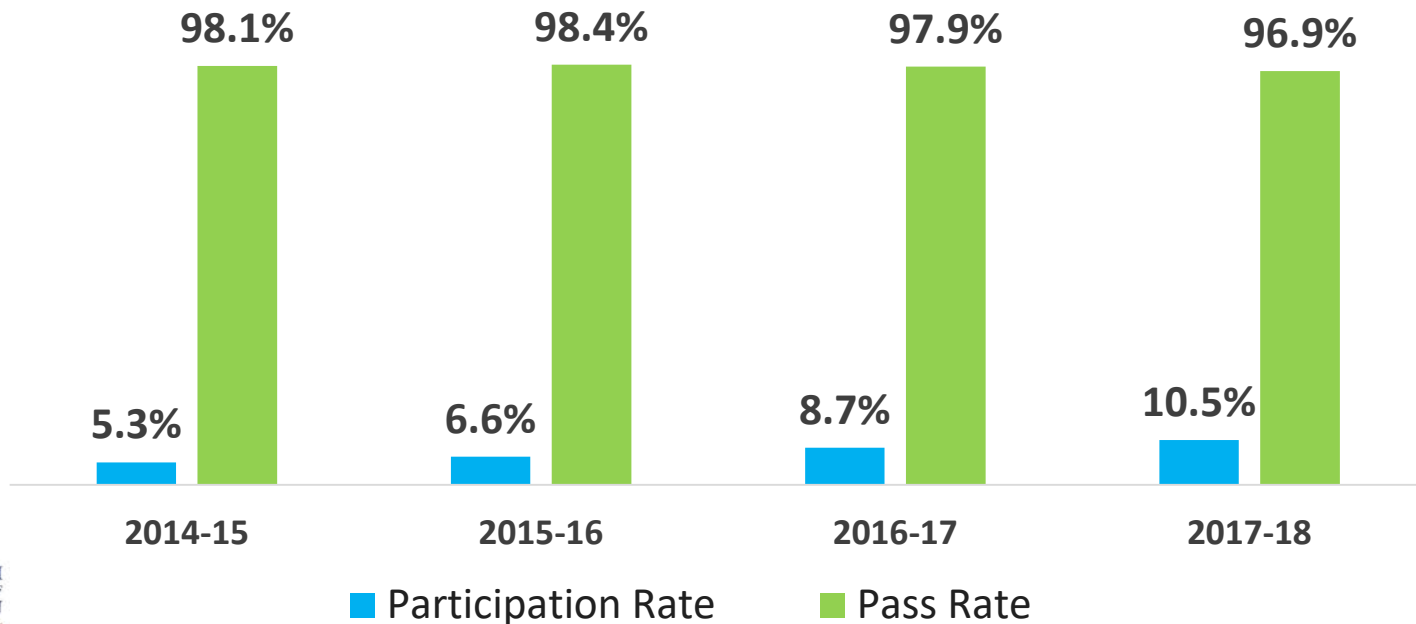
❖ Participation **increased** among **all subgroups**

Dual Credit Participation

Year	Participation
2014-15	10,915
2015-16	15,172
2016-17	20,580
2017-18	26,026

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Outcome 3: Increase the percentage of students participating in and passing dual credit in each subgroup (continued)

❖ With increased participation, overall dual credit passing rates decreased slightly from 98.1 in 2015 to 96.9 percent in 2018

Dual Credit Participation & Pass Rates

	2014-15	2015-16	2016-17	2017-18
Participation Rate	5.3%	6.6%	8.7%	10.5%
Pass Rate	98.1%	98.4%	97.9%	96.9%

■ Participation Rate ■ Pass Rate

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Outcome 4: Increase the percentage of students participating in and passing AP in each subgroup
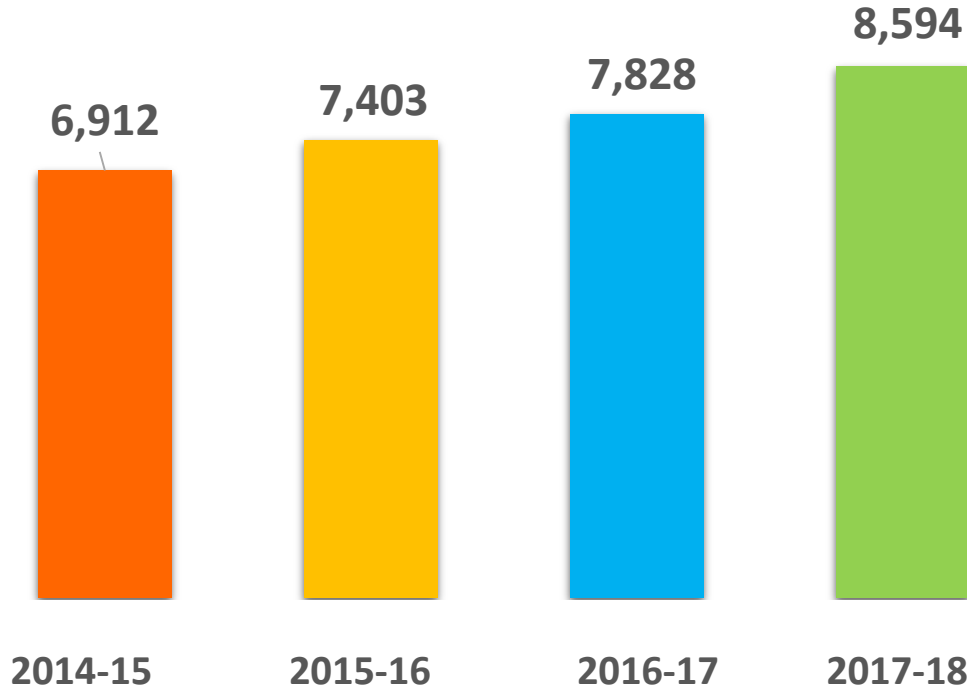
- ❖ AP participation and achievement **nearly doubled** since 2013

- ❖ Number of exams with a **qualifying score** of 3 or higher **nearly doubled** since 2013

- ❖ **All subgroups increased** AP participation from 2015 to 2018

- ❖ **Greatest increase** in AP qualifying scores from 2017 to 2018 were among **African-American** students (**+10 percent)** and **Hispanic** students (**+7.3 percent)**
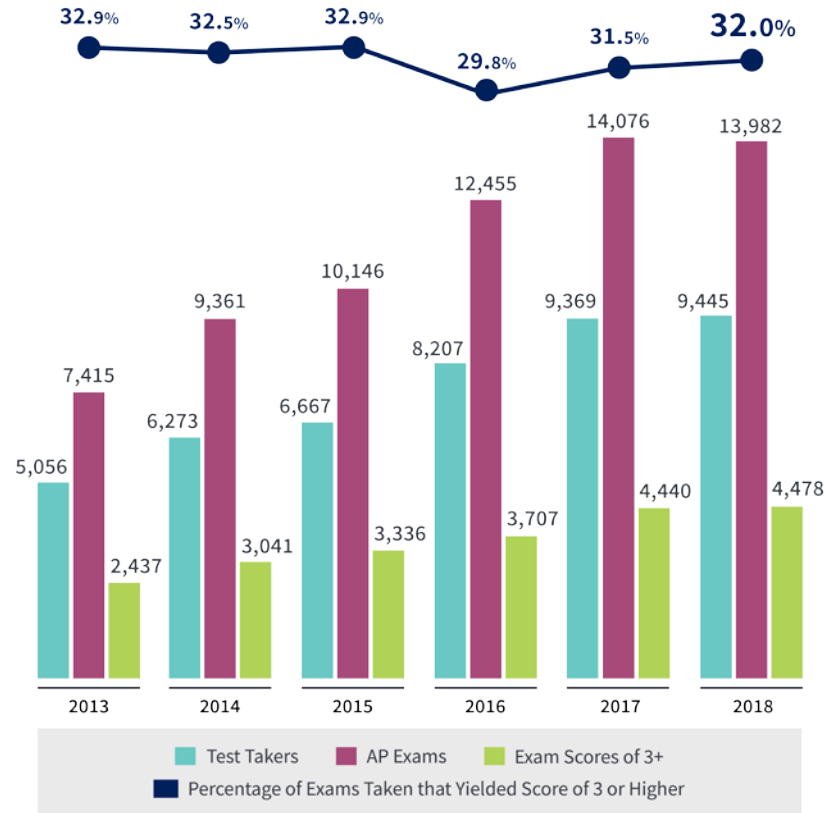
ADVANCED PLACEMENT RESULTS

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Students Completing Career and Technical Education (CTE) Programs

6,912 — 2014-15
7,403 — 2015-16
7,828 — 2016-17
8,594 — 2017-18

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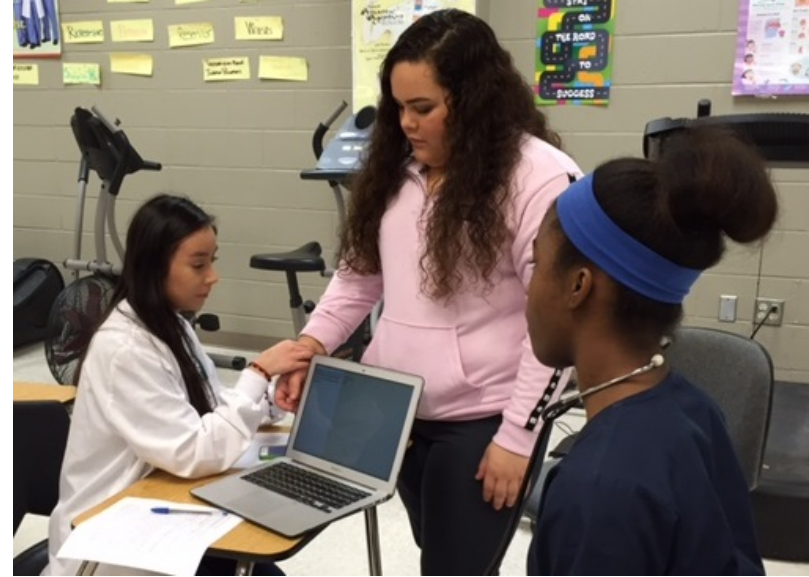
GOAL 3

Every Child Has Access to a High-Quality Early Childhood Program

Key Actions to Advance Goal 3

- Awarded five new districts funding to establish six blended pre-K classrooms (112 children enrolled) to ensure inclusive opportunities are afforded to students with disabilities (Goals 1, 3)

- Awarded five new Early Learning Collaborative (ELC) grants to serve an additional 1,076 4-year-old children (Goal 3)

- Collaborative work with $6 million Kellogg grant, hired nine early childhood coaches, two regional coordinators, two professional development specialists, and two family engagement transition coaches (15 total) to provide support to ELC sites as well as other funded pre-K, child care, and Head Start sites through Kellogg grant-funded positions (Goals 1, 3, 4)

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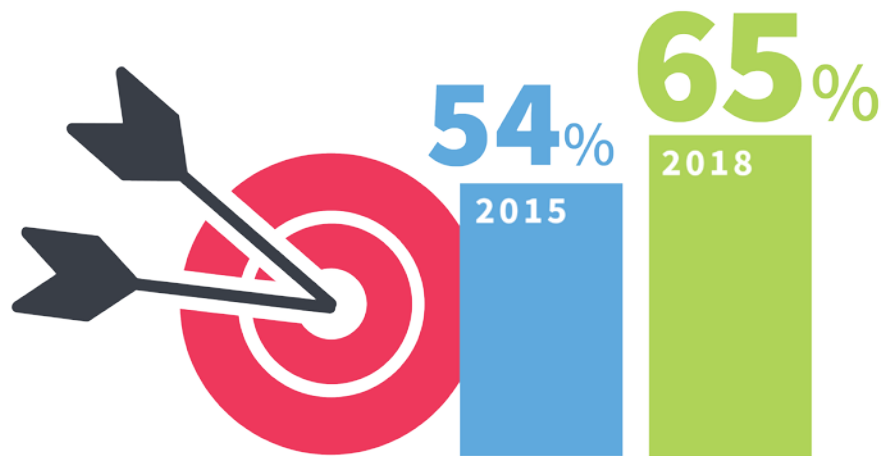EDUCATION
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Key Actions to Advance Goal 3

- Developed birth through grade 12 Family Engagement Framework and Toolkit for stakeholders to obtain guidance, activities, and support resources on how to effectively engage families as partners (Goal 3)

- Hired a second Early Learning Collaborative coordinator to support new ELC sites in August (Goal 3)

- Awarded National Association of School Boards of Education (NASBE) grant to provide policy training to pre-K school administrators (Goal 3)

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Key Actions to Advance Goal 3

- Adopted updated *Early Learning Standards Serving Classrooms of Infants Though Four-Year Old Children*, which created a continuum of aligned learning standards from birth through grade 12 (Goal 3)

- Presented to W.K. Kellogg Foundation board members during their annual board meeting in Mississippi (Goal 3)

- Conducted phase 2 research on the impact of Mississippi's Early Learning Collaboratives using data contained in the K-12 warehouse and presented research findings at National Center for Education Statistics (NCES) data conference (Goals 3, 5)

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54% 2015

65% 2018

KINDERGARTENERS MEETING

End-of-Year Target Score

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Percentage of children with disabilities in general education early childhood programs**

78.0%
75.5%
74.5%
73.9%

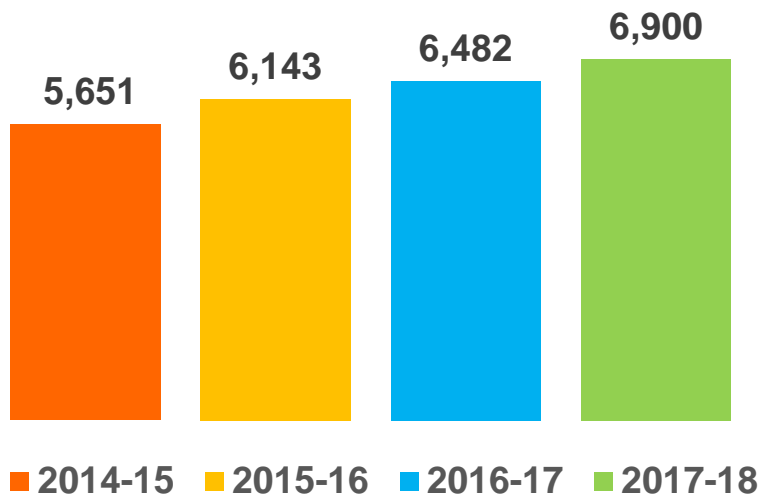■ **2014-15** ■ **2015-16** ■ **2016-17** ■ **2017-18**
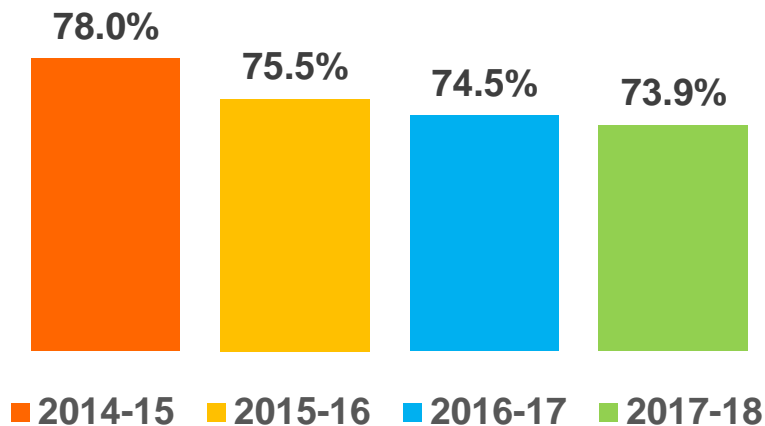
*Percentages revised to include children with disabilities in general education early childhood programs who receive special education services in other settings. Previous reports only included students with disabilities who received all services within general education.
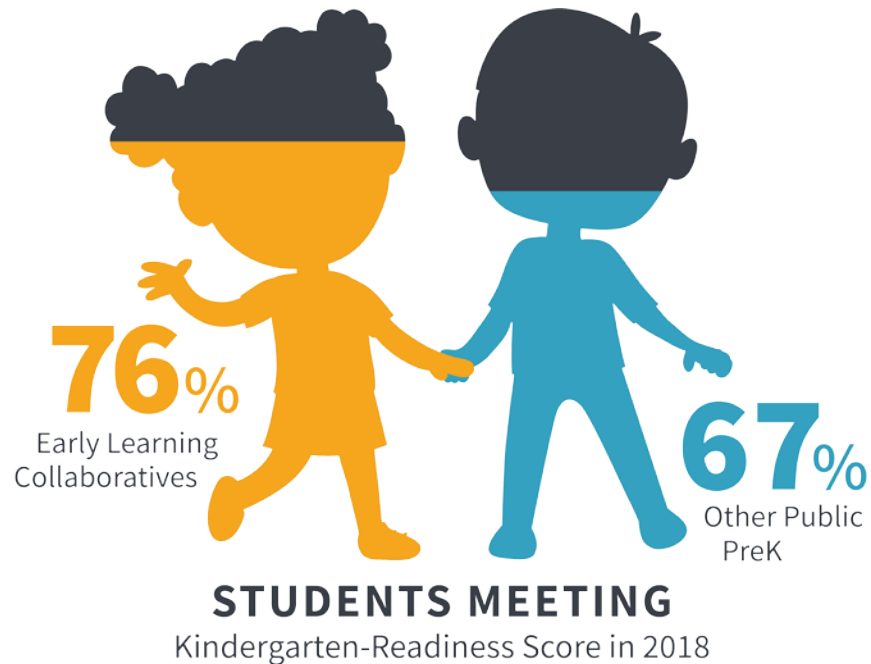**Decrease due to Head Start closures

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

Bar chart values:
- 5,651
- 6,143
- 6,482
- 6,900

Legend:
- 2014-15
- 2015-16
- 2016-17
- 2017-18

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Outcome 4: Increase the percentage of Early Learning Collaborative (ELC) sites meeting required rate of readiness

- ❖ **76 percent** of ELC **students** met the target readiness score compared to 59 percent in 2015

- ❖ **ELC students** show **higher rates of kindergarten readiness** than students in other public pre-K classes

- ❖ **91.7 percent** of ELC **sites** met required readiness rate in 2018 compared to 79 percent in 2016. This includes four new ELC sites.

76% Early Learning Collaboratives

67% Other Public PreK

STUDENTS MEETING
Kindergarten-Readiness Score in 2018

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GOAL 4

Every School Has Effective Teachers and Leaders

Key Actions to Advance Goal 4

- Secured $4.1 million grant from W. K. Kellogg Foundation to pilot Teacher Residency and Performance-Based Licensure programs (Goal 4)

- Partnered with the National Council on Teacher Residencies to develop Mississippi's Residency Model (Goal 4)

- Convened a Grow-Your-Own (GYO) Task Force to recommend additional measures for increasing and diversifying the teacher pipeline (Goal 4)

- Partnered with Tougaloo College and the Mississippi Association of Educators to convene 75 minority male educators from across Mississippi to seek strategies to expand the pipeline of minority male educators, reduce the number exiting schools and classrooms, and strengthen educator preparation programs that prepare minority male educators (Goal 4)

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Key Actions to Advance Goal 4

- Approved State Board Policy Chapter 14, Rule 14.20 to require all Educator Preparation Providers (EPPs) to obtain national accreditation recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Goal 4)

- Convened a task force of EPPs and practicing principals to redesign leadership programs to ensure alignment with the Professional Standards for Educational Leaders (PSEL) (Goal 4)

- Piloted a redesigned process for EPP program review and approval (Goal 4)

- Collaborated with Southern Regional Education Board (SREB) to strengthen processes and procedures for implementing Professional Growth System (PGS) (Goal 4)

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Key Actions to Advance Goal 4

- Convened the Educator Effectiveness Advisory Council (EEAC) to oversee development of additional components of PGS (Goal 4)

- Collaborated with Southeastern Comprehensive Center (SECC), Center on Great Teachers and Leaders, and the American Institutes for Research (AIR) to develop a toolkit for mentoring and induction of new teachers (Goal 4)

- Partnered with the University of Florida's Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) to explore strengthening the licensure structure to include mentoring, induction, and teacher leadership (Goal 4)

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Goal 4 Outcomes Revised in 2017-18 (Baseline Year Data)

Outcome 1: Increase the percentage of districts reporting Professional Growth System (PGS) ratings for teachers and leaders: **41.7 percent**

Outcome 2: Increase the percentage of teacher candidates passing licensure exams on the first attempt *(Baseline to be set in 2018-19 pending State Board of Education approval of policies and methodology)*

Outcome 3: Increase the number of licensed, diverse teachers and leaders: **29.2 percent**

Outcome 4*: Reduce the proportion of inexperienced teachers in schools that are both High Poverty and High Minority: **32.4 percent**

Outcome 5*: Reduce the proportion of non-certified teachers in schools that are both High Poverty and High Minority: **19.4 percent**
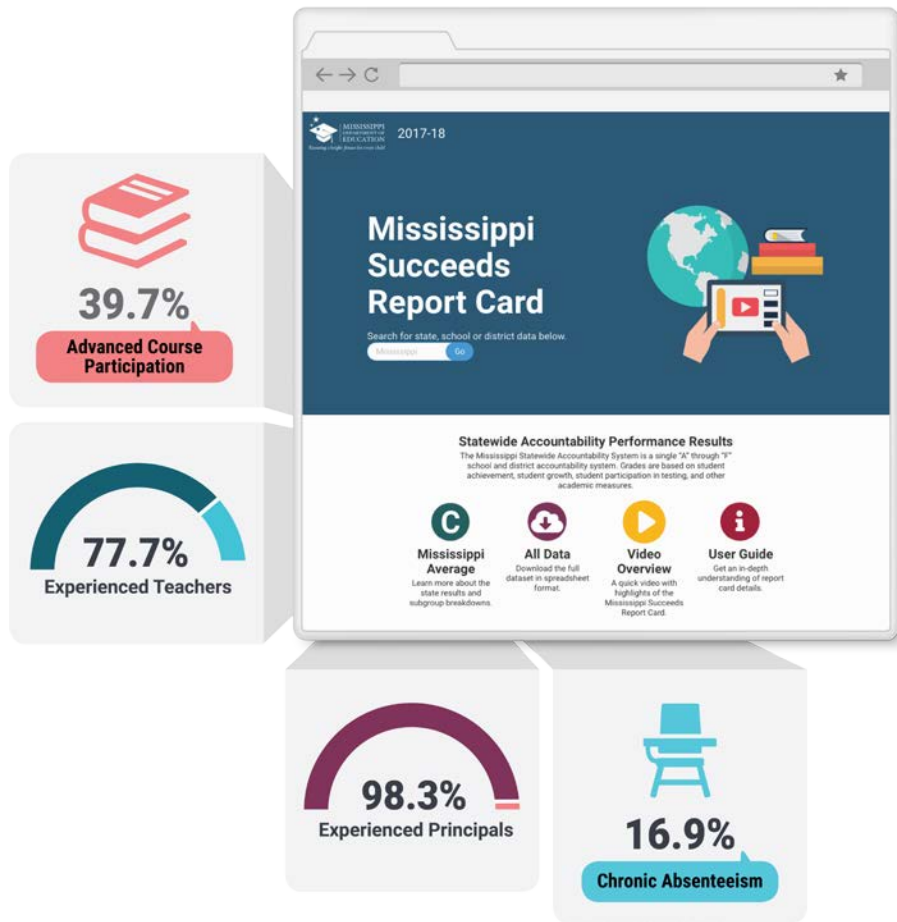
*Outcome 4 has been divided into two separate outcomes since Nov. 8, 2018 to align with ESSA requirements

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GOAL 5

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

❖ Launched new **Mississippi Succeeds Report Card**, an interactive online tool designed to help parents and communities more easily evaluate schools across the state

❖ Developed two-year plan for enhancing report card, with new tools to be released through 2020, including school-level per-pupil funding and tools to make cross sub-group comparisons

*Revised outcome for 2017-18

Proposed Report Card Roadmap: Quarterly Output 2019 through 2020

Mar 2019: MS Succeeds 1.1 Release

Jun 2019: New Heat Maps Dash-board

Sep 2019: MS Succeeds 2.0 Release

Dec 2019: Enhanced Internal Dash-boards

Mar 2020: High School Feedback Reports

Jun 2020: On-Track CCR Dash-board

Sep 2020: MS Succeeds 3.0 Release

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Outcome 2: Create a user-friendly website for the public and school districts to access data to make decisions*

❖ Launched new MDE website

*Revised outcome for 2017-18

❖ Initiated development of **MSIS 2.0** modernization plan – engaging school districts, local student information package vendors and other states – focused on improving data quality, integration and availability of data to internal and external stakeholders

❖ Installed "Generate" tool and completed data mapping of MSIS to help streamline and automate reporting to the U.S. Department of Education

*Revised outcome for 2017-18

Outcome 4: Publish research results to support improved student outcomes and teacher effectiveness*

❖ **Approach**: Developed and published research framework and designed research studies focused on four critical areas:
   1. High Quality Early Learning
   2. College and Career Readiness
   3. Recruitment, Retention, and Effectiveness of Educators and Administrators
   4. Educators and Administrators Preparation and Professional Development

❖ **Study**: Analyzed cross-sectionally the effectiveness of 2016-17 Early Learning Collaboratives (ELCs) cohort
   • Presented at the SLDS Best Practices Conference (February 2018) and the Association for Education Finance and Policy Conference (March 2018)

❖ **Study**: Compared longitudinally the impact of three ELC cohorts (2014-15, 2015-16 and 2016-17) against non-ELC children (including Head Start).
   • Presented at the National Center for Education Statistics Stats-DC Conference (July 2018)

* Revised outcome for 2017-18

GOAL 6

Every School and District is Rated C or Higher

Key Actions to Advance Goal 6

- Led Schools-At-Risk Process, which included conducting 89 interviews with district and school leaders in F-rated schools and providing personalized feedback to teams (superintendent, board member, principal, teacher, parent/community member) to develop strong action plans (Goal 6)

- Collaborated with districts to improve accountability and performance levels, resulting in 50 schools improving from an F in 2017-18, and 69.4% of districts earning a C or higher rating (Goals 1, 6)

- Deployed four lead school improvement coaches and six school improvement coaches to support Priority, School Improvement Grant (SIG), Focus and Schools At-Risk (onsite and virtual) (Goals 1, 2, 4, 6)

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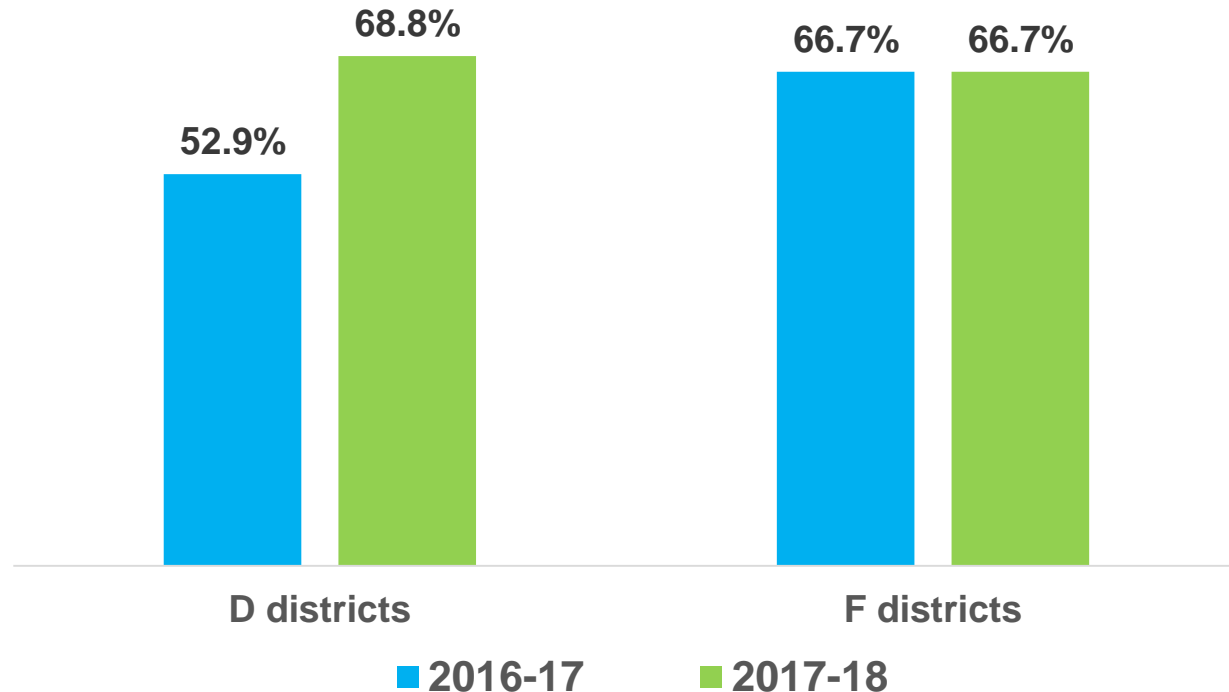Ensuring a bright future for every child

Key Actions to Advance Goal 6

- Hosted three regional trainings in collaboration with the Mississippi State University Research and Curriculum Unit on evidence-based interventions with 284 total participants (Goals 2, 6)

- Hosted first SIG Institute with 39 school leaders from Cohort IV SIG Schools and initiated SIG professional learning community (Goals 1, 2, 6)

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Outcome 1: Increase the growth of D and F <u>districts</u> by improving the letter grade and/or increasing the number of points within a letter grade
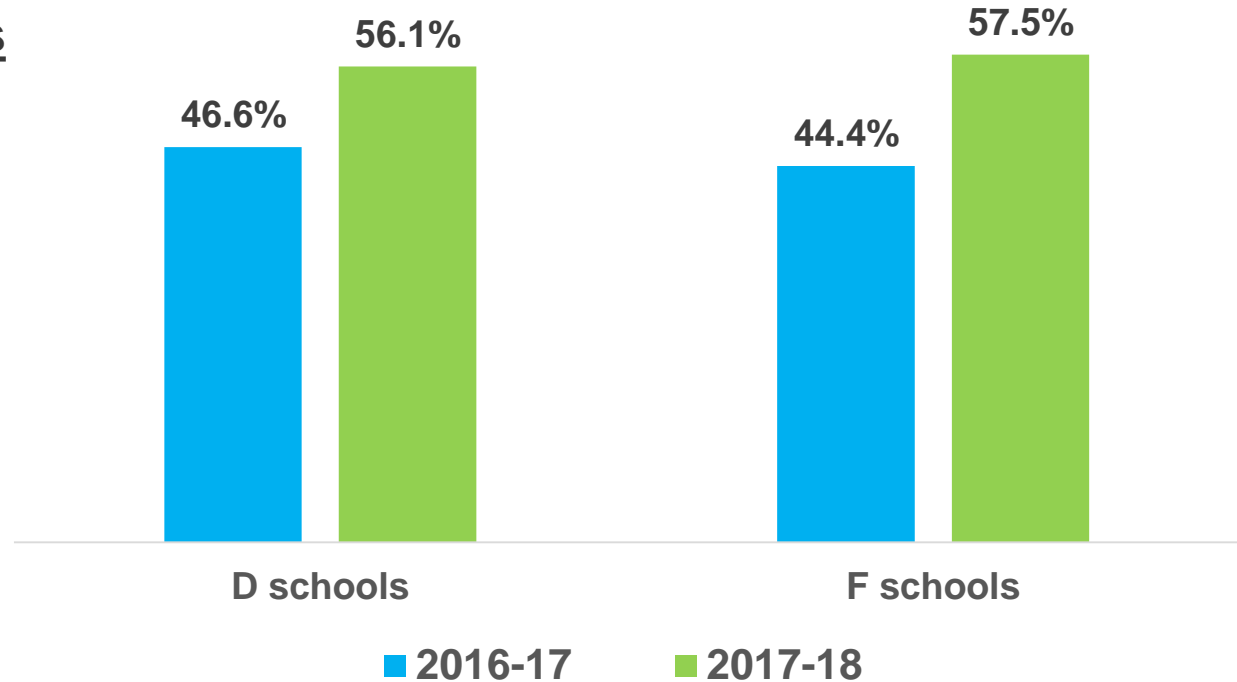
❖ Figures represent percentage of **<u>districts</u>** rated D or F for two years in a row that showed improvement within letter grade

Districts Rated D or F with Point Increases

	D districts	F districts
2016-17	52.9%	66.7%
2017-18	68.8%	66.7%

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❖ Figures represent percentage of **<u>schools</u>** rated D or F for two years in a row that showed improvement within letter grade

Schools Rated D or F with Point Increases

Chart — "Schools Rated D or F with Point Increases"

- D schools: 2016-17 = 46.6%, 2017-18 = 56.1%
- F schools: 2016-17 = 44.4%, 2017-18 = 57.5%

Legend: ■ 2016-17 ■ 2017-18

Schools in Districts of Transformation	2017	2018
A	0	2
B	1	1
C	2	4
D	3	3
F	5	1
% of schools rated C or Higher	27%	64%

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Percentage of Districts Rated C or Higher

65.8%

57.0%

■ 2014-15   ■ 2017-18
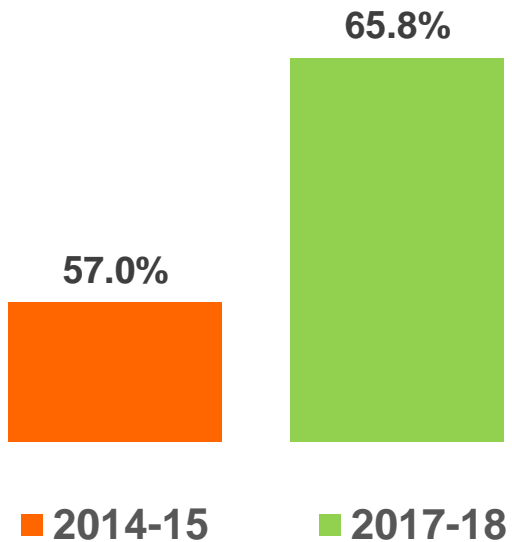
Outcome 6: Increase the percentage of <u>schools</u> rated C or higher

Percentage of Schools Rated C or Higher

61.0% — 2014-15

69.3% — 2017-18
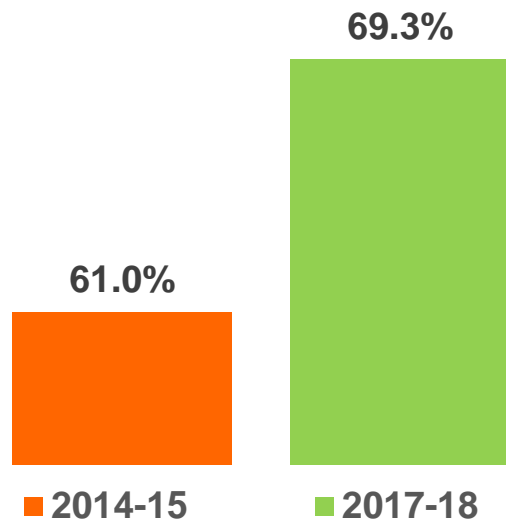
Quality Counts: Mississippi Grades 2013 to 2019

K-12 ACHIEVEMENT
- MISSISSIPPI 2013: F
- MISSISSIPPI 2019: D — RANKED 47TH
- NATION'S GRADE 2019: C

CHANCE-FOR-SUCCESS
- MISSISSIPPI 2013: D
- MISSISSIPPI 2019: C — RANKED 46TH
- NATION'S GRADE 2019: C+

EQUITY*
- MISSISSIPPI 2013: C
- MISSISSIPPI 2019: B+ — RANKED 17TH
- NATION'S GRADE 2019: B+

IMPROVEMENT (new indicator)
- MISSISSIPPI 2019: C- — RANKED 18TH
- NATION'S GRADE 2019: C-

*Equity: Closing achievement gaps between low-income and more affluent students

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Mississippi Succeeds Communication Toolkit

- Superintendents received notification about new *Mississippi Succeeds* Communication Toolkit available at www.mdek12.org/MSSucceeds

- You are encouraged to use the toolkit to share Mississippi's and your districts' successes

  Toolkit Contents:

  - *Mississippi Succeeds* vision card with State Board Goals and statewide achievements

  - *Mississippi Succeeds* achievement infographic

  - Customizable PowerPoint presentation

  - *Mississippi Succeeds* talking points

  - Social media playbook for school districts

Mississippi SUCCEEDS

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