

OFFICE OF CHIEF OF RESEARCH AND DEVELOPMENT
Summary of State Board of Education Agenda Items
April 21, 2016

OFFICE OF SCHOOL ACCOUNTABILITY

14. Information: Every Student Succeeds Act (ESSA) planning team update regarding Reauthorization of Elementary and Secondary Education Act (ESEA) of 1965 [Goals 1 and 2 – MBE Strategic Plan]

Background Information: On December 10, 2015, the President signed into law the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). The reauthorized law prioritizes excellence and equity for our students and supports great educators. The signing of the ESSA provides an opportunity for states to revisit the plans presented in the State's Consolidated State Plan under the No Child Left Behind Act of 2001, as well as the revisions presented in the state's ESEA Flexibility Request.

The Mississippi Department of Education ESSA Planning Team continues to meet, studying the new law in order to provide senior leadership with key information related to policy and implementation.

The planning team conducted a gap analysis of the State Board of Education Strategic Plan and ESSA on March 30-31, 2016, to determine the degree of alignment. Attached is a copy of the analysis report which outlines how the requirements addressed in ESSA are directly or partially aligned to each of the goals and strategies of the strategic plan.

The planning team will further review the feedback gathered during the analysis process to identify and prioritize areas of work where refinements are needed in order to meet the requirements of ESSA. The team also will begin planning for stakeholder engagement opportunities to garner input on the development of plans for implementing the requirements.

This item references Goals 1 and 2 of the *Mississippi Board of Education 2016-2020 Strategic Plan*.

Information Only

Back-up material attached

**Gap Analysis Summary of the Mississippi Board of Education Strategic Plan
and Every Student Succeeds Act (ESSA)**

Goal 1: All Students Proficient and Showing Growth in All Assessed Areas

Objective	Strategy	Level of Alignment to ESSA	Rationale for Difference in Alignment
Objective 1: Implement the Literacy-Based Promotion Act with fidelity	Strategy 1: Provide intensive literacy professional development and literacy resources for all PreK-3 teachers, administrators, and IHL staff related to: (1) resources for 90-minute literacy block, (2) evidence-based reading interventions, (3) protocol for extended school time, and (4) the five components of reading	Completely Aligned	
Objective 1: Implement the Literacy-Based Promotion Act with fidelity	Strategy 2: Identify schools targeted for the Reading Intervention Program and provide technical assistance related to intensive reading instruction and intervention, as well as assessment tools	Completely Aligned	
Objective 1: Implement the Literacy-Based Promotion Act with fidelity	Strategy 3: Procure statewide assessment system to determine PreK-3rd grade reading deficiencies and assess 3rd grade reading proficiency	Completely Aligned	
Objective 1: Implement the Literacy-Based Promotion Act with fidelity	Strategy 4: Provide resources and guidance for parental and community engagement and templates for parent communication	Completely Aligned	
Objective 1: Implement the Literacy-Based Promotion Act with fidelity	Strategy 5: Increase the capacity of district- and school-based support staff to implement the Literacy-Based Promotion Act (reading coaches, literacy specialists, lead teachers, etc.)	Completely Aligned	

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Goal 1: All Students Proficient and Showing Growth in All Assessed Areas

Objective	Strategy	Level of Alignment to ESSA	Rationale for Difference in Alignment
Objective 2: Continue implementing the MS College- and Career-Readiness Standards	Strategy 1: Provide targeted professional development in all content areas based on data	Completely Aligned	
Objective 2: Continue implementing the MS College- and Career-Readiness Standards	Strategy 2: Expand content coaches in literacy and math. Train and place more instructional coaches in the field and focus coaching efforts on low-performing schools	Completely Aligned	
Objective 2: Continue implementing the MS College- and Career-Readiness Standards	Strategy 3: Increase parental engagement in low-performing schools	Completely Aligned	
Objective 2: Continue implementing the MS College- and Career-Readiness Standards	Strategy 4: Provide professional development to teachers and administrators related to literacy and math instruction aligned to college- and career-ready standards in math, science, ELA, and social studies	Completely Aligned	
Objective 2: Continue implementing the MS College- and Career-Readiness Standards	Strategy 5: Provide resources to all teachers and administrators, including all content areas aligned to college- and career-ready standards	Completely Aligned	
Objective 3: Develop a statewide literacy plan addressing literacy from birth	Strategy 1: Finalize State Literacy Plan	Completely Aligned	

**Gap Analysis Summary of the Mississippi Board of Education Strategic Plan
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Goal 1: All Students Proficient and Showing Growth in All Assessed Areas

Objective	Strategy	Level of Alignment to ESSA	Rationale for Difference in Alignment
Objective 3: Develop a statewide literacy plan addressing literacy from birth	Strategy 2: Implement the State Literacy Plan	Completely Aligned	

**Gap Analysis Summary of the Mississippi Board of Education Strategic Plan
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Goal 2: Every Student Graduates from High School and is Ready for College and Career

Objective	Strategy	Level of Alignment to ESSA	Rationale for Difference in Alignment
Objective 1: All students enter MS colleges prepared for credit-bearing courses, needing no remedial classes.	Strategy 1: Use the MDE Early Warning System to identify students needing assistance and provide interventions	Completely Aligned (Note: Not addressed by ESSA)	
Objective 1: All students enter MS colleges prepared for credit-bearing courses, needing no remedial classes.	Strategy 2: Identify interventions for districts to employ with students who are not making sufficient progress toward graduating within four (4) years	Completely Aligned	
Objective 1: All students enter MS colleges prepared for credit-bearing courses, needing no remedial classes.	Strategy 3: Administer ACT to all 11th graders and use results to remediate students during senior year	Completely Aligned	
Objective 2: All students graduate prepared for careers, meeting academic and employability standards	Strategy 1: Continue training all counselors to meet the American School Counselor Association standards of practice	Completely Aligned (Note: Not addressed by ESSA)	
Objective 2: All students graduate prepared for careers, meeting academic and employability standards	Strategy 2: Increase the number of students participating in work-based learning opportunities and demonstrating 21st-century employability skills	Completely Aligned (Note: Not addressed by ESSA)	
Objective 2: All students graduate prepared for careers, meeting academic and employability standards	Strategy 3: Establish a statewide Career Readiness Taskforce	Completely Aligned (Note: Not addressed by ESSA)	

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Goal 2: Every Student Graduates from High School and is Ready for College and Career

Objective	Strategy	Level of Alignment to ESSA	Rationale for Difference in Alignment
Objective 2: All students graduate prepared for careers, meeting academic and employability standards	Strategy 4: Evaluate current pathways to graduation and make recommendations for modifications and/or new options	Completely Aligned (Note: Not addressed by ESSA)	
Objective 3: Increase the number and percentage of students participating in and successfully completing advanced coursework, such as advanced placement courses, dual credit/dual enrollment courses, articulated credit, and national certifications	Strategy 1: Provide expanded access for students to dual credit/dual enrollment opportunities, Advanced Placement courses, and industry certification programs	Completely Aligned	
Objective 3: Increase the number and percentage of students participating in and successfully completing advanced coursework, such as advanced placement courses, dual credit/dual enrollment courses, articulated credit, and national certifications	Strategy 2: Increase the number of students participating in and passing advanced coursework	Completely Aligned	

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Goal 2: Every Student Graduates from High School and is Ready for College and Career

Objective	Strategy	Level of Alignment to ESSA	Rationale for Difference in Alignment
Objective 4: Expand the opportunities for students to participate in advanced science, technology, engineering, and math (STEM) - related curriculum pathways	Strategy 1: Expand advanced STEM pathways	Completely Aligned	

**Gap Analysis Summary of the Mississippi Board of Education Strategic Plan
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Goal 3: Every Child Has Access to a High-Quality Early Childhood Program

Objective	Strategy	Level of Alignment to ESSA	Rationale for Difference in Alignment
Objective 1: Define a high-quality early childhood model and share the model with all stakeholders	Strategy 1: Identify and improve policy outside MDE impacting early childhood education	Completely Aligned	
Objective 1: Define a high-quality early childhood model and share the model with all stakeholders	Strategy 2: Develop a review process for early childhood providers (Collaboratives, Title-funded, special education)	Completely Aligned	
Objective 2: Increase access to high-quality early childhood programs	Strategy 1: Develop an Early Childhood office to work collaboratively with public/private partnerships involved with early childhood education (Birth to 2 and 3-4 year olds) and transitions to the public school setting	Completely Aligned	
Objective 2: Increase access to high-quality early childhood programs	Strategy 2: Identify opportunities to blend and braid funding for early childhood programs	Completely Aligned	
Objective 2: Increase access to high-quality early childhood programs	Strategy 3: Request additional funds for PreK Collaboratives	Completely Aligned	
Objective 2: Increase access to high-quality early childhood programs	Strategy 4: Expand the number of Title I-funded PreK programs	Completely Aligned	

**Gap Analysis Summary of the Mississippi Board of Education Strategic Plan
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Goal 4: Every School has Effective Teachers and Leaders

Objective	Strategy	Level of Alignment to ESSA	Rationale for Difference in Alignment
Objective 1: Increase the percentage of educators rated Effective or above on the state evaluation systems	Strategy 1: Implement with fidelity Mississippi Teacher Evaluation System (MTES) and Mississippi Principal Evaluation System (MPES) and other educator-evaluation systems	Partially Aligned	The Department utilizes the score range for the M-STAR that identifies the teacher as "effective." The Educator Evaluation Steering Committee has provided recommendations upon SBE approval.
Objective 1: Increase the percentage of educators rated Effective or above on the state evaluation systems	Strategy 2: Implement the Superintendents' Academy and Principals' Academy	Completely Aligned	
Objective 1: Increase the percentage of educators rated Effective or above on the state evaluation systems	Strategy 3: Link the educator-licensing systems to the educator-evaluation systems and teacher preparation programs	Completely Aligned	
Objective 1: Increase the percentage of educators rated Effective or above on the state evaluation systems	Strategy 4: Implement a superintendent-evaluation process	Completely Aligned (Note: Not addressed by ESSA)	
Objective 1: Increase the percentage of educators rated Effective or above on the state evaluation systems	Strategy 5: Increase compliance with the Code of Ethics for pre-service and in-service teachers	Completely Aligned (Note: Not addressed by ESSA)	

**Gap Analysis Summary of the Mississippi Board of Education Strategic Plan
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Goal 4: Every School has Effective Teachers and Leaders

Objective	Strategy	Level of Alignment to ESSA	Rationale for Difference in Alignment
Objective 1: Increase the percentage of educators rated Effective or above on the state evaluation systems	Strategy 6: Provide coaching to all teachers and administrators in low-performing schools related to turnaround strategies	Completely Aligned	
Objective 2: Raise the academic standards in MS teacher-preparation programs	Strategy 1: Add the reading assessment as a licensing requirement for special education and early childhood teachers	Completely Aligned (Note: Not addressed by ESSA)	
Objective 2: Raise the academic standards in MS teacher-preparation programs	Strategy 2: Collaborate with IHL to raise the academic criteria of teacher-and administrator-preparation programs, focusing on increasing content knowledge and instructional effectiveness (to emphasize reading, CCRS, math, SPED, and other areas of instructional focus)	Completely Aligned (Note: Not addressed by ESSA)	
Objective 2: Raise the academic standards in MS teacher-preparation programs	Strategy 3: Provide professional development to IHL staff related to ELA and math instruction aligned with college-and career-ready standards	Completely Aligned	
Objective 2: Raise the academic standards in MS teacher-preparation programs	Strategy 4: Collaborate with IHL on selection of assessment for elementary teacher licensure and reading endorsement	Completely Aligned	

**Gap Analysis Summary of the Mississippi Board of Education Strategic Plan
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Goal 5: Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

Objective	Strategy	Level of Alignment to ESSA	Rationale for Difference in Alignment
Objective 1: Modernize Mississippi Student Information System (MSIS) to become a state-of-the-art data system	Strategy 1: Ensure high support for the system, including infrastructure, training, access, accuracy, and ease of use	Completely Aligned (Note: Not addressed by ESSA)	
Objective 1: Modernize Mississippi Student Information System (MSIS) to become a state-of-the-art data system	Strategy 2: Develop multiple dashboards, utilizing data from the Data Warehouse, such as views for the Board of Education, MDE, the public, educators, and legislators	Partially Aligned	ESSA requires public reporting of data by subgroup that will require new data collections, applications, reports, and dashboards to be developed as part of the modernization of MSIS.
Objective 1: Modernize Mississippi Student Information System (MSIS) to become a state-of-the-art data system	Strategy 3: Collaborate with outside agencies to identify methods for measuring and reporting valuable data, utilizing data from the Data Warehouse, and supporting student achievement	Completely Aligned (Note: Not addressed by ESSA)	
Objective 2: Implement the Office of Technology and Strategic Services plan	Strategy 1: Work with stakeholders to ensure the dashboard presentations are easily interpreted by the audience	Completely Aligned (Note: Not addressed by ESSA)	
Objective 2: Implement the Office of Technology and Strategic Services plan	Strategy 2: Develop a job description for data-entry personnel at the school level	Completely Aligned (Note: Not addressed by ESSA)	

**Gap Analysis Summary of the Mississippi Board of Education Strategic Plan
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Goal 5: Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

Objective	Strategy	Level of Alignment to ESSA	Rationale for Difference in Alignment
Objective 2: Implement the Office of Technology and Strategic Services plan	Strategy 3: Provide training for all stakeholders in understanding and interpreting education data	Completely Aligned (Note: Not addressed by ESSA)	