

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Items
January 18, 2018

OFFICE OF ACCREDITATION

05. Action: Approve the decision of the Internal Review Committee and Commission on School Accreditation regarding the appeal by the Copiah County School District to the Final Accountability Results in accordance with Accreditation Policy 3.1.4 of the Mississippi Public School Accountability Standards, 2016 [Goals 1, 2, 3, 4, 5, and 6 – MBE Strategic Plan]

Background Information: On December 7, 2017, the Commission on School Accreditation upheld the decision of the Internal Review Committee to deny the appeal by the Copiah County School District to the Final Accountability Results in accordance with Accreditation Policy 3.1.4 of the *Mississippi Public School Accountability Standards, 2016*.

This item references Goals 1, 2, 3, 4, 5, and 6 of the *Mississippi Board of Education 2016-2020 Strategic Plan*.

Recommendation: Approval

Back-up material attached

**Mississippi Department of Education
2017 Internal Review Committee
Presented to Commission on School Accreditation
December 7, 2017**

The Internal Review Committee met on Thursday, November 16, 2017 to review the requests for internal review of 2017 final accountability results. The committee was comprised of the following individuals:

Dr. Christy Hovanetz, External Chair
Deborah Donovan, Technology and Strategic Services
Dr. Jo Ann Malone, Accreditation
Deowarski McDonald, School Improvement
Mike Mulvihill, Career and Technical Education
Vincent Segalini, Student Assessment
Dr. Bill Welch, Safe and Orderly Schools
Dr. Vernesia Wilson, Teaching and Leading

Also in attendance:

Dr. Paula Vanderford, Accountability
Alan Burrow, District and School Performance
Walt Drane, District and School Performance and Student Assessment
Anna Furniss, District and School Performance and Student Assessment

In accordance with Business Rule 3.1.4, the Copiah County School District appealed the grade of F for Crystal Springs Elementary School, a K-3 school. The District contends that the school has made significant gains in proficiency as measured by its Grade 3 students and is being held accountable for growth that is measured in a different school (Crystal Springs Middle School) from Grade 3 to Grade 4. The school was only two-tenths (0.2) of a point from being a D. They also contend that they are not getting any credit for the gains in kindergarten assessment pre and post gains.

The Internal Review Committee unanimously voted, with one abstention, to deny the request, as no error was made in the calculations and the business rules were accurately applied. A letter notifying the district of the decision was mailed and has been provided to the Commission.

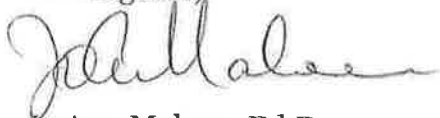
January 4, 2018

Mr. Rickey Clopton, Superintendent
Copiah County School District (1500)
254 West Gallatin Street
Hazlehurst, MS 39083

RE: Appeal of 2017 Final Accountability Results

On December 7, 2017 the Commission on School Accreditation upheld the decision of the Internal Review Committee denying the Copiah County School District's appeal of the 2017 Final Accountability Results of Crystal Springs Elementary School. Based on Policy 3.1.4 of the *Mississippi Public School's Accountability Standards, 2016*, the decision of the Commission will be presented to the State Board of Education for their approval at the meeting on January 18, 2018. The State Board of Education makes the final determination of the appeal's disposition.

Best regards,



Jo Ann Malone, Ed.D.
Executive Director
Office of Accreditation

Cc: Carey Wright, Ed.D.
Paula Vanderford, Ph.D.
Alan Burrow
Special Assistant Attorney General

December 5, 2017

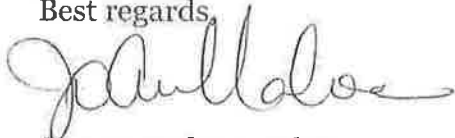
Mr. Rickey Clopton, Superintendent
Copiah County School District (1500)
254 West Gallatin Street
Hazlehurst, MS 39083

RE: Appeal of 2017 Final Accountability Results

On November 17, 2017, the Mississippi Department of Education (MDE) notified you of the Internal Review Committee's decision to deny the Copiah County School District's appeal of the 2017 Final Accountability Results of Crystal Springs Elementary School. Based on Policy 3.1.4 of the *Mississippi Public School's Accountability Standards, 2016*, the MDE notified you of your opportunity to address the Commission on School Accreditation (CSA) regarding the appeal and asked for you to respond by Friday, December 1, 2017 of your intent to address the CSA at the December 7, 2017 regularly scheduled meeting.

The MDE did not receive a response from your District by the deadline; therefore, you will not be placed on the agenda to address the CSA. However, the decision of the Internal Review Committee will be presented to the CSA for their approval at the meeting on December 7, 2017 at 10:00 a.m.

Best regards,



Jo Ann Malone, Ed.D.
Executive Director
Office of Accreditation

Cc: Carey Wright, Ed.D.
Paula Vanderford, Ph.D.
Alan Burrow
Special Assistant Attorney General



Office of Accreditation
Jo Ann Malone, Ed.D.
Executive Director
Paula A. Vanderford, Ph.D.
Chief Accountability Officer

November 16, 2017

Mr. Rickey Clopton, Superintendent
Copiah County School District (1500)
254 West Gallatin Street
Hazlehurst, MS 39083

RE: Appeal of 2017 Final Accountability Results

The Mississippi Department of Education's Internal Review Committee (Committee) met on November 16, 2017, to review the Copiah County School District's appeal of the 2017 Final Accountability Results. After reviewing the facts presented and the Business Rules of the Mississippi Statewide Accountability System, the Committee determined that the Mississippi Department of Education (MDE) correctly applied the business rules to the calculations of the results of Crystal Springs Elementary School. Therefore, the District's appeal has been denied by the Internal Review Committee.

Based on Policy 3.1.4 of the *Mississippi Public School's Accountability Standards, 2016*, you may request to address the Commission on School Accreditation (CSA) regarding the appeal of the final results. The CSA's next regularly scheduled meeting is December 7, 2017 at 10:00 a.m. in the Board Room at the Mississippi Department of Education. Please notify us of your intent to address the CSA by Friday, December 1, 2017 so that we can finalize the agenda.

Best regards,

Jo Ann Malone, Ed.D.
Executive Director
Office of Accreditation

Cc: Carey Wright, Ed.D.
Paula Vanderford, Ph.D.
Alan Burrow
Special Assistant Attorney General

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COPIAH COUNTY DEPARTMENT OF EDUCATION

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RICKEY CLOPTON, SUPERINTENDENT

254 W. GALLATIN - HAZLEHURST, MISS. 39083

To: Dr. Joann Malone
Office of Accreditation and Accountability
Mississippi Department of Education
P.O. Box 771
Jackson, MS. 39205-0771

Dr. Paula Vanderford
Chief Accountability Officer
Mississippi Department of Education
P.O. Box 771
Jackson, MS. 39205-0771

From: Rickey Clopton
Superintendent of Education
Copiah County School District
254 West Gallatin Street
Hazlehurst, MS. 39083

Date: October 24, 2017

Topic: Appeal of Final Accountability Results (3.1.4)

The Copiah County School District is appealing the final accountability results of Crystal Springs Elementary School receiving an F status due to the following:

- Crystal Springs Elementary missed being a D by .2 (2 tenths) of a point. Their actual score was 268.3. If this had been 268.5, then this would have been rounded to 269. Certainly with .2 being the score, a margin of error should be considered.
- Crystal Springs Elementary School is a K-3 School where two-thirds of their points come from growth in the 4th grade at Crystal Springs Middle School. Crystal Springs Elementary increased in reading proficiency by 41% from 2016 to 2017 and math improved 166%. Needless to say overall growth and growth for the lowest 25% in reading and math decreased substantially in the 4th grade at Crystal Springs Middle School. Crystal Springs Elementary School dropped from a "C" rated school in 2016 to an "F" rated school this year due to low growth at Crystal Springs Middle School in the 4th grade. A great amount of resources have been implemented at Crystal Springs Elementary School with the support of the Literacy Coach provided by the Mississippi Department of Education (see attachments validating the great progress of this school and the unfairness of such a rating).
- Crystal Springs Elementary School had all students to be promoted to the 4th grade based on the Third Grade Summative Assessment (with four being Good Cause Exemptions). 91.7% of third graders at Crystal Springs Elementary passed the summative assessment on the first administration, compared to the state average of 92%.
- Additionally, Crystal Springs Elementary made a 219 point gain from the fall kindergarten pre-test assessment to the spring post-test. The state gain was 208 points.
- Every school should stand on its own merits and not be held accountable for what is occurring at another school.

- Staff morale is greatly affected, in a negative way, when the school results at Crystal Springs Elementary School validates that they are making improvements. But when factoring in another grade from another school they receive an "F" due to growth at another school.
- An "F" does not accurately assess the correct rating of Crystal Springs Elementary School.

Please consider these facts to make a determination of whether an "F" rating really gives a true picture of this school. Supporting evidence is attached to support our statements. Please contact me if you should need further information or explanations.

It is my hope that a more equitable accountability system will be implemented where schools can be rated on their own merits and not what is occurring at another school/location. We have and will be contacting the Task Force on Accountability and others who have an influence in getting this matter rectified and resolved.

Respectfully Submitted,

Rickey Clopton, Superintendent of Education
Copolah County School District

of the school district. All requests for review must be submitted in writing based on the timeline published each year by the Office of Accreditation and Accountability. Any requests not submitted based upon the timeline published by the Office of Accreditation and Accountability will not be considered after the deadline for submission.

The Office of Accreditation and Accountability will review these requests and present them to an Internal Review Committee for consideration. The Internal Review Committee will consist of, at a minimum, one (1) external chairperson and four (4) Mississippi Department of Education representatives.

The Office of Accreditation and Accountability will present the decisions of the Internal Review Committee to the Commission on School Accreditation.

3.1.4 Review or Appeal of Final Accountability Results

The school district must submit written evidence to appeal the final results of the statewide accountability system approved by the Commission on School Accreditation and the State Board of Education. The appeal must be submitted to the Office of Accreditation and Accountability within ten (10) calendar days of the State Board of Education's approval.

Any appeal to the final results will follow the same process as a request for review (i.e., Internal Review Committee, Commission on School Accreditation, and State Board of Education); however, during the appeal of the final results, school districts will receive notification of the Internal Review Committee's decision prior to presentation to the Commission on School Accreditation. The district superintendent may request to address the Commission regarding the appeal of the final results. The Commission on School Accreditation will recommend a final decision to the State Board of Education for approval. The State Board of Education makes the final determination of the appeal's disposition.

3.2 PERFORMANCE STANDARDS

Performance (output or product) standards address selected components of the statewide testing program and other outcome measures related to the performance of a school. (See Performance Standards.) The State Board of Education may also take into account such factors as graduation rates, dropout rates, completion rates, College and Career Readiness and Acceleration, the extent to which the school or district employs qualified teachers in every classroom, and any other factors deemed appropriate by the State Board of Education.

3.3 PERFORMANCE CLASSIFICATIONS

The performance classification assigned to a school or district will be determined by (a) the percentage of students who are performing at criterion levels (minimum, basic, proficient, and advanced) and (b) the degree to which student performance has improved over time (based on an expected growth value for the school). The results from the Achievement Model and the Growth Model are combined to assign performance classifications of A, B, C, D, and F.

(See State Accountability Rating System and Performance Classification Models.)

A school will not receive a school performance classification if the test data have been invalidated, and the school performance classification will be noted as Test Data Invalidated. (See Appendix F.)

3.4 SCHOOLS AT-RISK

Following an analysis of school data each year, the Mississippi Department of Education shall identify those schools that are deficient in educating students and are in need of improvement in accordance with Section § 37-18-3 and Section § 37-18-5, *Mississippi Code of 1972*, as amended. This analysis shall indicate

2017 (10-11-17)

Final Accountability Results

Crystal Springs Elementary School

Area Percentage (2016) Actual Points

Read. Prof.	26.1% (18.5%)	26.1
Math Prof.	28.2% (10.6%)	28.2
History Prof.	NA NA	NA
Science Prof.	NA NA	NA
Read. Growth	35.2% (65.1%)	35.2
Math Growth	45.8% (53.6%)	45.8
Read. Low Growth	50.5% (79.5%)	50.5
Math Low Growth	43.9% (73.3%)	43.9
ACT Readiness	NA NA	NA
Acceleration	NA NA	NA
Grad. Rate	NA NA	NA

Total = 229.7 = 230 Conversion from a 600 pt. scale to a 700 pt. scale

Old Scale

New Scale

$$\frac{230}{600} = \frac{x}{700}$$

A - 455

A - 442

$$600x = (230)(700)$$

B - 385

B - 377

$$x = \frac{(230)(700)}{600} = 268.3$$

C - 330

C - 328

$$600 = (F)$$

D - 277

D - 269

F < 277

F < 269

Participation Rate - 100%

2016 Rating was 351 ("C")

8.22.17

2016-17 Kindergarten Results

Place	Avg. Fall	Avg. Spring	Avg. Gain	
State	502	710	+ 208	
Copiah	496	699	+ 213	
CSES	476	695	+ 219	(146 students)
WAC	507	707	+ 200	(70 students)

530 is readiness score for Kindergarten

681 is readiness score for 1st grade

8.22.17

2016-17 3rd Grade Reading Gate Results

Place	Percent Passed on 1 st Assessment
State	92%
Copiah	90%
CSES	91.7%
WAC	87.1%

All students passed on the 2nd Assessment and with 4 Good Cause Exemptions.

Each one of the highlighted schools has proficiency that is either equal to or less than Crystal Springs Elementary School. The greatest difference is their designation which is based on growth. For CSE this factor is based on a grade at another school.

District Name	School Name	2016 Grade	Former Baseline Grade	New Baseline Grade	2017 Official Grade	Total Points	Reading Proficiency	Math Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	Participation Rate
Desoto County School District	Herrando Hills Elementary	A	A	A	A	459	68	75.4	N/A	60.4	75.7	53.7	59.4	99.3
Calhoun County School District	Vardaman Elementary School	C	A	A	A	457	39.1	53.1	79.5	62.7	78.5	74.4	70	100
Gulfport School District	Pass Road Elementary School	B	A	A	A	455	46.3	58.6	78.3	63.2	73.9	62.9	51.6	100
Lamar County School District	Sumrall Middle School	C	B	A	A	454	51.8	61.9	65.2	69.9	79.2	55.3	71	99.6
Clinton Public School District	Lovett Elementary School	B	B	A	A	450	59.6	56.6	N/A	80.2	73	61.8	55.2	99.4
Harrison County School District	West Wortham Elementary And Middle	B	B	A	A	449	50.5	56.6	81.7	65.7	71.6	63.7	58.9	99.7
Stone County School District	Stone Elementary School	B	B	A	A	449	44.4	44.4	71.3	66.7	76.8	67	78.8	97.4
Bay St Louis Waveland School District	Bay Waveland Middle School	C	B	A	A	448	50.8	44.1	80.7	71.1	68.9	69.7	62.6	99.9
Jackson County School District	East Central Middle School	A	B	A	A	446	50.6	63.7	83.5	64.4	73.9	54.8	55.2	99.5
Alcorn School District	Kossuth Elementary School	A	B	A	A	446	47.2	63	N/A	55.6	87.5	51.7	77.4	99.3
Pontotoc City School District	Pontotoc Middle School	C	B	A	A	445	47.4	55.6	81	65	74.7	59.1	61.7	99.4
Harrison County School District	Three Rivers Elementary	C	B	A	A	444	39.6	39.3	73.6	65.5	72.7	73.8	79.1	100
Newton County School District	Newton County Elementary School	A	B	A	A	444	43.7	53.2	79.2	58.5	78.6	60.3	70.3	99.3
Tupelo Public School District	Millam Elementary School	C	B	A	A	443	51.1	60.9	N/A	70.5	77.2	55.1	65.1	99.6
New Albany Public Schools	New Albany Elementary School	B	B	A	A	443	47.4	46.1	82.1	68.7	63.4	73.3	61.7	99.7
Clinton Public School District	Clinton Park Elementary School	A	B	A	A	442	64.8	65.1	N/A	59.9	78.6	55	55.7	N/A
Oxford School District	Oxford Middle School	A	B	A	A	442	49.9	62.1	76.6	62.4	77.3	53.1	60.7	99.1
Gulfport School District	Bayou View Middle School	B	B	B	B	441	54.4	62.6	67.9	72.2	76.4	56.9	51	99.1
Lamar County School District	Longleaf Elementary	B	B	B	B	441	47	49.1	82.9	66.5	63.4	73.2	59.3	99.7
Lamar County School District	Oak Grove Middle School	B	B	B	B	441	50.5	56	66.7	69.2	73.4	63.6	61.8	99.6
Biloxi Public School District	Biloxi Junior High	B	B	B	B	440	47.1	60.6	74.1	63.1	77.3	55.1	62.2	99.2
Rankin County School District	Flowood Elementary School	A	B	B	B	440	55.5	51.5	85.7	63.9	64	53.9	65	99.1
Clarksdale Municipal School District	Kirkpatrick Health /Wellness	C	B	B	B	440	21.8	23.7	N/A	72.2	88.3	77.3	85.9	100
Desoto County School District	Desoto Central Elementary School	B	B	B	B	439	51.4	59.9	81	61.6	67	64.2	54.2	99.6
Madison County School District	Germentown Middle School	B	B	B	B	439	59.3	56.8	84.4	73.9	60.7	61.7	41.7	99.7
Lauderdale County School District	West Lauderdale Elementary School	A	B	B	B	439	48.6	57.1	N/A	59.3	75.4	62.5	73.3	99.1
Madison County School District	Madison Avenue Lower Elementary	B	B	B	B	439	73.3	74.8	N/A	69.1	67.9	54.4	36.3	N/A
Ocean Springs School District	Ocean Springs Middle School	B	B	B	B	438	48.3	64.6	80.9	56.5	78.1	50.9	58.4	98.4
Madison County School District	Mainsdale Elementary	N/A	B	B	B	438	73	76.7	N/A	58.8	74.6	43.3	48.4	N/A
George County School District	Agicola Elementary School	B	B	B	B	437	46.3	43.6	82.1	69.9	69	61.7	63.9	98
Poplarville Separate School District	Middle School Of Poplarville	C	B	B	B	437	40.8	52.3	74.8	68.2	71.5	69.2	59.8	99.5
Rankin County School District	Brandon Middle School	A	B	B	B	437	52.8	56.7	80.6	66	68.2	54.9	58	99.4
Desoto County School District	Lewisburg Primary	A	B	B	B	436	56.8	55.7	N/A	61.2	80.1	53	66.8	N/A
Cleveland School District	Hayes Cooper Center For Math Sc Tec	B	B	B	B	436	60.4	60.9	75.6	74.7	61.9	66.6	35.6	100
Simpson County School District	Simpson Central School	B	B	B	B	436	48	50.6	82.4	66.4	70	62.3	55.8	100
Clinton Public School District	Northside Elementary	A	B	B	B	435	61.4	63.6	N/A	58.3	79	49.1	61.7	100
Houston School District	Houston Upper Elementary	C	B	B	B	435	40.4	50.6	70.7	61.7	69.4	73.1	69.1	100
Hancock County School District	East Hancock Elementary School	A	B	B	B	434	55.9	59.1	83.8	58.7	67.8	46.9	61.4	98.7
Pearl Public School District	Pearl Upper School	B	B	B	B	434	44.4	45.2	77.9	64	69.5	61.9	70.8	99.6
Gulfport School District	Arniston Avenue Elementary School	A	B	B	B	433	48.5	64.7	82.4	57.4	69.9	59.2	51.2	98.3
Lafayette County School District	Lafayette Upper Elementary School	B	B	B	B	433	43.2	43.2	79.2	60.2	75.5	61	70.8	99.9
Harrison County School District	Uzana Elementary School	B	B	B	B	432	43.2	45.6	72.2	68.2	64.7	75.5	62.3	99.8
Amory School District	East Amory School	C	B	B	B	431	48.9	49.1	67.7	66.1	66	64.2	63.8	99.4
Lauderdale County School District	Clarkdale Middle School	C	B	B	B	431	49.4	54	77.3	62.3	75.3	49.8	62.4	99.9
Rankin County School District	Highland Bluff Elementary	A	B	B	B	431	54.6	58	84.8	60.1	73.7	35.4	64.5	99.6
Biloxi Public School District	Jeff Davis Elementary School	A	B	B	B	430	47.1	58.2	70.9	59.7	72.2	60	62.1	99.4
Jackson County School District	Vandave Middle School	A	B	B	B	430	52.7	59.1	79.3	66.6	70.6	51.4	49.9	99.6

District Name	School Name	2016 Grade	Former Baseline Grade	New Baseline Grade	2017 Official Grade	Total Points	Reading Proficiency	Math Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	Participation Rate
Booneville School District	Anderson Elementary School	A	B	B	B	429	37.1	62.6	N/A	41.9	91.3	49.7	85.5	98.8
Rankin County School District	Steen's Creek Elementary	B	B	B	B	429	64.8	65.4	N/A	54.2	77.5	36.5	70	N/A
Rankin County School District	Florence Middle School	B	B	B	B	429	49	60.5	81.3	60	74	43.6	60.9	99.3
Biloxi Public School District	Gorefield Elementary School	D	B	B	B	427	32.2	43.4	66.7	66.9	71.7	78.6	67.9	100
Greenville Public School District	Coleman Middle School	D	B	B	B	427	22	39	66.5	67.1	70	78.5	84.2	99.2
Jackson Public School District	Lake Elementary School	F	B	B	B	427	19.3	34.9	83.3	50.5	85.7	61.7	91.4	98.5
Rankin County School District	Rouse Elementary	A	B	B	B	427	54.4	60	N/A	48.2	85.9	43.4	74.1	N/A
Rankin County School District	Stonebridge Elementary	A	B	B	B	427	50.1	57.2	N/A	48.5	87.4	44.8	78.3	100
Lee County School District	Guntown Middle School	C	B	B	B	426	41.7	52.7	74.3	51.6	75.3	56.2	64.6	99.2
Oxford School District	Oxford Intermediate School	B	B	B	B	426	54.8	62.6	79.8	66.8	68.1	45.6	48.1	100
Enterprise School District	Enterprise Middle School	B	B	B	B	425	46.9	61.2	79.1	58	71.2	48.7	60	99.5
Desoto County School District	Walls Elementary School	A	B	B	B	424	34.9	55.3	78.7	65.7	61.8	76.6	51.2	100
Pearl Public School District	Pearl Junior High School	B	B	B	B	424	44.4	51.7	71.2	63.9	70.4	61.1	60.8	99.3
Pascagoula Gaudier School District	Eastlawn Elementary School	B	B	B	B	424	48.8	57.5	N/A	57.1	71.4	58.9	68.9	100
Greenville Public School District	Weddington Elementary School	B	B	B	B	422	37.3	48.1	46.7	76.1	67.7	80.6	65.3	100
Grenada School District	Grenada Middle School	C	B	B	B	422	41.4	52.1	70.5	65.4	73.8	58.3	60.1	99.2
Harrison County School District	Pineville Elementary School	A	B	B	B	421	47.5	52.5	N/A	72.8	76.4	52	60	100
Ocean Springs School District	Ocean Springs Upper Elementary School	B	B	B	B	421	53.3	52.5	79.8	64	63.5	56.2	51.2	99.2
Pontotoc City School District	Pontotoc Junior High School	A	B	B	B	421	39.8	58.3	80.1	57.7	77.4	50.9	57.2	96.9
Rankin County School District	Oakdale Elementary	B	B	B	B	421	52.2	43.4	84.5	61.8	67.9	49.1	62	99.6
Rankin County School District	Richland Upper Elementary	B	B	B	B	421	38.9	47.2	71.9	57.6	75.7	60.3	69.8	99.7
Jackson Public School District	Barr Elementary School	D	B	B	B	420	16.4	18	93.8	57.9	82.1	71.7	80	100
Jones County School District	West Jones Elementary School	B	B	B	B	420	43.9	48.3	68.7	64.5	58.2	52.9	63.4	98.2
Lowndes County School District	Caledonia Middle School	B	B	B	B	420	48.6	56.2	73.5	61.3	69.7	55.4	55.4	99.6
Marshall County School District	Byhalia Middle School (6-8)	D	B	B	B	420	31.3	39.9	67.7	60.4	72.4	66.1	81.7	99
Rankin County School District	Northwest Rankin Middle School	A	B	B	B	420	47.8	61	74.2	58.5	72.1	49.1	57.4	99.9
Sunflower County Consolidated School District	AW James Elementary School	D	B	B	B	420	19.3	33.1	62.5	63.3	72.5	92.3	79.1	100
Vicksburg Warren School District	Bovina Elementary School	B	B	B	B	420	52.4	48.2	87.5	67.7	54.6	70	39.5	98.9
Ocean Springs School District	Magnolia Park Elementary	C	B	B	B	419	60.1	60.9	N/A	54.6	68.4	57.8	57.6	100
Ocean Springs School District	Pecan Park Elementary School	B	B	B	B	419	64.4	58.5	N/A	52.3	72.3	46.9	64.6	99.3
Desoto County School District	Overpark Elementary	B	B	B	B	418	52.7	57	79.5	62.9	61.2	56.3	48.1	98.6
Petal School District	Petal Elementary	B	B	B	B	418	53.4	68.3	N/A	53.4	71.4	50.4	60.6	100
Amory School District	Amory Middle School	D	B	B	B	417	36.6	48.3	69.9	60.9	69.4	66.1	66.1	99.3
Clinton Public School District	Clinton Jr Hi School	C	B	B	B	417	43.4	56.5	72.4	59.3	71.8	58.7	54.4	99.3
Pass Christian Public School District	Delisle Elementary School	B	B	B	B	417	45.3	49.7	81.3	53.3	67.4	52.9	67.1	99.8
Houston School District	Houston Lower Elementary	C	B	B	B	417	42.8	53.8	N/A	55.6	74.7	65.1	64.7	N/A
Desoto County School District	Horn Lake Middle School	B	B	B	B	416	29.3	50.3	64.8	59	79	62.1	71.7	97.3
East Jasper Consolidated School District	William J. Berry Elementary School	F	B	B	B	416	28.3	38.7	60	58.7	82.6	58.9	88.6	99.7
Pascagoula Gaudier School District	Beach Elementary School	C	B	B	B	415	59	64.1	N/A	61.8	47.4	73.4	50	100
Jackson Public School District	Casey Elementary School	C	B	B	B	415	48.5	59.3	72.5	52.9	68.1	47.3	66.3	100
Tupelo Public School District	Pierce Street Elementary School	B	B	B	B	415	46.6	65.4	73.5	62.6	73.4	43.9	49.4	99.6
Forrest County School District	Rawls Springs Attendance Center	F	B	B	B	414	31.4	24.8	59.1	75.3	52.8	95.8	74.5	99.2
Meridian Public School District	Poplar Springs Elementary School	B	B	B	B	414	41.3	52.2	70.8	60	67.9	57.9	64.1	99.5
Lauderdale County School District	Southeast Lauderdale Elementary	B	B	B	B	413	35.5	47.2	N/A	51.3	87.7	60	72.5	100
Prentiss County School District	Hills Chapel School	B	B	B	B	413	47.4	40.7	66.7	66.3	62.9	67.6	61.8	99
Choctaw County School District	Ackerman Elementary	B	B	B	B	412	51.8	50.2	82.8	63.6	61.6	51.4	50.4	100
Lafayette County School District	Lafayette Middle School	B	B	B	B	412	44.6	48.2	72.1	66	64.6	57.6	59.1	99.1

District Name	School Name	2016 Grade	Former Baseline Grade	New Baseline Grade	2017 Official Grade	Total Points	Reading Proficiency	Math Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	Participation Rate
Pontotoc County School District	South Pontotoc Elementary School	B	B	B	B	412	40.8	47.4	68.3	55.9	71.1	58.8	59.4	99.5
Harrison County School District	Diberville Middle School	C	B	B	B	411	45.1	51.6	74.8	62.6	64.2	57.9	54.1	99.6
Lamar County School District	Oak Grove Upper Elementary	B	B	B	B	411	44.3	41.2	75.2	65.1	62.9	68.8	53.3	99.8
Lauderdale County School District	West Lauderdale Middle School	B	B	B	B	411	44.8	53.4	75.7	57.1	73.2	47.2	59.2	100
Madison County School District	Madison Crossing Elementary	C	B	B	B	411	51	46.2	76.5	60.7	62.6	56.1	73.9	99.5
Rankin County School District	Pelham Middle School	C	B	B	B	411	34.9	29.5	77.5	60.9	69	65.5	73.8	99.3
Richmond County School District	Richmond Elementary School	B	B	B	B	411	33.3	56.9	66.7	57.6	80.6	45.4	70.5	100
Baldwin County School District	Baldwin Middle School	C	B	B	B	410	41.5	47	65.3	62.2	73.9	56.6	63.6	99.6
Lee County School District	Mooreville Elementary School	C	B	B	B	410	48.6	49.4	84.4	60.3	63.7	55.9	47.9	99.7
Jackson County School District	Vandave Upper Elementary	B	B	B	B	408	50.3	56	74.7	66.2	60.6	53.1	47	99.6
Natchez-Adams School District	Mc Laurin Elementary School	C	B	B	B	407	26.9	37.5	64	63.5	63	81.2	70.6	98.6
Harrison County School District	Woolmarket Elementary School	B	B	B	B	406	39.7	47	80.4	50.8	64.4	55.9	67.5	98
Houston School District	Houston Middle School	C	B	B	B	406	31.6	51.4	66.9	53.3	75.7	59.6	67.7	99.1
Jackson Public School District	Isable Elementary School	B	B	B	B	406	24.5	17.6	77.1	57.4	63.5	71.9	87.6	100
Jackson Public School District	Northwest Middle School	B	B	B	B	406	58.9	49.3	64.9	69.5	58.8	60.8	43.9	100
Kosciusko School District	Kosciusko Junior High School	B	B	B	B	406	43.2	50.6	62.3	59.3	72.7	55	63	99.1
Jackson County School District	St Martin East Elementary School	A	B	B	B	405	61.2	64.5	N/A	62.8	55.8	57.1	45.2	100
Pascagoula Gautier School District	Jackson Elementary School	B	B	B	B	405	37.6	41.6	N/A	60.9	69.6	71.8	65	100
Alcorn School District	Kossuth Middle School	B	B	B	B	404	41.8	56.4	78.6	55.8	67.2	52.2	51.5	97.5
Vicksburg Warren School District	Redwood Elementary School	C	B	B	B	404	37.7	59.9	66	53.2	67.7	53.8	65.6	100
Desoto County School District	Greenbrook Elementary School	A	B	B	B	404	54.2	59.1	N/A	58.8	57.4	57.3	59.4	N/A
Rankin County School District	Richland Elementary School	B	B	B	B	404	44.6	45.5	N/A	47.7	84.8	48.5	75.2	N/A
Jackson County School District	East Central Upper Elementary	B	B	B	B	403	47.5	53.4	77.3	59.1	60.2	59	46.5	99.7
Madison County School District	Old Towne Middle	B	B	B	B	403	42.4	34.2	71.2	67.9	59.4	65.9	61.6	99.3
Desoto County School District	Lake Cormorant Middle	B	B	B	B	402	42.5	53.9	66.3	61.4	66.8	53.9	57.3	98.5
Desoto County School District	Southaven Middle School	C	B	B	B	402	32.3	49.7	54.8	62.3	73.6	61.9	67	97.4
Harrison County School District	Saucier Elementary School	B	B	B	B	402	52.3	53.3	69.8	64.1	63.6	51.7	47.4	99.2
Lowndes County School District	New Hope Middle School	B	B	B	B	402	39.8	53.6	66.7	58.7	70	57.4	55.8	99.4
Greenwood Public School District	David Elementary School	B	B	B	B	401	22.7	44.5	53.7	59.2	64.3	82.7	74.1	99.6
Lawrence County School District	Topeka Titton Attendance Center	B	B	B	B	401	40.7	48.9	81	60.6	60.1	71.2	38.2	100
Pass Christian Public School District	Pass Christian Middle	B	B	B	B	401	51.1	50.2	75.9	63	63.2	51.3	46.3	99.5
Lee County School District	Saltillo Elementary School	D	B	B	B	400	47.7	39	69.3	66.5	54.9	66.5	56.1	99.8
Jackson Public School District	Lee Elementary School	C	B	B	B	399	22.7	22.7	92	56.9	65.5	58.9	80	98.5
Lamar County School District	Purvis Upper Elementary	C	B	B	B	399	38.7	36.6	76.2	49.7	67.3	63.3	67.5	99.8
Pearl River County School District	Pearl River Central Junior High	A	B	B	B	399	40.9	44.4	80	60	67.8	52	53.9	98.6
Poplarville Separate School District	Poplarville Upper Elementary School	B	B	B	B	399	41.2	34.8	62.3	58.4	59.5	74	68.8	99.9
Union Public School District	Union Middle School	B	B	B	B	399	47.9	56.9	71	60.5	67.4	50.6	44.6	95.3
George County School District	Rocky Creek Elementary School	B	B	B	B	398	42.2	28.4	85.7	62.9	52.5	65.2	61	99.6
Vicksburg Warren School District	Warrenton Elementary School	B	B	B	B	398	32.6	37.2	75	62.5	68.3	55.4	66.6	99.1
Desoto County School District	Desoto Central Primary	B	B	B	B	397	62.7	69.9	N/A	52.4	65.7	44.4	45.3	N/A
Lamar County School District	Oak Grove Primary	B	B	B	B	397	46.1	39.9	N/A	54.8	71.9	62.6	64.5	N/A
Lamar County School District	Purvis Middle School	B	B	B	B	396	40.2	53.8	69.7	58.8	70.6	52.9	49.9	99.6
New Albany Public Schools	New Albany Middle School	B	B	B	B	396	49.1	50.1	69.2	65.4	61.8	53.4	46.8	99.2
Tishomingo County School District	Burnsville Elementary	C	B	B	B	396	40.9	37.7	66.3	68.9	59.8	68.6	55	100
Jackson Public School District	Key Elementary School	B	B	B	B	395	26.4	26.4	62.5	56.9	57.4	78.5	86.9	99.2
Jefferson Davis County School District	Jefferson Davis Elementary	F	B	B	B	395	16.7	16.7	46.8	66.6	81.4	78.6	83	100
Jones County School District	Moselle Elementary School	B	B	B	B	395	44	47.1	68.7	61.4	59.4	56.7	57.3	96.7

District Name	School Name	2016 Grade	Former Baseline Grade	New Baseline Grade	2017 Official Grade	Total Points	Reading Proficiency	Math Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	Participation Rate
Vicksburg Warren School District	Beechwood Elementary School	B	C	B	B	377	39.6	40.4	70.4	54.6	65.2	52	55.2	98.9
West Jasper Consolidated School District	Bay Springs Elementary School	F	C	B	B	377	27.7	55.3	64.3	46.8	70.2	59.3	53	100
North Pike School District	North Pike Elementary School	B	C	B	B	377	47.3	50.1	N/A	64.9	44.4	76.3	40.4	99.8
Jones County School District	Glade Elementary School	B	C	C	C	376	41.2	49.5	76.5	57.7	53.6	57.1	40.4	98.1
Amory School District	West Amory School	D	C	C	C	376	52.3	59.2	N/A	56.9	52.8	54.6	52.1	N/A
Brookhaven School District	Brookhaven Elementary School	B	C	C	C	376	49.4	55.8	N/A	56.1	65.6	72.5	73.6	99.6
Grenada School District	Grenada Elementary School	C	C	C	C	376	59.7	67.5	N/A	47.1	65.5	53.9	50.6	100
Tupelo Public School District	Joyner Elementary School	B	C	C	C	376	37.4	30.3	50	71.8	55.3	34.1	49.1	N/A
Forrest County School District	North Forrest Attendance Center	C	C	C	C	375	36.3	28.8	70.2	58.7	58.2	57.6	64.7	99.2
Lee County School District	Mooreville Middle School	D	C	C	C	375	27.5	29.4	62.7	61.2	61.8	69.1	63	99.3
Philadelphia Public School District	Philadelphia Elementary School	D	C	C	C	375	40.2	44.4	66.7	57.1	56.5	56.2	53.8	100
Rankin County School District	Plegham Elementary School	C	C	C	C	375	24.8	33	46.2	60.7	62.9	78.3	69.1	100
South Pike School District	Osyka Elementary School	D	C	C	C	375	36	40.4	67.8	57.1	56.4	58.4	58	98.7
Desoto County School District	Southern Intermediate School	B	C	C	C	374	38.5	40.5	63.6	55	59.5	56.6	58.3	99
Callhoun County School District	Bruce Upper Elementary School	C	C	C	C	373	41.7	35.1	72.3	57.7	61.4	49.8	52.1	100
Forrest County School District	Dixie Attendance Center	B	C	C	C	373	38.5	39.1	63.6	55	59.5	56.6	58.3	99
Brookhaven School District	Mamie Martin Elementary School	B	C	C	C	372	41.7	44.8	N/A	55.6	68	72.9	73.6	N/A
South Tipton School District	Ripley Elementary School	B	C	C	C	372	31.5	48.7	N/A	45.2	72.7	58.3	62.3	100
Itawamba County School District	Fairview Attendance Center	C	C	C	C	372	38.3	37.5	76.2	57.3	45	74.2	43.3	99
Alcorn School District	Biggersville Elementary	C	C	C	C	371	46.1	35.9	51.9	67.7	62.2	53	54.6	99
South Panola School District	Pope Elementary School	B	C	C	C	370	41.7	35.1	57.3	63.4	65.9	48.8	57.7	100
Pascagoula Gaudier School District	Marlin Bluff	C	C	C	C	369	38.5	44.8	70.7	59.5	61	50	50.3	99.7
Tupelo Public School District	Rankin Elementary School	B	C	C	C	369	41.4	49.6	N/A	52.6	56.2	61.5	60.7	100
Marion County School District	West Marion Primary School	C	C	C	C	368	41.5	34.7	N/A	40.2	75.8	55.5	67.5	100
Holmes County School District	Gulfport Central Middle School	C	C	C	C	367	29	33.1	55	59.1	59.3	65.3	66.4	96.3
Jones County School District	Goodman Pickens Elementary School	C	C	C	C	367	30.6	17.7	81.3	67.5	41	80.8	48.2	100
Pascagoula Gaudier School District	East Jones Elementary School	B	C	C	C	367	38.6	35.2	52.2	56.3	62.2	53.9	68.7	97.1
Pascagoula Gaudier School District	William M Colmer Middle School	C	C	C	C	367	31.4	39.8	56.1	55.2	68.4	53.8	62	99.5
Pass Christian Public School District	Pass Christian Elementary	B	C	C	C	367	43.8	36.9	77.8	54.8	45.6	64.4	43.3	99.2
Picayune School District	Nicholson Elementary School	C	C	C	C	367	36.5	31.7	67.4	67.2	54.7	68.1	41.1	98.9
Lamar County School District	Purvis Lower Elementary	C	C	C	C	366	47.1	30.6	N/A	45.2	58.3	61.6	61.4	N/A
Jones County School District	South Jones Elementary School	C	C	C	C	366	36.3	27.1	68.3	58	47.8	67.8	60.2	98.4
Wilkinson County School District	Wilkinson County Elementary	F	C	C	C	366	15.9	42.7	42.9	47.4	75	67.4	90	98.4
Marshall County School District	Mary Reid School (K-3)	B	C	C	C	365	27.5	17.4	N/A	57.2	78.6	62.9	68.9	100
Bay St Louis Waveland School District	North Bay Elementary School	B	C	C	C	365	41	43.6	66	56.4	58.2	50.7	48.6	98.8
Lamar County School District	Bexterville School	C	C	C	C	365	37.3	46.4	63	56.8	63	42.2	55.8	100
Marshall County School District	Potts Camp Middle School (4-8)	B	C	C	C	365	36.8	37.5	59.6	57.2	60.8	60.5	53	100
Newton Municipal School District	Newton Elementary School	C	C	C	C	365	25.6	23.6	74.5	63.1	48.4	79.3	50	100
Alcorn School District	Alcorn Central Middle School	B	C	C	C	364	38.1	33	71.4	55.3	57.2	51.7	56.8	98.7
Hinds County School District	Bolton-Edwards Elementary/Middle School	C	C	C	C	364	20.6	37	67	50.4	68.1	62.8	57.9	99.4
North Panola School District	Gresham Elementary School	F	C	C	C	364	13.4	46.3	50	41.4	68.3	70	74.5	98.8
Perry County School District	Beaumont Elementary School	D	C	C	C	363	31.9	19.3	71.4	57.9	55.5	66.5	60	97
Harrison County School District	Crossroads Elementary School	D	C	C	C	362	29.3	29	58.2	52.1	64.6	59.7	69.3	99.7
Hattiesburg Public School District	Woodley Elementary School	C	C	C	C	362	25.5	31	63.1	55.8	56.6	65.4	64.1	99.6
Leake County School District	Leake County Elementary School	C	C	C	C	362	32.9	27.5	53.1	62.1	53.2	76.7	56	100
Western Line School District	Riverside Elementary School	C	C	C	C	362	37.8	32	63.1	57.2	49.6	62.4	60	100

District Name	School Name	2016 Grade	Former Baseline Grade	New Baseline Grade	2017 Official Grade	Total Points	Reading Proficiency	Math Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	Participation Rate
Long Beach School District	Thomas L. Reeves Elementary School	A	C	C	C	362	64.6	69	N/A	43.5	53.3	43.1	36.2	99.6
Greenwood Public School District	Greenwood Middle School	F	C	C	C	361	63.5	68.5	55	47.6	70.3	63.8	80.2	97.8
Paulsboro School District	Middle Elementary School	F	C	C	C	361	20.1	25.9	31.4	60.2	61	85.8	76.7	99.1
Alcorn School District	Alcorn Central Elementary School	D	C	C	C	361	40.1	34.9	N/A	62	51.3	76.3	44.3	99.4
Jefferson Davis County School District	Carver Elementary School	B	C	C	C	360	31.5	34.8	64.7	55.4	51	70.6	51.7	99.1
Laurel County School District	West Hancock Elementary School	A	C	C	C	359	35	36.3	76.6	47.9	55.8	48.9	58.6	100
Hattiesburg Public School District	Northeast Lauderdale Middle School	F	C	C	C	358	34.8	36.2	61.6	58.6	60.1	53.7	53.7	99.9
Desoto County School District	Lille Burrey Steam Academy	B	C	C	C	358	30.4	27.8	N/A	57.8	63.1	57.2	70.6	99.5
Gulfport School District	Lake Cormorant Elementary	D	C	C	C	358	40.3	47.1	65.5	54.3	54.7	44.3	52.2	99.4
Desoto County School District	Twenty Eighth St Elementary	C	C	C	C	358	31.7	35.6	36.9	63	55.7	75.9	59.4	100
Jackson Public School District	Olive Branch Intermediate School	C	C	C	C	357	37.3	38.3	77.1	49.9	54.2	49	51.5	99.2
Jackson Public School District	Claude Elementary School	C	C	C	C	357	11.6	28.3	60.5	48.3	66.3	71.7	70	99.4
Okolona Separate School District	Okolona Elementary School	C	C	C	C	357	19.4	35.9	N/A	55.3	60	68	67.1	97.3
Wayne County School District	Clara Elementary School	B	C	C	C	357	42	36.5	71.7	56.8	49.8	58.3	42.3	98.4
Lowndes County School District	West Lowndes Elementary	C	C	C	C	356	22.4	40.2	50	54.6	65.5	61.2	62.4	100
Webster County School District	East Webster Elementary School	B	C	C	C	356	46.8	52.7	66.7	59.8	52.8	46	31.1	99.6
Hinds County School District	Carver Middle School	B	C	C	C	355	35.5	51.2	48.2	48.5	68.3	47.6	55.3	100
Carroll County School District	Marshall Elementary School	C	C	C	C	354	23.9	22.6	74.2	49.9	57.8	61.3	64.7	100
Greene County School District	McLain Elementary School	C	C	C	C	354	38.4	21.6	64.5	66.1	40.6	73.8	48.9	100
South Tippah School District	Ripley Middle School	C	C	C	C	354	38.2	32.4	62	59.4	53.2	53.7	54.7	99.6
Lee County School District	Satullo Primary School	D	C	C	C	354	48	48.4	N/A	51.8	56.6	46.8	51.1	N/A
Harrison County School District	Bel Aire Elementary School	C	C	C	C	353	36.2	36.1	67.2	52.7	58.3	50.6	51.5	99.4
Hattiesburg Public School District	Washington Middle School	C	C	C	C	353	19.9	19.8	48.3	55.2	67.7	60.3	72.7	99.3
Itawamba County School District	Dorsey Attendance Center	D	C	C	C	353	29	34.8	68.9	59.6	55.8	61.7	43.2	99.8
Leake County School District	Leake Central Elementary School	D	C	C	C	353	12.5	12.6	51.4	63.7	52.8	78.4	54.1	99.8
Marshall County School District	Byhalia Elementary School (K-5)	B	C	C	C	353	21.5	45.3	58.2	52.4	66.2	69.7	66.1	99.8
Plymouth School District	Plymouth Junior High School	C	C	C	C	353	26.5	45.3	53.1	49.6	68.4	51.5	58.1	98.9
Hancock County School District	Hancock Middle School	C	C	C	C	352	39.2	34.5	63.1	59.4	51.8	51.8	52.2	99.1
Pontotoc County School District	South Pontotoc Middle School	B	C	C	C	352	34.5	48	74.1	50.3	58.4	46.1	40.6	99.7
Clarksdale Municipal School District	Booker T. Washington Intern. Studies	F	C	C	C	351	27.3	54.4	N/A	70.4	56.9	89.2	65.7	100
Greene County School District	Leakesville Elementary School	C	C	C	C	351	27.3	28.4	N/A	54.1	62.3	77.5	51.7	99.7
Mississippi State School District	Miss Point Kreiger Primary School	D	C	C	C	351	27.8	19.8	N/A	48.6	59.1	90.4	60	N/A
Pontotoc County School District	North Pontotoc Elementary School	B	C	C	C	351	30.5	30.5	N/A	53.1	56.9	72.4	57.1	99.6
Benton County School District	Ashland Elementary School	D	C	C	C	351	28.7	32.8	53.5	49.9	64	54.5	67.6	99
Laurel School District	Laurel Elementary School	C	C	C	C	351	25.7	16.8	72.1	57.4	47.7	73.7	57.4	100
Lowndes County School District	New Hope Elementary School	C	C	C	C	351	37.4	35	53.6	59.5	55.2	59	50.8	99.5
Tunica County School District	Dunited Elementary School	A	C	C	C	351	27.6	41.4	71	66.1	49.5	60	35.7	100
Leake County School District	Shannon Middle School	F	C	C	C	350	12.4	28.6	58.3	48.2	68.2	55.2	67.2	98.7
Plymouth School District	West Side Elementary School	B	C	C	C	350	36.3	37.2	56	47.7	61.7	48.6	62.4	99.6
Pearl River County School District	Pearl River Central Upper Elementary	D	C	C	C	349	19.7	29.3	66	42.9	69.1	47.7	74.4	100
West Jasper Consolidated School District	Bay Springs Middle School	C	C	C	C	349	36.5	68.4	N/A	54.5	73.5	33.3	32.6	100
Tupelo Public School District	Thomas Street Elementary School	A	C	C	C	349	32.9	22.8	79.5	57.8	44	63.8	47.5	100
Cleveland School District	Bell Elementary School	C	C	C	C	348	33.5	34.7	54.5	61	57.5	51.7	54.8	99
Columbia County School District	Jefferson Middle School	N/A	C	C	C	348	32.5	37.7	59.4	54.3	55.6	56.2	51.9	98.7
Harrison County School District	North Gulfport Middle School	B	C	C	C	348	39.1	30.7	68.8	58.4	48.1	62.7	40	98.2
Tishomingo County School District	Tishomingo Elementary	C	C	C	C	348	33.1	26.4	59.6	58.6	52.8	58.2	58.8	99.1
West Point Consolidated School District	Central School	C	C	C	C	348	33.1	26.4	59.6	58.6	52.8	58.2	58.8	99.1

District Name	School Name	2016 Grade	Former Baseline Grade	New Baseline Grade	2017 Official Grade	Total Points	Reading Proficiency	Math Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	Participation Rate
Scott County School District	Lake Elementary School	B	C	C	C	348	41.5	44.9	N/A	57.8	51.4	51.4	51	100
Marion County School District	West Marion Elementary	C	C	C	C	347	34.5	42.8	63.8	49	55.7	49.7	51.5	100
Pascagoula Gautier School District	Gautier Elementary School	B	C	C	C	347	36.4	45.7	N/A	51.1	60.8	47.1	56	99.4
Franklin County School District	Franklin County Middle School	C	C	C	C	346	38	31.4	59.8	52.2	60.9	42.1	61.5	98.6
Neshoba County School District	Neshoba Central Elementary School	B	C	C	C	346	40.5	34.2	46.5	60.4	45.9	64.7	53.9	99.6
Madison County School District	Highland Elementary	B	C	C	C	345	37.3	31.6	60.9	54.6	51.2	68.9	40	99
Vicksburg Warren School District	Warren Central Intermediate	D	C	C	C	345	21.9	33.1	45.6	50.6	71.2	61	61.3	98.4
Clarksdale Municipal School District	Heidelberg School Math & Science	D	C	C	C	344	19.2	15.4	N/A	63.6	42.9	96.5	57.3	99.1
Lee County School District	St Martin N Elementary School	A	C	C	C	344	42.4	52.1	N/A	57.6	54.9	45.6	42.4	100
Long Beach School District	Verona Elementary School	C	C	C	C	344	22.7	29.2	N/A	64.6	54.4	63.8	60	100
George County School District	WJ Quarles Elementary School	A	C	C	C	344	47.2	52	N/A	48.6	56.6	42.4	48.3	99.3
West Point Consolidated School District	George County Middle School	C	C	C	C	344	37.1	36.9	63.9	59.1	51.5	57.9	37.9	99.1
Tishomingo County School District	Fifth Street School	F	C	C	C	344	22.4	35.6	61.5	56.2	56.6	54.7	56.7	98.6
Itasca Middle School	Itasca Middle School	B	C	C	C	343	42.3	40.6	69.6	57	50.3	47.2	36	99.7
Hattiesburg Public School District	Hawkins Elementary School	C	C	C	C	342	21.8	34.6	56.3	57.3	59.3	68.8	44.3	100
Pascagoula Gautier School District	Trent Lott Academy	C	C	C	C	342	39.1	33.9	56.3	60	53.3	49.4	49.6	99.3
Water Valley School District	Davidson Elementary School	C	C	C	C	342	36.1	29.3	72.7	54.8	45.9	55.7	47.5	96.5
Desoto County School District	Olive Branch Elementary	C	C	C	C	342	44.4	58.7	N/A	49	53.1	42.1	45.6	N/A
Winona Separate School District	Winona Elementary School	F	C	C	C	341	30	36	61.3	50.2	55.4	55.7	52.7	99.1
Calhoun County School District	Calhoun City Middle School	C	C	C	C	340	37.5	28.3	47.2	56.1	50.7	64.3	61.3	99.2
Hancock County School District	South Hancock Elementary School	B	C	C	C	340	31.8	27.6	69.8	58.3	51.7	56.7	43.9	98.7
Hollandale School District	Sanders Elementary School	D	C	C	C	340	22.4	21.6	62.2	51.1	66	63.6	66.5	98.7
Kemper County School District	East Kemper Attendance Center	C	C	C	C	340	22	36.3	78.3	56.2	39.2	78	39	100
Yazoo County School District	Unwood Elementary School	D	C	C	C	340	22	32.5	55	52	50.7	63.3	61.1	97.6
Columbia School District	Columbia Elementary School	B	C	C	C	339	30.4	25.3	53.2	56.7	48.3	69.4	55.9	99.3
Columbus Municipal School District	Stokes Beard Elementary School	B	C	C	C	339	20.7	32.5	50	49	58.5	70.6	57.2	99.2
Picayune School District	Roseland Park Elementary School	C	C	C	C	339	32.3	24.3	55.2	56.2	56.5	56.3	57.9	99.8
Starkville-Oktibbeha Consolidated School District	Overstreet Elementary	N/A	C	C	C	339	31.4	31.9	55.6	53.4	57.1	53.8	55.4	99.5
Waikah County School District	Dexter Attendance Center	D	C	C	C	339	21.2	30.3	45.5	48.9	75.6	44.3	73.6	97.6
Brookhaven School District	Alexander Junior High School	C	C	C	C	338	22.4	30.1	53.8	50.4	57.8	62.8	61	99.8
Carnton Public School District	Huey L. Porter Middle School	F	C	C	C	337	22.4	23.4	44.9	49.1	69.5	50.4	81.2	98.3
South Panola School District	Batesville Junior High School	D	C	C	C	337	29.3	38.1	62.8	52.4	57.5	49.2	48.1	99
Coahoma County School District	Frans Point Elementary School	F	C	C	C	336	20.5	37.5	66.7	62.2	47.4	66.7	42.9	98.8
Desoto County School District	Horn Lake Intermediate School	C	C	C	C	336	34.3	25.8	64.7	47.5	54.7	58.2	53	98.1
Greene County School District	Leakesville Jr High School	B	C	C	C	336	33.7	43.4	69.4	57.2	49.3	50.1	50.2	99.3
Simpson County School District	Mendenhall Elementary School	C	C	C	C	336	42.5	34.2	N/A	50.6	49.6	64	46.7	100
Franklin County School District	Franklin Upper Elementary	B	C	C	C	335	33.7	34.2	52	52.9	56.5	37.3	59.5	99.5
Madison County School District	East Lake Elementary	F	C	C	C	334	28.5	31.5	67.3	49.8	53.7	58.7	65.7	99.2
South Panola School District	Batesville Middle School	D	C	C	C	334	28.5	31.5	68.9	53.4	44.6	60.7	46.7	99.9
Vicksburg Warren School District	Sherman Ave Elementary	D	C	C	C	334	35.6	24.1	N/A	89.4	89.4	38.2	50.6	100
Attala County School District	Greenlee Attendance Center	B	C	C	C	333	35.6	24.1	66	56.3	40.3	54.1	56.9	99.6
Jackson Public School District	Pecan Park Elementary School	D	C	C	C	333	27.4	29.8	70.7	51.3	52.8	56.5	60	99.4
Scott County School District	Lake Middle School	C	C	C	C	333	27.4	29.8	60.8	55.4	54.7	55.8	48.6	100
Tate County School District	East Tate Elementary School	D	C	C	C	333	43.8	47.6	55.6	57	52.6	62.2	53.5	98.9
Nettleton School District	Nettleton Primary School	C	C	C	C	333	43.8	47.6	N/A	46.8	46.8	50.9	49.5	100
Tupelo Public School District	Carver Elementary School	A	C	C	C	333	43.8	58.8	N/A	46.4	51.5	49.6	35	N/A
Tupelo Public School District	Parkway Elementary School	C	C	C	C	333	55.2	74.3	N/A	37	59.1	31	28.6	N/A

District Name	School Name	2016 Grade	Former Baseline Grade	New Baseline Grade	2017 Official Grade	Total Points	Reading Proficiency	Math Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	Participation Rate
Attala County School District	Long Creek Attendance Center	C	C	C	C	332	27.1	30.2	71.4	56.5	63.9	43.3	40	100
Attala County School District	Central Elementary	C	C	C	C	332	20.9	21.9	62.7	55.9	42.1	74.8	53.5	99.6
Attala County School District	Nora Davis Magnet School	B	C	C	C	332	45.7	36.4	66.7	55	47.3	45.5	35.3	100
West Tallahatchie School District	RH Bearden Elementary School	D	C	C	C	332	13.5	24.9	66.7	42.3	58.4	57.1	68.7	99.4
Hattiesburg Public School District	Rowan Elementary School	D	C	C	C	331	22.2	22.9	43.1	56.2	53.5	67.9	65.8	100
Stanton County School District	East Sunflower School	D	C	C	C	331	10.4	26.6	33.3	41.6	60	58.2	102	100
Desoto County School District	Chickasaw Elementary School	C	C	C	C	330	39	57.3	N/A	42	50.8	42	51.9	100
Offleeville School District	Offleeville Elementary School	D	C	C	C	330	18.4	20.9	41.5	55.6	58.2	68.1	67.8	98.5
Gulfport School District	Gulfport Upper Elementary School	C	C	C	C	330	20.2	25.7	62.4	50.3	54.3	59	52.9	99.5
Hinds County School District	Gary Road Intermediate School	C	D	C	C	329	31.6	23.3	66.7	50.6	46.2	54.3	50.6	99.7
Leland School District	Leland School Park	N/A	D	C	C	329	21.5	24.8	50	60.9	48.2	68	65.1	99.2
Laurel School District	Mason Elementary School	D	D	C	C	328	20.9	25.3	46.6	58.5	45.1	73.2	58.8	100
North Adams School District	Susie B West Elementary School	F	D	C	C	328	10.2	26.6	56.3	54.1	52.7	53	66.2	99.1
Neshoba County School District	Neshoba Central Middle School	C	D	C	C	328	32.3	36	51.7	54.6	51.5	58.7	43.4	99.5
Nettleton School District	Nettleton Junior High School	C	D	C	C	328	30.1	38.3	45.4	48.1	60.7	51.1	53.9	99.4
North Tippah School District	Chaibear Elementary School	C	D	C	C	328	27.8	26.6	63.6	55.3	50.2	60.6	44.7	99
Rankin County School District	Midaurin Elementary School	B	D	C	C	328	32.6	32.1	76.6	43.6	54.5	45.2	43.1	99.2
Lauderdale County School District	Northeast Lauderdale Elementary	A	D	C	C	328	33.1	35.6	N/A	N/A	56.1	40	72.5	99.7
Pontotoc City School District	D T Cox Elementary School	B	D	C	C	328	36.4	37.4	N/A	44.3	59.5	42.6	60.8	98.8
Pontotoc City School District	Pontotoc Elementary School	B	D	C	C	328	42.8	37.3	N/A	43.8	60.8	38.6	58.1	N/A
Coahoma County School District	Jonestown Elementary School	D	D	D	D	327	27.4	30.5	39.1	51	63.8	57.5	57.6	98.5
Marshall County School District	H. W. Byers Middle School (5-8)	C	D	D	D	327	28.6	18.4	55.9	55.3	46.8	67.7	53.8	99.2
Smith County School District	Raleigh Elementary School	C	D	D	D	327	38.7	35.4	68.7	57.3	39.5	51.9	35.5	99.2
Forest Municipal School District	Forest Elementary School	B	D	D	D	327	18.3	34.4	N/A	49	52.5	68.6	57.3	100
Harrison County School District	Orange Grove Elementary	D	D	D	D	326	16.7	22.2	64.9	50.1	46.6	52.7	50.4	100
Jackson Public School District	George Elementary School	D	D	D	D	326	32.4	29.2	57.1	60	55.2	60	55.2	100
Webster County School District	Eupora Elementary School	C	D	D	D	326	40.2	34.8	73.2	54.7	38.5	48.7	35.7	99.7
Pearl River County School District	Pearl River Central Lower Elementary	D	D	D	D	326	37	49.7	N/A	49.2	51.3	55	37.2	N/A
Hinds County School District	Utica Elementary / Middle School	C	D	D	D	325	22.4	26	67.9	45.2	57.1	50	56.4	99.6
Meridian Public School District	Magnolia Middle School	F	D	D	D	325	15.9	29.2	55.9	44.5	61.6	51.7	55.8	97.6
Moss Point Separate School District	Moss Point Eschawappa Upper Elementary	F	D	D	D	325	21.1	37.2	47.6	52.7	53.7	70.9	62.2	98.4
Tate County School District	Strayhorn Elementary School	B	D	D	D	325	30.6	29.9	77.5	47.2	41.4	54.8	43.2	98.9
West Point Consolidated School District	West Clay Elementary School	D	D	D	D	325	18.2	18.2	52.9	51.7	49.4	60	75	100
Madison County School District	Shirley D. Simmons Middle School	C	D	D	D	324	28.8	43.2	56.3	49.9	53.5	46.4	45.8	99.8
Vicksburg Warren School District	South Park Elementary School	F	D	D	D	324	31.9	27.1	65.7	52.3	43.8	54.3	49.3	99.7
Yazoo County School District	Yazoo County Middle School	D	D	D	D	324	24.3	21.3	48.4	50	55.1	54.9	70.1	99.8
Canton Public School District	Jimmie M. Goodloe Elementary School	C	D	D	D	323	26.5	30.9	50.7	50.2	51.2	61.5	52.3	100
Leake County School District	Leake Central Junior High	D	D	D	D	323	19.9	24.9	37.3	50	62.4	53.6	74.4	99
Wayne County School District	Beat Four Elementary School	D	D	D	D	323	27.2	23.2	56.9	55.1	50.7	55.3	54.5	99.3
Covington County School District	Seminary Middle School	C	D	D	D	322	35.6	27.6	54.8	53.6	49.6	43.2	57.7	98.8
Greenwood Public School District	Bankston Elementary School	B	D	D	D	322	26.3	37.3	59.1	51.2	48.3	64.3	35.5	99.2
Hinds County School District	Byram Middle School	C	D	D	D	322	33.6	25.5	64.7	53.5	43	57	44.3	99.1
Louisville Municipal School District	Eiland Middle School	D	D	D	D	322	20.2	40.3	42.7	46.8	59.7	51.2	60.8	99.1
South Delta School District	South Delta Middle School	D	D	D	D	322	14.7	31.6	43.3	47.5	58.2	61.3	65.6	99.5
East Jasper Consolidated School District	Heidelberg Junior High School	F	D	D	D	321	16.2	35.1	48.1	48	60	60	53.8	99
Aberdeen School District	Aberdeen Elementary School	B	D	D	D	321	38.9	56.5	N/A	52.7	40.3	51	35.7	100
Joel E. Smilow Prep Charter School	Joel E. Smilow Prep Charter School	N/A	D	D	D	320	23	13.9	46.5	52.3	56.5	60.7	67	98.5

Monthly Literacy Coach Report

Literacy Coaches will work with the Mississippi Department of Education to coordinate the *Literacy-Based Promotion Act* and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. Literacy Coaches will provide a non-threatening, open, professional, and collaborative work relationship with district-level school personnel, school-based literacy coaches, principals, and teachers. They will be required to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of 3rd grade.

School: Crystal Springs Elementary	Principal: Dr. Demarrio Brown
Literacy Coach: Leah Stanford	Date: 8/30/16
Observations and Coaching (grade-level and/or school-wide)	
<p>August 10th - Initial meeting with Copiah County School District</p> <ul style="list-style-type: none"> • Discussion of the Role of Literacy Coach (LC) • Expectations for District, Principal and Coach <p>- Meeting with CSE Administrative Team</p> <ul style="list-style-type: none"> • Discussion of available resources, literacy priorities, desired outcomes • Understanding of school personnel and procedures <ul style="list-style-type: none"> ➤ 26 teachers, 12 assistants, Interventionist and EL Tutor • Current expectations for instruction and implementation of "Non-Negotiables" <p>Week of August 15th – 19th</p> <ul style="list-style-type: none"> - Attended planning meetings with all grade levels- Kindergarten – 3rd <ul style="list-style-type: none"> • Met K-3rd grade teachers • Briefly discussed role of the LC in supporting teachers - Observed in all K-3rd grade classrooms <ul style="list-style-type: none"> • Left contact information and bag of popcorn for all teachers, assistants, and support staff. • Built rapport with a positive note about the classroom, teacher, or instruction - Reviewed 2015-2016 STAR data and retentions - Attended Kindergarten and 1st grade RtI meetings to develop an understanding of school procedures - Debriefing meetings with administration to discuss findings from observation, next steps and needs <p>Week of August 22nd – 30th</p> <ul style="list-style-type: none"> - Observed reading block in 1st, 2nd and 3rd - (1 classroom in each grade level) <ul style="list-style-type: none"> • Conferenced with each teacher to gain a better understanding of their routine, resources, and lesson planning • Discussed "loves" and "next steps" for instruction 	

Note: This document is not an evaluative tool.

- Conducted PLCs with K-3
 - Introduced "Non-Negotiables"
 - procedures for data card and data binder
 - Review of STAR reports and their uses
- Attended 2nd and 3rd grade RtI meetings to develop an understanding of school procedures
- Attended Assistant Luncheon/PLC
 - Introduction, discussed role of LC and offered support for instructional needs
- Assisted Kindergarten teacher in completing beginning of the year skills pretest
- Shared resources and ideas for center procedures, data, and implementing best practices
- Completed list of resources for teaching and assessing the 5 components of reading with each grade level to ensure personal knowledge of the programs, and how each grade level implements these resources
- Debriefing meetings with administration to discuss findings from observation, next steps and needs

Professional Development
(topics, audience, and number of participants)

Data Analysis
(screeners, assessment results, teacher-student ratio, etc.)

- Analyzed STAR data
 - Determine growth of students from February 2016- current BOY screening
 - Determine patterns of intervention and retention
- Began planning and developing Data Wall
- Assisted teachers in using STAR instructional planning to create guided reading groups based on specific needs and skills

Other
(next steps, contributing factors)

Next steps

- Data
 - Complete Data Wall and Data Cards
 - Assess data during grade level PLCs to determine next steps for instruction and support from LC
- Continue support for teachers- grade level and individual needs according to STAR data
 - Utilize PLCs, modeling, conferencing and co-teaching
 - K and 1st - Explicit Phonological Awareness and Phonics routines (LETRS strategies)
 - 2nd and 3rd - Small group instruction and individual needs of students below grade level
- Determine consistent schedule for PLCs
- LETRS training
- Schedule Learning Walk

Note: This document is not an evaluative tool.

**Learning Walk Outcomes Report
Crystal Springs Elementary
Fall 2016-2017**

School Crystal Springs Elementary	Principal Dr. Demarrio Brown
Team Members Dr. Demarrio Brown Mrs. Tracy Boone Ms. Cheryl Haynes Ms. Coretta Doss Mrs. Leah Stanford Mrs. Jill Hoda Mrs. Chasedy Bergold Mrs. Summeral Newman Ms. Christie Hatten	Date completed September 29, 2016
AREA: Routines and Environment	
Commendations: <ul style="list-style-type: none"> Classroom behavior management and procedures are in place. <ul style="list-style-type: none"> Class Dojo is used school-wide to monitor behavior. Word walls are present in most rooms. Transitions and procedures were smooth. Classrooms are rich in print materials. 	
Recommendations: <ul style="list-style-type: none"> Create a consistent system of rewards, consequences and goals for behavior. Develop a system of labeling word walls and using pictures. <ul style="list-style-type: none"> Parts of speech, academic vocabulary, high-frequency words... etc. Classroom libraries should be accessible to students, organized and labeled. Increase the use of anchor charts <ul style="list-style-type: none"> Large enough for students to see/use Related to current or recently learned skills Created with students 	
AREA: Preparation and Planning	
Commendations: <ul style="list-style-type: none"> Common planning time is in place. Phonemic awareness, phonics and vocabulary are strongly addressed. Center activities are prepared and accessible. Teacher assistants are being utilized for instruction. 	
Recommendations: <ul style="list-style-type: none"> Plan differentiated activities at teacher-led center using the STAR instructional report. Use scaffolding documents to plan differentiated activities. Plan higher order thinking questions prior to the lesson. Align center activities to CCRS. <ul style="list-style-type: none"> Use "I can" statements to post the focus of the lesson. Develop a common agenda across grade levels. <ul style="list-style-type: none"> Specific time frames for components of the reading block 	



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AREA: Instruction

Commendations:

- Teachers are teaching.
- Students are engaged.
- A variety of resources are being used- technology, kinesthetic, listening... etc.
- Communication is clear and effective.

Recommendations:

- Teachers should state the purpose for learning and relate the purpose to the CCRS "I can" statements.
- Center Instruction
 - Teacher-led and independent centers should align to the CCRS.
 - Teachers should see every student at least one day per week.
 - Teacher-led center should focus on skill deficits.
 - Create directions and models for independent center activities.
- Improve pacing to limit "down time" and negative behaviors.

Next Steps	Person Responsible	Possible Resources:
<ul style="list-style-type: none"> • Establish a Timeline for Literacy Coach's PD, Observation/Modeling/Co-Teaching, and Administrator Observation 	Leah Stanford	
<ul style="list-style-type: none"> • Continue PD/PLCs on the 5 Components of Reading <ul style="list-style-type: none"> – Follow-up 5 Components PD with observation/co-teaching/modeling – Assist teachers in planning center activities and lessons that align with CCRS and address the 5 components 		<ul style="list-style-type: none"> • Center activities <ul style="list-style-type: none"> – FCRR.org – Teachers Pay Teachers
<ul style="list-style-type: none"> • PD on writing to text 		<ul style="list-style-type: none"> • TDQ and CCRS Nancy Boyles • Text Dependent Questions PowerPoints
<ul style="list-style-type: none"> • Schedule MDE Professional Development on "Unpacking the CCRS" 	Dr. Brown and Mrs. Boone	
<ul style="list-style-type: none"> • Develop pacing guides for writing instruction 		<ul style="list-style-type: none"> • ELA CCRS • Current ELA Pacing Guides
<ul style="list-style-type: none"> • Observe and provide feedback on the current instructional priority: PA and Phonics Routines 	Dr. Brown, Mrs. Boone, and Mrs. Stanford	<ul style="list-style-type: none"> • Consistent expectations for PA and Phonics routines
<ul style="list-style-type: none"> • Develop grade level agendas that includes instructional routines and the amount of time allotted for each component of the reading block 		<ul style="list-style-type: none"> • Sample 90 minute reading block • Grade level schedules

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Literacy Coach: Leah Stanford	Date: 9/30/16
Observations and Coaching (grade-level and/or school-wide)	
<p>Observations of Phonemic Awareness and Phonics Routines in all K-3rd grade classrooms</p> <ul style="list-style-type: none"> • Used to determine each teacher's current knowledge and implementation of PA and phonics routines. This data will be used to determine Professional Development needs of the grade level, and to differentiate next steps for individual teachers • Provided feedback to each teacher in debriefing meetings after the observations. Each teacher received positive feedback on the lesson, and feedback on the next steps for instruction • Will provide additional PD on these routines, followed by modeling, co-teaching and/or additional observation <p>Planning with Kindergarten and 1st grade to implement a more thorough Phonological Awareness routine</p> <ul style="list-style-type: none"> • Introduced examples of PA lessons and activities • Reviewed specific data to show the need for explicit PA instruction <p>Reviewed STAR Instructional Planning Report with 2nd grade</p> <ul style="list-style-type: none"> • Discussed how to form groups • Discussed the uses for the report, and how it can affect instruction • Determined the skills that are most vital for students in each group <p>Planning with 3rd grade for 2nd 9 weeks</p> <ul style="list-style-type: none"> • Discussed the standards addressed in the pacing guide. Discussed how to avoid teaching standards in isolation and grouped standards that should be taught simultaneously • Provided teachers with a copy of the Scaffolding Document to assist in differentiating amongst students at different reading levels • Provided teachers with close reading and guided reading lesson plan templates that ensure all components of reading are being addressed and teachers are prepared with questions and activities to increase higher-order thinking <p>Planned and completed Learning Walk observations, outcomes discussion, and plans for next steps</p>	

Note: This document is not an evaluative tool.



Professional Development

(topics, audience, and number of participants)

Using STAR Reports and Data- Kindergarten – 3rd grade teachers (20 participants)

Phonemic Awareness Routines- Kindergarten and 1st grade teachers (12 participants)

Introducing the Learning Walk Protocol PLC- Kindergarten – 3rd grade teachers (20 participants)

Data Analysis

(screeners, assessment results, teacher-student ratio, etc.)

Analyzed September STAR Progress Monitoring data and K-Readiness Screening data

- Determine growth of students from BOY screening
- Determine patterns of performance of intervention students
- Determine specific areas for Professional Development

Assisted teachers in using STAR data to determine the specific needs of their students and plan differentiated activities

September Reading Data

Categories/ Levels	K (Early Literacy)		1 st (Early Literacy)		2 nd		3 rd	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students
At/Above	43	29%	74	50%	70	50%	67	47%
On Watch	17	11%	23	15%	35	25%	30	21%
Intervention	31	21%	30	20%	25	18%	39	27%
Urgent Intervention	59	39%	22	15%	10	7%	7	5%

Other

(next steps, contributing factors)

Next steps

- Continue PD/PLCs on the 5 Components of Reading
 - Follow-up with observation, co-teaching, or modeling
 - Assist teachers in planning activities and lessons that align with CCRS and address all of the components
- MDE Professional Development on “Unpacking the CCRS”
- Develop grade level agendas that includes instructional routines and the amounts of time allotted for each component of the reading block
- Work with teachers on developing CCRS aligned/differentiated centers
- Develop pacing guides for writing and provide PD on writing to text

Note: This document is not an evaluative tool.

Monthly Literacy Coach Report

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School: Crystal Springs Elementary	Principal: Dr. Demarrio Brown
Literacy Coach: Leah Stanford	Date: 10/31/16
Observations and Coaching (grade-level and/or school-wide)	
<p>Conducted PD and coaching on explicit phonics routines using LETRS Module 7</p> <ul style="list-style-type: none"> • Demonstrated a complete phonemic awareness and phonics lesson in 1st grade • Demonstrated specific components of the phonics routine for K- 3rd grade teachers- segmenting and blending words, phoneme-grapheme mapping, syllabication rules • Followed up demonstration with review and reflection of teacher observations <p>Observations K-3rd grade classrooms</p> <ul style="list-style-type: none"> • Focused and differentiated based on teachers individual needs <ul style="list-style-type: none"> – For example, classroom management, planning, instruction • Provided feedback to each teacher in debriefing meetings after observations <ul style="list-style-type: none"> – Each teacher received positive feedback on the lesson, and feedback on the next steps for instruction • Will provide additional PD, modeling, co-teaching and/or additional observation as needed <p>Conducted PD and coaching on explicit phonics routines using LETRS Module 7</p> <ul style="list-style-type: none"> • Demonstrated a complete phonemic awareness and phonics lesson in 1st grade • Demonstrated specific components of the phonics routine for K- 3rd grade teachers- segmenting and blending words, phoneme-grapheme mapping, syllabication rules • Followed up demonstration with review and reflection of teacher observations <p>Planning with K-3rd grade to implement explicit Phonics routines routine</p> <ul style="list-style-type: none"> • Introduced examples of phonics lessons and activities • Provided teachers with resources that can be used increase student engagement and learning • Reviewed specific strategies, questioning and vocabulary that teachers can utilize 	

Note: This document is not an evaluative tool.

Assisted administration with implementing Next Steps from the Learning Walk

- Developed common grade level agendas
- Scheduled MDE Professional Development on Using the MS CCR Standards and Scaffolding Documents, and Writing to Text
- Provided sample lesson plan formats that teachers can use to ensure lessons are thorough and aligned to CCRS

Planned and completed Learning Walk Outcomes presentation for K-3rd grade teachers with feedback

- School-wide outcomes
 - Pictures of exemplar components of the Learning Walk Protocol
 - Discussions of next steps and expectations for growth
- Individual Outcomes
 - Specific commendations and recommendations for each teacher

Professional Development
(topics, audience, and number of participants)

LETRS Module 7 Phonics Routines- Kindergarten – 3rd grade teachers (20 participants)
 LETRS Module 7- Small Group Instruction PLCs- Kindergarten – 3rd grade teachers (20 participants)
 Learning Walk Outcomes- Kindergarten – 3rd grade teachers (20 participants)
 Scaffolding Instruction- Teacher Assistants in all areas (14 Participants)

Data Analysis
(screeners, assessment results, teacher-student ratio, etc.)

Analyzed October STAR Progress Monitoring

- Determine growth rates according to the Student Growth Percentile
- Determine patterns of performance of intervention and EL students
- Determine specific areas for Professional Development and/or Coaching

October Reading Data

Categories/ Levels	K (Early Literacy)		1 st (Early Literacy)		2 nd		3 rd	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students
At/Above	54	37%	84	57%	65	46%	73	51%
On Watch	27	18%	19	13%	29	21%	22	15%
Intervention	30	21%	23	16%	30	21%	34	24%
Urgent Intervention	35	24%	21	14%	16	11%	14	10%

Other
(next steps, contributing factors)

Note: This document is not an evaluative tool.

Next steps

- Continue PD/PLCs on the 5 Components of Reading
 - Fluency, vocabulary and comprehension are upcoming
 - Follow-up with observation, co-teaching, or modeling
 - Continue coaching in phonics and phonemic awareness as needed
 - Assist teachers in planning activities and lessons that align with CCRS and address all of the components
- MDE Professional Development on Using the MS CCR Standards and Scaffolding Documents, and Writing to Text (Scheduled for November)
- Continue weekly meetings to debrief with administration about progress and implementing next steps
- Phase 1 of LETRS Training for 5 teachers in December

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Monthly Literacy Coach Report

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School: Crystal Springs Elementary	Principal: Dr. Demarrio Brown
Literacy Coach: Leah Stanford	Date: 11/30/16
Observations and Coaching (grade-level and/or school-wide)	
<p>Observations K-3rd grade classrooms</p> <ul style="list-style-type: none"> • Observations included one formal observation in each grade level <ul style="list-style-type: none"> – Minimum of 1 hour scripted – Pre/Post Conference with specific feedback and opportunities for the teacher and coach to discuss next steps • Provided feedback to each teacher in debriefing meetings after observations <ul style="list-style-type: none"> – Each teacher received positive feedback on the lesson, and feedback on the next steps for instruction • Next steps are differentiated based on teachers individual needs <ul style="list-style-type: none"> – For example, classroom management, planning, instruction, etc. • Will provide additional PD, modeling, co-teaching and/or additional observation as needed <p>Modeled the use of explicit phonics routines using LETRS Module 7 in 2nd grade</p> <ul style="list-style-type: none"> • Demonstrated a complete phonemic awareness and phonics lesson for all 4 teachers • Followed up demonstration with review and reflection of teacher observations • Created and shared student materials aligned with LETRS Module 7 routines <p>Conducted peer observations in 1st Grade</p> <ul style="list-style-type: none"> • Debriefed with observers and administration • Determined the greatest need for the grade level- pacing and instructional routines • Confirmed the need for common planning and instructional cohesion across the grade level • Established relationships amongst the teachers as partners and collaborators <p>Conducted lesson planning PLCs with each grade level</p> <ul style="list-style-type: none"> • Created and introduced a new lesson plan template to assist teachers with strategic/collaborative planning in their grade level • Modeled the lesson planning process with each grade level • Provided a sample lesson plan for guidance 	

Note: This document is not an evaluative tool.

- Reviewed specific comprehension strategies, questioning and vocabulary that can be applied to lessons.
- Provided resources that can increase student engagement and learning in these areas

Continued to implement school-wide goals from the Action Plan

- Implemented common grade level agendas
- Completed Professional Development on Using the MS CCR Standards and Scaffolding Documents, and Writing to Text
 - Provided by MDE Professional Development Coordinator
- Created, introduced and collaborated on lesson plans that teachers can use to ensure lessons are thorough and aligned to CCRS

Professional Development (topics, audience, and number of participants)

Fluency PD- Kindergarten – 3rd Grade teachers (20 participants)

- Reviewed the research and instructional techniques that help students build fluency
- Supplied teachers with specific examples of fluency activities and resources
- Followed up demonstration with review and reflection of teacher observations

LETRS Phase 1 PLC: Online Components- Kindergarten and 1st Grade (2 participants in each grade; 4 total)

- Monday, Wednesday, Friday from Nov. 7th - November 30th (7 meetings)

Lesson Planning PLCs- Kindergarten - 3rd Grade (20 participants)

Data Analysis (screeners, assessment results, teacher-student ratio, etc.)

Analyzed the State Standards Report to determine focus standards for instruction, coaching and PD

- Percentages indicate the percentage of students that have mastered the standard

Focus Standards in K-1 (Early Literacy) include:

Standard	Kindergarten %	1st Grade %
RF.2- Phonemic awareness skills	16%	47%
RF.3- Phonics Skills	12%	56%
RF.4- Read grade-level text with purpose and understanding	24%	49%

Focus Standards for 2nd and 3rd include:

Standard	2 nd Grade %	3 rd Grade %
RL.3- Describing characters in a story	58%	61%
RI. 6- Authors Purpose/Point of View	63%	59%
RI. 6- Compare and contrast the most important points/details	62%	53%
RF.3- Identify irregularly spelled words	59%	67%
RF.4- Read grade-level text with purpose and understanding	30%	60%

Note: This document is not an evaluative tool.

OCTOBER READING DATA

Categories/ Levels	K (Early Literacy)		1 st (Early Literacy)		2 nd		3 rd	
	% of students BOY	% of students OCT	% of students BOY	% of students OCT	% of students BOY	% of students OCT	% of students BOY	% of students OCT
At/Above	28%	37%	33%	57%	41%	46%	39%	51%
On Watch	12%	18%	18%	13%	17%	21%	19%	15%
Intervention	19%	21%	22%	16%	27%	21%	34%	24%
Urgent Intervention	41%	24%	24%	14%	11%	11%	9%	10%

Other (next steps, contributing factors)

Next steps

- Focus of PD/PLCs has shifted from content knowledge to strategic planning
 - Assist teachers in planning activities and lessons that align with CCRS and address all of the components of the reading block
 - Vocabulary and comprehension strategies will be covered in planning PLCs
 - Continue coaching in phonics, phonemic awareness, and fluency as needed
 - Check in with each grade level during planning (Biweekly)
 - Follow-up with observation, co-teaching, or modeling
- Begin planning and creating presentations for future PDs
 - Early Warning Systems, MAP resources and strategies, and writing to text
- Phase 1 of statewide LETRS Training in December; 4 teachers will attend
- Continue weekly meetings to debrief with administration about progress and implementing next steps

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Monthly Literacy Coach Report

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School: Crystal Springs Elementary	Principal: Dr. Demarrio Brown
Literacy Coach: Leah Stanford	Date: 1/5/17
Observations and Coaching (grade-level and/or school-wide)	
<p>Observations K-3rd grade classrooms</p> <ul style="list-style-type: none"> • Provided feedback to each teacher in debriefing meetings after observations <ul style="list-style-type: none"> – Each teacher received positive feedback on the lesson, and feedback on the next steps for instruction • Next steps are differentiated based on teachers individual needs <ul style="list-style-type: none"> – For example, classroom management, planning, instruction, etc. • Will provide additional PD, modeling, co-teaching and/or additional observation as needed <p>Continued assisting teachers with lesson planning</p> <ul style="list-style-type: none"> • Focused on increasing collaboration by asking each teacher to provide resources on different components of the plan • Provided resources and strategies that can increase the effectiveness of comprehension instruction 	
Professional Development (topics, audience, and number of participants)	
<p>Data Analysis PLCs- Kindergarten - 3rd Grade (26 participants)</p> <ul style="list-style-type: none"> • Kindergarten and 1st grade- analyzed the STAR Early Literacy Growth Report and specifically focused on Urgent Intervention and Intervention students and strategies for increasing growth in these groups <ul style="list-style-type: none"> – Discussed Research-Based strategies that can be implemented to increase learning – Discussed how these strategies could impact small group instruction – Set goals for the month of January • 2nd grade and 3rd grade- analyzed STAR Reading Growth Report and graphed December progress monitoring scores <ul style="list-style-type: none"> – Introduced the growth quadrant graph to determine the students and their level of achievement compared to the amount of growth shown – Discussed strategies for intervening with students that are not growing, and enriching students that are meeting benchmarks 	

Note: This document is not an evaluative tool.



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Data Analysis

(screeners, assessment results, teacher-student ratio, etc.)

DECEMBER READING DATA

Categories/ Levels	K (Early Literacy)		1 st (Early Literacy)		2 nd		3 rd	
	% of students BOY	% of students DEC	% of students BOY	% of students DEC	% of students BOY	% of students DEC	% of students BOY	% of students DEC
At/Above	28%	48%	33%	53%	41%	52%	39%	48%
On Watch	12%	15%	18%	18%	17%	24%	19%	18%
Intervention	19%	19%	22%	11%	27%	17%	34%	24%
Urgent Intervention	41%	18%	24%	17%	11%	7%	9%	10%
Average Growth- Scaled Score	102 points		110 points		73 points		62 points	

Other

(next steps, contributing factors)

Next steps

- Begin planning and creating presentations for future PDs
 - Early Warning Systems, MAP resources and strategies, and writing to text
 - Increased focus on Kindergarten and 3rd grade as testing window approaches
- Continue debriefing weekly with administration about progress and implementation of next steps
 - Action Plan goals have been updated using current STAR screening data and data from the Schoolwide Literacy Plan
 - Implementation will begin in January

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School: Crystal Springs Elementary	Principal: Dr. Demarrio Brown
Literacy Coach: Leah Stanford	Date: 1/31/17
Observations and Coaching (grade-level and/or school-wide)	
<p>Conducted observations in K-3rd grade classrooms</p> <ul style="list-style-type: none"> • Will provide additional PD, modeling, co-teaching and/or additional observation as needed • Focused and differentiated based on teachers' individual needs <ul style="list-style-type: none"> – For example, classroom management, planning, instruction • Provided feedback to each teacher in debriefing meetings after observations <ul style="list-style-type: none"> – Each teacher received positive feedback and feedback on the next steps for instruction <p>Planning</p> <ul style="list-style-type: none"> • Provided teachers with resources that can be used to increase student engagement and learning <ul style="list-style-type: none"> – Turn and Talk strategies and attention getters • Reviewed strategies that teachers can use during small group instruction <ul style="list-style-type: none"> – Phonics- word and sentence dictation, Phoneme-Grapheme Mapping, – Comprehension and Writing to Text- sentence stems, • Introduced technology resources that can be used with students, or in planning whole group lessons <p>Collaborated with administration to develop a School-Wide Action Plan</p> <ul style="list-style-type: none"> • Utilized data to determine 3 specific goals • Outlined responsibilities of personnel • Created a list of possible resources • Developed a timeline for implementation and review of progress 	
Professional Development (topics, audience, and number of participants)	
<p>Single Letter Phonics Routine- Kindergarten (6 Participants)</p> <p>Technology Resources PLC- Kindergarten and 1st Grade (13 Participants)</p> <p>Utilizing STAR Growth Quadrant- Kindergarten, 1st and 2nd Grades (20 Participants)</p> <p>MAP Blueprint- 3rd Grade ELA and Interventionist (4 Participants)</p> <p>Introduction to the MAP Writing Rubric- 3rd Grade ELA (3 Participants)</p>	

Note: This document is not an evaluative tool.

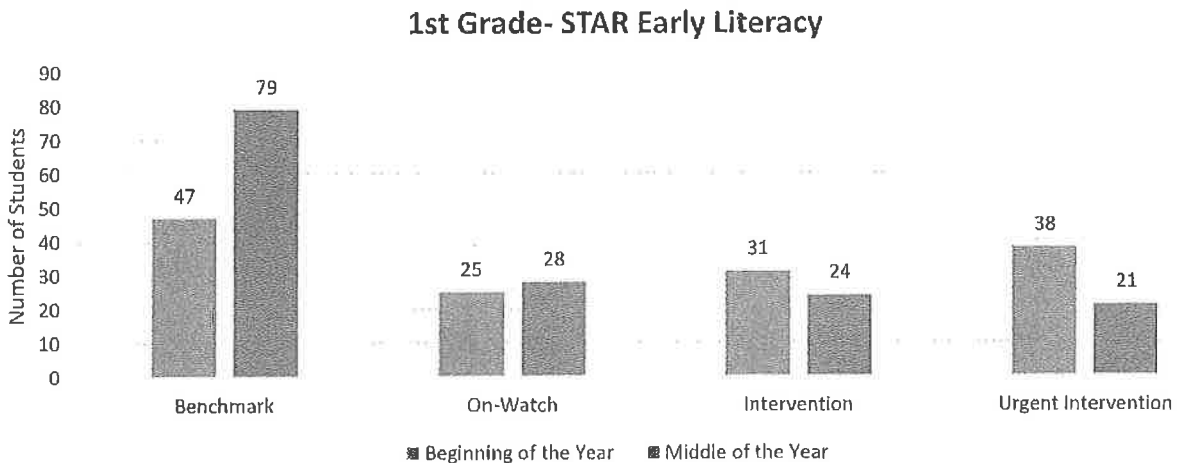
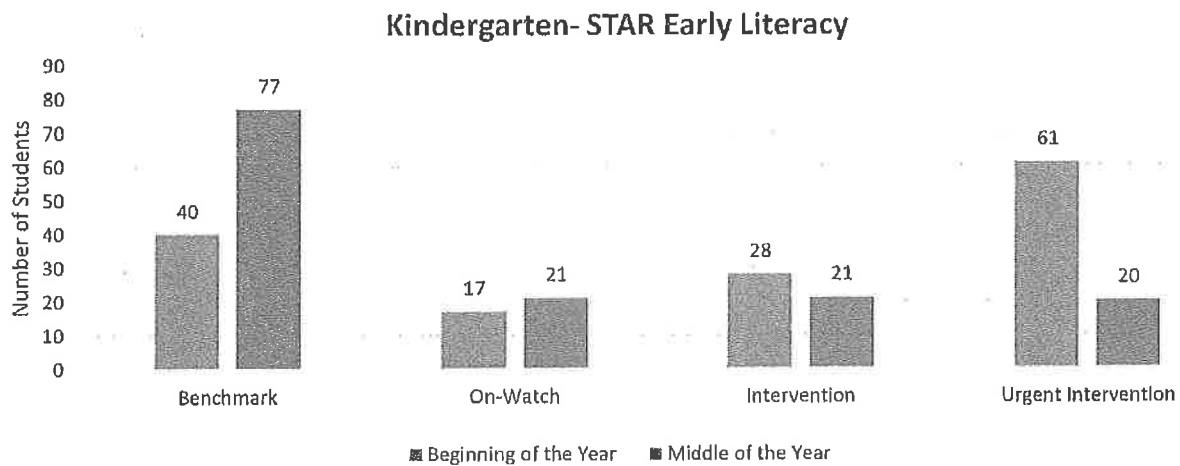
Data Analysis
(screeners, assessment results, teacher-student ratio, etc.)

Analyzed Middle of the Year STAR Progress Monitoring and conducted Data PLCs

- Kindergarten and 1st grade- analyzed STAR Reading Growth Report and graphed MOY progress monitoring scores on a Growth Quadrant Graph.
- 2nd and 3rd grade reviewed the State Standards Report to determine focus standards for instruction and specific students that may need additional instruction

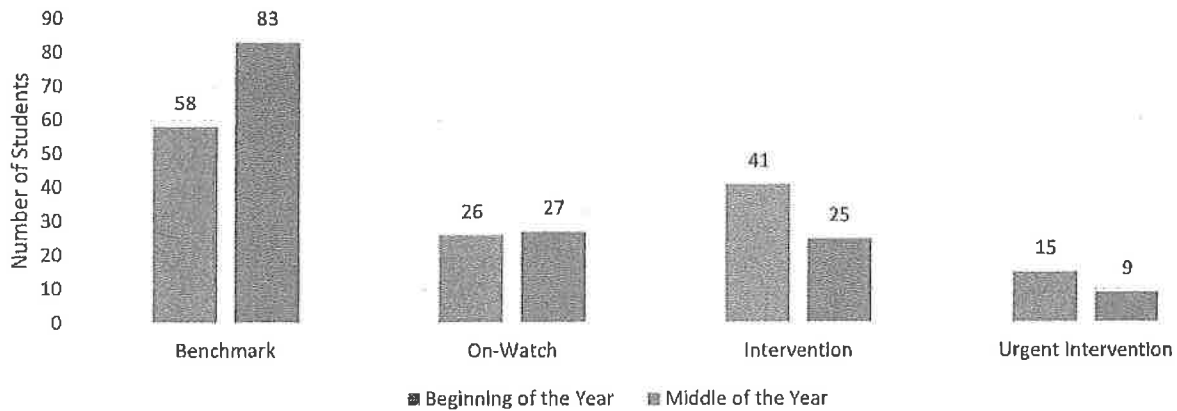
Recorded 3rd grade STAR data in an Excel Spreadsheet

- Utilized data to create instructional groups for test preparation block

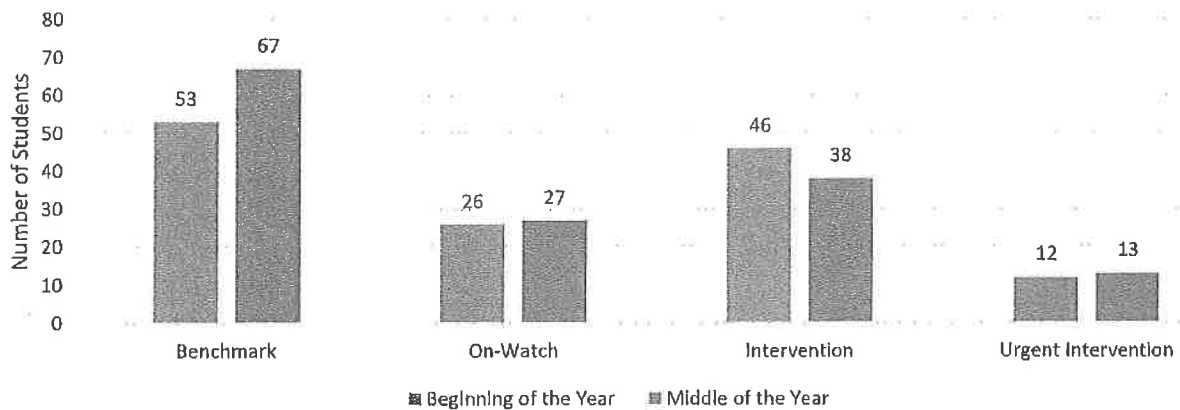


Note: This document is not an evaluative tool.

2nd Grade- STAR Reading



3rd Grade- STAR Reading



Other (next steps, contributing factors)

Next steps

- Implement "Power Hour" coteaching/intervention plan during the 3rd grade reading block
 - Professional Development on Co-teaching
 - Facilitate collaborative planning between interventionist, teacher, TA, and SPED teacher
- Continue PD/PLCs on MAP Assessment for 3rd grade, and MKAS2 for Kindergarten
 - Provide resources
 - Facilitate planning
- Plan and present PD on MSCCRS aligned center instruction and writing-to-text
 - Follow-up with observation, co-teaching, or modeling
 - Assist teachers in planning activities and lessons that align with MSCCRS and address all the components of reading
- Continue weekly meetings to debrief with administration about progress and implementing next steps
- Continue utilizing data to improve weaknesses, and make the most of strengths in instruction

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School: Crystal Springs Elementary	Principal: Dr. Demarrio Brown
Literacy Coach: Leah Stanford	Date: 2/28/17
Observations and Coaching (grade-level and/or school-wide)	
<p>Week 1 (February 1st - February 3rd)</p> <ul style="list-style-type: none"> • Conferred with 2nd Grade teachers (2) about small group instruction <ul style="list-style-type: none"> – Teacher-Led center resources- decodable passages, comprehension practice, and leveled text (RF.2.3 and RF.2.4) – Developed a plan for center rotations and management • Met with interventionist to discuss current RtI process <ul style="list-style-type: none"> – Reviewed documentation and discussed current achievement data – Gathered and shared resources for planning interventions based on the identified reading deficiencies – Analyzed current STAR Data (State Standards Report and Individual Diagnostic Report) to create a list of students that should be given the Quick Phonics Screener (RF. 3.3 and RF.3.4) • Conducted Planning PLCs with 3rd grade ELA Teachers <ul style="list-style-type: none"> – Discussed MAP/STAR Linking Study – Using the STAR State Standards Report to develop lessons – Provided resources for small group fluency instruction • Organized 3rd grade small group rotations and co-teaching with Administrative Team <p>Week 2 (February 6th - February 10th)</p> <ul style="list-style-type: none"> • Created a lesson plan template for 3rd grade small group rotations • Conducted peer-observation of a teacher-led center with 2nd Grade teachers (2 participants) <ul style="list-style-type: none"> – Pre-conferenced and post-conferenced with each teacher individually – Next steps for coaching related to small group instruction will include co-planning, observation, and modeling/co-teaching • Met with Kindergarten and 1st Grade teachers to distribute STAR Screening Graphs, discuss specific gains and areas of concern (6 teachers in Kindergarten and 7 teachers in 1st Grade) • Finalized plans for co-teaching in 3rd Grade with Administrative Team <ul style="list-style-type: none"> – Met with classroom teachers and co-teachers to distribute schedules, discuss expectations, and answer any questions (9 participants) 	

Note: This document is not an evaluative tool.

- Trained 2 teachers on administering the Quick Phonic Screener which will be used to pinpoint specific deficits for intervention students (RF.2.3 and RF.3.3)

Week 3 (February 13th - February 17th)

- Co-planned with 2nd grade teacher for teacher-led center
 - Utilized the STAR Instructional Planning Report to plan differentiated lessons and pull leveled readers based on the Instructional Reading Level of the group
 - Planned phonemic awareness and phonics activities for students that have deficits in those areas (RF.2.3)
 - Provided resources for small group instruction (RF.2.3 and RF.2.4)
- Observed to determine next steps for classroom management and center procedures (1 teacher in Kindergarten, 3 teachers in 1st grade, and 1 teacher in 2nd grade)
 - Debriefed with each teacher individually to provide feedback and plan next steps for coaching
 - Modeling and co-teaching will occur with one teacher
 - Others will receive coaching through PDs on small group instruction and management
- Met with 2 additional 3rd grade co-teachers to distribute schedules, discuss expectations, and answer any questions
- Met with 2nd and 3rd grade teachers to distribute STAR Screening Graphs, discuss specific gains and areas of concern (4 teachers in 2nd Grade and 3 teachers in 3rd Grade)
- Met with Interventionist about results of the Quick Phonics Screener
 - Created a spreadsheet of the screener results to help plan interventions
 - Arranged intervention blocks and the groups that would be pulled out for intervention
- Created and distributed K-Readiness test preparation PowerPoint (RF.K.1, RF.K.2 and RF.K.3)
- Planned implementation of teacher-led fluency center with third grade teachers (2 teachers, Individually, RF3.4)

Week 4 (February 20th - February 23rd)

- Co-planned and modeled teacher-led center rotations for 2nd grade teacher
 - Debriefed to determine next steps: observation of implementation and further guidance with planning
- Facilitated planning PLC with 3rd grade teachers about co-teaching, concerns, or questions
 - Discussed using the results of the Quick Phonics Screener to group students for small groups, and planning whole group instruction based on the STAR State Standards Report
- Pre-conferenced with 1st grade teacher about modeling effective behavior management techniques
 - Focused on increasing proximity, reviewing rules and expectations, and using consistent rewards/consequences
 - Provided resources for creating a classroom behavior contract and reflecting on current classroom management practices
- Developed a schedule for the month of March
 - Includes PLC/PD sessions, co-teaching, and observations

Week 5 (February 27th - February 28th)

- Co-planned and modeled behavior management techniques for 1st grade teacher
 - Whole group reading lesson, transitions, and hallway expectations
 - Debriefed after the modeled lesson and set a plan for future co-teaching/modeling sessions

Note: This document is not an evaluative tool.

- Conducted separate PLCs for Kindergarten and 1st Grade to introduce materials from the LETRS Literacy Kits
 - Provided materials for the grade level
 - Modeled sample activities
 - Brainstormed additional ways the Literacy Kit materials could be used

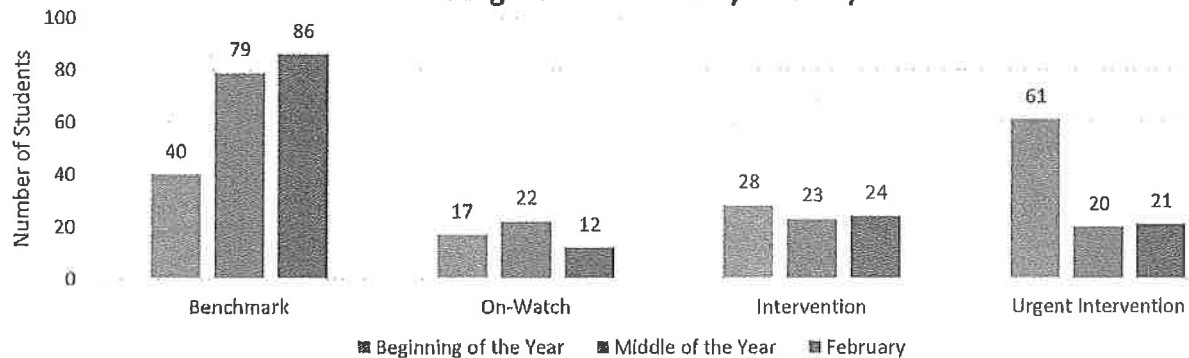
Professional Development
(topics, audience, and number of participants)

- Planning with the STAR State Standards Report- 3rd Grade (3 Participants)
- Planning and Implementing Co-Teaching- 3rd Grade (3 Participants)
- Hands-On Center Instruction using LETRS Literacy Kits - Kindergarten (6 Participants)
- 1st Grade (7 Participants)

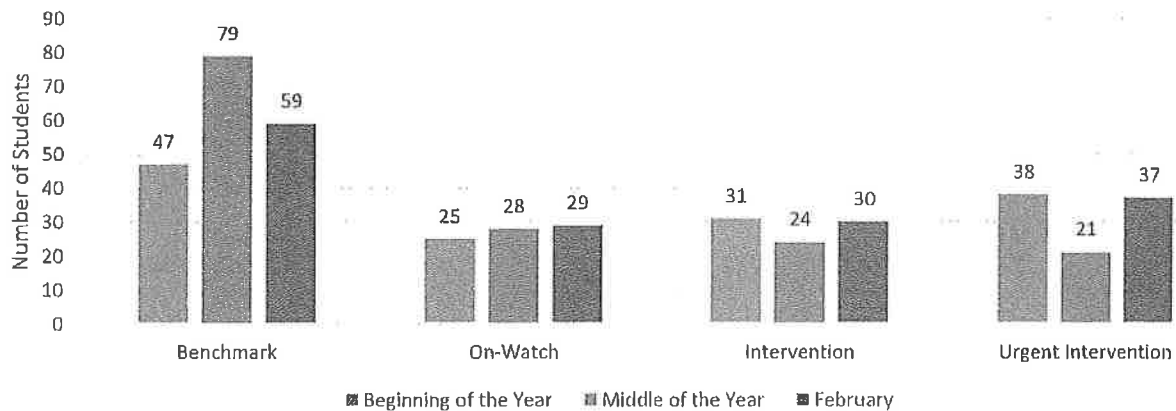
Data Analysis
(screeners, assessment results, teacher-student ratio, etc.)

February STAR Data

Kindergarten- STAR Early Literacy

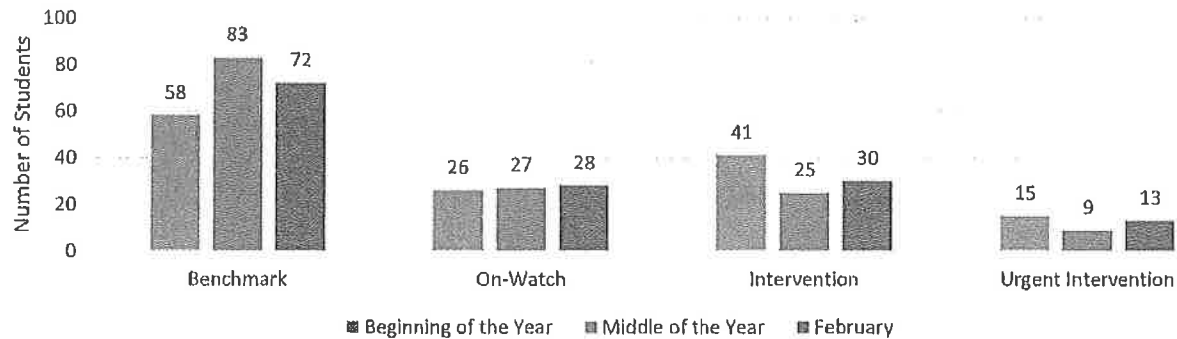


1st Grade- STAR Early Literacy

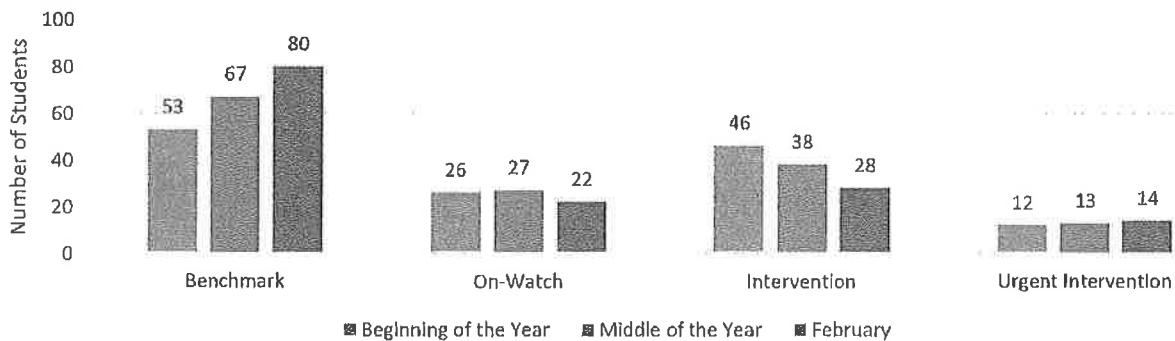


Note: This document is not an evaluative tool.

2nd Grade- STAR Reading



3rd Grade- STAR Reading



Other (next steps, contributing factors)

Next Steps:

- Continue co-teaching in 3rd grade
 - Pinpoint specific areas of weakness during small group instruction
 - Use the STAR State Standards Report to develop whole group lessons
 - Assist teachers with planning to ensure lessons are meeting the rigor of the MSCCRS and MAP Assessment
 - Provide resources and PD that is relevant to MAP and specific needs of each group of students
- PD/PLCs in K-2nd will be focused on small group instruction during center instruction
 - Materials and activities that align to MSCCRS
 - Center management and procedures
 - Planning effective centers
- Continue weekly meetings to debrief with administration about progress and implementing next steps
- Spring Learning Walk will be conducted on March 23rd

Note: This document is not an evaluative tool.

From: Leah Stanford <leah.stanford@mdek12.org>
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Date: Thu 06 Apr 2017 02:34:51 PM -0500
Cc: Coretta Doss <CDoss@mdek12.org>
Subject: Learning Walk Outcomes

📎 3.23.17_LearningWalkOutcomes_CrystalSprings_LVS.pdf ((733 kb))

Hello! Attached you will find the Outcomes Report from our spring Learning Walk. You will see some of the highlights of the walk, as well as areas of growth that we plan to address. The "Next Steps" section lists specific plans that the learning walk team developed to help us continue improving literacy instruction.

Overall, I felt that our spring Learning Walk was a success! There were many areas of growth that were noted since the fall Learning Walk. Our work is not done, but am certain we are on the right track. I am looking forward to continuing my support of Crystal Springs, and implementing the next steps. Please let me know if you have questions or concerns.

Leah Stanford, Literacy Coach

Office of Elementary Education and Reading

MISSISSIPPI DEPARTMENT OF EDUCATION

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**Learning Walk Outcomes Report
Crystal Springs Elementary
Spring 2017**

School Crystal Springs Elementary		Principal Dr. Demarrio Brown
Team Members Dr. Demarrio Brown Mrs. Leah Stanford Ms. Leslie Wilson Mr. Attarius Norwood Mrs. Tracy Boone Ms. Donna Little Ms. Kristen Wells Ms. Coretta Doss		Date completed Thursday, March 23, 2017
AREA: Routines and Environment		
Commendations <ul style="list-style-type: none"> • Student Behavior • Organization of classrooms <ul style="list-style-type: none"> – Variety of texts available to students – Accessibility to teacher and student materials • Visible outcomes for student learning and behavior <ul style="list-style-type: none"> – Dojo and reward/consequences charts – Standards – Class Schedules • Effective use of anchor charts <ul style="list-style-type: none"> – Interactive – Referenced during instruction – Grade appropriate 		
Recommendations <ul style="list-style-type: none"> • Word Walls <ul style="list-style-type: none"> – Increase opportunities for student interaction – Create a system for labeling and organizing – Develop expectations for teachers to update and utilize word walls during instruction 		
AREA: Preparation/Planning and Centers/Writing		
Commendations <ul style="list-style-type: none"> • Teacher Assistants and other support staff are being effectively utilized for instruction <ul style="list-style-type: none"> – 3rd Grade co-teaching routines effectively increase data-driven instruction • Strong evidence of phonics and phonemic awareness instruction • Evidence of student writing • A variety of materials are organized, available, and being utilized during instruction 		

Recommendations

- Utilize scaffolding documents to meet the rigor of MSCCRS
- Teacher-Led center planning and instruction
 - Instruction should focus on skill deficits from the STAR Instructional Planning Report
 - Explicit Instruction aligned to MSCCRS

AREA: Instruction

Commendations

- Student Engagement
 - Pacing
 - Utilizing a variety of materials- decodable text, technology, pocket charts, games, etc.
- Effective incorporation of discussion, feedback, follow-up questions, and academic vocabulary
- Instruction matches standards that are posted
- Strong implementation of best practices

Recommendations

- Utilize alternate reading strategies for "Round Robin" reading
- Writing that is connected to text
 - Develop and teach students a process for interpreting writing prompts
 - Use text-based evidence in transitions
 - Examples: The author stated, Paragraph 6 discusses, In the article, I read, etc.

Next Steps	Person(s) Responsible	Possible Resources
PLC or Professional Development and resources on reading strategies to replace "Round Robin" reading Short-term Goal- Complete Spring 2017	Literacy Coach Model Teachers Observing Teachers	<ul style="list-style-type: none"> • Literacy Focus of the Month • Model Teachers • www.explicitinstruction.org • Article: 11 Alternative to "Round Robin" (and "Popcorn") Reading from www.edutopia.org
Professional Development on effectively using word walls for instruction <ul style="list-style-type: none"> • Purpose • Necessary components • Activities Short-term Goal- Complete Spring 2017	Principal Assistant Principal Literacy Coach	<ul style="list-style-type: none"> • Word Wall PowerPoint • Word Wall Activities • Office of PD- "If these Walls Could Talk" presentation



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<p>Text-Based Writing</p> <ul style="list-style-type: none"> • Professional Development on using text-based evidence in writing transitions • Develop and present consistent strategies for interpreting the writing prompt across grade levels <p>Long-term Goal- continue through 2017-2018 school year</p>	<p>Principal Assistant Principal Literacy Coach</p>	<ul style="list-style-type: none"> • Literacy Focus of the Month • Nancy Fetzner writing • www.achievethecore.org • Instructional Considerations for Text-Based Writing from REL Southeast
<p>Teacher-Led Center Instruction</p> <ul style="list-style-type: none"> • Develop and present schoolwide expectations for center instruction • Utilize peer observation to model effective small group instruction • Professional Development on using the STAR Instructional Planning Report to differentiate effectively <p>Long-term Goal- continue through 2017-2018 school year</p>	<p>Principal Assistant Principal Literacy Coach Grade Level Captains Model Teachers Observing Teachers</p>	<ul style="list-style-type: none"> • Office of PD- "Centering Your Centers" presentation • Center Instruction PowerPoint • Scaffolding and Differentiation PowerPoint • Accessing and Utilizing STAR Data PowerPoint • Resources related to effective peer observation • Observation Forms and classroom look fors • www.ascd.org • www.fcrr.org

Literacy Coaches will work with the Mississippi Department of Education to coordinate the *Literacy-Based Promotion Act* and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. Literacy Coaches will provide a non-threatening, open, professional, and collaborative work relationship with district-level school personnel, school-based literacy coaches, principals, and teachers. They will be required to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of 3rd grade.

School: Crystal Springs Elementary	Principal: Dr. Demarrio Brown
Literacy Coach: Leah Stanford	Date: 4/30/17
Observations and Coaching (grade-level and/or school-wide)	
April 1st-15th <ul style="list-style-type: none"> Facilitated PLC for planning instructional activities centered around preparing students for MAP Cotaught classroom management techniques in a 1st grade classroom <ul style="list-style-type: none"> Planned the lesson and focus techniques during preconference Debriefed with the teacher after the lesson to discuss next steps for implementation Assisted administration with planning and conducting a 3rd grade Parent Night with administration <ul style="list-style-type: none"> Created a PowerPoint presentation with information about the Literacy-Based Promotion Act and the 3rd Grade MAP Assessment Gathered materials for information packets <ul style="list-style-type: none"> MDE 3rd Grade Reading Assessment Flyer Copy of 3rd Grade <i>Family Guide for Student Success</i> Copy of MAP ELA Item Sampler Presented information about the Literacy-Based Promotion Act to families Planned and prepared resources and activities with 3rd grade teachers for Parent Night Discussed Learning Walk Outcomes from the spring Learning Walk during PLCs <ul style="list-style-type: none"> Separate sessions 2nd grade and 3rd grade then Kindergarten and 1st grade Conducted PD session for 3rd Grade about using text-based evidence in writing Modeled strategies for reading a text during whole group lessons during separate PD sessions for Kindergarten - 2nd Grades <ul style="list-style-type: none"> Shared/Modeled Reading "Crazy Professor Game" Fluency-Oriented Reading Instruction (FORI) 	
April 16th-30th <ul style="list-style-type: none"> Completed REL observation and post-conferenced with 3rd Grade teacher Completed REL observation and post-conferenced with Kindergarten teacher Planned teacher-led center activities during a conference with 2nd grade teacher Conferenced with 1st grade teacher about implementation of classroom management strategies and next steps for instruction Conferenced with EL tutor about instructional resources Conducted planning PLC and shared resources with 3rd grade teachers for EOY review Analyzed and recorded results from the Kindergarten Readiness Post Test to determine the amount of growth from the previous year's data 	

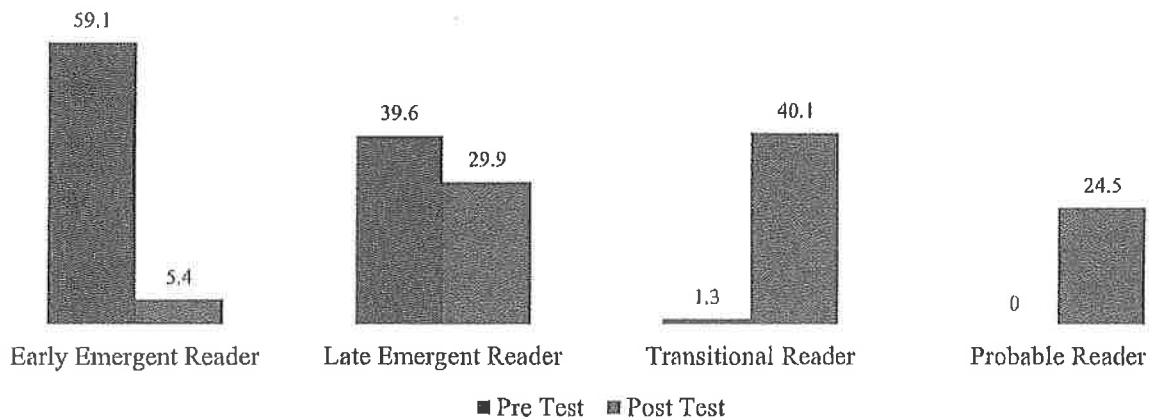
Note: This document is not an evaluative tool.

Professional Development
(topics, audience, and number of participants)

Date	Topic	Audience	Number of Participants
4/5/17	PLC: Planning	3 rd Grade	3
4/6/17	PLC: Learning Walk Outcomes	2 nd and 3 rd Grade	12
4/7/17	PLC: Learning Walk Outcomes	Kindergarten and 1 st Grade	13
4/11/17	PD: Using Text-Based Evidence in Writing	3 rd Grade	3
4/12/17	PD: Reading Strategies	Kindergarten - 2 nd Grade (Separate sessions for each grade)	K - 6 1 st - 7 2 nd - 4
4/13/17	PD: Parents as Partners-LBPA and MAP Assessment	3 rd Grade Parents/Guardians	38 (# of parents signed-in)
4/27/17	PLC: Planning	3 rd Grade	3

Data Analysis
(screeners, assessment results, teacher-student ratio, etc.)

Kindergarten Readiness Results
% of students in each Literacy Category



Kindergarten Readiness	Early Emergent Reader	Late Emergent Reader	Transitional Reader	Probable Reader
Pre Test	59.1 %	39.6 %	1.3 %	0 %
Post Test	5.4 %	29.9 %	40.1 %	24.5 %

Note: This document is not an evaluative tool.

Other
(next steps, contributing factors)

Contributing Factors:

- Easter Holidays, MDE assignments, and MAP Testing have limited the number of coaching days in the second half of April

Next Steps:

- Reflect on 2016-2017 to determine goals and priorities for the 2017-2018 school year
- Review end of the year data from STAR Screenings and MAP Assessments to determine areas of strength and areas for growth
- Collaborate with the administrative team to implement recommendations and next steps from the Spring Learning Walk

Note: This document is not an evaluative tool.

Monthly Literacy Coach Report

Literacy Coaches will work with the Mississippi Department of Education to coordinate the *Literacy-Based Promotion Act* and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. Literacy Coaches will provide a non-threatening, open, professional, and collaborative work relationship with district-level school personnel, school-based literacy coaches, principals, and teachers. They will be required to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of 3rd grade.

School: Crystal Springs Elementary	Principal: Dr. Demarrio Brown
Literacy Coach: Leah Stanford	Date: 5/31/17
Observations and Coaching (grade-level and/or school-wide)	
<p>May 1st-15th</p> <ul style="list-style-type: none"> Facilitated two separate PLCs for planning lessons to prepare students to take the 3rd Grade Reading Alternative Assessment (MKAS²) <ul style="list-style-type: none"> Provided PD about the format, standards alignment, and test procedures for the MKAS² Modeled a "Jeopardy" test review strategy using MKAS² sample items Modeled "Crumple and Shoot" game for test review using MKAS² sample items Conferenced and planned with administration and interventionist about students that did not meet the LBPA requirements on the initial 3rd Grade Reading Summative Assessment <ul style="list-style-type: none"> Discussed resources and strategies for preparing these students to take the MKAS² Provided resources about Good Cause Exemptions from MDE Facilitated separate STAR EOY Data PLCs for Kindergarten - 2nd grade teachers <ul style="list-style-type: none"> Reflected upon strengths, progress, and strategies that were successful Recommended areas for growth and instructional priorities in 2017-2018 Noted ways to enhance the data analysis process in 2017-2018 Conferenced with two 2nd grade teachers that will be moving to 3rd grade in 2017-2018 <ul style="list-style-type: none"> Developed a plan for determining instructional materials that will be implemented <ul style="list-style-type: none"> Current resources that have been successful New resources that meet the requirements of 3rd grade MSCCRS Debriefed with 2nd grade teachers that will be moving to 3rd grade on progress of finding instructional materials and provided additional resources that may be useful <ul style="list-style-type: none"> LETRS Scope and Sequence for Phonics, Word Analysis, and Spelling, K-3 <p>May 16th-30th</p> <ul style="list-style-type: none"> Began creating a Literacy Coaching plan for 2017-2018 <ul style="list-style-type: none"> Professional Development and PLCs, deadlines, and resources Conferenced with a Kindergarten teacher about changes to classroom setup and options for creating a more efficient space for the Word Wall in the upcoming school year Began developing expectations for literacy instruction in 2017-2018 with administration <ul style="list-style-type: none"> Addition of new phonics program- Phonics First Possible adjustments to grade level reading block agendas Specific criteria for "Non-Negotiables" 	

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- Attended a meeting of the Kindergarten Readiness Leadership Team with the Friends of Children of Mississippi, INC. (FCMI)
 - Obtained information about Head Start programs in Copiah County
 - Mission, objectives, and
 - School Readiness Goals
 - Outcomes of the 2016-2017 Learning Accomplishment Profile (LAP) assessments
 - Provided information about school readiness expectations, resources, collaboration with local school districts being served by FCMI
 - MS Early Learning Guidelines, Family Guides for Student Success, and MDE Office of Early Childhood Education
- Debriefed with two 2nd grade teachers that will be moving to 3rd grade in 2017-2018
 - Reviewed plan for instructional materials
 - Materials have been aligned to MSCCRS for 3rd grade
 - All components of literacy and writing are covered
 - Planned next steps for aligning materials with pacing guides and developing assessments

Professional Development

(topics, audience, and number of participants)

Date	Topic	Audience	Number of Participants
5/3/17	PD/PLC: Reading Alternative Assessment (MKAS ²)- Overview, Resources, and Planning	3 rd Grade	3
5/8/17	PLC: EOY K-Readiness Data	Kindergarten	5
5/9/17	PLC: EOY STAR Data	1 st Grade	7
5/10/17	PLC: Reading Alternative Assessment (MKAS ²)- Resources and Planning	3 rd Grade	3
5/11/17	PLC: EOY STAR Data	2 nd Grade	5

Data Analysis

(screeners, assessment results, teacher-student ratio, etc.)

Kindergarten STAR Early Literacy	BOY		MOY		EOY	
	# of students	% of students	# of students	% of students	# of students	% of students
At/Above	40	27%	77	55%	99	69%
On Watch	17	12%	21	15%	14	10%
Intervention	28	19%	21	15%	14	10%
Urgent Intervention	61	42%	20	14%	17	12%

First Grade STAR Early Literacy	BOY		MOY		EOY	
	# of students	% of students	# of students	% of students	# of students	% of students
At/Above	47	33%	79	52%	59	39%
On Watch	25	18%	28	18%	20	13%
Intervention	31	22%	24	16%	31	21%
Urgent Intervention	38	27%	21	14%	41	27%

Note: This document is not an evaluative tool.



2 nd Grade	BOY		MOY		EOY	
STAR Reading	# of students	% of students	# of students	% of students	# of students	% of students
At/Above	58	41%	83	58%	63	45%
On Watch	26	19%	27	19%	34	24%
Intervention	41	29%	25	17%	28	20%
Urgent Intervention	15	11%	9	6%	16	11%

3 rd Grade	BOY		MOY		EOY	
STAR Reading	# of students	% of students	# of students	% of students	# of students	% of students
At/Above	53	39%	70	48%	80	56%
On Watch	26	19%	27	18%	22	15%
Intervention	46	34%	35	24%	28	19%
Urgent Intervention	12	9%	14	10%	14	10%

Other (next steps, contributing factors)						
<p>Next Steps:</p> <ul style="list-style-type: none"> Determine goals and priorities for the 2017-2018 school year <ul style="list-style-type: none"> Continue developing expectations for literacy instruction in 2017-2018 with administration Finalize Literacy Coaching plan for 2017-2018 Research new curriculum programs and instructional materials that will be implemented in 2017-2018 Continue collaborating with FCMI Head Start programs in Copiah County on Kindergarten Readiness 						

Note: This document is not an evaluative tool.