MASS July 2021
MDE Academic, Assessment & Accountability Updates

Alan Burrow
Executive Director, Office of District & School Performance

Marla Davis, Ph.D.
Associate Superintendent-Academic Liaison, Academic Education Office

July 2021
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.
State Board of Education  STRATEGIC PLAN 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 Uses a World-Class Data System to Improve Student Outcomes
6. **EVERY** School and District is Rated “C” or Higher
Elementary Education & Reading

Dr. Tenette Smith
Executive Director
• The MDE Academic Office in collaboration with districts and schools have currently recorded almost 500 episodes.
Collaboration with Mississippi Public Libraries
• The Mississippi Department of Education’s Office of Elementary Education and Reading, Division of Literacy, is pleased to announce *Literacy Live!*, a virtual professional development series for elementary and secondary teachers. This series focuses on implementation and practical application of the *Science of Reading* from national and state literacy experts.

• [https://www.msresaservices.com/all-workshops/categories-mde/categories-elementary-education-reading](https://www.msresaservices.com/all-workshops/categories-mde/categories-elementary-education-reading)
• Focuses on the implementation of the *Science of Reading* for district and school leaders

• Sessions include both synchronous and asynchronous learning modules

• Leaders were able to earn CEUs, SEMIs, and OSLs
• Registration: [https://www.msresaservices.com/all-workshops/categories-mde/categories-elementary-education-reading](https://www.msresaservices.com/all-workshops/categories-mde/categories-elementary-education-reading)

Mississippi “Emerging Science of Reading” School(s) Recognition

• Mississippi educators share a deep commitment to supporting student literacy gains, which includes dedicated participation in the **LETRS® (Language Essentials for Teachers of Reading and Spelling)** science of reading professional learning course.

• The MDE is celebrating these educators in their efforts to become qualified teachers of reading by recognizing schools where 80% of teachers and administrators have completed the **LETRS®** professional learning course.

• To apply for recognition, complete the **Mississippi Science of Reading Survey**, indicating teachers and administrators who have completed **LETRS** training, and tell us how reading instruction and your school culture have been impacted!
• In 2017, MDE developed guidance for districts & schools that focused on the implementation of a transition and/or acceleration class as outlined in section 6 of the Literacy-Based Promotion Act.

• This April 2021 session, delivered by our MDE literacy experts, provided additional considerations and guidance aligned to the recently released document supporting K-3 students identified with a reading deficiency and/or students who have been retained.

Multi-Tiered System of Supports

<table>
<thead>
<tr>
<th>Monthly Virtual Office Hours held first Wednesday of every month at 10:00 am. Email Laurie Weathersby at <a href="mailto:lweathersby@mdek12.org">lweathersby@mdek12.org</a> if interested.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSS Network is available to all MTSS contacts in the schools and districts. Email Laurie Weathersby at <a href="mailto:lweathersby@mdek12.org">lweathersby@mdek12.org</a> if interested.</td>
</tr>
<tr>
<td>Districts will receive a survey from the Office of Intervention Services for the purpose of obtaining the MTSS contact information for the upcoming school year.</td>
</tr>
<tr>
<td>An end of the year data form is available on the <a href="#">Intervention Website</a> that schools and districts can utilize to collect information on students receiving tiered support.</td>
</tr>
</tbody>
</table>
Social Emotional Learning (SEL) Standards

Current and Upcoming Training for SEL

- Ongoing cohorts through REACH MS providing extensive professional development and coaching to schools and districts
- Recent session at Making Connections
- Ongoing professional development available to LEAs as requested
New Approved List of Behavior Interventions

- Mosaic by ACT
  https://www.mawilearning.com/
- Second Step by Committee for Children
  https://www.cfchildren.org/
- Pearson
  www.pearsonassessments.com/
- Rethink Ed., Inc.
  https://go.rethinkfirst.com/Mississippi
  https://www.rethinked.com/
- Ripple Effects
  https://rippleeffects.com/
Dyslexia Teacher Trainings

As part of the 2021 Legislative Session, House Bill 754 was passed and signed into law.

• All licensed educators and paraprofessionals responsible for instruction will receive four hours of in-service training in dyslexia and related disorder awareness every three years.

• The training will include Standard 1 and 2 of the International Dyslexia Association’s “Knowledge and Practice Standards for Teachers of Reading”.
## English Learner Updates

- **An opportunity to ask questions and get updates related to English learners**
  - Second Wednesday of every month from 1:00 – 2:00 pm
- **Support Guide for Parents**
- **Family Guides for Student Success in Spanish**

<table>
<thead>
<tr>
<th>Middle and Secondary Supports for English Learners Video Series</th>
<th>EL Training for Paraprofessionals</th>
<th>Guidance in progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Online and on demand</td>
<td>• Series of 3 virtual sessions</td>
<td>• ELs with Disabilities</td>
</tr>
<tr>
<td>• Series of 12 sessions adaptable for district/school needs</td>
<td>• Recorded to meet varying schedules</td>
<td>• EL Roadmap</td>
</tr>
<tr>
<td>• Administrator Guide, Padlet with additional resources and PLC discussion guide included</td>
<td>• Information on ELs and strategies for small group and virtual teaching</td>
<td>• Parent webinar on English Language Proficiency test</td>
</tr>
</tbody>
</table>

- **ELs with Disabilities**
- **EL Roadmap**
- **Parent webinar on English Language Proficiency test**
- **Updates to the Seal of Biliteracy**
- **CEEDAR – Culturally Responsive Education**
- **CCSSO – EL Program Evaluation**
Gifted Programs Virtual Office Hours

- Last Thursday in EVERY month
- Follow up on specific regulations and processes regarding Gifted Programming
- Collaboration and Support from MAGC
- Process for Identifying Gifted Students
- Teacher Unit Calculation Process
- Ongoing Professional Development
- Opportunity to have Q & A’s
Office of Early Childhood Resources

Coaching Community

Early Childhood Specialized Training

MS LITE Leadership Institute

Family Enrichment Activities

Family Engagement Activities/Calendar
Early Childhood Training Opportunities

Google Academy for Littles PD Opportunity (with CEUs)
• Registration: http://fried.tech/GoogleAcademy4Littles_MS

Creating an Enriching Outdoor Environment
• Registration: https://gsmu.mdek12.org/Public/Course/Browse

District Consideration Guidance to Support Learning Acceleration in Early Childhood Classrooms
• Recorded webinar: Professional Development | The Mississippi Department of Education (mdek12.org)
Instructional materials matter to Mississippi teachers. With high-quality instructional materials, Mississippi teachers can bring lessons to life and inspire their students to learn and grow.
What is 1 resource or initiative you are the most excited about? And, why?
Social Studies Update

Social Studies Standards
- Targeted revisions
- Clarified learning objectives
- Improved organization
- Addressed omissions and errors

Instructional Support
- Instructional Planning Guide (IPG)
- Grades 4 – 8, required courses
- Available after standards revisions are complete

Additional Resource
- Integrated Instruction Handbook
- Social Studies + ELA + The Arts
- Grades K – 3

Professional Development
Visible Learning for Social Studies
- Surface-level foundation
- Deep learning
- Transfer of concepts
- Presented virtually (Canvas)

Jen Cornett, K-12 Social Studies Director
jcornett@mdek12.org
English Language Arts Initiatives and Updates

Resources: Instructional Planning Guides and the Equipped Booklists

Mississippi Public Broadcasting Lessons

Key ELA Professional Development Offerings: Shift Training, *The Writing Revolution (TWR)*, *The Knowledge Gap* Book Study

HQIM Textbook Adoption and Roadmap to Adoption

Natalie Crowder, K-12 ELA Director
ncrowder@mdek12.org
Science Updates

Resource Development
• MS Phenomenon Database (in development)
• Phenomenon Based Teaching Routine (draft and revision)
• MS CCRS for Science – Next Generation Science Standards Crosswalk (in development)

Ongoing Initiatives and Programs
• NASA Astro Camps
• Under the Microscope monthly science chats
• Presidential Awards for Excellence in Mathematics and Science Teaching

Kevin Gaylor, K-12 Science Director
kgaylor@mdek12.org
• Featured activities meant to serve as short, hands-on procedures that may be implemented before, during, or after a lesson
• Includes step-by-step instructions
• Fully-aligned to the MS CCRS
• Includes connections to the MS CCRS Scaffolding Document
• Released twice a month (began February 2021)
• Activities are adaptable to meet the needs of hybrid, virtual, or in-person instruction
# Math Manipulative Loan Out Library (MMLOL) Process

<table>
<thead>
<tr>
<th>Available to MS public schools and districts, free of charge</th>
<th>Identify requested manipulative(s) and date &amp; time of pick-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill out the form on the MDE Mathematics homepage &amp; receive a response within 2 business days</td>
<td>Classroom set of 25*</td>
</tr>
<tr>
<td>May request up to 3 different types of manipulatives</td>
<td>All manipulatives are thoroughly sanitized before distribution &amp; upon return</td>
</tr>
<tr>
<td>Manipulatives may be checked out for 2 calendar weeks*</td>
<td>School/district representative must bring school/district issued I.D. upon pick-up</td>
</tr>
</tbody>
</table>

* Depending on inventory at the time, these numbers can increase

If the school/district is closer to Oxford, MS they may opt to borrow manipulatives from the CMSE at UM, free of charge.

(CMSE helped to develop several of the featured activities in the [Mississippi Mathematics Manipulatives Manual](#)).
Students may even become tutors themselves.

Offered through Schoolhouse.world, which is a new non-profit started by Salman Khan - founder of Khan Academy.

All tutoring sessions are conducted through a monitored and secured Zoom platform, around the clock.

Students may participate in small group sessions or request a session around a specific topic they may be struggling with in Math or as they prepare for the ACT.

Students may even become tutors themselves.
Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)

Grades K-6

Application Cycle Will Open Fall 2021
## Arts Educators

<table>
<thead>
<tr>
<th>DANCE</th>
<th>Media Arts</th>
<th>Music</th>
<th>Theatre</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to teach fundamental movement skills and techniques to individual and groups</td>
<td>Able to teach conceptual and perceptual ideas/representations through design and inquiry processes</td>
<td>Able to teach and play instruments (piano, guitar, violin, etc.)</td>
<td>Able to teach communication and listening skills</td>
<td>Able to teach art history and different art genres and art styles</td>
</tr>
<tr>
<td>Specialize in dance genres (ballet, ballroom, tap, jazz, etc.)</td>
<td>Understanding the processes &amp; technologies</td>
<td>Give singing and voice lessons.</td>
<td>Public performances and speaking</td>
<td>Ability to communicate concrete and abstract concepts</td>
</tr>
<tr>
<td>Knowledge of theories/practices in Media</td>
<td>Director and conduct bands, choirs and orchestras.</td>
<td>Prepare students for public performances and presentations</td>
<td>Use a variety of art materials</td>
<td>Ability to spot and cultivate creativity</td>
</tr>
</tbody>
</table>

Limeul Eubanks, K-12 Arts and World Languages Director
leubanks@mdek12.org
For more than 25 years, Mississippi Whole Schools has provided an arts-integrated conceptual approach to re-designing school environments. MWS offers professional learning for teachers, administrators, parents and teaching artists, through summer institutes and retreats. The content of the workshops is co-created with the Mississippi Department of Education (MDE) and uses the College and Career Readiness Standards and the College and Career Readiness Arts Learning Standards.

Schools interested in joining MWS or for more detailed information on arts integration and Mississippi Arts Commission's commitment to this method of school reform, please visit mswholeschools.org.
Mississippi Seal of Biliteracy

- The Seal of Biliteracy recognizes and awards all students who have attained proficiency in one or more world languages and English by high school graduation.
- This award demonstrates attainment of biliteracy for students, employers, and postsecondary institutions; and signals a student's readiness for college and career and for engagement as a global citizen.
- Information regarding the State Board Policy, Guidelines, district implementation, and a current list of participating school districts can be found at www.mdek12.org/ese/worldlanguages.
Projects In Revision

- Professional School Counselor Handbook
- Professional Growth System for Counselors
- Accreditation Standard 2.4
- Name Change: Guidance Counselor → School Counselor
• School counseling specific continuing education offerings
• Virtual and in-person
• Based on the Spring 2021 Needs Assessment
• New School Counselor Training
• Regional trainings
• SEL 3.0 training
• Annual ASCA Code of Ethics Training
• CEUs offered specific to counselor certification
SECTION 4

(3) Beginning in the 2022-2023 school year:
   (a) Each local school district shall provide that all middle schools in its school system offer instruction in foundations of computer science;

   (b) Each local school district shall provide that fifty percent (50%) of elementary schools in its school system offer a minimum of one (1) hour of instruction in computer science each week;

   (c) Each charter school that serves middle or high school students shall offer a course in computer science; and

   (d) Each charter school that serves elementary school students shall offer instruction in computer science.

http://billstatus.ls.state.ms.us/documents/2021/html/SB/2600-2699/SB2678IN.htm
SECTION 4 continued.

(4) Beginning in the 2023-2024 school year:
   (a) Each local school district shall provide that at least fifty percent (50%) of the high schools in its school system offer a course in computer science;
   (b) Each local school district shall provide that all elementary schools in its school system offer a minimum of one (1) hour of instruction in exploratory computer science each week.

(5) Beginning in the 2024-2025 school year, each local school district shall provide that all schools in its school system offer instruction in computer science.
# Professional Development Opportunities

## AVAILABLE SUPPORTS

<table>
<thead>
<tr>
<th><strong>Face-to-Face PD</strong></th>
<th>Professional development offered on-site for full-day sessions <a href="https://mdek12.org/OPD/RPD">https://mdek12.org/OPD/RPD</a></th>
<th><strong>Requesting Person</strong></th>
<th>Administrator</th>
<th>Participants</th>
<th>15-50</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Courses</strong></td>
<td>Professional development offered through Canvas <a href="https://mdek12.org/OPD/Online">https://mdek12.org/OPD/Online</a></td>
<td><strong>Requesting Person</strong></td>
<td>Self Sign-up</td>
<td>Participants</td>
<td>Courses Vary</td>
</tr>
<tr>
<td><strong>Virtual PD</strong></td>
<td>Professional development offered through Zoom in 90-minute increments <a href="https://mdek12.org/OPD/RPD">https://mdek12.org/OPD/RPD</a></td>
<td><strong>Requesting Person</strong></td>
<td>Administrator</td>
<td>Participants</td>
<td>5-35</td>
</tr>
<tr>
<td><strong>Coaching Support</strong></td>
<td>Follow-up support provided in the specialized areas of VI, HI, &amp; SCD <a href="https://mdek12.org/OPD/RPD">https://mdek12.org/OPD/RPD</a></td>
<td><strong>Requesting Person</strong></td>
<td>Administrator</td>
<td>Participants</td>
<td>No Limitations</td>
</tr>
<tr>
<td><strong>PD on Demand</strong></td>
<td>Bite-sized professional development that can be accessed directly from the OPD website at any time <a href="http://www.mdek12.org/OPD/RPD">www.mdek12.org/OPD/RPD</a></td>
<td><strong>Requesting Person</strong></td>
<td>Not Required</td>
<td>Participants</td>
<td>No Limitations</td>
</tr>
</tbody>
</table>
Visit: www.mdek12.org/opd
Contact: lea.johnson@mdek12.org
GET CONNECTED!

JOIN

the

Mississippi Tech

FACEBOOK GROUP!

fried.tech/ms-fb-group
EXPLORE THE HUB!

MISSISSIPPI CONNECTS

Professional Development & Resources

fried.tech/ms-tech
2021 Virtual Conference

Save the date!
MONDAY, JULY 26 - TUESDAY, JULY 27

Registration details will be available at a later date.
Dropout Prevention Plans

State law requires:

• Every school district to **annually** develop and implement a dropout prevention plan

• High schools with a **graduation rate below 85%** to develop a restructuring plan.
Dropout Prevention Plans

• The plan(s) must be approved by the local school board and posted on the district’s website homepage by August 1st each year.

• The plan should also be posted to the Dropout Prevention Plan Approval Process Survey.
Mississippi Online Course Approval (MOCA)

Visit:  www.mdek12.org/ESE/OCA
Contact:  lea.johnson@mdek12.org

Application Deadline: September 15, 2021
2022-2023 Academic Year
The mission of Districts and Schools of Innovation is to better prepare students for success in life and work by allowing districts flexibility in structure and implementation for requisite success.

Applications for the 2022-2023 school year are due December 1, 2021
District and Schools of Innovation

Goals

• Expand learning choices through innovation
• Enhance learning for all students through innovative instruction
• Implement rigorous standards
• Reduce achievement gaps
• Reduce student remediation post-graduation
• Increase student engagement for all
District and Schools of Innovation

Contact:  lea.johnson@mdek12.org

Application Deadline: December 1, 2021
2022-2023 Academic Year
# Traditional Diploma Requirements

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Carnegie Units</th>
<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English I&lt;br&gt;English II</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 ½</td>
<td>World History (1)&lt;br&gt;US History (1)&lt;br&gt;Economics (1/2)&lt;br&gt;US Government (1/2)&lt;br&gt;MS Studies (1/2)</td>
</tr>
<tr>
<td>Physical Ed</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>College &amp; Career Readiness</td>
<td>1</td>
<td>See the Mississippi Public School Accountability Standards for implementation options.</td>
</tr>
<tr>
<td>Technology or Computer Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>5 ½</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>
Requirements for Early Release

For early release, students must have **EITHER**

1. Meets ACT sub scores of 17 in English and 19 in Math or SAT equivalency or earned a Silver level on ACT WorkKeys

   **OR**

2. Meet ALL of the following:
   - Have a 2.5 GPA
   - Passed or met all MAAP assessments requirements for graduation
   - Be on track to meet diploma requirements
   - Be concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy or SREB Math Ready or SREB Literacy Ready
### Traditional Diploma with Career and Technical Endorsement

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Carnegie Units</th>
<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English I, English II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3½</td>
<td>1 World History, ½ U.S. Government, ½ Mississippi Studies, ½ Economics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Career &amp; College Readiness</td>
<td>1</td>
<td>See the Mississippi Public School Accountability Standards for implementation options.</td>
</tr>
<tr>
<td>Technology or Computer Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CTE Electives</td>
<td>4</td>
<td>Must complete a 4-course sequential program of study</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>3½</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Requirements
- Earn an overall GPA of 2.5
- Earn Silver level on ACT WorkKeys
- Earn two additional Carnegie Units for a total of 26

Must successfully complete one of the following:

- One dual credit course or earn articulated credit in the high school CTE course
- Work-based Learning Experience
- Earn a State Board of Education approved national credential
- One (1) AP, Diploma Program-IB, or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam
# Traditional Diploma with Academic Endorsement

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Carnegie Units</th>
<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English I and English II + two (2) additional English courses above English II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Algebra I + two (2) additional math courses above Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Biology I + two (2) additional science courses above Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3½</td>
<td>1 World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ U.S. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Mississippi Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Economics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Career &amp; College Readiness</td>
<td>1</td>
<td>See the Mississippi Public School Accountability Standards for implementation options.</td>
</tr>
<tr>
<td>Technology or Computer Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Additional Electives</td>
<td>7½</td>
<td>Must meet two (2) advanced electives of the College Preparatory Curriculum (CPC) requirements for MS IHLs</td>
</tr>
</tbody>
</table>

| Total                             | 26             |                                                                                  |

### Additional Requirements

- Earn an overall GPA of 2.5
- Two (2) elective courses must meet MS IHL CPC requirements.
- Earn MS IHL and Community College readiness benchmarks (ACT sub scores of 17 English and 19 math as approved by post-secondary for non-remediation at most community colleges or IHL college-ready courses in senior year, or SAT equivalency subscore).
- Earn two additional Carnegie Units for a total of 26

Must successfully complete one of the following:

- One AP course with a C or higher and take the appropriate AP exam
- One DP-IB course with a C or higher and take the appropriate IB exams
- One dual credit course with a C or higher in the course
## Traditional Diploma with Distinguished Endorsement

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Carnegie Units</th>
<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English I and English II + two (2) additional English courses above English II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Algebra I + two (2) additional math courses above Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>Biology I + two (2) additional science courses above Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>1 World History 1/2 U.S. Government 1/2 Mississippi Studies 1 U.S. History 1/2 Economics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Career &amp; College Readiness</td>
<td>1</td>
<td>See the Mississippi Public School Accountability Standards for implementation options.</td>
</tr>
<tr>
<td>Technology or Computer Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Additional Electives</td>
<td>8</td>
<td>Must meet two (2) advanced electives of the College Preparatory Curriculum (CPC) requirements for MS IHLs</td>
</tr>
</tbody>
</table>

**Total** 28

### Additional Requirements
- Earn an overall GPA of 3.0
- Two (2) elective courses must meet MS IHL CPC requirements.
- Earn national college-readiness benchmarks on each subtest established by ACT of 18 in English and 22 in math or SAT equivalency subscore as defined by IHL.
- Earn four additional Carnegie Units for a total of 28.

Must successfully complete one of the following:

- One AP course with a B or higher and take the appropriate AP exam
- One DP-IB course with a B or higher and take the appropriate IB exams
- One dual credit course with a B or higher in the course
• The MS State Board of Education voted in July 2020 to remove the requirement for the additional endorsement to teach Advanced Placement classes.

• Teachers are required to hold the content area endorsement and to receive syllabus approval from the College Board.

• MDE highly encourages teachers to attend College Board AP Summer Institutes and to utilize the online College Board resources.
Rule 28.3 Access to a Substantive and Rigorous Curriculum Policy

• All high schools shall schedule and enroll eligible students in at least one (1) course, either Advanced Placement (AP), Cambridge International (AICE) or International Baccalaureate (IB) as specified in Appendix B of the current version of the Mississippi Public School Accountability Standards. Distance Learning or Mississippi Online Course Application (MOCA) courses may be used to ensure students’ enrollment at each school.

Due to COVID-19 capacity guidelines, trainings will be held virtually July 26-30, 2021

**Waiver** for the 2020-2021 School Year (Current HS Seniors) on MS State Board Policy Chapter 28, Rule 28.6 and for the 2021-2022 School Year (incoming College Freshmen) on IHL Policy 608 with respect to ACT sub-scores in Math and English (i.e., 15-18)

All LEAs **MUST** offer the Essentials courses (effective: SY 2018-2019)

Required License & Endorsement Pursuant to SBP Ch 28, Rule 28.6:  
**Math:** 154 & 929  
**English:** 119 & 930

Due to COVID-19 capacity guidelines, trainings will be held virtually July 26-30, 2021
Approved CCR Course Substitutions and Course Sequencing

• The purpose of the College and Career Readiness Course is to provide planning and instruction for postsecondary transition. The following courses are approved substitutions for the CCR course:

  • Career and Technical Work Based Learning Course
  • Dual Credit SmartStart
  • JROTC III and IV
  • Advanced Placement Capstone: Completion of both AP Seminar and AP Research or equivalent International Baccalaureate and Cambridge International Courses
  • Freshman, Sophomore, Junior and Senior College and Career Readiness Seminar courses for Early College High Schools.

*Additional requests for substitution must be submitted to the Office of Secondary Education for review and approval.
The Different Structures of CCR

The CCR course may be taught in one of the following sequences:

• Senior year only
• Junior year only
• 1 semester in the junior year with the remaining semester taught in the senior year
• One (1) semester in either freshman, sophomore or junior year with the remaining semester taught in either the junior or senior year
• ¼ Carnegie Unit per year beginning with the freshman year
What can you do in the next 2 weeks to ensure your parents and staff are aware of this information?
Upcoming Special Education Resources for Teachers

- Recovery Efforts Guidance
- Access for All 2.0
- SCD Webinar Series
Upcoming Special Education Resources for Teachers

• Specially Designed Instruction Guidance Document (June)
• Family Guides for Special Education Services (June)
• Teacher Resource Guides for student identified as SCD (ELA and Math)
School Improvement

Dr. Sonja Robertson
Executive Director
Updates

• Waiver requested from USDE to extend period of availability for FY20 Title I Section 1003 funds through September 30, 2022

• All identifications continued for the 2021-22 school year except for "graduation rate only" CSI high schools that met the graduation rate criteria for exiting

• All continuing identified schools will receive FY22 Title I Section 1003 funds for school improvement

• Allocations will be released July 2021

• Monthly updates to the school board will resume with the district’s September 2021 board meeting
Coming Soon!

• FY22 Application Release Webinar

• Training with district school improvement facilitators

• New Principals' Training (for new principals of identified CSI, TSI, ATSI schools)
Compulsory Attendance

Dr. LaRenda Harrison
Executive Director
Attendance Reporting for Districts and District Personnel

- The Office of Compulsory School Attendance Enforcement is responsible for ensuring that all Mississippi students are afforded the opportunity to attend school and to enforce the Mississippi Compulsory School Attendance Law §37-13-91 of the Mississippi Code 1972 Annotated which governs compulsory school attendance.

- The law requires a parent, legal guardian or custodian who has legal control or charge of a child age six (6) to seventeen (17) enroll him or her in an education program (i.e. public, private or home school). Student enrollment must occur except under the limited circumstances specified in subsection three (3) of §37-13-91 which includes, but are not limited to, sending the child to a state approved, nonpublic, or educating the child at home in an organized educational program.

- July 1, 2003, the law was amended to include the following: a child, five (5) years of age, who enrolls in public kindergarten, will have to abide by the same guidelines as outlined in §37-13-91.
The Role of School Attendance Officers

- In each school district within the state, School Attendance Officers are the resources of this office for ensuring the statute of the Mississippi Compulsory School Attendance Law through adequately enforcing the provisions of the law. Mississippi Code §37-13-89 is the governing statute under which our SAO’s perform their duties.
Attendance Reporting: Referral Process

- The district’s superintendent, or his/her designee, shall report to the School Attendance Officer, each compulsory-school age student that accumulates five (5), ten (10), and twelve (12) unlawful absences.
- Once a complete referral is received, the parents, guardians, or custodian of a compulsory school age child will receive the first official notification from the School Attendance Officer, via telephone, letter or home visit, indicating their legal obligations for regular school attendance for their child, and possible outcomes of continued truancy.
Attendance Reporting: Referral Process

- District Personnel that initiate the referral process will receive a copy of the student log which will give details regarding the status of all referrals within a specified time frame. The school Attendance Officer shall document contact and any other pertinent information.
Attendance Reporting for Districts and District Personnel

Attendance Reporting in a Virtual Learning Environment

• All Schools have been required to submit their plans for the safe reopening of their districts for the 2021-2022 school term to the Office of Academic Education of MDE; however, if your district is offering a virtual option to students as the year begins, attendance reporting would follow the same precepts listed here in this presentation.

• Please be sure to check with the Office of Academic Education at MDE for guidance on virtual learning for the 2021-2022 school term.

This Photo by Unknown Author is licensed under CC BY
If you are an administrator (of any kind) with less than 3 years in your current role, please raise your hand.

During the break……
15 MINUTE BREAK
Student Assessment
Grade 3 Reading Results

• On May 17, 2021, the 3rd grade Session 1 results were posted to District folders in SharePoint.

• Current 3rd graders are not required to meet a passing score on the reading assessment to be promoted to 4th grade for the 2021 - 2022 school year. Students still must meet all other district requirements for promotion.
Preliminary Assessment Results for the 2020 - 2021 School Year

• The MDE released preliminary assessment results from vendors on the dates below:
  o DRC Science – June 24, 2021
  o Questar MAAP and MAAP-A – July 6, 2021

• District/Schools will have an opportunity to review preliminary data files to verify student demographic information (correct spelling of name, MSIS numbers, date of birth, grade), and to make the necessary changes before the student reports are generated. Student results may be viewed by school officials during the correction period:
  o DRC Science Deadline – June 30, 2021
  o Questar MAAP and MAAP-A Deadline – July 16, 2021

• MDE anticipates releasing final data files and reports to districts on the dates below.
  o ELPT – (Released) June 30, 2021
  o DRC Science (except for U.S. History due to standard setting) – July 13, 2021
  o Questar MAAP-A (except for science due to standard setting) – July 13, 2021
  o Questar MAAP – July 26, 2021
• Mathematics update: The Technical Advisory Committee (TAC) has approved the removal of Session 2 from the mathematic assessments. The session 2 items will be incorporated into the session 1 and will meet the current blueprint expectations. This change will maximize instructional time for students and educators by reducing time required for summative assessments.

• An email outlining these changes was sent to district superintendents on June 16, 2021.
• With the updated single session mathematics tests, there will be a reduction in the number of test items on each assessment. The methodology for test construction will not be altered. All items have been equated and psychometrically placed on a common scale to generate scale scores for each administration. The scale scores for the updated mathematics tests will not change and will continue to be on the same scale as the original tests.

• An email outlining these changes was sent to district superintendents on June 16, 2021.
Revised blueprints are being released for ELA, Math, Science and U.S. History. The blueprints will now include:

- Percentage of points by reporting categories
- Cognitive level targets (i.e., dept of knowledge goals) per assessment; and
- Item type percentages.
• Testing times for MAAP assessments have been revised to alleviate confusion and provide consistency across all assessment programs. All ELA session 1 times will be 180 minutes. ELA Writing (session 2) will remain 75 minutes.

• All math, science, and U.S. History tests will be 180 minutes beginning with SY 2021 - 2022.

• An email outlining these changes was sent to district superintendents on June 16, 2021.
District and School Performance
Addition of ACT WorkKeys in the Statewide Accountability System

• The Commission on School Accreditation (CSA) met on December 10, 2020, and unanimously approved the recommendation proposed by the MDE to include WorkKeys Silver and the completion of an industry certification or career pathway.

• On April 15, 2021, the State Board of Education (SBE) amended the CSA recommendation to include a WorkKeys Gold or Platinum as a standalone option in addition to the WorkKeys Silver and the completion of an industry certification or career pathway.
## Indicators for High Schools and Districts

<table>
<thead>
<tr>
<th>READING</th>
<th>MATH</th>
<th>OTHER SUBJECTS</th>
<th>GRADUATION 4-YEAR</th>
<th>ACCELERATION</th>
<th>COLLEGE &amp; CAREER READINESS</th>
<th>ENGLISH LANGUAGE PROGRESS</th>
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<tr>
<td>Proficiency 95 PTS</td>
<td>Proficiency 95 PTS</td>
<td>Science Proficiency 47.5 PTS</td>
<td>4-year Cohort Rate 190 PTS</td>
<td>Performance 23.75 PTS</td>
<td>ACT Performance 47.5 PTS OR</td>
<td>Progress to Proficiency 50 PTS</td>
</tr>
<tr>
<td>Growth All Students 95 PTS</td>
<td>Growth All Students 95 PTS</td>
<td>U.S. History Proficiency 47.5 PTS</td>
<td></td>
<td>Participation 23.75 PTS</td>
<td>ACT WorkKeys Option 47.5 PTS</td>
<td></td>
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<tr>
<td>Growth Lowest 25% 95 PTS</td>
<td>Growth Lowest 25% 95 PTS</td>
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</tr>
</tbody>
</table>
College- and Career-Readiness Component

CCR Measure Includes:
50% ACT English or Reading Benchmark + 50% ACT Math Benchmark

OR

ACT WorkKeys Silver with Career Pathway/Industry Certification or ACT WorkKeys Gold or Platinum

CCR Score by Student:

0.5 Point + 0.5 Point

OR

1.0 Point
(Max 1 point/student)
Federal Guidance for the 2020 - 2021 School Year

- Secretary Devos issued a letter to state chiefs on September 3, 2020, which emphasized the importance of statewide testing, but signaled an openness to accountability adjustments.

- The U.S. Department of Education (ED) introduced guidance for a ‘State Plan Addendum’ on October 19, 2020:
  - Permits states to shift timelines forward for CSI/ATSI schools; but does not provide flexibility for TSI
  - Permits states to modify long-term goals and measures of interim progress
  - Submission date: February 1, 2021

- In February 22, 2021, letter to Chief State School Officers, the USED further defined available flexibilities with respect to assessment, accountability, and reporting systems for the 2020-2021 school year and provided an additional method of applying for waivers.

- The MDE requested maximum flexibility in regard to accountability measures. Federal school identifications will remain the same as identified in the 2018 - 2019 school year.
Statewide assessments were not waived for the 2020 - 2021 school year.

Report Cards are still required for the 2020 - 2021 school year and will include all available data.

Reports may be notated with concerns regarding data quality and comparability due to the pandemic disruption.

Based on feedback from districts, the MDE will provide SLAIF worksheets with student-level “skip-year growth” calculations to districts.

The MDE will not calculate or report summative scores or ratings (A-F letter grades) for the 2020-2021 school year.
What’s Next?

Looking Forward to Assessments and Accountability: 2021 - 2022

- There will not be any waivers for statewide assessments or the accountability system for the 2021 - 2022 school year.
- The USDE and SEAs anticipate concerns with longitudinal comparability.
- USDE has signaled that federal identifications for supports must resume.
- USDE has also indicated that one-year amendments may be considered for the 2021 - 2022 school year.
- The USDE and SEAs anticipate that some adjustments may be necessary to growth calculations in 2021 - 2022.
• Request for applications is open until August 13, 2021
• An email was sent to superintendent, dtc, principal, and accountability listservs.
• The application form is available at: https://cspr.mde.k12.ms.us/TakeSurvey.aspx?SurveyID=l2KJ8m53
Accreditation
Established deadlines in response to COVID-19

During its April 2021 meeting, the SBE approved the established deadlines for rule suspensions, exemptions, and/or waivers for the 2019 - 2020 and 2020 - 2021 school year in accordance with Governor Reeves Declaration of a State of Emergency and Proclamations in response to COVID-19. The rule suspensions, exemptions, and/or waivers were related to the strict compliance with the following:

• State Statutes
• State Board of Education (SBE) policies
• Manuals
• Process Standards

Virtual Learning Policies

The MDE was seeking public comment on two (2) proposed policies regarding the use of virtual learning. These proposed policies require all school districts to resume in-person instruction as the primary mode of instruction starting in the 2021 - 2022 school year.

Rule 9.3: *Designated School-Wide/District-Wide Virtual Learning Days*

The policy will set requirements for districts that choose to utilize school-wide and/or district-wide virtual learning days.

Rule 56.2: *Virtual Students*

The policy will set requirements for districts that choose to offer a virtual learning option to individual students.

The deadline for comments was July 12, 2021, and changes will be presented to the SBE for final approval on July 15, 2021.
Alternate Diploma and Certificate of Attendance

On June 17, 2021, the SBE granted approval to begin the Administrative Procedures Act (APA) process to revise the following:

• Miss. Admin. Code: 7-24 of the Mississipi Public School Accountability Standards, 2020 specifically:

• Miss. Admin. Code: 7-163 of the Mississippi Nonpublic School Accountability Standards, 2020, specifically:
  o 12.2 and Appendices A-10 and A-11

The revisions are necessary to provide clarity on alternate courses that meet the requirements for the Alternate Diploma or the Certificate of Completion.

For end-of-course assessments, students must be initially assessed when enrolled in the corresponding course.
• On May 25, 2021, a memorandum was released to District Superintendents outlining reporting requirements for the 2020 - 2021 Summer Programs. In response to COVID-19, the data reporting requirements for Summer Programs will be limited to MSIS. All Districts have submitted their Learning at Home and Summer Enrichment Plans.

• Additional information including instructions for reporting, reporting deadlines, and due dates were outlined in an attachment included with the memorandum.

• Districts were not required to submit the Annual Assurance Statement to the Office of Accreditation as a result of COVID-19 waivers.
• On February 23, 2021, the Office of Communications released information to the public regarding returning students and proof of residency. Pursuant to State Board Policy (SBE) Chapter 68, Rule 68.1, students whose address has not changed and are returning to school may prove residency by a parent or legal guardian signing a form to this effect. A copy of this document must be placed in the child's cumulative folder.

• This only applies to returning students whose address has not changed.
Educator Misconduct
Prohibition on Aiding and Abetting Sexual Abuse

• The Elementary and Secondary Education Act of 1965 (ESEA), through the Every Student Succeeds Act (ESSA) includes a provision with the purpose to help protect students from sexual abuse.

• The intent is to prohibit assisting any individual who is a school employee, contractor, or agent that has engaged in sexual misconduct with students in obtaining a new job, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

• An email was sent to District Superintendents on June 17, 2021, outlining these requirements.
Automatic Suspensions – Breach of Contract

Effective February 22, 2021, an educator's license will automatically be suspended for one scholastic year upon notification in writing by the school district to the Office of Educator Misconduct that an educator has violated Standard 10 of the Code of Ethics and Standards of Conduct for breach of contract. Once the required documentation is received this information will be given to the Executive Secretary of the Commission who will then, by certified mail, notify the educator of the outcome. Once the suspension has ended (one scholastic year) the educator will automatically be reinstated.
School Safety
• The MCOPS grants will have two (2) rounds of funding for FY22.
  o The first grant award submission will go to the State Board of Education for approval on July 15, 2021.
  o There will be a 2nd RFP released in the Fall of 2021. The MDE anticipates submitting the 2nd round of MCOPS grant awards to the SBE for approval in December 2021.
Teaching & Leading
References to Applicable Resources

Web-Link to All Educator Licensure Updates
Memoranda: https://www.mdek12.org/OTL/OEL/Updates

Web-Link to June 2, 2021 Educator Licensure Updates
Memorandum:
Licensure Application Submission and Expiration

• Effective July 1, 2020, the licensure application expiration timeframe was adjusted from thirty (30) days to one-hundred eighty (180) days from the date it is received.

• This adjustment allows applicants more time to submit additional supporting documentation, if applicable, before being required to submit a new application.

• On February 25, 2021, the State Board of Education (SBE) granted approval to allow a one-year extension for all license types with a current valid expiration date of June 30, 2021.

• Beginning July 1, 2022, and thereafter, applicants for licensure renewal shall meet all requirements in effect on the date the complete application is received in the MDE Division of Educator Licensure.

https://www.mdek12.org/node/4692
Senate Bill 2267 became effective July 1, 2021. This bill authorizes the MDE to grant licenses within a period of 21 days from the date of a completed application to teachers, if they possess a valid standard license from another state.
Renewal of a Standard Educator License

- Please encourage educators to engage in professional learning throughout the five-year validity of the current license renewal cycle.
- When seeking to engage in professional learning opportunities intended for improving practice, one suggestion would be to pursue those opportunities that target areas for growth as identified using the Mississippi Educator and Administrator Professional Growth System.
- [https://www.mdek12.org/OEL/Renew-or-Reinstate-My-License](https://www.mdek12.org/OEL/Renew-or-Reinstate-My-License)
Special Non-Renewable License for Prospective Non-Traditional Teacher Preparation Program

Effective with 2020 - 2021 school year program completers, the employing Mississippi local school district or eligible nonpublic school shall provide the special, non-renewable license holder:

• Appropriate ongoing activities that lead to obtaining unconditional admission to an SBE approved non-traditional teacher preparation program as one criterion for the issuance of Year Two license; and
• High-quality professional development that is sustained, intensive, and classroom-focused; and
• Intensive supervision that consists of structured guidance and regular ongoing support or teacher mentoring with a fully certified teacher.

The employing local school district or eligible nonpublic school must submit documentation indicating that the special, non-renewable license holder is making sufficient progress toward the completion of requirements for obtaining full state certification to be granted the year two (2) or year three (3) special, non-renewable license.
Licensure Preparation Completed Outside the State of Mississippi

• On January 21, 2021, the SBE granted approval to require that all Mississippi’s prospective and practicing educators, administrators, and supplemental service providers seeking to obtain initial licensure in the state of Mississippi by way of completion of a licensure-track program outside of Mississippi, shall first be licensed in the state where the preparation occurred.

• Implementation criteria was outlined in the June 2, 2021, memorandum emailed to District Superintendents and Principals.

• https://www.mdek12.org/OTL/OEL/Updates
Requirement for Submission of Verification of an Applications Lawful Presence

• Beginning July 1, 2021, and thereafter, United States citizens are required to submit appropriate documentation for verification once during their next most immediate licensure application submission. Non-US citizens are required to submit appropriate documentation for verification with each licensure application submission, or when their United States Citizenship and Immigration Services documents expire, whichever comes first. Licensure application(s) shall not be processed if the applicant fails to answer the request for documentation required for verification of lawful presence in the United States.

• Any initial or renewable Mississippi educator license issued to a Non-US citizen shall expire in accordance with the appropriate license type but, shall not exceed the expiration date of the applicant's authorized stay in the United States, whichever is the lesser period of time. A change in a Non-US citizen’s lawful presence status will affect his/her ability to receive or continue to hold a Mississippi educator license.
Effective April 20, 2020, the state of Mississippi adopted the Algebra I test code 5162 and Geometry test code 5163 Praxis Subject Area Assessments. The qualifying passing scores of 148 represents Mississippi’s required score for the Algebra I, test code 5162 and qualifying passing score of 139 represents the required score for Geometry, test code 5163. Test preparation materials are available online.

A passing score from the Algebra I assessment will be used as one option for adding an Algebra I supplemental endorsement to a standard five (5) year or provisional alternate route three (3) year license. A passing score from the Geometry assessment will be used as one option for adding a Geometry supplemental endorsement to a standard five (5) year or provisional alternate route (3) year license.
Suspension of Educator Preparation Program Admission and Licensure Assessments

• On March 26, 2020, the SBE granted approval to suspend the educator preparation program entry testing criterion only, for all candidates seeking admission to a SBE approved traditional or nontraditional educator preparation program on or before December 31, 2021.

• In addition, approval was granted to suspend the licensure testing criterion only, for all complete applications received in the MDE Division of Educator Licensure on or before December 31, 2021, for Five-Year Standard Licenses sought by way of the completion of an approved traditional or nontraditional educator or administrator preparation program. Please note that all other requirements remain in effect.

• https://www.mdek12.org/node/4692
Prospective District Superintendent of Education Qualifications

• On February 25, 2021, the SBE granted approval to temporarily allow prospective Mississippi superintendents of education meeting all other qualifications except the accountability rating requirement, to be deemed eligible to receive an initial District Superintendent License by way of the Alternative Qualifications for Prospective District Superintendent of Education.

• Also granted was a one-time, one-year extension to a three (3) year initial alternative District Superintendent License for holders of this license currently serving in a Mississippi local school district as Superintendent of Education. The one-time, one-year extension is subject to the request being made by the local School Board by which the initial license request was made and granted.

• [https://www.mdek12.org/OTL/OEL/Updates](https://www.mdek12.org/OTL/OEL/Updates)
Academic Transcript Submission

• The Division of Educator Licensure continues to accept electronic academic transcripts that are submitted to the Division directly through an official transcript transmission service provider or directly from the Office of the Registrar at an institution of higher education. Transcripts to any other MDE email inbox and/or by any individual or entity other than those mentioned above, shall not be processed.

• Applicants should only use the designated email address (Transcript@mdek12.org) to avoid delay of receipt of transcript and application processing.
Process for Submission of Other Licensure Application Supporting Documentation

- Applicants may now submit documents using their smartphone. Supporting documentation may be submitted online through your Educator Licensure Management System (ELMS) account or via postal mail. All original documents to be used as part of the licensure application review process must be scanned, and then uploaded to your ELMS account as a Portable Document Format (PDF) file.

- Please note that test scores required for certification must be mailed, or if applicable, submitted electronically from the testing company. Photocopies or score reports uploaded to your ELMS accounts are not accepted at this time. Academic transcripts must be submitted to the designated MDE email inbox by the appropriate transcript transmission service provider to avoid delay of receipt of transcript and application processing.

Approvals received to begin the APA Process

On June 17, 2021, the SBE granted approval to begin the APA process regarding the following Educator Licensure related items:

• Proposal to establish a Middle School Math add-on endorsement to be added by eighteen (18) hours of acceptable coursework bearing the MAT prefix

• Proposal to establish a new supplemental endorsements for Master Teacher for Personal Finance and Master Teacher of College- and Career-Readiness

• Proposal to revise certain Project Lead The Way (PLTW) licensure options

• The deadline for comments was July 12, 2021, and changes will be presented to the SBE for final approval on July 15, 2021.
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