

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
March 19, 2020

OFFICE OF SECONDARY EDUCATION

10. Action: Approval of Districts of Innovation for 2020-2021 [Goal 2 – MBE Strategic Plan]

Background Information: In accordance with Miss. Admin. Code 7-3:28.7, State Board Policy Chapter 28, Rule 28.7 – Districts of Innovation and Schools of Innovation, the purpose of a District of Innovations is to better prepare students for success in life and work. Innovative programs shall focus on reducing achievement gaps by expanding learning experiences for students; increasing participation of subgroups of students in innovative instructional components to enhance student achievement; increasing the number of students who are college- and career- ready; reducing the number of students that exit high school in need of remediation; and motivating students by expanding curriculum choices and learning opportunities for students.

Mississippi Admin. Code 7-3:28.7 – State Board Policy Chapter 28, Rule 28.7 – Districts of Innovation and Schools of Innovation, provides for exemptions from certain administrative regulations and statutory provisions as approved by the MDE to allow flexibility for Districts of Innovation and Schools of Innovation. Districts or schools may request additional waivers if the waiver is needed to support innovative practices and does not violate state or federal regulations. Districts or schools are not allowed to request a waiver from state assessment requirements required by state or federal regulation. Absent any waivers, districts shall meet the requirements of the current Mississippi Public School Accountability Standards.

This item references Goal 2 of the *Mississippi Board of Education 2018-2022 Strategic Plan*.

Recommendation: Approval

Back-up material attached

Tupelo Public School District

District of Innovation Plan Executive Summary

The Tupelo Public School District (TPSD) is committed to prepare all students for college and careers in alignment with our mission to equip students to be successful in a global society. We are reinvigorating this mission through our District of Innovation application as we strive to put the appropriate support structures in place to support all students, inclusive of subgroups of students that have been perennially underserved. Additionally, we are committed to starting our work to best meet the needs of all students from day one in our pre-kindergarten programs and to increase the level of rigor and career focus every step of the way.

In order to structure our District of Innovation application, we are creating cohort specific priorities related to college and career readiness in the following groupings:

9th – 12th grade – Career Enhancement

By the time a student reaches Tupelo High School, the goal is to match a student's interest with their aptitude and create an individualized pathway for that student via career academies, accelerated courses, Career and Technical Education pathways, and work experience. We have identified programs for all students (Robust Dual Credit / AP Class Offerings and Career Academies), targeted programs to best meet the needs of subgroups of students (Project SEARCH – Special Education, Middle College – Motivated and Accelerated Pathway, WIOA Gateway In-Schools Program with TCTC Partnership – Nontraditional students, and EL students), and support structures to support all students participating in the comprehensive or targeted programs (YouScience, Career Coaches, ACT Supports, and Senior Projects).

6th – 8th grade – Career Exploration

By the time a student reaches Milam Elementary for 6th grade, the goal is to start tailoring the focus on careers to the four key economic development sectors in our area and to allow students to start to form their own pathways. The four sectors related to the most on-demand jobs in our part of the state are as follows: (1) Logistics/warehouse/transportation, (2) Advanced Manufacturing, (3) Information technology, and (4) Healthcare.

Pre-K – 5th grade – Career Opportunities

Students from the youngest age need to be able to learn about career opportunities in an engaging fashion at an age appropriate level. While focusing on the foundation literacy and math development skills is a prime focus in this age range, the Tupelo Public School District is striving to raise the bar across cohort schools and make sure that all students have the opportunity to learn about a broad base of careers with an added focus on the four sectors related to the most on-demand jobs in our part of the state – (1) Logistics/warehouse/transportation, (2) Advanced Manufacturing, (3) Information technology, and (4) Healthcare.

Innovation Plan Component #8: Waivers and Exemptions

Tupelo Public School District

Process Standard	Rationale for Waiver Request
<p>2. All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the <i>Elementary and Secondary Education Act</i> (ESEA). Miss. Code Ann. § 37-9-7 7, Miss. Admin. Code 7-3: 80.1 and 80.2. State Board Policy Chapter 80, Rules 80.1 and 80.2, and ESEA, and Federal Code.</p> <p>2.2 With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided that they do not act in the place of the principal. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.</p>	<p>The College and Career Readiness course is a graduation requirement for all students starting with the 2018-2019 freshman class. There is not a specific certification endorsement for this role; however, this does have to be a certified teacher. Our district would like to receive a waiver from this requirement so that we could identify and hire FTEs for this course who are individuals from industry and /or retired and committed educators that no long have an active license. This would guarantee we have the right targeted support to make sure students are all set up for success.</p>
<p>14. Each student receiving a standard high school diploma has earned the minimum number of Carnegie Units as specified in Appendix A. See Appendix A., Miss. Admin. Code 7-3:28.2 and 28.3 State Board Policy Chapter 28, Rules 28.2 and 28.3. Students receiving a standard diploma shall select from graduation pathways as specified by the local school district’s graduation requirements, which must include the diploma endorsement options outlined in Process Standards 14.1.8, 14.1.9, and 14.1.10.</p>	<p>The district would like to expand student options, so students are able to take advantage of Tupelo Career and Technical Center Offerings and Accelerated Pathways without having to compromise on their interests based on Carnegie unit requirements.</p> <p>Specifically, we would like to leverage the STEAM focus starting at the 6th grade level to count for high school credit through the Project Lead the Way curriculum in conjunction with Cyber Foundations:</p> <ul style="list-style-type: none"> • Request for 1 elective Carnegie unit at Milam – Project Lead the Way with a Biomedical Science (1) Medical Detectives for first semester paired with Engineering (2) Design and Modeling for second semester • Request for 1 elective Carnegie

Process Standard	Rationale for Waiver Request
	<p>unit at Tupelo Middle School – Project Lead the way with Engineering (1) Automation and Robotics paired with Computer Science (2) Computer Science for Innovators and Makers and App Creators or (2) Robotics.</p> <ul style="list-style-type: none"> Existing Carnegie unit at Tupelo Middle School – Cyber Foundations, Algebra I, Spanish I, Art I, and MS Studies
<p>26. The curriculum of each high school at a minimum consists of required and approved courses that generate at least 33 ½ Carnegie units annually. Any request for an exemption from teaching the courses listed in Appendix B must be submitted in writing to the Commission on School Accreditation for review an action. See Appendix B, Miss. Code Ann. § 37-1-3(2), and Miss. Admin. Code 7-3: 28.2 and 278.3, State Board Policy Chapter 28, Rules 28.2 and 28.3</p> <p>27. The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher. Miss. Code Ann. § 37-1-3(2) and 37-13-134.</p>	<p>The district has worked to implement and Middle College Program in partnership with Itawamba Community college as another accelerated pathway for students. In designing this program, we have followed the Procedures Manual for the State of MS Dual Enrollment & Accelerated Programs states on pg. 10 of the Fall 2019 manual – that Early College High schools and Middle College Programs are exempt from the approved course offering list and Dual credit Career Technical Courses are determined by the individual postsecondary institutions.</p> <p>Our district would like to offer Associate of Applied Science tracks that require courses not currently articulated in the approved Secondary Course list in the following courses of study – Business & Marketing Management Technology, Computer Programming Technology, Early Childhood Development Technology, Hospitality Management Technology, Law Enforcement Technology, Paralegal Technology, and Public Health Technology. Future tracks may be added in subsequent years.</p>

Rankin County School District

District of Innovation Plan Executive Summary

The vision of the Rankin County School District (RCSD) is to provide a world-class education that empowers all to grow through curiosity, discovery, and learning. RCSD will improve educational outcomes for all students, specifically at risk and underrepresented students by combining a personalized, innovative, comprehensive high school academy with a supported college and career credit academy. This re-imaged learning model will assist students who struggle with the traditional educational model. RCSD will provide opportunities for all students to graduate college and career ready.

The larger vision of the RCSD is to provide every student a high-quality education focused on preparing them to compete in the global economy and to support teachers, schools and school leaders as they work hard to make this vision reality. Our goal in the Rankin County Innovation Model initiative is to fast-track our progress toward meeting this larger vision through three major secondary strands of work:

Time Redesign – Focusing on optimizing the use of time to support teaching and learning, thinking outside the secondary “box” by using time efficiently and effectively to open the door to the innovation and to support the other two initiatives in this project.

Creative Methods of Instruction – Pushing the envelope on innovation in teaching that combines engaging opportunity to learn with a strong, focused academic spine that ensures academic success for all students, regardless of learning needs and variations in interests.

2+2 Academy – Rethinking the transition from high school to post-secondary by overlapping the grades 11-13, providing realistic post-secondary experiences for high school students with the high supports they need to make the transition to the very different demands they will face as adult post-secondary students.

All three of these initiatives work together as an integrated approach to innovation. Doing any one in isolation would not work the same way as having all three working together to support teaching and learning in secondary schools across our district.

Innovation Plan Component #8: Waivers and Exemptions

Rankin County School District

Process Standard	Rationale for Waiver Request
<p>2.2 With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided that they do not act in the place of the principal. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.</p>	<p>This waiver will allow the RCSD to hire community professionals as instructors for students in our career and technical academies and elective courses. These instructors will be individuals with experiences in the field, business leaders, and /or retired teachers who may not have a valid teaching license.</p>
<p>2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (1/4) of the workdays to library/media administrative activities. {Miss. Code Ann. § 37-17-6(a-e)}</p>	<p>This waiver will allow the librarians in RCSD to have flexibility to teach robotics and generate more of an interest in robotics and STEM related fields.</p>
<p>13.2 The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (½) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public-School courses, and innovative programs authorized by the State Board of Education.</p>	<p>This waiver will allow RCSD to teach the CCR course required for graduation in an online format, so students can take the CCR course on a day during the week that they are not taking dual credit classes.</p> <p>Seat time flexibility with the 7th and 8th grade technology courses to offer a blended learning opportunity that will be a combination of direct instruction, mastery via application of skills, mastery via completed modules/projects, infusion of technology standards in the four core content areas - ELA, Math, Science, and Social Studies.</p> <p>RCSD is requesting a waiver to be exempt from the minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered. We would like to offer Carnegie unit of credit based on the</p>

Process Standard	Rationale for Waiver Request
	<p>mastery of the standards through a variety of methods.</p> <p>RCSD will have modified schedules that align with the campus upon which they are located. Students are also enrolled in online courses, as well as participating in experiential learning experiences at nontraditional school times.</p>
<p>13.5 The summer school/extended year program [not Extended School Year (ESY) provided through special education programs] meets all applicable requirements of the regular school program. {Miss. Code Ann. § 37-3-49}</p>	<p>Summer school flexibility to better meet the individual needs of RCSD students – offer online “blended” to be completed at home w/ weekly face to face days. These days will provide assistance for students. In addition, teachers will be available via email or phone for additional support ALL RCSD SCHOOLS (Grades 6-12).</p>

New Early College High School Programs

Program Name	District(s) Involved	Higher Education
Golden Triangle ECHSP	Noxubee County, West Point Consolidated, Columbus Municipal, Starkville Oktibbeha Consolidated	East MS CC
Natchez ECHSP	Natchez-Adams	Copiah-Lincoln CC
River City ECHSP	Vicksburg-Warren	Hinds CC
Greenville ECHSP	Greenville	Clemson University, Furman University, and USC Upstate
Michelle Obama ECHSP	Jackson Public	Tougaloo College

New Middle College High School Programs

Program Name	District(s) Involved	Higher Education
Kosciusko MCHSP	Kosciusko	Holmes CC
Harrison County Collegiate Academy MCHSP	Harrison County	MS Gulf Coast CC
George County Collegiate Academy MCHSP	George County	MS Gulf Coast CC
Petal High School Bridge Program MCHSP	Petal	Pearl River CC