

OFFICE OF SCHOOL IMPROVEMENT, OVERSIGHT AND RECOVERY
Summary of State Board of Education Agenda Items
July 18-19, 2013

OFFICE OF DROPOUT PREVENTION AND COMPULSORY SCHOOL ATTENDANCE ENFORCEMENT

11. Approval of methodology to pilot an on-line learning program, with sponsoring school districts, to implement "Grade Results" in the Juvenile Detention Centers

Purpose: The purpose of this grant is to award discretionary funds to eligible Local Education Agencies (LEAs) to implement Grade Results. Grade Results is a leading online educational company that specializes in web-based instruction that provide school districts with courses, support, and instructional intervention for students. This program will also provide sponsoring school districts with a curriculum that will support the educational services for compulsory school age students placed in youth detention centers. This dropout prevention tool will provide aid to districts in improving and supporting effective and sustainable dropout prevention initiatives.

Eligibility: Interested districts will complete an application for funds.

Funding Source: State

Basis for Awarding the Funds: Discretionary

The total amount of funds awarded to each applicant will not exceed \$10,000.

Recommendation: Approval

Back-up material attached

JUVENILE DETENTION CENTERS LIST

SPONSORING SCHOOL DISTRICTS	DC LOCATION
BILOXI PUBLIC SCH DIST	HARRISON
COLUMBUS MUNICIPAL SCHOOLS	LOWNDES
CORINTH SCHOOL DIST	ALCORN
DESOTO COUNTY SCH DIST	DeSOTO
FORREST CO SCH DIST	FORREST
GREENVILLE PUBLIC SCHOOLS	WASHINGTON
JACKSON PUBLIC SCHOOLS	HINDS
LAUREL CITY SCHOOLS	JONES
LEE COUNTY SCHOOLS	LEE
LEFLORE COUNTY SCHOOLS	LEFLORE
MERIDIAN SEPARATE SCHOOLS	LAUDERDALE
NATCHEZ-ADAMS	ADAMS
PASCAGOULA MUNICIPAL SCHOOLS	JACKSON
RANKIN COUNTY SCHOOLS	RANKIN
SOUTH PIKE SCHOOLS	PIKE
VICKSBURG-WARREN SCHOOLS	WARREN
YAZOO COUNTY SCHOOLS	YAZOO

Juvenile Detention Centers

Location	Sponsoring School Districts
Harrison County Juvenile Detention Center	Biloxi Public School District
Lowndes County Juvenile Detention Center	Columbus Municipal Schools
Alcorn County Juvenile Detention Center	Corinth School District
DeSoto County Juvenile Detention Center	DeSoto County School District
Forrest County Juvenile Detention Center	Forrest County School District
Washington County Juvenile Detention Center	Greenville Public School District
Hinds County Juvenile Detention Center	Jackson Public School District
Jones County Juvenile Detention Center	Laurel School District
Lee County Juvenile Detention Center	Lee County School District
Leflore County Juvenile Detention Center	Leflore County School District
Lauderdale County Juvenile Detention Center	Meridian Separate Schools
Adams County Juvenile Detention Center	Natchez-Adams School District
Jackson County Juvenile Detention Center	Pascagoula Municipal School District
Rankin County Juvenile Detention Center	Rankin County School District
Pike County Juvenile Detention Center	South Pike School District
Warren County Juvenile Detention Center	Vicksburg-Warren School District
Yazoo County Juvenile Detention Center	Yazoo County Schools

Mississippi Virtual Public School and Grade Results Online Program Comparison

Mississippi Virtual Public School	Grade Results
Mississippi Virtual Public School is a limited enrollment (state-funded) online education program for students in grades 9–12 who attend public high school in Mississippi.	Grade Results is a 24/7 online educational program for all grades. Students are provided on going educational services based on cognitive ability and will work on individual modules. Student placement in detention centers range from one (1) day to ninety (90) days. Students range in age from 10-17. There are occasions when students are younger.
Interested students are required to gain approval from their local school before they can take online courses through MVPS.	All students placed at the detention center have access to the online program.
Priority is given to seniors and juniors, and homeschooled students must request to be sponsored by a local high school to enroll in the program	All students placed in the detention center have access to the program.
Students may take up to two (0.5) credit online courses from our approved catalog for MS students.	Student information will be forwarded to home school once the student is released from the detention center.
\$215 per ½ credit course; Total \$265 per student	\$750/computer; Unlimited use
Online courses tied to a Subject Area Test (Algebra 1, Biology, US History, English I and II) are not offered. Only offered during fall and spring semester.	Courses are aligned to common core and district input.
Funding source: State Appropriation (Limited)	Funding source: State Appropriation; Discretionary Grant (Limited)

Virtual and Blended Learning Solutions

Using Technology for Quality Instruction

Grade Results is a leading online educational company that specializes in web-based instruction to provide courses, support, and instructional intervention to students. A *unique* offering is the ability to collaborate with clients to customize course content. We are distinctive for our live online one-to-one instruction, our model of embedded assessments, and proven results!

Grade Results Proven Solutions

- Blended Learning
- Virtual Courses
- Credit Accrual
- Credit Recovery
- Remediation
- Re-teach and Re-test
- Whole Class Instruction

- Response to Intervention
- State Tests Preparation
- Benchmark Testing
- Gifted and Talented
- Supplemental-Extended Day
- ACT / SAT / GED Review
- Essay Review

Solutions as Different as Your Students!



- ✓ Rigorous Content - Aligned to State and Common Core Standards
- ✓ Live One-to-One Instructional Support – Available 24/7
- ✓ Project Based Learning

The mission of Grade Results is to improve student learning outcomes by providing high-quality, empowering, and enriching online learning experiences that are responsive to each student's individual needs.



Individual On Demand One-to-One Live Instruction

Grade Results Features

- State and Common Core Standards Aligned Curriculum
- Extensive Course Offerings
- Customized Course Content
- Diagnostic Assessment
- Customizable ILP
- Individualized Content
- Live instructional Support 24/7



- Formative and Summative assessment
- Project Based Learning
- Online Field Trips
- Customizable Course Weightage %
- On Demand Reports for Data Driven Decisions
- Essay Review

"I teach credit recovery students. Academic achievement is often especially difficult for these students. Other programs that I have used in the past were often very frustrating for my students for many different reasons.

The Grade Results program that I currently use is wonderful! The students understand how to operate the program which is often half the battle. They and **I love the fact that there is a live instructor available for immediate help with any subject.** My students are recovering credits in subjects that range from Trigonometry to Personal Finance. I taught English in the classroom for 17 years. I can help any student with English, but subjects such as Trig, Chemistry, or World History can present challenges. **The live instructor feature of Grade Results is one of my favorite aspects of it. The students are able to chat with an instructor and receive immediate help and feedback.**

This program has helped my students become successful and be able to finish their classes and earn their credits. It would be an asset to any instructional curriculum."

Lorri Riddick
Library/Media Specialist
Dyer County High School

A Proven Solution for Student Re-Engagement

Grade Results partners with districts to offer a technology integrated, community based solution for non-traditional students who desire to re-enroll in high school order to receive a diploma.

Grade Results partners with community based organizations to recruit students and facilitate the student re-engagement process.

The instructional program offers:

- 80% computer assisted instruction through Grade Results software program at www.graderesults.com.
- The program includes self-paced courses **AND** live one-to-one instructional support with an online instructor.
- The remaining 20% of the program includes content taught through direct instruction by state certified teachers.
- Students have the choice of three daily time slots, which consist of 5 hour sessions, to complete state graduation requirements.



Session options include:

- Morning 7:00 a.m. to 12:00 p.m.
- Afternoon 12:00 p.m. to 5:00 p.m.
- Evening 5:00 p.m. to 10:00 p.m.

Why Grade Results

- *Accelerated Program*
- *Flexible Schedule*
- *Extensive Course Offerings*
- *Self-Paced Online Courses*
- *Live Online Instructors*
- *Available 24/7*
- *Support for Exit Level Exams*
- *Test Preparation for ACT or SAT*

Student Re-Engagement Case Study

Birmingham City Schools - Birmingham, AL

The Dropout Recovery Program was the brainchild of Superintendent Craig Witherspoon, who said the traditional classroom setting is not for everyone. "As we know as adults, there is not a one-size-fits all," he said to the graduating class. "We need to offer choices and different settings. Because while all these students have potential, they were in one-size-fits all setting that wasn't working."

"The Program is continuously growing. We are adding a third site to reach even more students. The Program is visited daily by the community who is requesting information regarding entrance to the program. For this reason, this program has become a prime example of the mission for "No Child Left Behind."

"We are changing lives by making dreams become a reality."

Dr. Maxine Pijoux
Director of Dropout Recovery Programs

The Birmingham News
May 25, 2011

When Birmingham's one-size-fits all diploma program didn't work, these students were offered another chance

BIRMINGHAM, Alabama — Nearly one year ago, Katrina Hunt thought her son's one-way ticket from Detroit to Birmingham, Ala. had turned up one too many times. This time, it was broken bottles all over her driveway from a night of drinking her 16-year-old son had with his friends, many of whom were much older. That, coupled with his excessive absence of school and bad grades, meant he was going to live with his dad.

On Tuesday, her friends were leaving with pride as she watched Brandon Brykha, now 17, walk across the stage at Davis Center to get his high school diploma. In two weeks, he starts his job at the Birmingham mayor's office with Curtis Sparks, head of the youth services division, who was the guest speaker at Tuesday's graduation.

"It's really about to be graduated on time," Hunt said. "That he found this program, and that's the best thing that could happen to him. They need to adopt this program in Michigan."

Brykha is one of 33 students who graduated Tuesday from Birmingham's Dropout Recovery Program, which allows high school dropouts to go back to school in an accelerated course of study and gives them an actual high school diploma instead of a GED upon graduation.

It was never a question of intelligence with Brykha. He has that — he passed all five sections of the Alabama High School Graduation Exam in one sitting. He was headed down the wrong path, he says, with the friends he had chosen.

For earning a high school diploma and landing a job as quickly as sign his life is turning around, he said, "It gives me hope."

This is the first graduating class for the program that began last fall. It gives a second chance to students who, for one reason or another, dropped out or were kicked out of high school.

"We have youngsters who have had such a hard time in school and at home" that they gave up and dropped out, said Assistant Superintendent Maxine Pijoux, who directs the program.

Some of the graduates had low attendance or fell like others looked down on them, she said. One student dropped out after his mother died. Many have siblings.

That's the case for Corey Hines, who said he was kicked out of Woodcrest High School last year for having too many absences.

"I had a little girl, and I wanted to be with her," he said.

He will attend Lawson State Community College this fall to earn his nursing degree.

The Dropout Recovery Program was the brainchild of Superintendent Craig Witherspoon, who said the traditional classroom setting is not for everyone.

"As we know as adults, there is not a one-size-fits all," he said in the graduation class Tuesday. "We need to offer choices and different settings. Because while all these students have potential, they were in a one-size-fits-all setting that wasn't working."

The program uses a computer-based curriculum called Grade Results, which provides interactive learning programs as well as live instruction online.

Seventy-six students are enrolled in the program, Pijoux said. Thirty-three of those graduated Tuesday.

Where Are the Graduates Now?

- **In Major Colleges and Universities:** Arizona State University, Jacksonville State University, Miles College, Alabama State University, Alabama A & M University, and Lawson State Community College
- **In the Armed Forces serving our country:** Army, Navy, Air Force, and Marines
- **In Vocational Programs:** Cosmetology, Automotive Mechanic, and Dental Hygienist

FACTS:

- 286 students have completed the program and GRADUATED, as of August 2012.
- 414 students are currently enrolled and progressing closer to graduation!
- On average, students took 7 courses while in the program.
- Number of courses required for student graduation ranged from 1 to 29 courses.

Benchmark Testing, Reporting and Analysis

Make Informed Decisions - For Future Impact!

Grade Results® *Benchmark Testing System* is a standards-based assessment solution which allows districts to collect, analyze and act upon student performance data to improve student achievement through focused classroom instruction.

Grade Results curriculum is correlated to Common Core and State Standards, College Board Standards, ACT, and SAT.

Grade Results instructional experts review each standard to ensure our activities are aligned to your district pacing guides.

Customizable solutions based upon district specifications

- Assessments are based upon state and national standards.
- Correlated to quarterly or six week testing periods.
- Assessments contain the same tests items in randomized order.
- Extensive researched-based test bank.
- Test items are created on three levels of difficulty.
- Assessments are available in web based form or hardcopy. Grade Results instructors complete all scoring.
- Extensive reporting package available for all users.

Utilize Benchmark Results to Make Informed Decisions...

Grade Results Individualized Learning Plan (ILP) generator automatically customizes an ILP for each student based on test results.

The student works on individualized content created specifically from the results of the benchmark assessments.



Each lesson incorporates diagnostic, formative, and summative assessments to provide timely progress monitoring.

Grade Results ensures that sequential learning and re-teaching/retesting techniques are included in each course

Results Reported at Each Instructional Level



Targeted Instruction,
Focus on Intervention

Student Benchmark Results by Standard

Report Date: 8-10-2012
District: Success School District
School: Adams High School
Course: English IV - Grade: HS
Class: JonesK_English IV_Period 1 Test Name: English IV-Benchmark Test 1

Student: Smith, Suzie (smiths19) Started Test: 09-10-2012 09:10 AM
End Test: 09-10-2012 10:20:37 AM Total Time: 2:11

No.	Standard	Standard Description	Score
1	ELA.11-12.14	Develop complex arguments, texts, and reports that include the following: a clearly stated central idea or thesis; relevant and credible evidence (e.g., statistical data, expert testimony, compelling research, personal observations, and authoritative sources) that is analyzed and synthesized; logical sequencing; a logical progression of ideas; and a strong concluding statement or section.	87%
2	ELA.11-12.15	Identify gender and evaluate appropriate course and relevant information to solve problems using multiple sources including: textual, literary, religious, cultural, data sources, electronic resources, and Internet-based resources.	80%
3	ELA.11-12.16	Demonstrate understanding of literature in American, British, and world literature using a variety of strategies for reading: interpreting and evaluating presentation of texts and information; evaluating the credibility of arguments in text; following a reading plan; identifying main ideas and supporting details; comparing and contrasting major details; themes, styles, and trends; and using basic reading strategies and generalizations about texts and information; analyzing the language and structure of texts; and making predictions and generalizations about texts and information.	11%
4	ELA.11-12.2	Analyze the significance of literary and rhetorical devices in American, British, or world texts including: explicit and implicit authorial or speakerial attitudes; rhetorical devices; literary and rhetorical devices.	11%
5	ELA.11-12.18	Develop complex arguments using writing processes such as the following: selecting topics and form; identifying audience and purpose; pre-writing (e.g., brainstorming, clustering, outlining, generating main ideas, statements, and questions); writing (e.g., drafting, revising, editing, proofreading); and evaluating the effectiveness of the writing.	25%
6	ELA.11-12.19	Develop complex arguments on subjects or issues in local, national, or global contexts using research to analyze and evaluate the effectiveness of the writing; use research to identify and evaluate the effectiveness of the writing; use research to identify and evaluate the effectiveness of the writing; use research to identify and evaluate the effectiveness of the writing.	0%

Class Benchmark Results by Standard

Report Date: 9-10-2012
District: Success School District
School: Adams High School
Course: English IV - Grade: HS
Class: JonesK_English IV_Period 1 Test Name: English IV-Benchmark Test 1

No.	Students	Standards					
		ELA.11-12.1	ELA.11-12.18	ELA.11-12.15	ELA.11-12.14	ELA.11-12.19	ELA.11-12.8
1	Alfado, Amy (alfado104)	87%	80%	85%	81%	86%	11%
2	Back, Nick (back34)	17%	30%	33%	32%	37%	11%
3	Brown, Joe (brown50)	33%	10%	10%	10%	43%	0%
4	Blavins, Tawana (blavins23)	87%	77%	84%	100%	73%	59%
5	Boggs, Dan (boggs197)	50%	100%	84%	81%	73%	36%
6	Clinton, Chad (clinton31)	30%	50%	45%	64%	74%	59%

Course and Class Average Benchmark Results by Standard

Report Date: 9-10-2012
District: Success School District
School: Adams High School
Course: English IV - Grade: HS
Test Name: English IV-Benchmark Test 1

No.	Classes	# of Students	Standards					
			ELA.11-12.1	ELA.11-12.18	ELA.11-12.15	ELA.11-12.14	ELA.11-12.19	ELA.11-12.8
1	Adams K_English IV_Period 1	29	70%	69%	69%	64%	59%	43%
2	Adams K_English IV_Period 5	30	74%	64%	61%	69%	59%	64%
			64%	64%	59%	64%	51%	35%
			71%	77%	71%	71%	49%	73%
			59%	69%	69%	49%	54%	64%
			64%	64%	59%	64%	50%	64%

50%

School Benchmark Results Summary

Student Average % Proficiency

Report Date: 09-27-2012
District: Success School District
School: Adams High School

Course	Benchmark Test 1 Proficiency %	Benchmark Test 2 Proficiency %	Benchmark Test 3 Proficiency %	Benchmark Test 4 Proficiency %
Subject: English Language Arts				
English I	50%	69%	70%	73%
English II	50%	69%	71%	50%
English III	40%	61%	67%	50%
English IV	50%	69%	75%	50%
Subject: Mathematics				
			70%	30%
			76%	30%
			71%	30%

District Benchmark Results Summary

Student Average % Proficiency

Report Date: 09-27-2012
District: Success School District

Schools	Benchmark Test 1 Proficiency %	Benchmark Test 2 Proficiency %	Benchmark Test 3 Proficiency %	Benchmark Test 4 Proficiency %
Subject: English Language Arts				
Course: English I				
Adams High School	50%	69%	70%	73%
Bush High School	36%	30%	26%	70%
Carver High School	56%	56%	56%	50%
Course: English II				
Adams High School	50%	69%	71%	50%
Bush High School	35%	45%	35%	69%
Carver High School	31%	40%	43%	69%

Data is disaggregated by standard and presented in color coded graphs and tables.