OFFICE OF STATE SUPERINTENDENT OF EDUCATION
Summary of State Board of Education Agenda Items
November 8, 2018

OFFICE OF STATE SUPERINTENDENT OF EDUCATION

01.   Action: Approval of updated Mississippi Board of Education 2018-2022 Strategic Plan [Goals 1, 2, 3, 4, 5, and 6 – MBE Strategic Plan]

Background Information: The Mississippi State Board of Education (SBE) adopted a 5-year Strategic Plan on December 18, 2014, and unanimously approved an updated version of the plan on August 18, 2016. The SBE Strategic Plan is a living document that articulates the SBE's goals and describes the objectives and strategies the Mississippi Department of Education (MDE) employs to help local school districts achieve the Board's vision and goals.

The SBE Strategic Plan has six goals:
1. All students are proficient and show growth in all assessed areas
2. Every student graduates from high school and is ready for college and career
3. Every child has access to a high-quality early childhood education program
4. Every school has effective teachers and leaders
5. Every community effectively uses a world-class data system to improve student outcomes
6. Every school and district is rated "C" or higher

On February 15, 2018, State Superintendent of Education Carey Wright, Ed.D., presented to the SBE a three-year status report on the progress of the Strategic Plan. The report showed that significant annual gains had been made in nearly every academic indicator the MDE monitors. To build upon these gains and to advance new initiatives, the MDE has updated the Strategic Plan for 2018-2022.

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

Recommendation: Approval

Back-up material attached

MISSISSIPPI BOARD OF EDUCATION
5-Year Strategic Plan 2018-2022
GOALS, OBJECTIVES & STRATEGIES
Proposed Revisions – October 11, 2018

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

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

GOALS:

1	2	3	4	5	6
All Students Proficient and Showing Growth in All Assessed Areas	Every Student Graduates from High School and is Ready for College and Career	Every Child Has Access to a High-Quality Early Childhood Program	Every School Has Effective Teachers and Leaders	Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes	Every School and District is Rated "C" or Higher

All Students Proficient and Showing Growth in All Assessed Areas

Outcome 1: Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup *(reset measurement in 2018-19 when passing level increases to level 3 or higher)*

Outcome 2: Increase the percentage of students proficient (levels 4 and 5) on statewide assessments (grades 3-8 and high school composite) in each subgroup

Outcome 3: Decrease the percentage of students scoring levels 1-3 on statewide assessments in each subgroup

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

Objective 1: Continue to implement the Literacy-Based Promotion Act with fidelity

Strategies:

1. Provide intensive literacy professional development and literacy resources for all Pre-K-3 teachers, administrators, and IHL staff related to: (1) resources for 90-minute literacy block, (2) evidence-based reading interventions, (3) protocol for extended school time, and (4) the five components of reading (5) dedicated training on multi-tiered systems of supports, (6) provision of coaching training for all schools
2. Deploy literacy coaches to all elementary schools with the highest percentage of students scoring at levels 1 and 2 on ELA assessments
3. Expand the Campaign for Grade-Level Reading across the state to inform and engage parents and community members
4. Expand number of literacy coaches through collaboration with Office of Special Education
5. Provide every Kindergarten student the Kindergarten Readiness Assessment, which can be used to help measure the quality of the early childhood program
6. Implement the Pre-K-12 State Literacy Plan and include the Governor's Task Force on Teacher Preparation for Early Literacy Instruction recommendations
7. Develop communication to all districts and schools regarding the increase in performance level needed to pass the 3rd grade reading assessment starting in 2018-19

1 **Objective 2: Continue to implement the Mississippi College and Career Readiness Standards**

Strategies:

1. Provide targeted professional development to teachers and administrators in all content areas based on data
2. Expand content coaches in literacy, math, and science (requires additional funds)
3. Train teachers and school leaders in data-coaching model (requires additional funds)
4. Provide teachers, parents, and other stakeholders with comprehensive *Family Guides to Student Success* based on pre-K-8, ELA and Mathematics Mississippi College and Career Readiness Standards (MCCRS)
5. Provide teachers with comprehensive *Exemplar Lesson Plans* based on pre-K-8, ELA and Mathematics MCCRS
6. Collaborate with districts and community organizations to engage parents
7. Provide districts with strategies to identify and address chronic absenteeism
8. Design a comprehensive system for the evaluation and implementation of high-quality standards-aligned curriculum materials and related professional development for pre-K through grade 12 (Council of Chief State School Officers/CCSSO project)
9. Develop a curated list of high-quality standards-aligned ELA and Mathematics curriculum materials for distribution to districts and schools (CCSSO project)
10. Develop an intuitive platform for teachers to find and utilize high-quality standards-aligned ELA and Mathematics curriculum materials
11. Develop a formal quarterly process for curriculum coordinators to support instruction aligned to the Mississippi College and Career Readiness Standards (MCCRS)
12. Develop assessment literacy professional development sessions for educators (item development, use of blueprints, use of data walls, screening reports, diagnostic assessments, formative/summative assessment results, alignment of instruction and formative assessments with MCCRS) and include this offering in the Professional Development Menu of Services
13. Revise grades 2-6 gifted outcomes and provide training to support enhanced programming in Gifted Education
14. Revise and implement MCCRS in science, social studies, computer science and the arts

1 **Objective 3: Decrease achievement gaps among student subgroups**

Strategies:

1. Expand professional development to support high-quality culturally responsive instruction for all students

2. Offer blended professional development for general education and special education teachers to strengthen equitable access to advanced course instruction for students with disabilities
3. Provide district and school level training on interpreting subgroup data from assessments
4. Expand professional development on Multi-tiered System of Supports (MTSS)
5. Expand resources for teachers to include:
   a. revised exemplar unit lessons, which include additional scaffolding supports for teachers and students;
   b. English Learner (EL) resources and additional professional learning opportunities for EL teachers; and,
   c. guidance for teachers of mathematics to assist them with developing students' conceptual understanding of mathematics through the use of manipulatives (Mathematics Manipulatives Pre K- Algebra I)
6. Annually publish achievement gap data to identify districts that demonstrate an increase in subgroup achievement and identify districts that need additional technical assistance
7. Annually publish the Mississippi Succeeds report card to provide stakeholders with district, school and state accountability results
8. Include school, district and state chronic absenteeism rates on the Mississippi Succeeds report card

1 **Objective 4: Expand virtual learning opportunities for students in rural and underserved areas**

Strategies:

1. Publicize availability of Mississippi Online Course Application (MOCA) process
2. Publicize availability of Mississippi Interactive Video Network hosted by Mississippi Public Broadcasting (MPB)
3. Continue with MOCA review, adding new courses as driven by demand
4. Provide direct MOCA process for Institutions of Higher Learning wanting to develop and deliver virtual courses
5. Offer formula grants to fund online courses, contingent upon legislative appropriation
6. Conduct an analysis of access to broadband and wifi in rural areas
7. Share opportunities about additional virtual learning opportunities offered by community colleges

2

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

Outcome 1: Increase the percentage of students graduating from high school ready for college or career in each subgroup

Outcome 2: Increase the percentage of students ready for college as measured by ACT benchmarks in each content area (public school class data, grade 11)

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

Outcome 4: Increase the number of students participating in and passing Advanced Placement (AP), International Baccalaureate (IB) and Cambridge exams in each subgroup

2 **Objective 1: All students enter Mississippi colleges prepared for credit-bearing courses**

Strategies

1. Provide resources to districts in how to use an Early Warning System based on student-level data to provide students with appropriate interventions
2. Collect and publish available data on all high school graduates regarding success in postsecondary education (credit-bearing course completion, persistence, degree completion)
3. Collect data regarding postsecondary success on students earning the new diploma endorsement options
4. Administer ACT to all 11th graders and use results to plan courses for students during senior year
5. Require all high schools to offer the Essentials for College Literacy and the Essentials for College Math courses, beginning in the 2018-19 school year as adopted by State Board Policy Chapter 28, Rule 28.6, for seniors with an ACT sub-score between 15 and 18 in English/Reading and Math
6. Recommend all high schools offer the SREB Literacy Ready and SREB Math Ready courses for seniors with an ACT sub-score below 15 in English/Reading and Math
7. Pilot the Southern Regional Education Board (SREB) Ready for High School Literacy and SREB Ready for High School Mathematics courses for grade 8 and 9 students, and students transitioning from the Mississippi Occupational Diploma (MOD)

8. Provide professional development for administrators and counselors on course-taking sequencing for ACT and advanced coursework success
9. Pilot the JumpSTART Test Prep's ACT Complete Math Review Program in selected high schools to improve the ACT composite math sub-score average for approximately 1,700 juniors
10. Continue statewide implementation of the Algebra Nation platform to improve student's Algebra I content knowledge and performance on the end-of-course assessment
11. Provide training on the new 2018 Mississippi College and Career Readiness Standards (MCCRS) for Science being used in all MS public school classrooms, Grades K-12; and, the corresponding Grade 5 and 8 science assessments and end-of-course assessment in Biology I
12. Provide training on the new 2019 MCCRS for the Social Studies being piloted in MS public school classrooms, Grades K-12; and, the corresponding end-of-course assessment in U.S. History
13. In partnership with Florida Center for Reading Research, conduct a study to understand the relationship between student mathematics sequence, student demographic characteristics, and college-ready performance.
14. Provide training on the new Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts complete with teaching guides or Music, Theatre, and Visual Arts
15. Host writing workshops for Grades 5-8 public school teachers in the area of English Language Arts, Science, and Social Studies to improve their practice in teaching of academic writing and helping students become more skilled at writing arguments from non-fiction sources.

2 Objective 2: All students graduate prepared for careers, meeting academic and employability standards

Strategies:

1. Continue training all counselors to meet the American School Counselor Association standards of practice
2. Advise schools to design programs of study that align to local industry demands
3. Establish a statewide Career Readiness Task Force
4. Establish process to evaluate new pathways to graduation and make recommendations regarding new diploma endorsement options
5. Implement the Individual Success Plan (ISP) for all 7th grade students
6. Provide indirect support to counselors through training of district test coordinators (DTC), such as advising DTCs to ensure counselors are aware of graduation options, required assessments for graduation and State Board Policies affecting graduation
7. Provide more work-based learning opportunities to improve student awareness of career opportunities and meet employer demands

8. Pilot JumpStart ACT test-preparation program in select schools during the 2018-19 school year.
9. Launch a statewide campaign chronic absenteeism awareness and prevention campaign

2 **Objective 3: Increase the number and percentage of students participating in and successfully completing advanced coursework, such as Advanced Placement courses, dual credit/dual enrollment courses, articulated credit, advanced science, technology, engineering, and math (STEM)-related curriculum pathways and national industry certifications**

Strategies

1. Provide expanded access for students to dual credit/dual enrollment opportunities, Advanced Placement (AP), International Baccalaureate (IB) diploma program courses, and Cambridge International Exams Advanced International Certificate of Education (AICE) courses, and Science, Technology, Engineering and Mathemathics (STEM) pathways
2. Expand national industry certification programs tied to high-skilled, high-wage employment reflective of regional needs in Mississippi
3. Communicate to districts and parents the new opportunities available through earning college credit for AP courses and diploma endorsements
4. Implement the Advanced Technical Mathematics course for Career and Technical Education (CTE) students in year two or in the process of completing year two of a CTE pathway
5. Provide expanded access to computer science skills needed to prepare all students for the increasing technology influence in college and all careers.

2 **Objective 4: Build the capacity of counselors, educators and administrators to provide guidance and opportunities to students to help them successfully complete high school**

Strategies

1. Provide professional development and resources to support the transition of students with disabilities from the Mississippi Occupational Diploma (MOD) to a standard high school diploma
2. Provide district and school teams with professional development on implementation of approved diploma endorsements
3. Develop transitional courses and related resources to support students with disabilities in earning a high school diploma

4. Provide support and professional development for district leadership in all districts in the use of innovative practices/programs to improve student outcomes. This includes innovative activities (online and personalized learning), innovative programs (project-based and mastery-based learning), and innovative school models (career academies, early college high schools, and middle college programs).
5. Promote innovative practices across the state to rural and underserved districts through the collaboration of districts in networked improvement communities in the Mississippi Innovation Lab Network. This currently includes high schools and middle schools, and will expand to elementary schools in 2019.
6. Continue to support districts in applying for District of Innovation status, which produces a holistic view of programming in a district focused on equitable and appropriate opportunities for all students within the district.
7. Focus on topics raised by the Middle School Task force and create a deliverable document with goals, portrait of a college and career ready 8th grader, and targets for professional development and improvement at the middle school grades.
8. Work with CCSSO Innovative Lab Network partners to collect data and other materials to evaluate effectiveness of goals for the Mississippi Innovative Lab Network (MS-ILN).

2 **Objective 5: Collect data about the graduation options used by students to graduate**

Strategies:

1. Collect data from districts concerning diploma endorsements to measure college and career readiness with regard to whole child development. With the endorsement options for diplomas, students have measurable targets to meet both college and career readiness.
2. Utilize new data entry fields in Mississippi Student Information System (MSIS) for better tracking of students who graduate using means other than passing the Mississippi Academic Assessment Program (MAAP) assessments.
3. Utilize new data entry fields in MSIS for tracking the delivery of dual credit courses. For the first time, MSIS will track which community colleges and IHLs are providing dual credit to each school.
4. Pursue partners to measure effectiveness of K-12 initiatives in postsecondary.
5. Review advanced curriculum participation (dual credit, AP, IB and AICE) in high schools to update the driver in the acceleration component of the accountability model.

3

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

Outcome 1: Increase percentage of pre-kindergarten students in public schools attaining kindergarten readiness on the pre-K end-of-year assessment

Outcome 2: Increase percentage of kindergarten students achieving end-of-year target score on Kindergarten Readiness post-test

Outcome 3: Increase percentage of children with disabilities in general education early childhood programs while decreasing the percentage in self-contained special education early childhood classrooms

Outcome 4: Increase number of students enrolled in Title I or locally funded pre-K classes

Outcome 5: Increase the percentage of Early Learning Collaborative sites meeting required rate of readiness

3

Objective 1: Define a high-quality early childhood model and share the model with all stakeholders

Strategies:

1. Provide professional development to public and private early childhood providers on the Mississippi Early Learning Standards for 3- and 4-year-olds
2. Implement a comprehensive monitoring process for public early childhood providers (Early Learning Collaboratives, Title-funded, special education)
3. Participate in national High-quality Pre-K Program Initiative with CCSSO to further develop effective policies and supports
4. Increase opportunities to offer blended pre-k classes for students with disabilities
5. Provide resources and professional development to teachers to effectively support English language students

3

Objective 2: Increase access to high-quality early childhood programs

Strategies:

1. Work collaboratively with public/private partnerships to strengthen early childhood education (Birth to 2 and 3-4 year-olds) and the transition to the public school setting
2. Request additional funds for Early Learning Collaboratives

3. Expand the number of Title I-funded pre-K programs, with an emphasis on low-performing schools by developing guidance on blending and braiding funding
4. Implement $6 million W.K. Kellogg grant to provide professional development and coaching in existing early childhood programs
5. Administer the statewide Kindergarten Readiness Assessment in pre-K through Kindergarten to measure the quality of early childhood education programs and inform instructional decisions in all publicly funded pre-K classrooms
6. Participate in an early childhood network with EdCounsel to align birth through grade 12 standards

3   **Objective 3: Develop robust data profile of pre-K students to evaluate programming**

Strategies:

1. Examine existing data systems used to capture information on pre-K students and programs
2. Create a more cohesive process for data collection and reporting
3. Produce a data profile for all pre-K students to inform instructional and programmatic needs

4

Every School Has Effective Teachers and Leaders

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

Outcome 2: Increase the percentage of teacher candidates passing licensure exams on the first attempt

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

Outcome 4: Reduce the proportion of inexperienced and non-certified teachers in low-performing schools

4

Objective 1: Implement the Mississippi Educator and Administrator Professional Growth System (PGS) with fidelity

Strategies

1. Conduct pilots implementing all components of the Mississippi Educator and Administrator Professional Growth System (PGS)
2. Require districts to submit PGS evaluation ratings annually
3. Provide high-quality, ongoing professional development to teachers and administrators based on PGS feedback
4. Access allowable Title II funding to implement the Superintendents' Academy, Principals' Academy, Teacher Leadership Initiative
5. Implement mentoring and induction statewide for new teachers and leaders.

4

Objective 2: Increase the rigor of Educator Preparation Programs

Strategies:

1. Require Educator Preparation Programs (EPPs) to report licensure exam scores by the percentage of passing on first attempt

2. Link and report K-12 student outcomes to teachers' EPPs to identify strengths and weaknesses in individual EPPs
3. Require the Foundations of Reading licensure exam for special education and early childhood programs
4. Revise the process for reviewing and approving teacher and administrator programs leading to licensure, with increased emphasis on: candidates' content and pedagogical knowledge; ensuring the Mississippi College and Career Readiness Standards (MCCRS) are embedded throughout programs; embedding Culturally Responsive Practice (CRP) throughout programs; and, candidates' ability to provide literacy and numeracy interventions for struggling and diverse learners
5. Provide professional development to Institutions of Higher Learning (IHL) faculty as related to English Language Arts (ELA) and math instruction aligned with MCCRS
6. Implement recommendations from Governor's Task Force on Teacher Preparation for Early Literacy Instruction by requiring faculty teaching Early Literacy I and II to provide documentation of professional development in scientific research-based reading instruction, specifically LETRS training
7. Provide districts with support and resources for developing recruitment strategies to address teacher shortages
8. Partner with the Council of Chief State School Officers (CCSSO) to develop strategies for building a Diverse Learner Ready Teacher (DLRT) workforce; to improve teachers' pedagogical skills in Culturally Responsive Practice (CRP)
9. Partner with the Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) to increase the rigor of leadership program preparation especially inclusive leadership practices

4   **Objective 3: Diversify the Teacher and Administrator Pipeline**

Strategies:

1. Provide districts with support and resources for diversifying the pipeline through Grow-Your-Own (GYO) strategies
2. Explore and pilot innovative performance-based pathways to licensure
3. Improve data reporting practices from districts to ensure accuracy in reporting teacher vacancies by district and supply, i.e., information about the number of graduates from colleges of education by certficiation
4. Pilot a Teacher Residency Model in collaboration with AmeriCorps allowing practical clinical experience to replace coursework
5. Host Minority Male Educators convenings to increase the number of African-American male teachers and leaders
6. Participate in the Diverse Learner Ready Teacher (DLRT) Initiative in conjunction with CCSSO to ensure equitable access to teachers of color for all students

7. Participate in the Rural Teacher Recruitment and Retention Initiative in conjunction with Southeast Comprehensive Center and American Institutes of Research to ensure equitable access to high quality teachers and leaders for rural Mississippians
8. Partner with the Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) to develop strategies to strengthen and diversify the teacher pipeline

4 **Objective 4: Increase Opportunities for Teacher Leadership**

Strategies:

1. Implement the statewide teacher leadership initiative
2. Partner with TeachPlus to develop teacher leaders as policy advocates
3. Increase capacity for teachers to lead through statewide mentoring and induction for new teachers and coaching support for veteran teachers
4. In partnership with Student Achievement Partners and EdReports, work with selected pilot districts to identify and train teacher leaders to usher in the implementation of the High Quality Instructional Materials and Professional Learning initiative

4 **Objective 5: Improve Equitable Access to Effective Teachers and Leaders for all Students**

Strategies:

1. Recommend updates to the critical teacher shortage legislation so that the formula identifies current needs of the state
2. Assist in recruitment of educators to schools with disproportionate numbers of inexperienced and non-certified teachers and administrators
3. Provide Praxis training workshops through partnerships with Mississippi Association of Educators (MAE) and Mississippi Professional Educators (MPE)
4. Increase the number of National Board Certified Teachers (NBCT) in low-performing, high-need schools

4 **Objective 6: Decrease the Number of Incidents of Educator Misconduct**

Strategies:

1. Recommend technical amendments to include stronger sanctions, such as permanent revocation of licenses for educators violating and/or not reporting violations of standard 4 of the *Mississippi Educator Code of Conduct*
2. Require completion of an ethics training module prior to issuing licenses, including renewals

4 **Objective 7: Reinforce *Mississippi Public School Accountability Standards***

Strategies:

1. *Establish a Task Force to review and make recommendations to revise the accreditation policies and process standards outlined in the *Mississippi Public School Accountability Standards**
2. Provide training to the appropriate district personnel on the revised accreditation policies and process standards
3. Add process standard that requires districts to report and update vacancy data to the MDE
4. Include a sanction for districts failing to implement and report teacher and administrator evaluation ratings required for the Professional Growth System (PGS)

5

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

Outcome 1: Create a public-facing data system for all stakeholders

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

Outcome 3: Create a roadmap to improve the Mississippi Student Information System

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

5

Objective 1: Modernize Student Information System Environment to become state-of-the-art (full modernization is pending available funding)

Strategies :

1. Develop an easier but more secure way for approved users to access MDE systems and applications.
2. Develop parent-friendly, Every Student Succeeds Act (ESSA)-compliant school and district report card tool [Mississippi Succeeds Report Card]
3. Expand State Longitudinal Data System (SLDS) public dashboards to increase data use across all stakeholder groups
4. Develop the data system to support the implementation of the Professional Growth System
5. Automate accountability and reporting to improve efficiency, consistency, and reliability of data while reducing effort to integrate, calculate and report data
6. Provide efficient, automated data collection system that makes it easier for districts to submit and validate data MDE uses for state and federal reporting
7. Develop a new, more user-friendly, ADA and Section 508 compliant website for MDE to help the agency communicate more effectively with parents, schools, communities, and other stakeholder groups

5 **Objective 2: Upgrade to a secure, efficient, scalable, state-of-the-art Infrastructure (full upgrade is pending available funding)**

Strategies:

1. Upgrade and expansion of primary and secondary storage to increase capacity, performance, reliability and stability of the MDE infrastructure
2. Upgrade data backup and replication environment to enhance OTSS's ability to restore or roll-back data for MDE quickly and reliably
3. Strengthen MDE's disaster recovery strategies that encompasses breach response, system failure, application or network inaccessibility or other infrastructure threats

5 **Objective 3: Improve key governance processes necessary to deliver timely, reliable, high-quality, actionable information**

Strategies:

1. Develop data governance to oversee data standards for collection, quality and validation rules, use and privacy policies, and overall information assurance
2. Develop project governance to evaluate IT initiatives and prioritize the development of new applications and other significant OTSS efforts
3. Develop system governance to define architecture, integration, app development standards, interoperability, and other system challenges
4. Develop technology governance to establish hardware and software standards and minimum specifications
5. Develop process governance to define the ways in which OTSS supports the onboarding of new employees and employee access, office automation, service provisioning, etc.

5 **Objective 4: Expand and publicize OTSS support services catalog for MDE, school districts and other external stakeholders**

Strategies:

1. Expand available data and technical training opportunities for MDE staff, school district personnel and other external stakeholders
2. Expand available technical assistance to school district personnel to improve local infrastructure, security, privacy, online safety, data entry, data submission, data quality, and data governance

5 **Objective 5: Identify and conduct research projects that align with the State Board Strategic Plan**

Strategies:

1. Develop SLDS research agenda that addresses subjects such as Kindergarten Readiness and Early Literacy, College and Career Readiness, Teacher Effectiveness, and Teacher Preparation
2. Develop research capacity with higher education partners across Mississippi and other external partnerships (such as the Southeast Regional Education Lab)

6

Every School and District is Rated "C" or Higher

Outcome 1: Increase the growth of D and F districts by improving the letter grade and/or increasing the number of points within a letter grade

Outcome 2: Increase the growth of D and F schools by improving the letter grade and/or increasing the number of points within a letter grade

Outcome 3: Increase the growth of Districts of Transformation by improving the letter grade and/or increasing the number of points within a letter grade

Outcome 4: Increase the growth of schools under Districts of Transformation by improving the letter grade and/or increasing the number of points within a letter grade

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

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

Outcome 7: Decrease the number of low-performing high schools

6

Objective 1: Improve academic outcomes in low-performing schools, including schools in Districts of Transformation

Strategies:

1. Utilize student assessment data to support districts with schools identified as Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) with the development of a professional development plan aligned to the required CSI and/or TSI plan.
2. Collaborate with administrators and teachers in Comprehensive Support and Improvement high schools to ensure students are on track to graduate within four years
3. Provide coaching to teachers and administrators in comprehensive support and improvement schools to implement professional learning communities focused on improvement of effective ELA and Math instructional practices.
4. Train and place literacy coaches in low-performing elementary schools to model effective instruction and provide growth-promoting feedback to teachers.

5. Support schools and districts in collaborative efforts with community organizations to engage stakeholders in comprehensive support and improvement plan development and implementation
6. Provide professional development to school leaders and teachers through the MDE Menu of Services and program offices on ELA, Math, Science, instructional leadership, data, and high quality instructional materials
7. Develop and implement an interview protocol by which districts and local school boards are held accountable for demonstrating targeted improvement.

6 **Objective 2: Establish an Achievement School District (ASD)**

Strategies:

1. Recruit and hire a superintendent for an ASD
2. Develop a comprehensive implementation plan to launch an ASD

6 **Objective 3: Participate in the Improving Low-Performing High Schools Initiative (CCSSO)**

Strategies:

1. Establish a core team to participate in a multi-state effort in collaboration with CCSSO and Johns Hopkins University to implement evidence-based innovative and successful improvement strategies in identified low-performing high schools
2. Provide training to MDE staff and district personnel on selection of evidence-based programs for use in high schools
3. Conduct robust needs assessment for each of the high schools in the multi-state project

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

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

GOALS:

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher

GOAL 1: ALL STUDENTS PROFICIENT AND SHOWING GROWTH IN ALL GRADES IN ALL ASSESSED AREAS IN ALL SCHOOLS

1. Outcome: Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup
2. Outcome: Increase the percentage of students proficient (levels 4 and 5) on statewide assessments (grades 3-8 and high school composite) in each subgroup
3. Outcome: Decrease the percentage of students scoring levels 1-3 on statewide assessments in each subgroup
4. Outcome: Increase the percentage of students demonstrating growth on statewide assessments in each subgroup

Goal 1, Objective 1: Implement the Literacy-Based Promotion Act with fidelity

Goal 1, Objective 1 Strategies
1. Provide intensive literacy professional development and literacy resources for all PreK-3 teachers, administrators, and IHL staff related to: (1) resources for 90-minute literacy block, (2) evidence-based reading interventions, (3) protocol for extended school time, and (4) the five components of reading (5) dedicated training on multi-tiered systems of supports, (6) provision of coaching training for all schools
2. Use statewide assessment data to determine K-3 reading deficiencies in the five components of reading to determine professional development offerings
3. Provide resources and guidance for parental and community engagement and templates for parent communication
4. Deploy literacy coaches to all elementary schools with the highest percentage of students scoring at levels 1 and 2 on ELA assessments
5. Implement the Campaign for Grade-Level Reading across the state

Goal 1, Objective 2: Continue implementing the MS College and Career Readiness Standards

Goal 1, Objective 2 Strategies
1. Provide targeted professional development to teachers and administrators in all content areas based on data
2. Expand content coaches in literacy, math, and science.
3. Train and place instructional coaches in the field and focus coaching efforts on low-performing schools
4. Train teachers and school leaders in data-coaching model (requires additional funds)
5. Provide content-focused parental outreach sessions regionally and require attendance for low-performing schools
6. Collaborate with community organizations to engage parents in low-performing schools

7. Provide resources to all teachers and administrators, including all content areas aligned college and career ready standards
8. Enhance school effectiveness review process for lowest-performing districts
9. Provide districts with strategies to identify and address chronic absenteeism
10. Publish district- and school-level chronic absenteeism data regularly and annually
11. Implement the State Literacy Plan

GOAL 2: EVERY STUDENT IN EVERY SCHOOL GRADUATES FROM HIGH SCHOOL AND IS READY FOR COLLEGE AND CAREER

1. Outcome: Increase the percentage of students graduating from high school in each subgroup
2. Outcome: Increase the percentage of students ready for college as measured by ACT benchmarks in each content area (public school class data, grade 11)
3. Outcome: Increase the percentage of students participating in and passing dual credit in each subgroup
4. Outcome: Increase the number of students participating in and passing AP in each subgroup
5. Outcome: Increase the percentage of students career ready

Goal 2, Objective 1: All students enter MS colleges prepared for credit-bearing courses

Goal 2, Objective 1 Strategies
1. Provide resources to districts in how to use an Early Warning System to identify students needing assistance and provide interventions
2. Administer ACT to all 11th graders and use results to plan courses for students during senior year

Goal 2, Objective 2: All students graduate prepared for careers, meeting academic and employability standards

Goal 2, Objective 2 Strategies
1. Continue training all counselors to meet the American School Counselor Association standards of practice
2. Require schools to design programs of study that align to local industry demands
3. Establish a statewide Career Readiness Taskforce
4. Evaluate current pathways to graduation and make recommendations for new diploma options
5. Implement Individualized Career and Academic Plan (iCAP) for all 8th grade students

Goal 2, Objective 3: Increase the number and percentage of students participating in and successfully completing advanced coursework, such as Advanced Placement courses, dual credit/dual enrollment courses, articulated credit, advanced science, technology, engineering, and math (STEM)-related curriculum pathways and national certifications

Goal 2, Objective 3 Strategies
1. Provide expanded access for students to dual credit/dual enrollment opportunities and Advanced Placement courses
2. Expand national certification programs tied to high-skilled, high-wage employment
3. Expand advanced STEM pathways

GOAL 3: EVERY CHILD HAS ACCESS TO A HIGH-QUALITY EARLY CHILDHOOD PROGRAM

1. Outcome: Increase percentage of kindergarten students achieving end-of-year target score on Kindergarten Readiness post-test
2. Outcome: Increase percentage of children with disabilities in general education early childhood programs while decreasing the percentage in self-contained special education early childhood classrooms
3. Outcome: Increase number of students enrolled in Title I or locally funded pre-K classes
4. Outcome: Increase the percentage of Early Learning Collaborative sites meeting required rate of readiness

Goal 3, Objective 1: Define a high-quality early childhood model and share the model with all stakeholders

Goal 3, Objective 1 Strategies
1. Provide professional development to all early childhood providers on the Mississippi Early Learning Standards for 3- and 4-year-olds
2. Implement a comprehensive monitoring process for public early childhood providers (Early Learning Collaboratives, Title-funded, special education)

Goal 3, Objective 2: Increase access to high-quality early childhood programs

Goal 3, Objective 2 Strategies
1. Work collaboratively with public/private partnerships involved with early childhood education (Birth to 2 and 3-4 year-olds) and transitions to the public school setting
2. Identify opportunities to blend and braid funding for early childhood programs
3. Request additional funds for Early Learning Collaboratives
4. Expand the number of Title I-funded pre-K programs, with an emphasis on low-performing schools

GOAL 4: EVERY SCHOOL HAS EFFECTIVE TEACHERS AND LEADERS

1. Outcome: Increase the percentage of teachers rated effective through the teacher evaluation system
2. Outcome: Increase the percentage of principals rated effective through the principal evaluation system
3. Outcome: Reduce the proportion of inexperienced and non-certified teachers in low-performing schools

Goal 4, Objective 1: Increase the percentage of educators rated Effective or above on the state evaluation systems

Goal 4, Objective 1 Strategies

6. Implement the revised Mississippi Teacher Evaluation System (MTES) and Mississippi Principal Evaluation System (MPES)
7. Provide high-quality, ongoing professional development to teachers and administrators based on the results of MTES and MPES
8. Implement the Superintendents' Academy and Principals' Academy (pending funding)
9. Link student performance to the university from which the teacher has graduated in order to evaluate teacher preparation program
10. Develop teacher leaders through the implementation of the Teacher-Leadership Initiative
11. Implement statewide teacher equity plan

Goal 4, Objective 2: Raise the academic standards in MS teacher-preparation programs

Goal 4, Objective 2 Strategies

10. Add the reading assessment as a licensing requirement for special education and early childhood teachers (pending impact of first-year implementation of Foundations of Reading Assessment)
11. Revise the process used to evaluate teacher- and administrator-preparation programs, focusing on increasing knowledge of content, the Mississippi College and Career Ready Standards, pedagogy, assessment, cultural proficiency, the needs of diverse learners and instructional effectiveness
12. Provide professional development to IHL staff related to ELA and math instruction aligned with college- and career-ready standards
13. Provide districts with guidance/resources for developing a recruitment strategy

GOAL 5: EVERY COMMUNITY EFFECTIVELY USING A WORLD-CLASS DATA SYSTEM TO IMPROVE STUDENT OUTCOMES

1. Outcome: Increase availability of quality data to drive decisions to improve student outcomes
   Deliverables:
   1. Modernize MSIS system
      a. dashboards/reports
      b. application development
   2. Infrastructure
      a. backup and storage expansion
      b. data replication
      c. upgrade primary storage
   3. Website redesign

Goal 5, Objective 1: Modernize current student information system to become a state-of-the-art data system (full modernization is pending available funding)

Goal 5, Objective 1 Strategies
1. Modernize current student information system to improve access, accuracy, and ease of use
2. Build infrastructure of the modernized system, to be called the Mississippi Integrated Quality Management System (MIQMS)
3. Provide training in MIQMS to all stakeholders, with a focus on low-performing schools
4. Develop dashboards, utilizing data from MIQMS, for stakeholders

Goal 5, Objective 2: Revise the Office of Technology and Strategic Services plan

Goal 5, Objective 2 Strategies
1. Implement the Office of Technology and Strategic Services plan
2. Develop a technology plan for the state
3. Assist districts with the hiring of their technical staff
4. Develop a data privacy policy for the state

GOAL 6: EVERY SCHOOL AND DISTRICT IS RATED "C" OR HIGHER

1. Outcome: Increase the growth of D and F districts along the A – F spectrum, by improving the letter grade and/or increasing the number of points within a letter grade
2. Outcome: Increase the growth of D and F schools along the A – F spectrum, by improving the letter grade and/or increasing the number of points within a letter grade
3. Outcome: Increase the growth of districts under conservatorship along the A – F spectrum by improving the letter grade and/or increasing the number of points within a letter grade
4. Outcome: Increase the growth of schools under conservatorship along the A – F spectrum by improving the letter grade and/or increasing the number of points within a letter grade
5. Outcome: Increase the percentage of districts rated "C" or higher
6. Outcome: Increase the percentage of schools rated "C" or higher

Goal 6, Objective 1: Improve academic outcomes in Targeted Support and Improvement Schools and Comprehensive Support and Improvement Schools

Goal 6, Objective 1 Strategies:
1. Design a comprehensive professional development plan for elementary, middle and high schools and require participation from schools with the highest percentage of students scoring at levels 1 and 2 on ELA and math assessments
2. Collaborate with administrators in all targeted- and comprehensive-support and improvement schools to design an academic improvement plan
3. Require comprehensive support and improvement schools to develop improvement plans for students who are not making progress toward graduating within four years
4. Provide coaching to all teachers and administrators in comprehensive support and improvement schools related to school improvement
5. Train and place literacy coaches in the field and focus coaching efforts on comprehensive and improvement support schools
6. Collaborate with community organizations to engage parents in comprehensive and improvement support schools

Goal 6, Objective 2: Improve academic outcomes in schools under conservatorship

Goal 6, Objective 2 Strategies:

1. Collaborate with administrators in schools under conservatorship to design an academic improvement plan
2. Require schools under conservatorship to develop improvement plans for students who are not making progress toward graduating within four years

3. Provide coaching to all teachers and administrators in schools under conservatorship related to school improvement
4. Collaborate with community organizations to engage parents in schools under conservatorship

Goal 6, Objective 3: Establish an Achievement School District (ASD)

Goal 6, Objective 3 Strategies:

1. Establish a planning committee to identify components needed for an ASD
2. Develop a comprehensive implementation plan to launch an ASD in 2018-19

Mississippi State Board of Education Strategic Plan 2016-2020

Year Three Status Report

February 15, 2018

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Carey M. Wright, Ed.D.
State Superintendent of Education

Mississippi Department of Education

VISION ──────────────

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

MISSION ──────────────

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

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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher

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GOAL 1

All Students Proficient and Showing Growth in All Assessed Areas

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Key Actions to Advance Goal 1

❖ Provided scheduled, on-demand and virtual training to approximately 55,000* teachers, staff and administrators in targeted areas including (Goals 1-6):

- Using assessment and accountability data to improve outcomes and close achievement gaps
- Using data analysis to provide supports and interventions to struggling students
- Effective instruction in English language arts (ELA), math, early childhood, science, and social studies to improve outcomes in assessed areas
- Effective instruction in secondary education (including AP, ACT, world languages, counseling, ELA, math, science and social studies) and Career and Technical Education
- Effective use of technology for literacy instruction in pre-K through grade 6
- Writing assessment items for ELA, math and science (900 teachers trained, which resulted in teacher-developed statewide assessment items)
- Multi-Tiered System of Supports (MTSS) training on the effective implementation of the Tier Process, differentiating classroom instruction, developing intervention teams, data analysis, and allocating resources

Duplicated count because district personnel may have participated in more than one professional development session in 2017

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View complete list of key actions with additional details at www.mdek12.org/MBE

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Key Actions to Advance Goal 1

❖ Adopted the Mississippi College and Career Readiness Science standards and facilitated initial training on the standards (Goals 1, 2, 4)

❖ Updated the *Guidelines for English Learners* and led webinars for teachers (Goals 1, 4)

❖ Provided literacy coaching support to 179 schools identified under the Literacy-Based Promotion Act (Goals 1, 4)

❖ Piloted SREB Ready for High School courses for grades 7, 8 and 9, and students with special needs in grades 6 or higher, to prepare for Algebra I and English II (Goals 1, 2)

❖ Implemented Algebra Nation for year 2 in 33 schools to improve student outcomes in Algebra I (Goals 1, 2)

❖ Launched statewide Chronic Absenteeism initiative in collaboration with the national and state level Campaign for Grade Level Reading organizations (Goals 1, 5, 6)
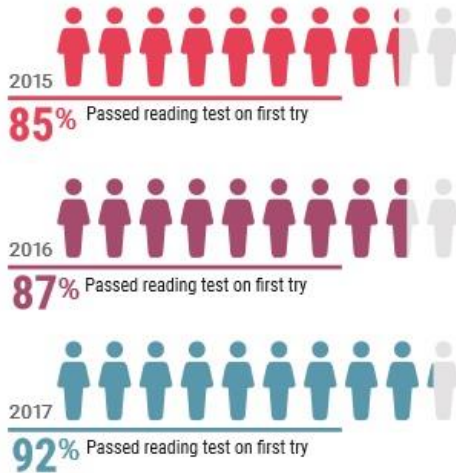
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Outcome 1: Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup

❖ **Pass rate has increased annually** since test was first administered in 2015

❖ Pass rate increased for all subgroups, including a **17 percentage point increase** for students with disabilities from 2016 to 2017
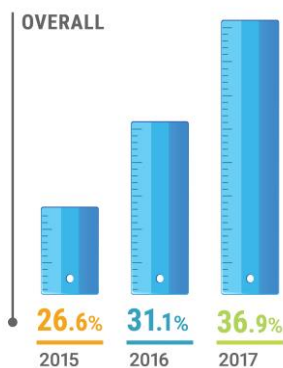
THIRD GRADERS

2015
85% Passed reading test on first try

2016
87% Passed reading test on first try

2017
92% Passed reading test on first try

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Outcomes 2 & 3: Increase percentage of students proficient (levels 4 & 5) and decrease percentage scoring at levels 1-3 on statewide assessments in each subgroup

❖ English Language Arts (ELA) and Mathematics **proficiency rates increased annually since 2015**

❖ All student subgroups saw proficiency increases in Mathematics

❖ All students subgroups except Students with Disabilities (SWD) saw proficiency increases in ELA*

STUDENTS SCORING **PROFICIENT OR ADVANCED**

MATHEMATICS

OVERALL

26.6% 2015
31.1% 2016
36.9% 2017

ENGLISH LANGUAGE ARTS

OVERALL

32.2% 2015
32.6% 2016
35.0% 2017

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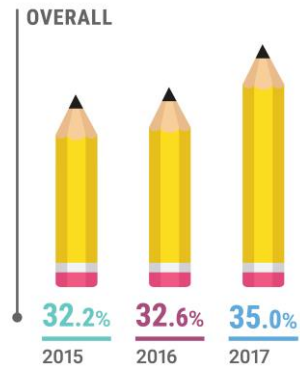
* From 2015 to 2017, ELA declined 0.8 percent for SWD

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Outcomes 2 & 3: Increase percentage of students proficient (levels 4 & 5) and decrease percentage scoring at levels 1-3 on statewide assessments in each subgroup (continued)

Districtwide gains on the Mississippi Academic Assessment Program (MAAP) tests from 2015-16 to 2016-17:

▸ **22 DISTRICTS HAD GREATER THAN 45 PERCENT** of all students scoring proficient or advanced in ELA, compared to 14 districts the previous year

2015-16	**14**
2016-17	**22**
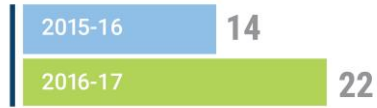
▸ **32 DISTRICTS HAD GREATER THAN 45 PERCENT** of all students scoring proficient or advanced in mathematics, compared to 15 districts the previous year

2015-16	**15**
2016-17	**32**

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

From 2015-16 to 2016-17:

❖ ELA growth increased from 57.5 percent to 60.2 percent

❖ All subgroups except Hispanic students (-0.3 percent) and Students with Disabilities (-1.5 percent) saw ELA growth increases

❖ Math growth declined slightly from 61.7 percent to 61.5 percent (-0.2 percent)

❖ Female and Hispanic students saw Math growth increases

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GOAL 2

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

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Key Actions to Advance Goal 2

- ❖ Developed and gained approval of new Graduation Ready traditional diploma requirements and endorsement options for students entering grade 9 in 2018-19 that will also help the majority of students with disabilities earn a traditional diploma (Goal 2)

- ❖ Provided Graduation Ready training to district superintendents, principals, counselors, special education directors, student services coordinators and Career and Technical Education (CTE) directors and Institutions of Higher Learning (IHL) and Community College faculty (Goals 2, 4)

- ❖ Conducted Certificate of Completion listening sessions at all 16 regional principal meetings and established a taskforce to make recommendations to the Commission on School Accreditation and the State Board of Education (Goals 2, 4)

- ❖ Hosted three regional CTE directors / Community College deans meetings to ensure articulation and alignment between high school and community college CTE programs (Goals 2, 4)

- ❖ Initiated a Middle School Taskforce of teachers and administrators (Goals 1, 2, 4, and 6)

View complete list of key actions with additional details at www.mdek12.org/MBE

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Key Actions to Advance Goal 2

- ❖ Implemented new State Board of Education requirements that districts provide students with the opportunity to take the Essentials of College Literacy and Essentials of College Math to reduce remediation at the postsecondary level (Goals 1, 2, 4)

- ❖ Continued to increase the number of students graduating high school as Mississippi Scholars and Tech Masters through a coordinated effort with the Mississippi Economic Council (MEC); to date, MEC reported more than 43,000 students have graduated with these credentials (Goals 2, 4)

- ❖ Continued to increase work-based learning and externship opportunities for both students and teachers (Goals 2, 4)

- ❖ Expanded Computer Science for Mississippi (CS4MS) initiative to include additional pilot sites, the incorporation of Project Lead the Way computer science principles and Advanced Placement (AP) computer science principles, and the convening of a Computer Science workgroup of educators to design the K-12 Computer Science Standards (Goals 1, 2, 4, 6)

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Key Actions to Advance Goal 2

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

- ❖ Launched the new statewide Job Scout app that links student interests with postsecondary and career opportunities in Mississippi (Goal 2)

- ❖ In collaboration with Get2College, launched College Countdown Mississippi to increase Free Application for Federal Student Aid (FAFSA) completion (Goals 2, 4)

- ❖ Conducted virtual and in-person ACT workshops in the areas of best practices for online learning; analyzing student results, achievement gaps and course taking sequences; ensuring students with disabilities are in high quality classrooms; using free online resources for improving ACT, SAT and AP outcomes; and braiding Title IV funds for (AP) and dual credit (Goals 1, 2, 4)

- ❖ Doubled number of Districts of Innovation from three to six (Goal 2)

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Key Actions to Advance Goal 2

❖ Networked with national organizations to increase knowledge of best practices to support student achievement (Goals 1, 4, 5, and 6):

- **Council of Chief State School Officers (CCSSO**): High Quality Instructional Materials and Professional Learning Initiative, Career Readiness Initiative, Innovation Lab Network, High Quality Early Childhood Programs Initiative, Family Engagement
- **Southern Regional Education Board (SREB):** Essentials of College Math and Essentials of College Literacy, Literacy Design Collaborative, Birth to Grade 3 Initiative, and Math Design Collaborative
- **Education Counsel and Education Commission of the State**s: Birth through Grade 3 Alignment Initiatives
- **American Institutes of Research:** Rural Schools Initiative
- **Johns Hopkins University**: School Improvement and Low Performing High Schools Initiative
- **Campaign for Grade-Level Reading:** Expanding community focus on chronic absenteeism / birth to grade 3

View complete list of key actions with additional details at www.mdek12.org/MBE

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Outcome 1: Increase percentage of students graduating from high school in each subgroup

❖ Mississippi's graduation rate reached an **all-time high of 83 percent** in 2018

❖ Graduation rate increased for **all subgroups** from 2015 to 2018

❖ Graduation rate for Students with Disabilities increased from **27.5 percent to 36.4** percent from 2015 to 2018

MISSISSIPPI'S GRADUATION RATE
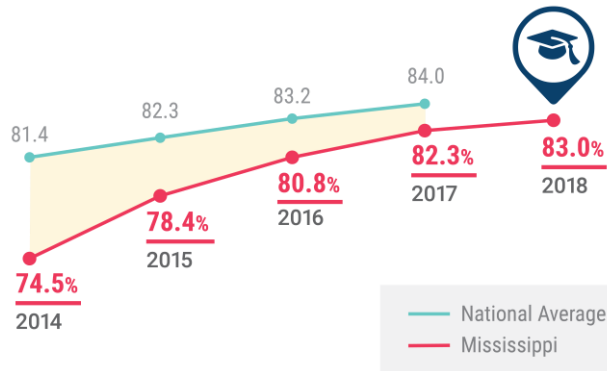
Year	National Average	Mississippi
2014	81.4	74.5%
2015	82.3	78.4%
2016	83.2	80.8%
2017	84.0	82.3%
2018		83.0%

— National Average
— Mississippi

16

8

Outcome 2: Increase the percentage of students ready for college as measured by ACT benchmarks in each content area from high school*

ACT®
ACT ACHIEVEMENTS

❖ 11th graders meeting all four ACT benchmarks increased from 9 percent in 2015 to 10 percent in 2017

*Public school, grade 11 data

	2015	2016	2017
11th Grade Composite Score	17.6	18.3	18.0
Graduating Class Composite Score	19.0	18.4	18.6

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

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

❖ **Participation increased in all subgroups**

❖ With increased participation, overall dual credit passing rates decreased slightly from 98.1 percent in 2014-15 to 97.9 percent in 2016-17

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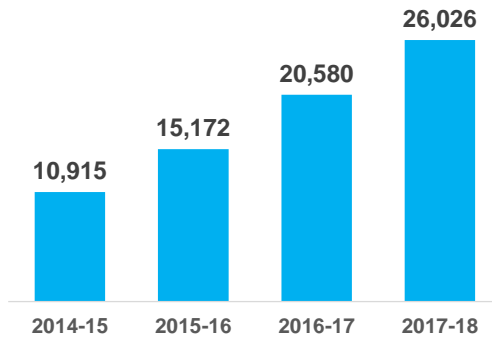
2014-15	2015-16	2016-17	2017-18
10,915	15,172	20,580	26,026

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Outcome 4: Increase the percentage of students participating in and passing AP in each subgroup

❖ AP participation and achievement **nearly doubled** since 2013

❖ The number of exams with a **qualifying score** of 3 or higher **nearly doubled** since 2013

❖ **All subgroups increased AP participation** from 2015 to 2017

❖ AP participation increased 39.4 percent among minority students from 2016 to 2017

❖ AP exam fee subsidy increased 31.1 percent from 2016 to 2017

Year	Test Takers	AP Exams	Exam Scores of 3+
2013	5,056	7,415	2,437
2014	6,273	9,361	3,041
2015	6,667	10,146	3,336
2016	8,207	12,455	3,707
2017	9,369	14,076	4,440

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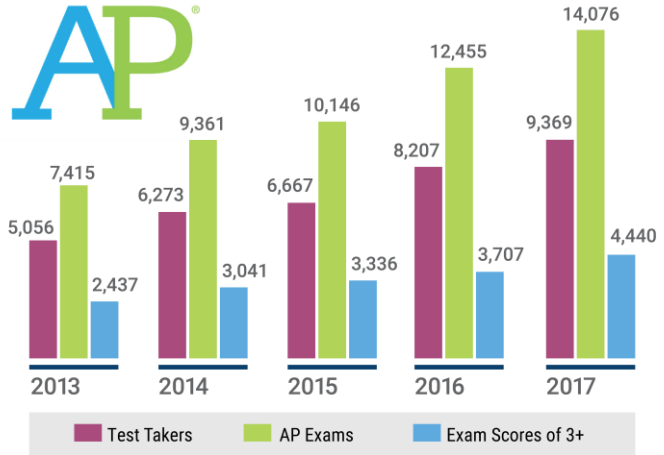
Outcome 5: Increase the number of students career ready

Students Completing Career and Technical Education (CTE) Programs

2014-15	2015-16	2016-17
6,912	7,403	7,828

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GOAL 3

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

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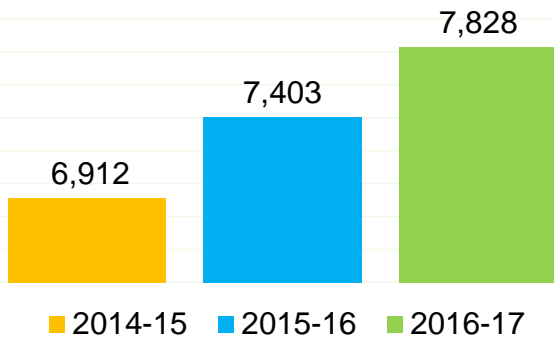
21

Key Actions to Advance Goal 3

❖ Conducted Early Learning Collaborative Classroom Assessment Scoring System (CLASS) observations in classrooms for four-year-olds and CLASS training for teachers and administrators (Goals 1, 3, 4)

❖ Launched a comprehensive early childhood screener (Brigance Screen III) in Early Learning Collaboratives (Goals 1, 3)

❖ Created *Kindergarten Center Activities* (literacy/integrated) document (Goal 3)

❖ Provided training opportunities for early learning teachers and administrators that included: pre-K boot camp, early childhood conference, lesson planning, scheduling, developmentally appropriate practices, executive function, literacy, behavior management, early learning standards and guidelines, and instructional strategies (arts, science, technology, library/literacy, approaches to learning, math, physical development and dramatic play) (Goals 1, 3, 4)

❖ Analyzed Kindergarten Readiness Assessment (MKAS[2]) beginning-of-year, mid-year, and end-of-year reports to support teachers in the design of appropriate instructional supports (Goals 1, 3, 4)

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View complete list of key actions with additional details at www.mdek12.org/MBE

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Key Actions to Advance Goal 3

❖ Met with IHLs to discuss pre-K teacher shortages, higher education practices and how to get more early childhood teacher preparation programs accredited to increase the early childhood workforce (Goal 3)

❖ Participated in partnerships with other state agencies and national organizations to increase knowledge and awareness around best practices to improve student outcomes (Goal 3):

- **Head Start**: Conducted 18 presentations at Head Start conferences, co-sponsored annual summer early childhood conference for Mississippi and established working group to improve Head Start outcomes

- **CCSSO**: High Quality Early Learning initiative to increase the quality of early learning classrooms

- **CCSSO**: Family Engagement technical assistance opportunity with to develop a family engagement framework that encourages school districts to engage families of children from birth to grade 12

- **Education Counsel**: launched Birth – Grade 3 Continuum technical assistance opportunity with Education Counsel to align projects and initiatives by addressing whole child development

- **Kellogg Foundation:** Initiated planning phase $6 million grant activities to improve early childhood outcomes

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Key Actions to Advance Goal 3

❖ State and national partnerships (continued):

- **SECAC Early Care and Learning Committee:** This subcommittee of the State Early Childhood Advisory Committee works to establish models to ensure that all child care and early learning programs can provide a healthy, safe, and nurturing environment to children in the early childhood years (birth through age 8)

- **Help Me Grow Leadership Team**: System that builds collaboration across sectors, including child health care, early care and education, and family support

- **Mississippi Child Health Council:** Collaboration between UMMC, Mississippi State University, head of pediatrics at UMMC and MDE focusing on improving health outcomes for ages birth to grade 3

- **Thrive by Third**: Coalition devoted to launching a statewide media and advocacy campaign that increases grade 3 literacy of Mississippi children by targeting holistic early childhood development

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Key Actions to Advance Goal 3

❖ State and national partnerships (continued):

- **MS Interagency Early Childhood Collaboration**: Work between MDE, MS Department of Health, and Mississippi Community College Board to align training and technical assistance for all types of early learning providers through the implementation of the state's Unified and Integrated Early Childhood System Plan

- **REACH MS: C**ollaboration with University of Southern MS on the delivery of behavior interventions and classroom management training for teachers and administrators (Goals 3, 4)

- **National Board Early Childhood Professional Learning Community**: To help reinforce best practices to teach children in grades pre-k and kindergarten

- **MDE Early Childhood Specialized Training**: MDE, North MS Education Consortium and the University of Mississippi Graduate Center for the Study of Early Learning, offered a free summer training for pre-K teachers, assistant teachers and administrators in public schools, private schools, Head Start, and child care entities

View complete list of key actions with additional details at www.mdek12.org/MBE

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Outcome 1: Increase percentage of kindergarten students achieving end-of-year target score on Kindergarten Readiness post-test

KINDERGARTENERS

YEAR	Kindergarteners Meeting End-of-Year Target Score
2015	54%
2016	63%
2017	65%

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Outcome 2: Increase percentage of children with disabilities in general education early childhood programs (while decreasing the percentage in self-contained special education)

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

65.7%　　　　64.0%　　　　64.9%

2014-15　　　　2015-16　　　　2016-17
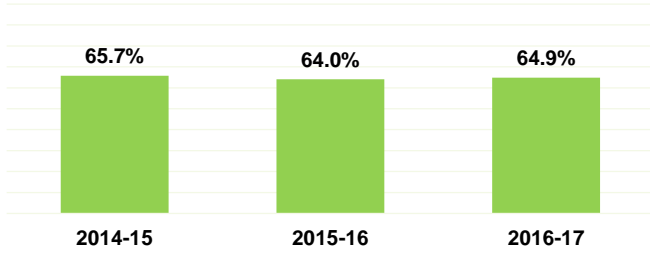
*Number of public pre-K classrooms has increased, but not all districts are using seats to include students with disabilities.

*MDE will issue a RFP in 2018 to increase number of blended pre-K classrooms statewide by 24 over the next 3 years

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Outcome 3: Increase number of students enrolled in Title I or locally funded pre-K classes

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

6,482

6,143

5,651

2014-15　　　　2015-16　　　　2016-17

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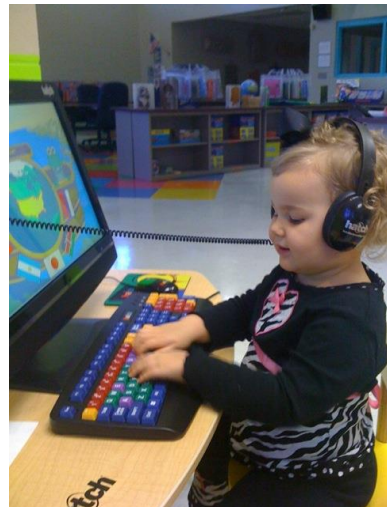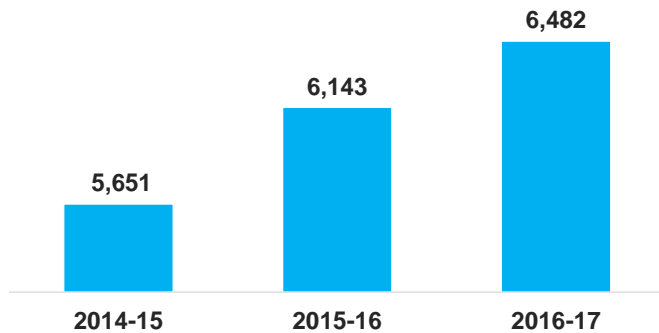
Outcome 4: Increase the percentage of Early Learning Collaborative (ELC) sites meeting required rate of readiness

❖ In 2017, all ELC sites earned an average Pre-Kindergarten Assessment score that indicates students are prepared for kindergarten

❖ At the student-level, 78 percent of pre-K students met the target readiness score, which is an increase from 71 percent in 2016 and 59 percent in 2015

59%
71%
2015
2016
2017

78%
ELC students meeting kindergarten-readiness score in 2017

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GOAL 4

Every School Has Effective Teachers and Leaders

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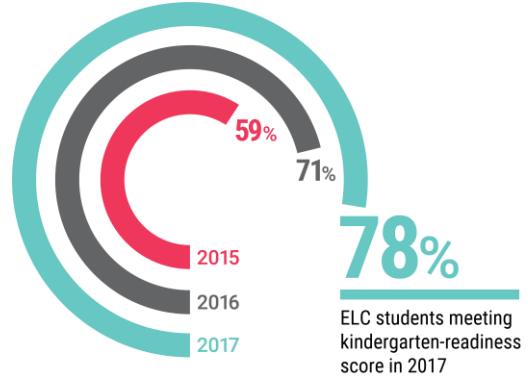
Key Actions to Advance Goal 4

- ❖ Reorganized the Office of Educator Licensure into the Office of Teaching and Leading, which includes Educator Licensure, Educator Effectiveness, and Educator Preparation (Goal 4)

- ❖ Established the Teaching Leading Solutions Group (TLSG) comprised of institutions of higher education, PK-12 educators, administrators, and MDE program offices to develop strategies to improve licensure, educator effectiveness, and educator preparation (Goal 4)

- ❖ Partnered with The University of Florida's Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) to (Goal 4):
  - • Strengthen the licensure structure to include mentoring, induction, and teacher leadership
  - • Rewrite the Process and Performance Guidelines for Educator Preparation to ensure the standards for educator preparation are aligned to national and state standards

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Key Actions to Advance Goal 4

- ❖ Participated in Governor's Literacy Task Force to strengthen and align pre-service coursework and licensure requirements with pre-K through 12 literacy initiatives (Goal 4)

- ❖ Revised and added options to the special non-renewable temporary license to address teacher shortage (Goal 4)

- ❖ Maintained an Office of Educator Misconduct to investigate allegations of professional and personal misconduct and prosecute certified educators when warranted (Goal 4)

- ❖ Collaborated with Southern Region Education Board (SREB) and Education First to monitor the progress of the implementation of the Professional Growth System (PGS) and to gather educator feedback in an effort to ascertain areas for improvement (Goals 2, 4)

- ❖ Collaborated with the Southeastern Comprehensive Center (SECC) and Center on Great Teachers and Leaders (GTL Center) to convene the Assessing Teacher Impact on Student Learning Task Force to gather teacher feedback on the identification of student outcome measures (Goals 2, 4)

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Key Actions to Advance Goal 4

❖ Facilitated multiple professional development and training opportunities:

- Provided on-demand professional development opportunities to schools based on the updated Menu of Services (12,650 educators served), giving preference to SIG schools (Goals 2, 4, 6)
- Hosted series of Classroom Management "Deep Dive" workshops for 223 educators (Goals 1, 2, 4)
- Hosted a Special Populations conference for 250 educators of English Learners, Homeless, and Neglected and Delinquent students (Goals 1, 2, 4)
- Hosted Professional Learning Institute for 267 teachers and administrators focused on supports for struggling learners (Goals 1, 2, 4)
- Collaborated with Mississippi College and the University of Southern Mississippi to host a dyslexia conference for over 200 parents and educators (Goals 3, 4)
- Provided Professional Growth System (PGS) training for 1,300 educators (Goals 1, 2, 4)
- Hosted three beginning teacher summits for 133 teachers with 3 years or less teaching experience (Goal 4)

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Outcomes 1 & 2: Increase the percentage of teachers and principals rated effective through the evaluation system (Professional Growth System)

❖ Began the process in 2015 to revise the educator evaluation system to align with current best practice (M-STAR and MPES were discontinued spring 2016)

❖ Implemented the Professional Growth System (PGS) in fall 2016, which requires administrators to conduct observations and provide targeted feedback to inform professional practice

❖ Collected baseline data from 2016-17 from 35 percent of districts, which indicated that 72.8 percent of teachers evaluated were rated effective

❖ Beginning 2018-19 the PGS will include student outcome data

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Outcome 3: Reduce the proportion of inexperienced and non-certified teachers in low-performing schools

❖ To increase retention rates, administrators were trained on improving working conditions

❖ Special non-renewable license was revised

	Percentage of inexperienced or not appropriately licensed teachers in D and F schools	Percentage of inexperienced or not appropriately licensed teachers in all schools (A-F)
2014-15	46.0 percent	34.3 percent
2015-16	45.9 percent	34.4 percent
2016-17	39.3 percent	30.5 percent

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GOAL 5

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

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Key Actions to Advance Goal 5

❖ Led the development and design of new MDE website and conducted training and content migration. New website projected to launch spring 2018 (Goals 4, 5)

❖ Increased backup and storage capacity to support data dashboards and provide disaster recovery and mitigation for primary services (Goal 5)

❖ Developed advanced recovery solutions for primary data services that provides near zero data loss during disaster recovery and added second, independent broadband Internet connection to prevent a single point of failure and ensure primary service access for stakeholders (Goal 5)

❖ Conducted district evaluations of technology and infrastructure in all districts (Goal 5)

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Outcome 1: Increase availability of quality data to drive decisions to improve student outcomes

Deliverables	Percent complete as of 2016-17
Interactive data dashboards	50 percent
Online reports (new project per ESSA)	10 percent
Modernize MS Student Information System (MSIS)	
• Application Development (project moved in-house due to lack of funding for external vendor)	25 percent
• Database upgrade	100 percent
Upgrade IT infrastructure	
• Backup and off-site storage expansion*	30 percent
• Data replication	100 percent
• Upgrade primary on-site storage*	30 percent
Redesign website	85 percent

*Deliverables dependent on funding
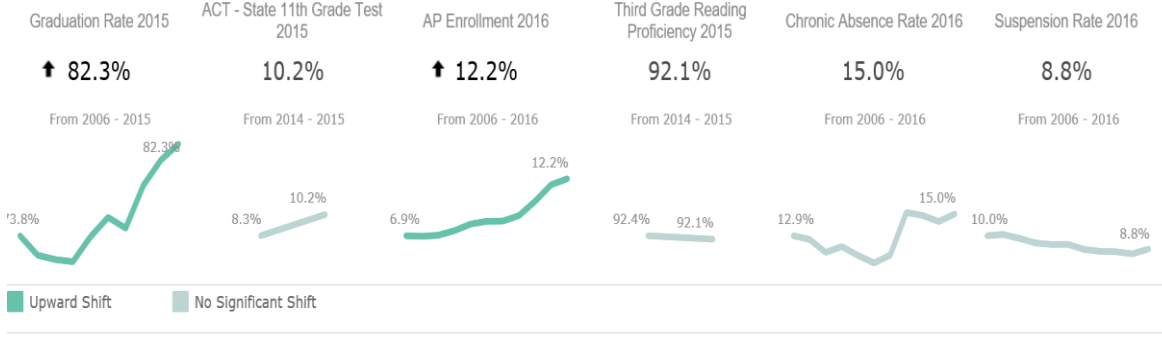
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Internal Data Dashboards

Internal Data Dashboards

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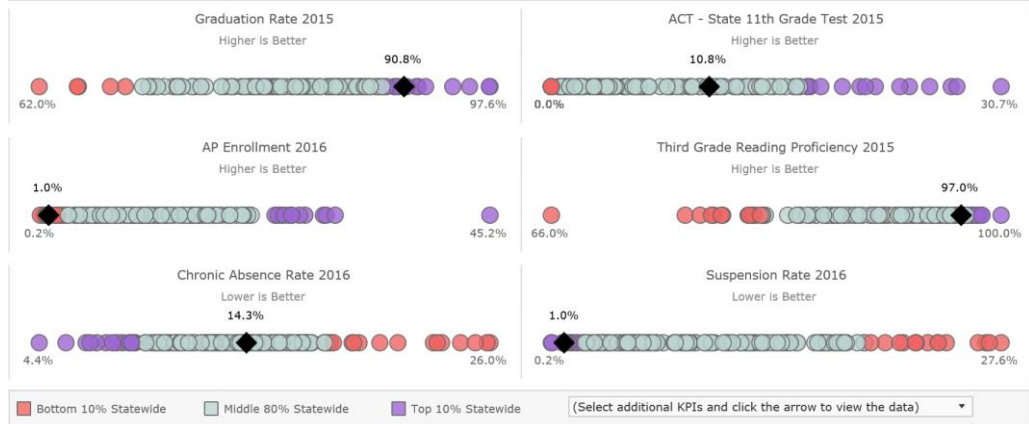
Internal Data Dashboards

Current Website

New MDE Website

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GOAL 6

Every School and District is Rated "C"
or Higher

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Key Actions to Advance Goal 6

- ❖ Implemented the Schools At-Risk Process, which includes interviews with district and school leaders in F-rated schools to provide personalized feedback to focus and priority school teams (superintendent, board member, principal, teacher, parent/community member) to develop strong action plans (Goal 6)

- ❖ Collaborated with districts to improve accountability and performance levels, resulting in:

  - 60 schools improving from an "F" rating in 2016-17
  - 70 percent of districts being rated "C" or higher (Goals 1, 6)

- ❖ Provided Data Coaching (Data PLCs) through Amplify to seven low-performing schools as part of legislative initiative (Goal 6)

- ❖ Conducted 210 instructionally focused site visits to priority and School Improving Grant (SIG) schools (leadership consultation, classroom walk-throughs) (Goal 6)

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Key Actions to Advance Goal 6

- ❖ Networked with national organizations to strengthen supports for low-performing schools: (Goal 6)

  - **American Institutes for Research (AIR)**: Talent for Turnaround Leadership Academy (four districts)

  - **Center on School Turnaround**: Development of Statewide System of Support based on Four-Domain Framework to align state and local practices with four key areas of school improvement (leadership, talent development, instructional transformation, cultural shift)

  - **Academic Development Institute**: Strategic performance management to ensure coherence in supports for schools

  - **Johns Hopkins / CCSSO**: Evidence-based high school redesign cross-state collaborative

  - **Regional Education Laboratory Southeast (REL-SE)**: Developed a Guide for Identifying Evidence-Based Interventions for School Improvement and provided regional trainings to school teams
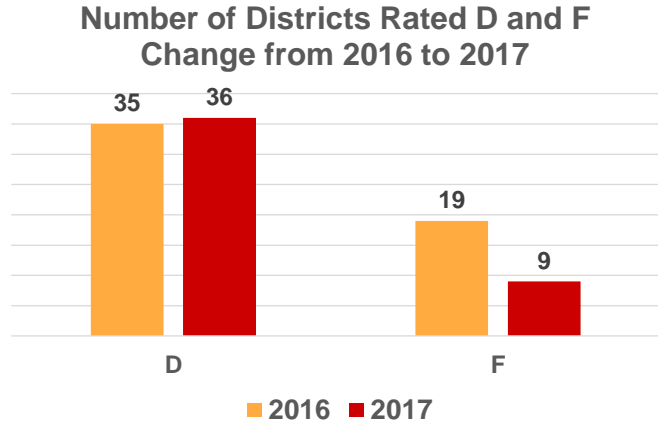
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Outcome 1: Increase the growth of D and F districts along the A–F spectrum, by improving the letter grade and/or increasing the number of points within a letter grade
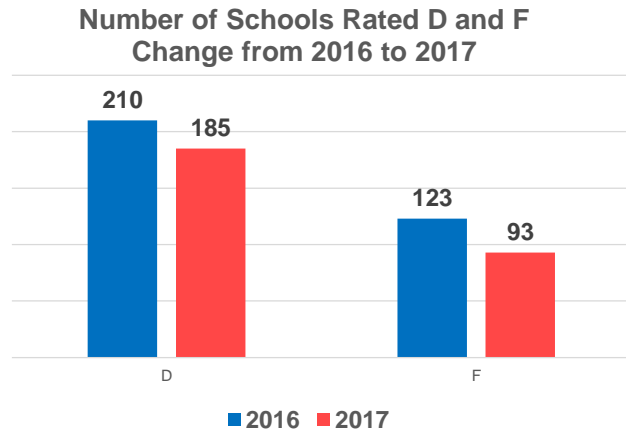
❖ Number of D and F districts **decreased** from 54 to 45 from 2016 to 2017

❖ 17 Districts had a D grade in 2016 and 2017. Of those, 9 **(52.9%) had an increase in points** from 2016 to 2017

❖ 6 Districts had an F grade in 2016 and 2017. Of those, 4 **(66.7%) had an increase in points** from 2016 to 2017

Number of Districts Rated D and F Change from 2016 to 2017

*2016 is the baseline year to begin measuring growth

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Outcome 2: Increase the growth of D and F schools along the A – F spectrum, by improving the letter grade and/or increasing the number of points within a letter grade

❖ Number of D and F schools **decreased** from 333 to 278 from 2016 to 2017

❖ 88 schools had a D grade in 2016 and 2017. Of those, 41 **(46.6%) had an increase in points** from 2016 to 2017

❖ 45 Schools had an F grade in 2016 and 2017. Of those, 20 **(44.4%) had an increase in points** from 2016 to 2017

Number of Schools Rated D and F Change from 2016 to 2017

*2016 is the baseline year to begin measuring growth

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Outcomes 3 &4: Increase the growth of schools and districts under conservatorship along the A – F spectrum by improving the letter grade and/or increasing the number of points within a letter grade

- ❖ District of Transformation legislation passed in 2017 Legislative Session to focus on improved academics in districts that face state intervention

- ❖ To date, no new districts have been named a District of Transformation

Conservator Districts	2015-16	2016-17
Aberdeen*	C	C
LeFlore	D	F
Tunica	C	D

Conservator Schools by Grade	2015-16	2016-17
A	1	0
B	2	1
C	6	2
D	4	3
F	2	5
Total schools	15	11

*Aberdeen exited conservatorship before the 2016-17 school year

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

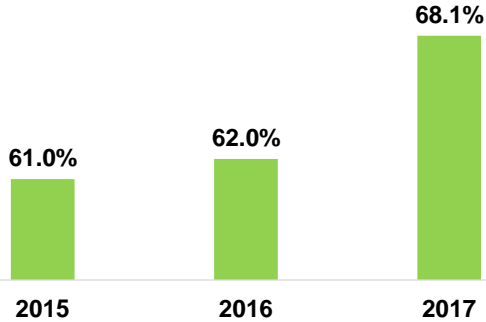- ❖ Nearly 70 percent of all districts were rated C or higher in 2016-17

Percentage of Disticts Rated "C" or Higher

57.0% — 2015
62.2% — 2016
69.2% — 2017

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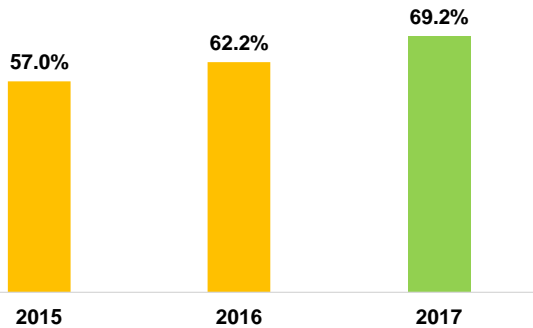
Outcome 6: Increase the percentage of schools rated "C" or higher

❖ More than 68 percent of all schools were rated C or higher in 2016-17

Percentage of Schools Rated "C" or Higher

Year	Percentage
2015	61.0%
2016	62.0%
2017	68.1%

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Other Key Actions of State Superintendent of Education

National Leadership Roles

- President, Council of Chief State School Officers Board of Directors
- Member, Education Commission of the States
- Vice-Chair, Regional Educational Laboratory Southeast Governing Board

National Presentations:

- *Effective Interventions for Our Most Vulnerable Students*, National Association of State Boards of Education, 2017 Annual Conference, Moving Beyond the State Plan, Atlanta, GA, November 2017
- Testified before the U.S. House of Representatives Committee on Education and the Workforce during hearing on the *Every Student Succeeds Act*, Washington, D.C., July 18, 2017
- Testified before the U.S. House of Representatives Committee on Education and the Workforce during hearing on *Protecting Privacy, Promoting Policy: Evidence-Based Policymaking and the Future of Education*, Washington, D.C., January 30, 2018

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Other Key Actions of State Superintendent of Education

National Presentations (continued):

* *High-Quality Early Childhood Education: Pathway to Kindergarten Readiness and Academic Achievement*, American Institute for Research (AIR), Southeast Comprehensive Center (SECC) & Midwest Comprehensive Center (MWCC), Regional Institute: Nurturing High-Quality Early Learning and Leadership Across the Pre-K-3 Continuum, Atlanta, GA, September 2017

* *Leading for Equity Unlocking the Potential Across the State Education Agency & Equity Commitment No. 2,* Council of Chief State School Officers Summer Leadership Convening, Rapid City, SD, July 2017

* *So You Want to Start a Voucher Program? Lessons Learned from Two States*, Education Commission of the States 2017 National Forum on Education Policy, San Diego, CA, July 2017

* *Chronic Absence as a Policy-Worthy Lever for Change*, Campaign for Grade-Level Reading Funder Huddle ESSA, Denver, CO, June 2017

* *Mississippi's Teacher-Driven Curriculum Initiative,* Council of Chief State School Officers 2017 Legislative Conference, Washington, D.C., March 2017

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Other Key Actions of State Superintendent of Education

State Leadership Roles:

* Member, State Longitudinal Data System Governing Board
* Member, State and School Employees Health Insurance Management Board
* Member, Education Achievement Commission
* Member, Mississippi Child Health Council

State Leadership Activity:

* Delivered presentation before the Legislative Budget Committee on state's return on investment in public education
* Testified before Senate and House Appropriations Subcommittees
* Maintained regular communication with House and Senate Education Chairs and other key elected leaders
* Met with Black Caucus and City of Jackson leadership

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Other Key Actions of State Superintendent of Education

State Leadership Activity (continued):

- Led *Every Student Succeeds Act* (ESSA) stakeholder engagement meetings in communities throughout the state and held regular ESSA Advisory Group meetings

- Provided quarterly updates to the Governor on ESSA Plan development

- Held periodic meetings with IHL Commissioner Dr. Glenn Boyce and Community College Executive Director Dr. Andrea Mayfield to strengthen path to higher education

- Met regularly with Teacher Advisory Council, Superintendents' Advisory Council and Achievement School District Planning Committee

- Met with all district superintendents during regular Regional Superintendents' Meetings

- Held frequent speaking engagements with educator and civic groups including MASS, MASA, MSBA, MPE, Mississippi Early Childhood Association, Capital Press Corps, Greenwood Voters League, Southern Regional Leadership Conference for Administrators on Minority Issues, among others

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Other Key Actions of State Superintendent of Education

State Leadership Activity (continued):

- Strengthened media relations through frequent statewide interviews, including periodic appearances on the Paul Gallo Show on SuperTalk Radio and regular contributions to the Associated Press, the *Clarion-Ledger*, the *Sun Herald*, the *Northeast Mississippi Daily Journal*, *Mississippi Today* and MPB

- Increased transparency and awareness about public education in Mississippi through the regular publication of news releases and editorials, the launch of the *Mississippi Achieves* news blog, the publication of two magazines, *School Focus* and *Connections*, the Superintendent's Annual Report, social media posts and Mississippi School Spotlight videos (MDE communications efforts earned 10 state and regional awards in 2017)

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Other Key Actions of State Superintendent of Education

MDE Activity:

- Maintained regular communication with Mississippi State Board of Education members through weekly Friday Update and phone and in-person meetings

- Maintained regular communication with MDE leaders and staff through meetings and monthly newsletter

- Reorganized Chief Operations Office (COO) to address accounting, budgeting, procurement, grants management and compliance

- Completed DFA-authorized renovation of Central High School building

- Recruited and hired highly experienced and effective professionals in key leadership positions

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State Superintendent of Education

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