

All Means All:

Resources to Improve Equitable
Outcomes for All Students

January 28, 2020



Tenette Smith, Ed.D.

Office of Elementary Education and Reading

Quentin Ransburg, Ed.S.

Office of Federal Programs

VISION

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

MISSION

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

1

ALL

Students
Proficient
and Showing
Growth in
All Assessed
Areas



2

EVERY

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



3

EVERY

Child Has
Access to
a High-
Quality Early
Childhood
Program



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



Session Goals

- Mississippi Department of Education Updates
- ALL Means All: Who Are our Students?
- Pursuing Equity for ALL
- Resources to Improve Equitable Outcomes for ALL
- Accreditation Dates

All Means All:

MDE Updates

Increasing Student Outcomes for ALL

Laying the Foundation for Success

- Reorganized state education department around strategic plan goals
- Adopted rigorous, college- and career-ready standards statewide
- Developed assessments aligned to academic standards and the National Assessment of Educational Progress (NAEP)
- Implemented strong accountability system for all schools and districts
- Improved data quality and transparency
- Built teacher and leader capacity through major professional development initiative to ensure students master higher academic standards

Early Learning Collaborative Act: Key Components

- Provides funding to local communities to establish or expand high-quality early childhood education programs called Early Learning Collaboratives (ELCs)
- ELCs include a lead partner (public school or nonprofit group) and collaborators including school districts, Head Start sites, child care centers and nonprofit organizations
- Enables state education department to establish first Office of Early Childhood Education
- Professional development offered, for free, to all early childhood providers in public and private settings

Literacy-Based Promotion Act: Key Components

- Trains educators statewide to be more effective at teaching reading
- Deploys literacy coaches to lowest-performing schools to support teachers
- Adds K-3 monitoring and assessment system, including a 3rd grade reading test for students to qualify for 4th grade promotion
- Requires schools to engage parents and communicate with them regularly
- Enables state education agency to establish first Office of Elementary Education and Reading

Laws that Enhanced Literacy-Based Promotion Act

Teacher Certification

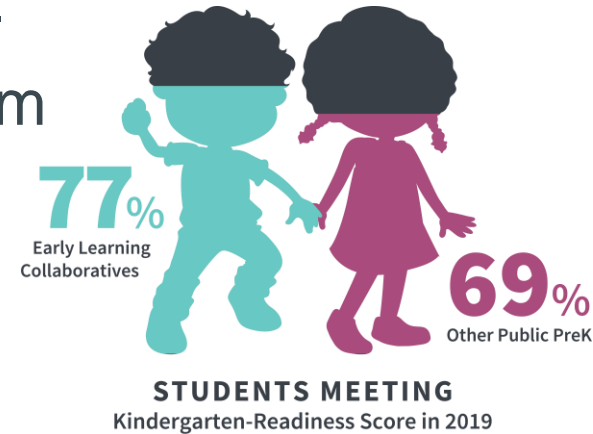
- Law enacted in 2016 requires elementary education candidates to pass “a rigorous test of scientifically research-based reading instruction and intervention” to ensure they know effective practices for teaching reading
- Mississippi requires candidates to pass the Foundations of Reading Assessment

Higher Expectations for 3rd Grade Reading

- Amendment passed in 2016 to raise the passing score on the 3rd grade reading test starting in the 2018-19 school year
- Students are now required to score above the lowest **two** achievement levels, which shows they are approaching proficiency

Early Childhood Education Results

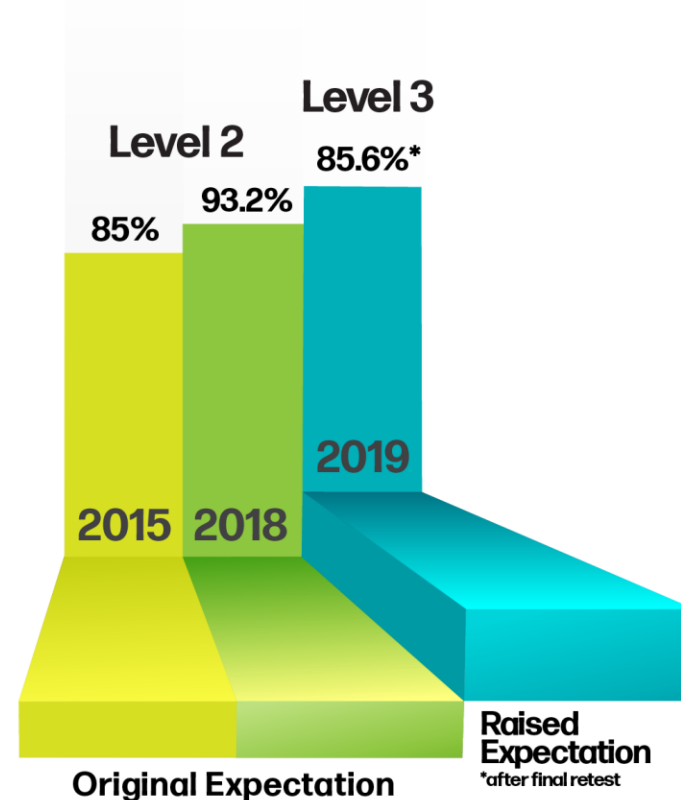
- **77% of Early Learning Collaborative (ELC) students** met target kindergarten-readiness score in 2019, an increase from 59% in 2015
- **ELC students show higher rates of kindergarten readiness (77%)** than students in other public pre-K classes (69%)



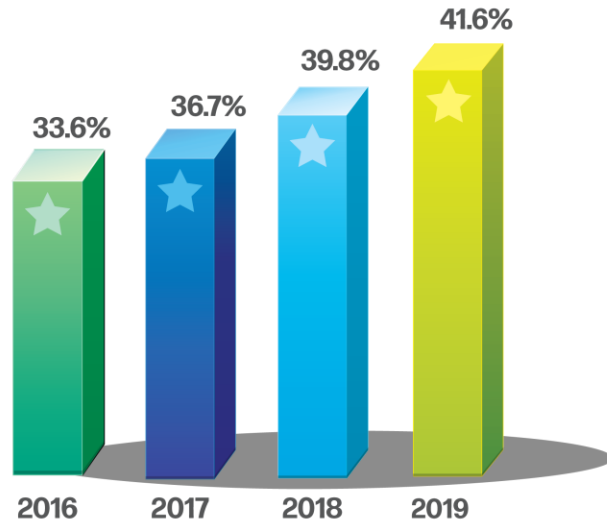
3rd Grade Reading Results

- Literacy-Based Promotion Act originally required 3rd graders to score at Level 2 on a reading test to be promoted to 4th grade
- Students are now expected to score at Level 3, which is closer to proficient
- When **expectations were raised** in 2019, **85.6% of students met the highest reading standard ever required** under the Literacy-Based Promotion Act

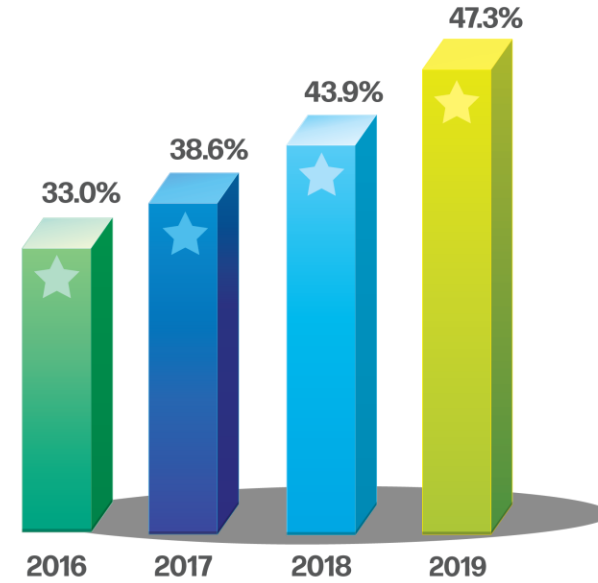
3rd Grade Reading Achievement



Mississippi Academic Assessment Program (MAAP)



English Language Arts (ELA)
Levels 4 & 5

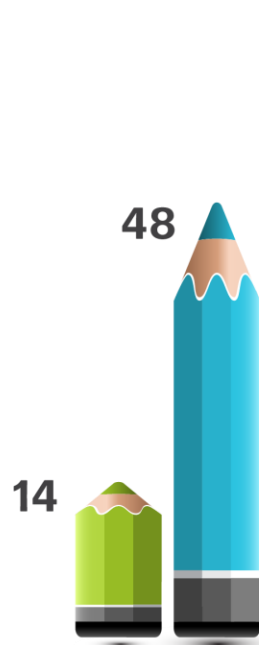


Mathematics
Levels 4 & 5

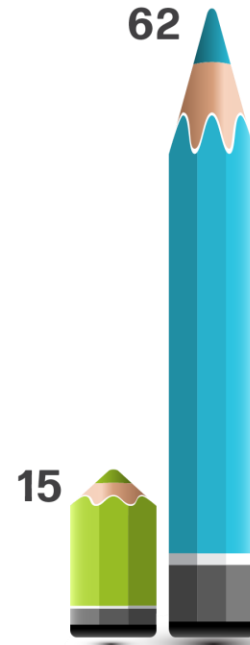
English Language Arts and Mathematics Proficiency Gains in Districts

Total districts
with more than 45%
of students scoring
proficient or advanced

● 2016 ● 2019

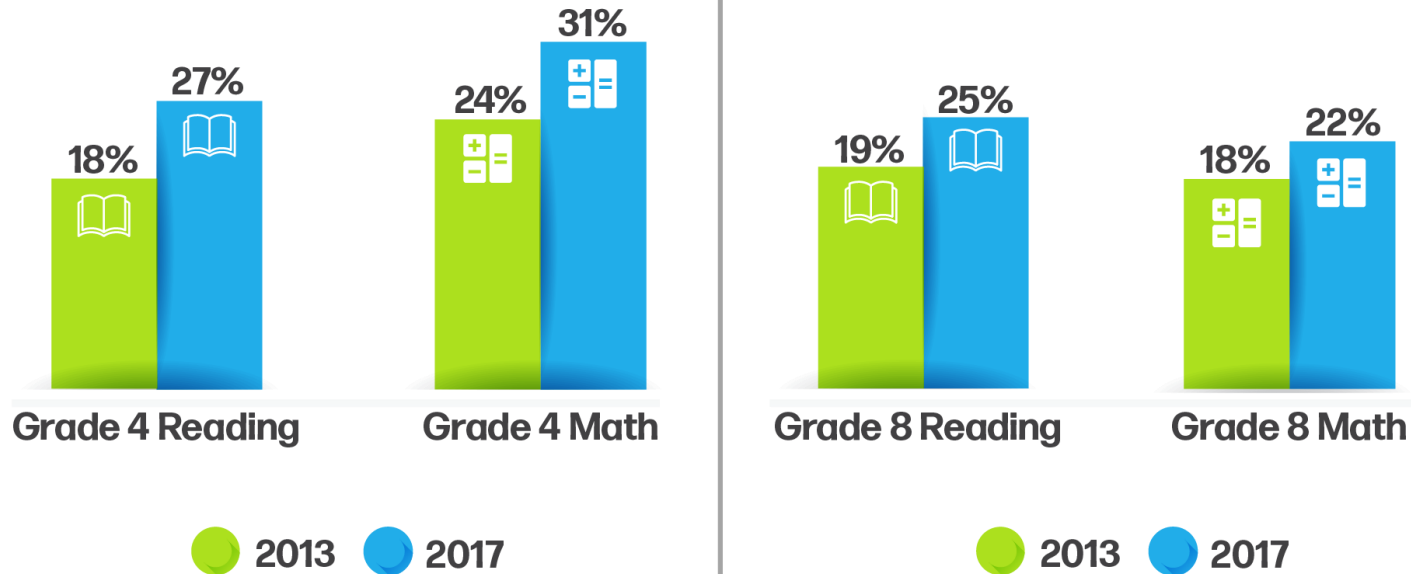


English Language Arts
more than tripled



Mathematics
more than quadrupled

National Assessment of Educational Progress (NAEP)



National Assessment of Educational Progress (NAEP)

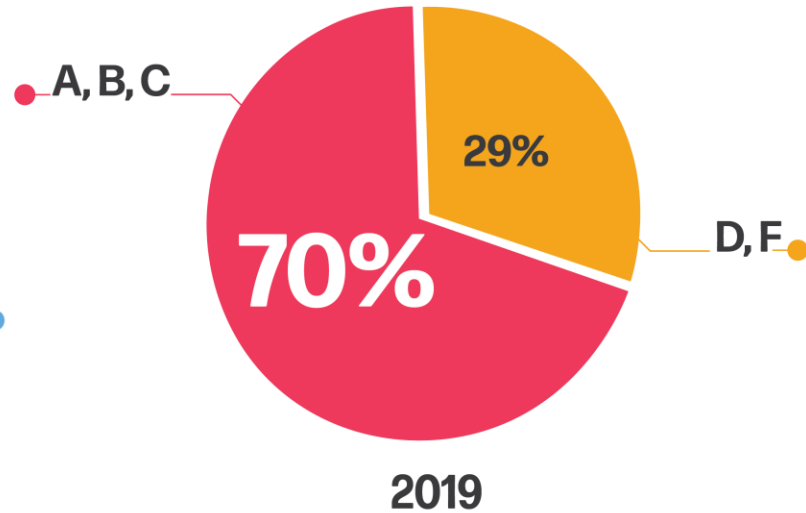
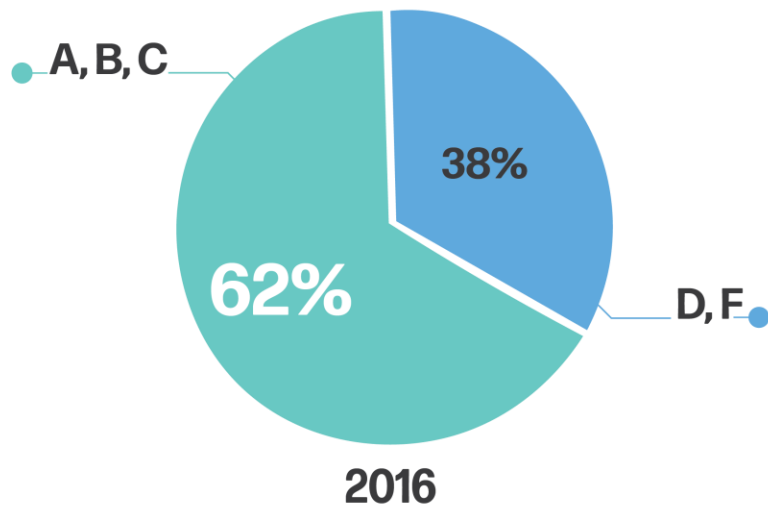
Mississippi National Rankings NAEP Gains



Outcome 5: Increase the percentage of districts rated C or higher

DISTRICT GRADE IMPROVEMENTS

2016 - 2019

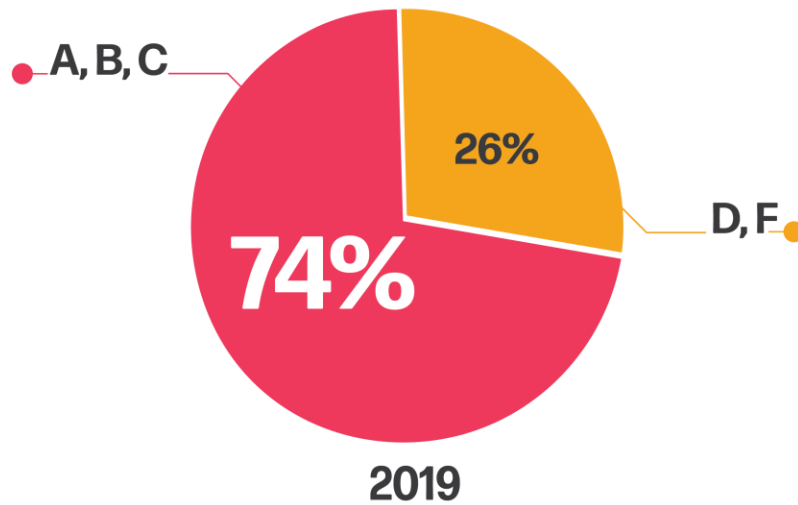
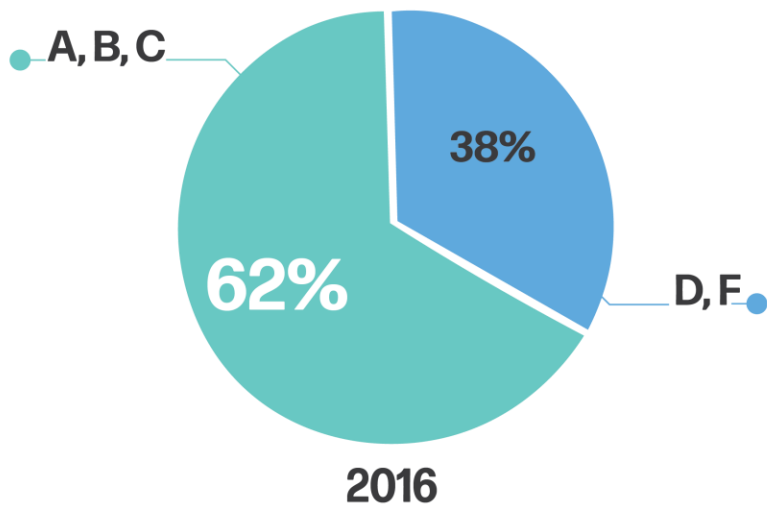


Note: Percentages have been rounded

Outcome 6: Increase the percentage of schools rated C or higher

SCHOOL GRADE IMPROVEMENTS

2016 - 2019



Note: Percentages have been rounded

Next Steps: Strengthen Educator Preparation Programs

- Requiring professional learning and testing for Educator Preparation Program (EPP) faculty teaching Early Literacy I and II
- Redesign the 15-hour sequence for Reading
- Requiring additional clinical experiences for candidates
- Requiring all programs embed culturally and linguistically responsive pedagogy to support [Mississippi's Equity Plan](#)

All Means All:

Ensuring ALL Students are
Supported

Office of Federal Programs

MISSISSIPPI
SUCCEEDS!!

McKinney-Vento ACT

21st Century Learning

Supporting Special
Populations

Increasing Equity and
Inclusiveness

Family and Community
Engagement

21st CCLC Grant Period & Award Amounts

- A subgrant award is made available for an approved project period up to four **(4) years** contingent upon evidence of progress as documented in the annual evaluation report, increased student achievement as documented in the required common data elements, and adherence to the annual Specific Program Assurances.
- Grants for eligible organizations will range from **\$50,000 - \$400,000** per year.



21st CCLC Grant Continued

- Grantees receive funding at **100%** for the first two (2) years of the program. Subsequently, grantees receive **80%** of their original funding in year three (3) and **60%** in year four (4) pending congressional appropriations.
- The Office of Federal Programs anticipates the release of the 21st CCLC FY 2021 RFP in Spring 2020.





The Office of Federal Programs is pleased to announce the following districts as awardees of the McKinney-Vento Grant for FY20:

Alcorn County School District
Harrison County School District
Jackson Public School District
Starkville-Oktibbeha School District

Corinth School District
Hattiesburg School District
Moss Point School District
Tupelo School District

Monitoring FY19 M-V Awardees



Both programmatic and fiscal indicators will be monitored for compliance and implementation for the following LEAs based on the FY19 McKinney-Vento Grant:

Harrison County School District

Oxford School District

Vicksburg-Warren School District

Winona-Montgomery School District

Humphreys County School District

Jackson Public School District

Reminder of Period of Availability

FY19 McKinney-Vento grantees have until **March 1, 2020** to obligate funds with a liquidation date of **June 12, 2020**.

FY 20 McKinney-Vento grantees have until **January 1, 2021** to obligate funds with a liquidation date of **March 12, 2021**.

M-V Application to be released in MCAPS...

- We are scheduled to release the FY21 McKinney-Vento application in MCAPS **June 2020**.
- FY21 McKinney-Vento application and revision processes will be completed through MCAPS only. Paper applications will no longer be accepted.

All Means All:

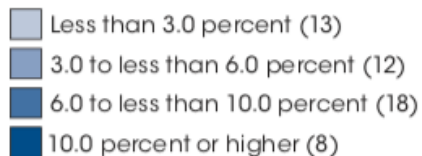
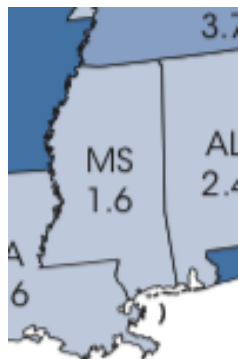
WHO ARE OUR STUDENTS?

Mississippi's English Learner (EL)
Population and Your Diverse
Classroom

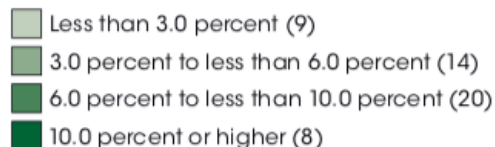


Our Mississippi EL Learners – Population Increases

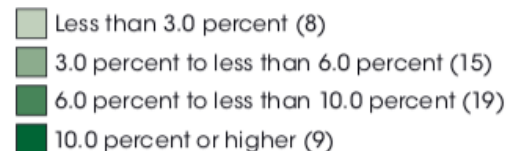
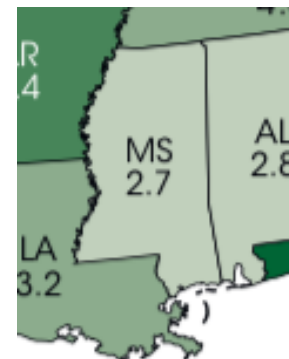
Percentage of public school students who were ELs: 2014-2015



Percentage of public school students who were ELs: Fall 2015



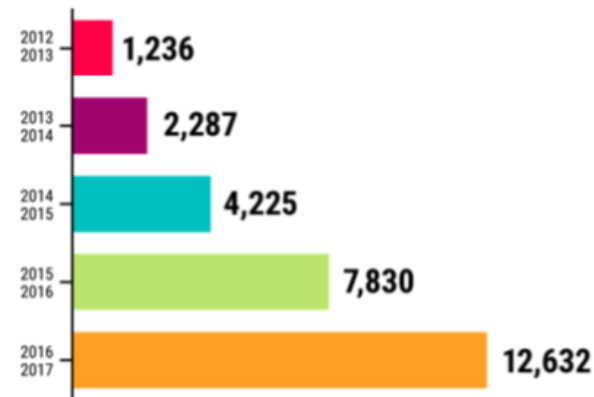
Percentage of public school students who were ELs: Fall 2016



Who are our students? EL Population Facts

Nationally	Mississippi
Approximately 4.6 million English Learners	Increase of 3,000 ELs within the past 2 years
Spanish is the most commonly spoken non-English language	In 2018, the majority of Mississippi school districts had at least one EL
1 in 5 children between 5-17 years old live in immigrant families	In 2018, 14 Mississippi districts served more than 300 ELs
Immigrant parents account for 25% of the overall U.S. population	During the 2016-17 school year, approximately 12,630 ELs entered Mississippi schools

2012-2018 Mississippi EL Population



Mississippi schools have seen a 1,000% increase in English Learners over the past 10 years.

Who are our students? Mississippi Languages

2018-2019 Top 5 Most Common EL Languages in Mississippi

Spanish	12,696 EL speakers	21 countries represented
Arabic	925 EL speakers	26 countries represented
Vietnamese	548 EL speakers	1 country represented
Chinese	416 EL speakers	5 countries represented
Gujarati	111 EL speakers	1 country represented

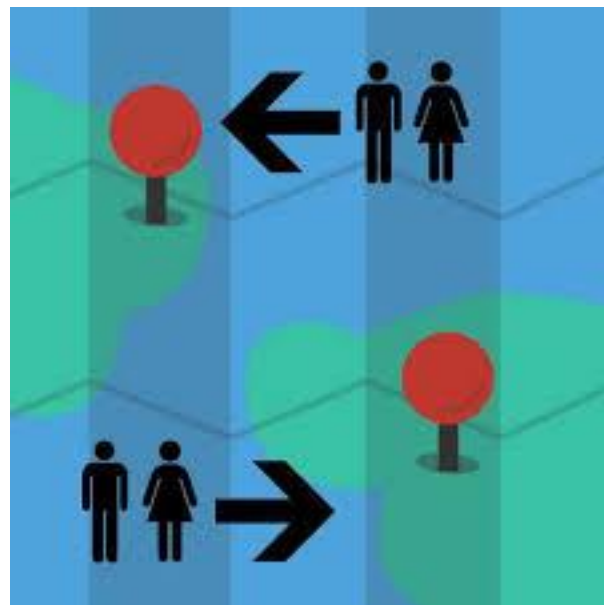
2018-2019 Top 5 *Least* Common EL Languages in Mississippi

Twi	1 EL speaker	4 countries represented
Somali	1 EL speaker	7 countries represented
Persian	1 EL speaker	1 country represented
Maori	1 EL speakers	1 country represented
Lithuanian	1 EL speaker	19 countries represented

Who are our students? Why ELs Come to Mississippi

“Hispanic immigrant families move to the South drawn to jobs in construction, agriculture, and food processing industries.”

“Immigrants from the Middle East and South Asia are filling shortages in medical professions.”



New America

Who are our students? Mississippi's Immigrant Facts

- More than 2% of Mississippi residents are immigrants, while another 2% are native-born U.S. citizens with at least one immigrant parent.
- 1/3 of all immigrants in Mississippi are naturalized U.S. citizens.
- Almost one in four of Mississippi's adult immigrants have a college degree or more education; nearly one in three had less than a high school diploma.

Education Level	Share (%) of All Immigrants	Share (%) of All Natives
College degree or more	24.8	20.7
College	18.0	32.0
High school diploma only	24.7	31.2
Less than a high school diploma	32.5	16.0

All Means All:

PURSUING EQUITY

A transfer student walks into your room...



Implicit Bias and Education

“Research has shown that before teachers even have a conversation with a student, they have already formulated a number of opinions based on that student's race, appearance, and other factors—and begun to form a certain set of expectations...the reality is that our subconscious is at work. We are studying the every move of our students: their dress, their personal grooming, their hair style, their use of language, and their mannerisms. Admitting it may be uncomfortable, but almost all of us have looked at a student at one time or another and thought, solely based on their appearance, ‘That kid is going to be someone,’ or ‘that kid is going to make my life miserable...’ These subconscious thoughts and feelings are known as implicit biases. These biases are ever-present, and as such they require constant monitoring. Ignoring our implicit biases guarantees that we further impoverish the already poor or marginalized student. As educators, we must be mindful of not just how we teach students, but how we approach them, how we talk to them, and how we convey our academic expectations for each of them.”

Understanding Implicit Bias

What is **implicit bias**?

- Attitudes we hold towards people or associated stereotypes with them without our conscious knowledge
- Predicts how we'll behave more accurately than our conscious values
- Universal phenomenon, not limited by race, gender, or even country of origin

<https://implicit.harvard.edu/implicit/takeatest.html>

Being a Leader for Equity

Leaders for equity are educators who gracefully stand up and stand for others, demonstrate courage, and take risks to forge improvement.

Equality



Equity 

Resources

https://nces.ed.gov/programs/coe/indicator_cgf.asp

<https://www2.ed.gov/about/offices/list/oela/ffcmelp.pdf>

<https://www.newamerica.org/education-policy/edcentral/southeast-els/>

<http://res.dallasnews.com/interactives/migrantroute/>

<https://www.edweek.org/tm/articles/2018/07/25/why-teachers-must-fight-implicit-biases.html?intc=main-mpsmvs>

All Means All:

Resources to Improve Equitable Outcomes for All Students

Offices of Elementary Education and Reading, Professional Development and Special Education

Technical Assistance Provided to Increase Inclusive Practices

Phonics First[®] reading system, developed by Brainspring is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and EL readers.

Rooted in the Orton-Gillingham principles of instruction, *Phonics First*[®] uses scientifically research-based learning strategies to teach students systematic processes for decoding (reading) and encoding (spelling). Students who use the *Phonics First*[®] system make significant gains in reading and spelling while building a lifelong understanding of the structure of language.



Phonics First Courses

Courses include:

- Phonics First (K-5) for K-3 general education teachers, K-5 special education teachers, literacy coaches and interventionists
- Phonics First (6-12) for middle and high school special education teachers, interventionists and the literacy coaches who support them
- Level II for anyone who has attended the K-5 or 6-12 courses and has used the program for at least 3 months
- Refresher and Syllabication Workshops

Phonics First Courses

- Seats are currently available for the spring and summer across the State
- Districts with 25 or more participants registered can host the training and MDE will cover the cost
- To see all dates and locations, visit the RESA website at <http://nmec.msresaservices.com/all-workshops/categories-mde/categories-mde-special-education>
- Contact Teresa Laney at 601-359-3498 if you have questions

Upcoming Professional Development

Phonics First K - 5	Phonics First 6 - 12	Level II
Gulfport – March 9	Gulfport – March 16	Meridian – February 10
Gulfport – March 12	Gulfport – March 19	Oxford – March 23
Greenville – June 1	Jackson – June 22	Hattiesburg – April 20
Tupelo – June 8		Biloxi – June 15
Jackson – June 15		

Alternate Diploma



Alternate Diploma

- Only students who have met the IEP criteria as a student with a significant cognitive disability (SCD) may participate in a program of study to earn the Alternate Diploma.
- The Alternate Diploma is not the equivalent of a traditional high school diploma and is not recognized by post-secondary entities that require a traditional high school diploma.
- IEP TEAM Committee decision
- MSIS Course Codes can be found in the Course/Work Area Codes Report.



Which high school Alternate Diploma courses currently require a Mississippi Academic Assessment Program – Alternate (MAAP-A)?

- Alternate Biology
- Alternate English II
- Alternate Algebra

Alternate Diploma Course Substitutions

- Currently working on a list of general education courses that may be substituted in lieu of the alternate courses mentioned on previous slide.
- Open for public comment soon.



School Counselor Regional Workshops

- February 12 – Hattiesburg, MS
- February 19 – Oxford, MS
- February 21 – Vicksburg, MS
- February 25 – Jackson, MS
- February 28 – Jackson, MS

Mississippi ABLE

MS ABLE ACCOUNT

Mississippi
ABLE
a member of
The National ABLE Alliance



What is an ABLE account?

ABLE accounts are tax-advantaged savings accounts for individuals with disabilities which will not affect their public benefits. These accounts can be used for daily transactions and/or long-term savings. Income earned in the accounts is not taxed if spent on qualified disability-related expenses. Contributions can be made to an account by anyone and may qualify for a state tax deduction.

MS ABLE ACCOUNT

When will ABLE accounts be available in Mississippi?

ABLE accounts are available now!!



For more information or to register, visit: <https://www.mdrs.ms.gov/Pages/able-act.aspx>

Social and Emotional Learning Standards

MS's Current Efforts Around Social Emotional Learning

- Attended Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Exchange in Chicago, IL in October 2019
- Submitted an application for a CSI grant to fund SEL efforts
- Developing a state definition of Social Emotional Learning
- Selected a model for K - adulthood competencies and is currently being drafted through MDE's partnership with REACH MS

Students with Significant Cognitive Disabilities

Students with Significant Cognitive Disabilities

- The Every Student Succeeds Act (ESSA) established a participation cap of 1% on students with the most significant cognitive disabilities (SCD) participating in the MS Academic Achievement Program – Alternate (MAAP-A.)
- Although states are held to a 1% cap, States cannot cap participation at the district level.

Students with Significant Cognitive Disabilities

- In an effort to come into compliance with ESSA, the MDE OSE will be asking districts to review data regarding the participation rate of students identified as SCD in the MAAP-A.
- The Special Education Director of each district will receive data regarding the district's 1% and be asked to provide justification if the district has more than 1% of its student population participating in the MAAP-A

Students with Significant Cognitive Disabilities

Content Area	Number Participating in Alternate Assessment			Number Participating in Statewide Assessment			Percent Participating in Alternate Assessment		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
English Language Arts	4,113	3,789	3,701	261,047	262,403	260,214	1.58%	1.44%	1.4%
Math	4,142	3,934	3,646	256,603	260,324	255,916	1.61%	1.51%	1.4%
Science	1,881	1,578	1,707	107,986	113,144	110,274	1.74%	1.39%	1.5%

Approximately 1.43% of Mississippi's students participated in content areas of the MAAP-A in 2018-2019

Students with Significant Cognitive Disabilities

- In order to support districts in the identification of students with the most significant cognitive disabilities, the MDE OSE has developed the SCD Determination Guidance Document.
- The Guidance Document can be found online at:
www.mdke12.org/ose/IP

Save the Date

**SAVE
THE
DATE**



TUESDAY

March 3, 2020

Special Education Director
Meeting

WEDNESDAY & THURSDAY

March 4-5, 2020

Joint Fiscal Conference
WITH BRUSTEIN & MANASEVIT

VICKSBURG CONVENTION CENTER

Registration and additional information coming soon.

Technical Assistance Provided

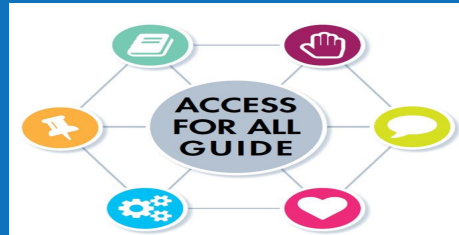


SSIP –
Coaching
Supports

On-Demand
Technical
Assistance



Online Courses
Regional
Meetings



Additional PD to
increase
inclusive
practices and
differentiated
instruction

Inclusive Practices for ALL

Who Can Benefit from the AFA Guide?



- Student struggling with academic concepts
- Any student with behavioral or social issues impacting his/her access to the Mississippi College and Career Readiness Standards
- Any student with limited memory or learning deficits
- Any student receiving academic or behavioral interventions through the Multi-Tiered System of Supports
- Any student with an IEP

Resources to Improve Equitable Outcomes for All Students

LETRS 3rd Edition



- Open to General Education (K-12), Special Education, Teacher Assistants, Emergency Certified Teachers, and Long-term Substitutes
- Participants will still receive 4 face to face days, but these days will be broken out into ***individual days rather than delivered in pairs.*** – 1 day after units 1 and 2, 1 day after units 3 and 4, 1 day after units 5 and 6, 1 day after units 7 and 8.

Assessment Overview

- ***3rd edition has a robust assessment system.*** Every new trainee takes a pretest for units 1-4. This establishes a baseline.
- There is then a post-test after each unit, and then a cumulative post-test of units 1-4 combined. This process repeats for units 5-8.

In summary...

With ***LETRS 3rd edition***, educators receive:

- Updated information about the brain and learning to read
- Information about identification and treatment of dyslexia
- Explicit assignments for teachers to apply what they are learning
- Embedded videos that connect content to classroom applications
- Literacy development for English learners
- Curriculum development of classroom and small-group instruction

Resources

<https://www.voyagersopris.com/resources>



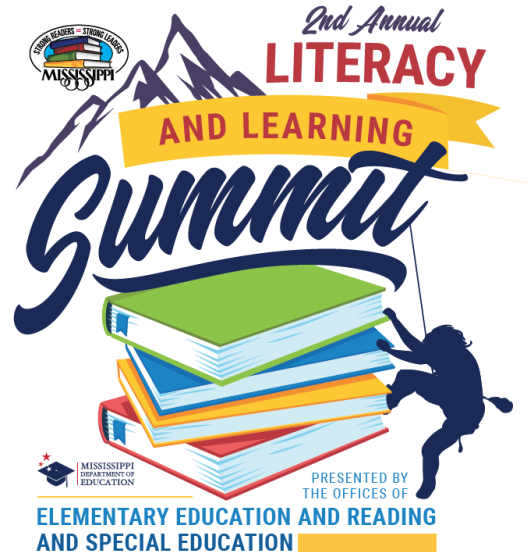
VOYAGER SOPRIS
LEARNING®

2nd Annual Literacy and Learning Summit

2020 **MAKING
CONNECTIONS
CONFERENCE**

*Save
THE
Date*

FEATURING



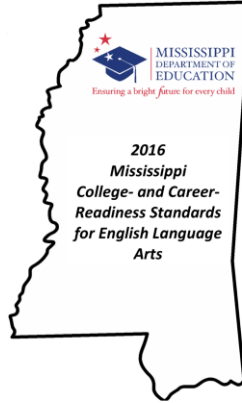
**JUNE
2-5
2020**

MISSISSIPPI
GULF COAST
CONVENTION
CENTER »»
BILOXI

Family and Community Engagement



Goals



Your child can generate a number or shape pattern that follows a given rule. Your child can identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Your child can explain informally why the numbers will continue to alternate in this way.

- Practice with patterns involving numbers or symbols which either repeat or grow.
- Create and extend number and shape patterns.

HELP AT HOME

Provide your child with a sheet of patterns already drawn or written. Then, provide him with graph paper. Have him extend each pattern by the next 5 shapes or numbers.

VOCABULARY

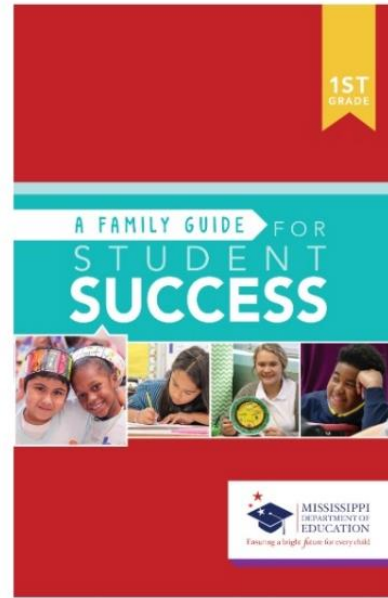
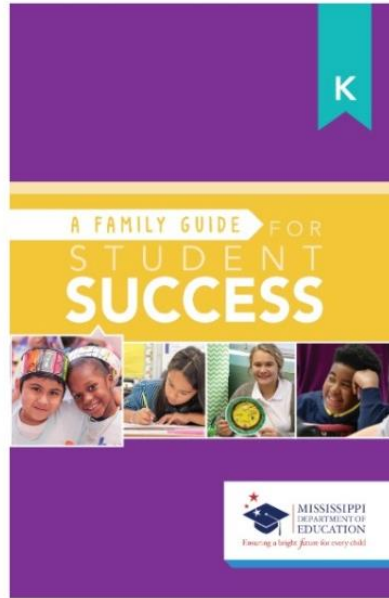
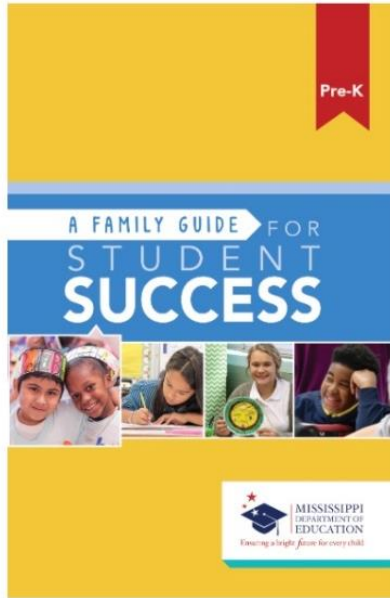
A **PATTERN** is a sequence that repeats the same process over and over.

A **RULE** dictates what that process will look like.

Patterns are one of the most important ways to develop a student's mathematical thinking process. When he begins seeing patterns, sequences, and order in equations, he will have a stronger understanding of how to answer mathematical problems.



Family Guide for Student Success

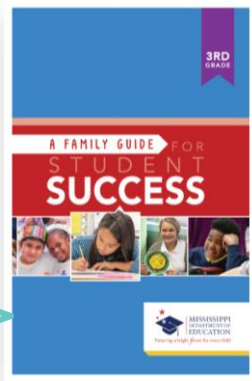
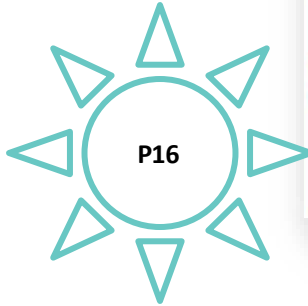


<https://www.mdek12.org/OAE/OEER/FamilyGuidesEnglish>

W. K. Kellogg Foundation

Special thanks to the W. K. Kellogg Foundation for supporting the Mississippi Department of Education's efforts to assist families, schools and communities with acquiring the tools necessary to advance the success of Mississippi's Children.

Family and Community Engagement



MISSISSIPPI LITERACY SUMMIT

**SHARED
COMMITMENT**
— TO —
Literacy
Improving Literacy
Outcomes for **ALL**
FROM BIRTH TO THE WORKFORCE

*Parent and Family Guide to
Understanding
Response to Intervention*

2019 REGIONAL MEETINGS FOR FAMILIES:

Strategies to Improve Reading for K-3 Students

The Mississippi Department of Education announces a series of regional meetings across the state for families of students in kindergarten through grade 3. At the meetings, families will receive an overview of the state law concerning literacy and assessment, as well as strategies that can be used at home to help students improve their reading skills. The state law, known as the Literacy-Based Promotion Act (LBPA), focuses on prevention and intervention to help children develop the reading skills required for 4th grade. Family engagement is also a critical component of students' reading success.

SESSIONS

Sessions times at all locations: 6pm - 7pm | No registration is required.

Tuesday, October 8: Bates Elementary | 2180 W. McDowell Rd. Ext., Jackson

Tuesday, October 8: McWills Elementary | 4979 McWills Ct., Jackson

Thursday, October 10: Natchez High | 319 Sergeant Prentiss Dr., Natchez

Thursday, October 10: Hancock Leadership Center | 1520 Dinar Ridge Rd., Tupelo

Thursday, October 17: DSU-Henry J. Jacob Conference Center | Highway 8 W., Cleveland

Thursday, October 17: Nora Davis Magnet | 1305 Dr. Martin Luther King Ave., Laurel

Monday, October 21: Greensboro Center | 401 Greensboro St., Starkville

Wednesday, October 23: Moss Point Family Education Center | 2524 Prentiss Ave., Moss Point

CHECK OUT FAMILY RESOURCES

<http://strongreaders.ms.com/resources>



*What to Look for When
Observing a Kindergarten and
Pre-K Classroom Checklist*

Parent Engagement Conference Schedule

Date	Location
February 6-7	University of Southern MS Cochran Center Hattiesburg, MS
February 19-20	Jackson State University e-Center Jackson, MS
February 25-26	Greenville Higher Education Center Greenville, MS



Registration



- Mississippi Regional Education Service Agencies (MS RESA) at <http://www.msresaservices.com/>
- Search for parent and family

A screenshot of the Mississippi RESA website's search results page. The URL in the browser is "msresaservices.com/s/event/search?search=parent+and+family&description=true". The page header includes the Mississippi RESA logo and navigation links for Home, Calendar, Conferences, Mississippi Hearing Vision Program, Workshops, FAQs, and About MS RESAs. A search bar is visible. The main content area is titled "Search - parent and family" and shows a list of search results under the heading "SEARCH - PARENT AND FAMILY". The results include three entries for "PARENT AND FAMILY ENGAGEMENT \$0.00" with details on CEUs, SEMs, and dates for Hattiesburg, Jackson, and Greenville, MS. A "Showing 1 to 3 of 3 (1 Pages)" indicator is at the bottom right.

Professional Development

Spring 2020

Professional Development Catalog



YouTube

mde_literacy

Superheroes in Training: Literacy Basic Training for

Paraprofessionals and Uncertified Teachers (K-4)

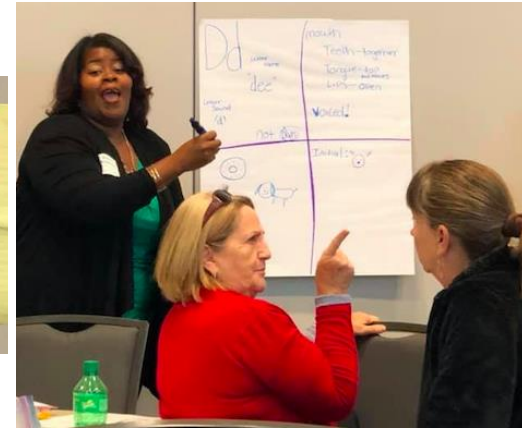
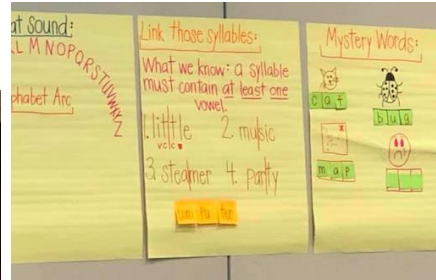
This training was designed specifically for paraprofessionals and uncertified teachers who have been tasked with providing explicit literacy instruction to their K-4th grade students. Session topics included:

- the difference between phonics and phonological awareness and the importance of each,
- an explicit routine for teaching phonological awareness, and how to fill gaps in Tier I instruction.



Participant Data

	Hattiesburg	Oxford
# of Districts Represented	23	53
# of Participants	148* *Registration was waitlisted	148* *Registration was waitlisted



In addition...



Kiana Pendleton

Monday at 9:12 PM · 🌐

I am so proud of my TA's! They showed up and showed out today at their training! I am so grateful for the opportunity that was provided to build their capacity as well!



Laurel Magnet School of the Arts

Monday at 8:09 PM · 🌐

LMSA TEACHER ASSISTANTS ATTENDED THE SUPERHEROES IN TRAINING: LITERACY BASIC TRAINING FOR PARAPROFESSIONALS... See More



- West Point School District, Clinton School District, and Columbus Municipal School District requested and received district-based PD to accommodate the number of paraprofessionals they wanted trained.
- This professional development will be offered in Durant on 11/4/19 through the RESA.

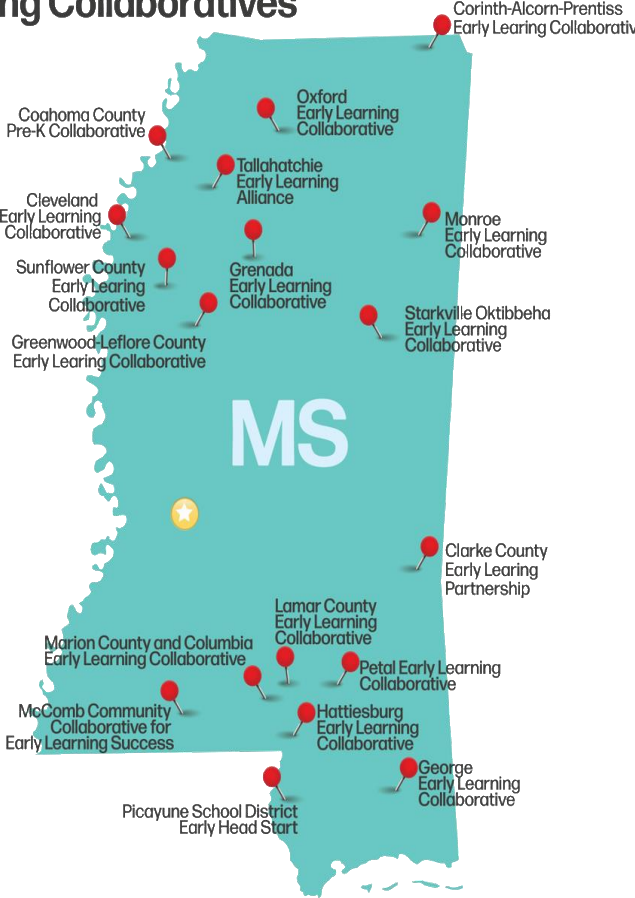


Additional Fall 2020 MDE Statewide Literacy Trainings

- “Parents as Partners” Informational Meetings
- ABCs of Coaching (Curriculum Coordinators and Instructional Coaches)
- Regional Literacy Trainings for Teachers (pre-K-3rd)
- Regional Literacy Trainings for Elementary Administrators
- Multi-Tiered Systems of Support
- Rethink Literacy Trainings for Teachers (3rd-12th)
- Annual Early Childhood Conference
- Annual Literacy Summit

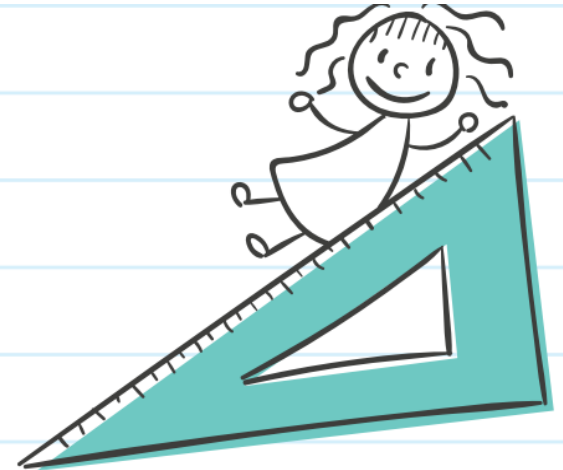
Early Learning Collaboratives

EARLY CHILDHOOD



Professional Development

- Little Learners, Little Hands: Fine Motor Development
Tupelo – January 30th;
Hernando – March 26th
- Family Connections: One-Day Mini-Conference
Tupelo – February 4th
- Looping Literacy into Early Learning
Hernando – February 4th;
Biloxi – February 11th;
Jackson – March 10th



Professional Development

- Early Childhood Leadership Training
Greenwood – February 11th
- Family Engagement: Train the Trainer
Belden – February 28th



View 2018 pre-K
assessment results at
[mdek12.org/OPR/
Reporting/Assessment/
2018-19](https://mdek12.org/OPR/Reporting/Assessment/2018-19)

- Early Childhood Webpage: www.mdek12.org/ec

Guidelines, Standards, procedures, and technical assistance

- GoSignMeUp: www.mdek12.org

Registration site for all professional development opportunities:

Additional Resources & Publications

Resources & Publications



Literacy Focus of the Month

Literacy Focus of the Month

(Transdisciplinary: Grades PK – 12)

College- and Career-Readiness Standards for Mathematics

GRADE 8 The Number System

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

8.NS.1
Know that numbers that are not rational, and approximate them by rational numbers. Understand informally and visually why some numbers cannot be expressed as fractions. Understand informally and visually why some numbers cannot be expressed as fractions. Understand informally and visually why some numbers cannot be expressed as fractions.

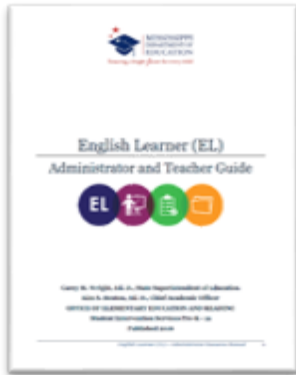
Desired Student Performance

A student should know	A student should understand	A student should be able to do
<ul style="list-style-type: none"> Real numbers are the set of rational numbers together with the set of irrational numbers. A rational number is a number expressed in the form $\frac{a}{b}$ or as the decimal fraction $\frac{a}{b}$. The rational numbers include the integers. An irrational number is a number that cannot be expressed as the ratio $\frac{a}{b}$ of two integers a and b. The decimal form of a fraction is called a repeating or nonrepeating decimal. A repeating decimal is the decimal form of a rational number. Repeating decimals can be represented using bar notation or a bar over the digits that repeat. For example, $0.333333 \dots = \frac{1}{3}$. A decimal is called terminating if its repeating digit is 0. For example, 0.20 is typically written 0.20. 	<ul style="list-style-type: none"> Real numbers are either rational or irrational. Real numbers can be represented with a Venn diagram. Real numbers can be represented with a number line. Real numbers can be represented with a number line. Real numbers can be represented with a number line. 	<ul style="list-style-type: none"> Write a fraction or mixed number as a repeating decimal by showing long division or by converting the fraction to a decimal. Write a repeating decimal as a fraction or mixed number in simplest form. Using all kinds of number lines to compare and order real numbers. Convert a repeating decimal into a rational number.

Instructional Scaffolding Document
(ELA & Math: Grades PK-8)



English Learner Videos and Resources



English Learner Guide

This toolkit 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 right-hand column.

- Understanding evidence-based practices**
 - 1.1 Why is evidence-based practice important?
 - 1.2 Evidence-based practices for literacy: Grades PK-12
 - 1.3 What Works Clearinghouse (WWC) Levels of Evidence
- Forming an implementation team**
 - 2.1 Roles, skills, and responsibilities of an implementation team
 - 2.2 Roles and responsibilities of implementation team members at the SEA, LEA, and school level
- Creating a logic model for implementing & evaluating evidence-based literacy practices**
 - 3.1 What is a logic model?
 - 3.2 Logic models: A tool for designing and evaluating program initiatives
 - 3.3 Examples: Logic Model (EL) application
 - 3.4 Completed logic model
 - 3.5 Blank logic model
- Self-study of conditions for implementing literacy interventions**
 - 4.1 Overview of the self-study process, self-study guide, and using data to develop implementation strategies
 - 4.2 Summary reading using self-study guide
 - 4.3 Self-study guide for implementing early literacy interventions in grades K-2
 - 4.4 Self-study guide for implementing literacy interventions in grades 3-5
 - 4.5 Self-study guide for implementing high school academic interventions
 - 4.6 Implementation and evaluation assessments of literacy to monitor the progress of English learner students
 - 4.7 Self-study prompts for literacy

Implementing Evidence-based Literacy Practices
(Grades K-12)

Mississippi Department of Education

Multi-Tiered System of Supports Documentation Packet

Intervention Services
Office of Elementary Education and Reading
Published 2015

Multi-Tiered System of Supports
(Transdisciplinary, Grades PK-12)

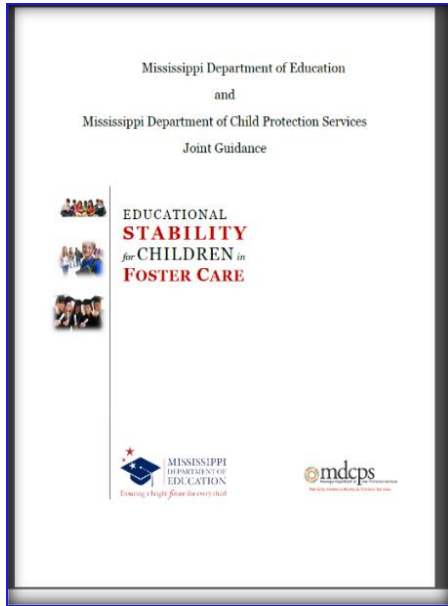
Mississippi Department of Education

INTEGRATED Kindergarten CENTER ACTIVITIES FOR LITERACY

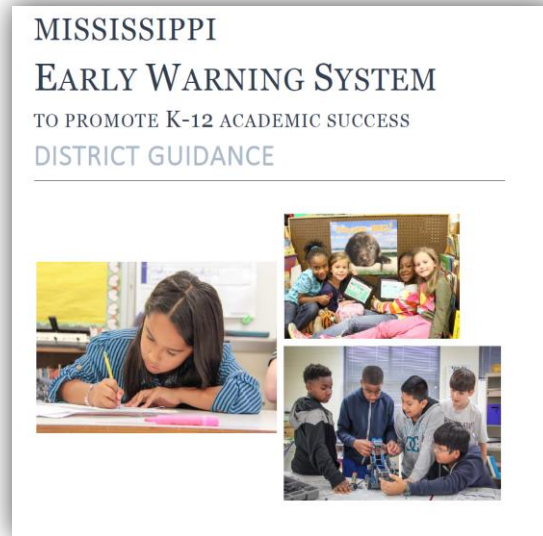
ALIGNED TO THE MI-CCRS AND KINDERGARTEN GUIDELINES

Integrated Kindergarten Centers Activities
(Transdisciplinary, Kindergarten)

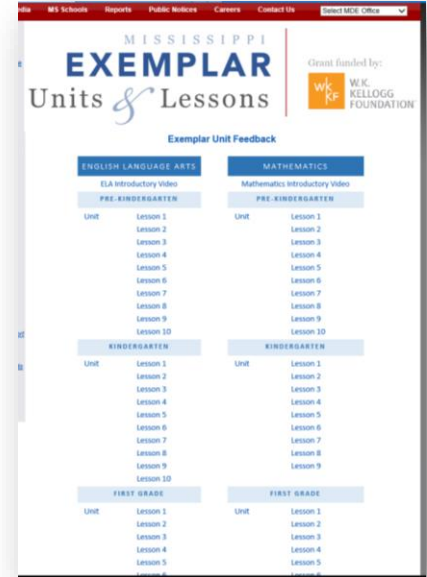
Resources & Publications



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



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



*Kellogg Grant Exemplar Lesson & Unit Plans
(ELA and Math, Grades PK – HS)*

Resources & Publications for **Administrators**



Administrator Annual Calendar
***NEW Publication**



MSIS User Manual
<https://www.mdek12.org/sites/default/files/documents/MSIS/STUDENT/msis-user-student-training-manual-2017-2018.pdf>

Office of Accreditation – Important Dates

- Class size overload waiver requests were due January 24, 2020.
- Annual School Board Member Attendance Reports are due February 7, 2020.
- Corrective Action Plans (CAPS) for districts assigned an accreditation status of PROBATION are due to the Office of Accreditation by February 10, 2020.
- Parent of the Year applications will be forthcoming.



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Quentin Ransburg

Executive Director of Federal Programs

Tenette Y. Smith, Ed.D.

Executive Director of Elementary Education and Reading

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