Mississippi Association of School Superintendents
Updates for the 2022-23 School Year

Dr. Kim S. Benton
State Superintendent of Education, Interim

July 14, 2022
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.

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

1. MDE Alternative Work Locations as of June 27
2. Pre-K Funding Opportunity
3. Initial 3rd Grade Reading Assessment Results
4. ESSER State Project Updates
5. Computer Science
6. Digital Learning Coaches
7. Math Coaches
8. Textbooks
9. Military Star Program
10. K-12 Social Studies Standards
11. Professional Development
12. Resources, FYI and Reminders
13. MSIS 2.0 Status Update
14. Accountability Updates
15. Federal Programs Update
Alternate Work Locations
LifeShare House at the Mississippi Schools for the Deaf and Blind (MSDB) serves as “MDE Central Office"

- Office of the State Superintendent of Education
- Executive Leadership Team / Office Headquarters
- Legal Team
- Academic Education: Executive Staff, Academic Liaison, and Executive Director of Secondary Education
- Federal Programs
- OTSS Help Desk
Other Work Locations at MSDB

Administrative Building:
- Elementary Education and Reading
- School Improvement

Dorm 4:
- MDE and Licensure Call Center (permanent location)
- Office of Teaching and Leading
  - Educator Effectiveness
  - Educator Licensure
  - Educator Prep

CTE Building:
- Career and Technical Education
- Compulsory School Attendance Enforcement
- Professional Development
- Secondary Education
- Special Education
- OTSS Help Desk
Other Alternate Work Locations

Greymont Avenue
- MDE Mailroom
- Human Resources
- Accounts Payable
- Travel
- Payroll

Woolfolk Building
- Safe and Orderly Schools
- Assessment
- Accreditation
Pre-K Funding Opportunity
Pre-K grants

State Board of Education will consider methodology in July to start the process to award additional $20 million for Early Learning Collaboratives

• Funds are for serving additional 4-year-old children
• Grants will be for up to $125,000 per classroom
• Programs must meet the National Institute for Early Education Research (NIEER) 10 high-quality benchmarks
Initial 3rd Grade Reading Assessment Results
Initial 3rd Grade Reading Assessment (MAAP ELA)

2022 first-time pass rate near pre-pandemic rate

- Spring 2019: 74.5%
- Spring 2020 and 2021: 25.5%
- Spring 2022: 26.1%

Comparison of pass rates before and during COVID-19 disruptions.
ESSER
State Project Updates
The State Board of Education approved a $10.7 million contract in February 2022 with PAPER to provide on-demand, free tutoring in grades 3-12 ELA and Math for all participating Mississippi public school districts until September 30, 2024

- Tutoring with a live person within 30 seconds
- Services available in English, Spanish, French, Mandarin and Arabic
- Summer programming support available with a Customer Success Manager (CSM)
- 138 districts opted in to PAPER on-demand tutoring
## On-Demand Tutoring

<table>
<thead>
<tr>
<th>Districts By Regional Education Service Agency (RESA)*</th>
<th>Session Hours</th>
<th>Essay Count</th>
<th>Number of Sessions</th>
<th>District Spotlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delta Area Association for Improvement of Schools (DAAIS)</td>
<td>253</td>
<td>11</td>
<td>968</td>
<td>Jackson Public</td>
</tr>
<tr>
<td>East MS Center for Education Development (EMCED)</td>
<td>428</td>
<td>318</td>
<td>1,449</td>
<td>• 17,449 Session Minutes</td>
</tr>
<tr>
<td>Gulf Coast Education Initiative Consortium (GCEIC)</td>
<td>533</td>
<td>943</td>
<td>1,835</td>
<td>• 1,073 Session Count</td>
</tr>
<tr>
<td>North MS Education Consortium (NMEC)</td>
<td>673</td>
<td>772</td>
<td>2,179</td>
<td>Gulfport</td>
</tr>
<tr>
<td>Southern Regional Educational Service Agency (SRESA)</td>
<td>241</td>
<td>10</td>
<td>1,024</td>
<td>• 632 Essay Reviews</td>
</tr>
<tr>
<td>Southwest MS Education Consortium (SMEC)</td>
<td>784</td>
<td>29</td>
<td>2,129</td>
<td>• 108 individual students classified as “4+ activities, and repeat users</td>
</tr>
<tr>
<td>Total</td>
<td>2,912</td>
<td>2,083</td>
<td>9,584</td>
<td>Tupelo</td>
</tr>
</tbody>
</table>

*Progress reflects activity April 1, 2022-June 10, 2022*
The College & Career Readiness (CCR) computer platform manages college and career readiness goals and automates the Individual Success Plans (ISPs) for each student.

The platform creates reports for students, teachers, parents, and administrators.

Training Calendar for Summer/Fall 2022: Live Virtual Training Calendar

125 districts opted in to use the CCR computer platform
<table>
<thead>
<tr>
<th>Content Area</th>
<th>K-2 ELA</th>
<th>3-12 ELA</th>
<th>K-8 Math</th>
<th>K-8 Social Studies</th>
<th>K-6 Science</th>
<th>7-12 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vendor</td>
<td>Homer</td>
<td>Newsela</td>
<td>Imagine</td>
<td>News-O-Matic</td>
<td>Discovery</td>
<td>Gale</td>
</tr>
<tr>
<td>Districts Opted In</td>
<td>86</td>
<td>94</td>
<td>87</td>
<td>91</td>
<td>103</td>
<td>89</td>
</tr>
<tr>
<td>Accounts</td>
<td>60,186</td>
<td>218,456</td>
<td>188,294</td>
<td>178,854</td>
<td>491 (sites)</td>
<td>140,530</td>
</tr>
<tr>
<td>Monthly Usage</td>
<td>13,920 minutes</td>
<td>47,054 quizzes</td>
<td>8,457 lessons</td>
<td>35,344 articles</td>
<td>45,248 resources</td>
<td>8,634 resources</td>
</tr>
<tr>
<td>Top District Usage</td>
<td>Clinton Corinth Meridian Monroe Senatobia</td>
<td>Franklin Greenville Gulfport Meridian Vicksburg</td>
<td>N. Bolivar Vicksburg Greenville Lawrence Tate</td>
<td>Corinth Lawrence N. Bolivar Petal Senatobia</td>
<td>Corinth Greenville Madison Pascagoula Vicksburg</td>
<td>East Tallahatchie Gautier Laurel Simpson Vicksburg</td>
</tr>
</tbody>
</table>
Teachers will receive CEUs for Digital Content trainings starting in August 2022.

Newsela will be contacting RESAs to offer additional no-cost trainings on their material for educators.

All schools will be rostered by September 30, 2022, to give schools two years of use.

To see if your district has rostered, visit mdek12.org/OEER/ESSER-Funded-State-Projects.
MS Connects: Device & App Usage

• 46 districts fully integrated into EdTech Impact data dashboard by BrightBytes

• Data dashboard allows districts to gain insights into how digital tools are being used and which are leading to positive student outcomes

• Due to the acquisition of BrightBytes by Google, all districts will receive an updated Data Sharing Agreement (DSA) between the district and BrightBytes

• More information regarding the DSA will be shared by Melissa Banks, Director of Digital Learning and Computer Science, in August
MDE/UMMC Telehealth

• 100 districts opted in to participate in the MDE/UMMC Telehealth program
• Four districts will begin Phase I in August 2022
• 30 additional districts are scheduled to begin with Phase II in October 2022
• For more information: www.umc.edu/k12
<table>
<thead>
<tr>
<th></th>
<th>Quitman SD</th>
<th>McComb SD</th>
<th>Pearl Public SD</th>
<th>Yazoo County SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phase II</strong></td>
<td>Brookhaven SD</td>
<td>Greenwood Leflore Consolidated SD</td>
<td>Joel E. Smillow Prep</td>
<td>MS Schools For The Deaf And The Blind</td>
</tr>
<tr>
<td>Carroll County SD</td>
<td>Hollandale SD</td>
<td>Lawrence Co SD</td>
<td>Natchez-Adams SD</td>
<td>Sunflower Co Consolidated SD</td>
</tr>
<tr>
<td>Claiborne Co SD</td>
<td>Holmes Co Consolidated SD</td>
<td>Leflore Legacy Academy</td>
<td>North Bolivar Consolidated SD</td>
<td>Vicksburg Warren SD</td>
</tr>
<tr>
<td>Copiah Co SD</td>
<td>Jackson Public SD</td>
<td>Madison Co SD</td>
<td>Rankin Co SD</td>
<td>West Bolivar SD</td>
</tr>
<tr>
<td>Franklin Co SD</td>
<td>Jefferson Co SD</td>
<td>MS Achievement SD</td>
<td>Reimagine Prep</td>
<td>Western Line SD</td>
</tr>
<tr>
<td>Greenville Public Schools</td>
<td>Joel E Smilow Collegiate</td>
<td>MS School For The Arts</td>
<td>Simpson Co SD</td>
<td>Winona-Montgomery Consolidated SD</td>
</tr>
</tbody>
</table>
Computer Science

Mississippi Computer Science and Cyber Education Equality Act (2021)
Elementary Schools (K-5)

22-23 SCHOOL YEAR

50% elementary schools in each district provide one hour of computer science instruction per week

ALL charter schools provide one hour of computer science instruction per week

23-24 SCHOOL YEAR

100% elementary schools in each district provide one hour of computer science instruction per week

24-25 SCHOOL YEAR

ALL SCHOOLS in each district offer computer science instruction

Miss. Code § 37-13-207
Miss. Code § 37-13-205: Elementary computer science instruction…

- can be provided in stand-alone implementations
- can be embedded in other subjects
- is offered by licensed teachers

For elementary, teachers are not required to have a Computer Science endorsement.

HB 1600 Appropriations, Section 16 (May 2022):
Elementary computer science instruction may be taught by teachers who are trained by the district in computer science.
Elementary Schools (K-5)

TEACHER

• Ideally, instruction should be delivered by a licensed teacher.

• As with other activity-based instruction in elementary classrooms, trained assistant teachers may provide instruction under the direction of a licensed teacher.

INTEGRATION

• One hour of instruction can be broken into smaller chunks of time throughout the week.

• Instruction can easily be integrated into other lessons, center activities, or content areas, allowing all teachers in the building, including the librarian, to share the responsibility for instruction.
Resources

- Overview: MS Computer Science Education Equality Act
- Coming Soon:
  - Elementary Professional Development Opportunities
  - Additional Elementary Resources
  - Elementary Course Code Information

mdek12.org/CTE/MS-Computer-Science-and-Cyber-Education-Equality-Act
## Middle & High Schools (6-12)

### 22-23 School Year
- **50% middle schools in each district** provide foundations in computer science
- **ALL charter schools** offer a course in computer science

### 23-24 School Year
- **50% high schools in each district** offer a course in computer science

### 24-25 School Year
- **ALL SCHOOLS in each district** offer computer science instruction

*Miss. Code § 37-13-207*
Miss. Code § 37-13-205: Middle & High computer science courses...

- are provided in stand-alone implementations
- are offered by computer science teachers who are onsite at the physical location of the school or conducts the course virtually with a proctor onsite at the school.

For middle and high, teachers are required to have the appropriate Computer Science endorsement.
<table>
<thead>
<tr>
<th>Middle &amp; High</th>
<th>High Only</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyber Foundations 1</td>
<td>Exploring Computer Science</td>
<td>• MOCA-approved online courses</td>
</tr>
<tr>
<td>(933 endorsement)</td>
<td>(935 endorsement)</td>
<td>• An onsite proctor must be present in the classroom</td>
</tr>
<tr>
<td>Cyber Foundations 2</td>
<td>AP Computer Science Principles</td>
<td>• The proctor does not have to be a certified teacher</td>
</tr>
<tr>
<td>(933 endorsement)</td>
<td>AP Computer Science A</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>Software Development pathway</td>
<td></td>
</tr>
<tr>
<td>and Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(984 endorsement)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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cs4ms.org
Contacts

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Middle & High Computer Science
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mdek12.org/CTE/MS-Computer-Science-and-Cyber-Education-Equality-Act
Digital Learning Coaches
25 Coaches

42 Districts

22-23 SY

70 Schools

488 Cohort Teachers
42 Districts

70 Schools

23 Elementary Schools
18 Middle Schools
21 High Schools
8 Attendance Centers, CTE, etc.
Mathematics Coaches
On June 20, 2022, the MDE, in conjunction with the Math Coaches from Teaching Lab, released an instructional observation tool that can be used when conducting walk-throughs or learning walks in a 3-12 mathematics classroom.

To schedule a training, contact the Office of Secondary Education at 601-359-3461.

mdek12.org/OAE
The Mathematics Coaches served as an educational support team to the MDE and local education agencies by providing cohesive, on-going, classroom focused (job-embedded) PD and mathematics instructional coaching for thirty (30) grades K-8 public schools across the state. Additional supports included:

- administering a needs assessment,
- development of individualized plans of action for each teacher served,
- monthly reporting, providing content expertise to the MDE, and
- facilitating professional development.
Mathematics Coaches (Upcoming School Year: SY 2022-2023)

✅ **Overall Information:**
In May 2022, the MDE released a Response for Application (RFA) in Grades K-6 and 7-12 to solicit competitive applications from qualified applicants for Mathematics Instructional Coaches – Educator in Residence.

✅ **Applications Were Due:** June 27, 2022

✅ **Evaluations:** July 18-20, 2022

✅ **Notice of Intent to Award:**
August 2022 State Board of Education Meeting
Textbook Updates

Office of Instructional Materials and Library Media
2022 Updated Textbook Law

• Updated law allows MDE to procure a regional textbook depository
• New depository will provide school districts with:

**Textbook Purchasing:** Web-based searchable platform, quotes, distribution, secure user login, customer service, and training (starting mid-October 2022)

**Adoption Process:** Digital access to adopted materials, adoption cycle information, customer service, and training (starting mid-January 2023)

**TIMS 2.0:** Web-based inventory platform (not JAVA), tracks print and digital licenses, customizable reports, imports order information automatically, customer service and training (starting mid-January 2023)
Military Star School Program
Military Star School Program

Mississippi's new Military Star Program recognizes schools that maintain a school culture supportive of military children.

Key Dates

- **Sept. 8, 2022** – Professional Development for applying schools
- **Feb. 1, 2023** – Applications Due for applying schools
- **April 1, 2023** – Districts receive a letter and certificate from the State Superintendent recognizing them as a Military Star School. Districts receive virtual logo to use on their school’s campus and website.

For more information, contact Dr. Dexter Brookins, dbrookins@mdek12.org
Requirements to be considered a Military Star School

- Designate a staff member as a Military Ambassador. (School)
  Can be a Counselor, Teacher, or School Administrator

- Maintain a webpage on the school's website that includes resources for military students and their families. (School)

- Maintain a peer-to-peer transition program that assists military students in transitioning into the school. (School)

- Offer professional development opportunities for staff on issues relating to military students. (Military Child Education Coalition)
Advanced Placement

Rule 28.3 Access to a Substantive and Rigorous Curriculum Policy
Rule 28.3 Access to a Substantive and Rigorous Curriculum Policy

• All students shall have access to enroll and participate in either Advanced Placement (AP), Cambridge International (AICE) or International Baccalaureate (IB) courses.

• All high schools will offer and ensure students enroll in these aforementioned courses in each of the four (4) core areas (English Language Arts, Mathematics, Science, and Social Studies), 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.

• Letters of non-compliance will be sent 2022-2023

Contact Tammy Crosetti at tcrosetti@mdek12.org for more information.
K-12 Social Studies Standards Revision
Convened group to revise 2018 Social Studies standards

May 2022

Convened committee of 48 members to begin revision with comments from 181 additional educators

July/August 2022

Submit K-12 Social Studies standards for APA and State Board approval

December 2021

Submitted updated K-12 2021 draft Social Studies standards to SBE for APA

January-May 2022

Public comments received/Public hearing convened

67 applications for standards committee – 63 teachers and 6 Professors assigned Prework

June 2022

MDE and committee members convene for final review of K-12 Social Studies standards

Fall 2022
Upcoming Teacher Professional Development

Office of Professional Development
<table>
<thead>
<tr>
<th>Professional Development Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Face-to-Face Sessions</strong></td>
</tr>
<tr>
<td>Professional learning offered on-site as 5-hour sessions</td>
</tr>
<tr>
<td><strong>Virtual Sessions</strong></td>
</tr>
<tr>
<td>Professional learning offered via Zoom as 90-minute sessions</td>
</tr>
<tr>
<td><strong>Online Courses</strong></td>
</tr>
<tr>
<td>Professional learning offered via self-paced Canvas courses</td>
</tr>
<tr>
<td><strong>PD On Demand</strong></td>
</tr>
<tr>
<td>Bite-sized professional learning that can be accessed anytime, anywhere</td>
</tr>
<tr>
<td><strong>Coaching Support</strong></td>
</tr>
<tr>
<td>Follow-up support provided after an initial face-to-face or virtual session</td>
</tr>
</tbody>
</table>
More Information on Professional Development Supports

https://bit.ly/Fall2022PDCatalog

OR

mdek12.org/OPD

apinkerton@mdek12.org
**AIM-Pathways to Proficient Reading for Mississippi Teachers** will provide educators access to resources for application-based classroom practices to support strong, proficient readers through the Science of Reading.

- Designed for K-5\textsuperscript{th} Grade General Education Teachers and K-8\textsuperscript{th} Grade Special Education Teachers

**AIM-Pathways for Literacy Leadership** will provide educational leaders with tools and resources to create and implement a comprehensive literacy plan for their schools and develop administrators’ understanding of the classroom application of the science of reading.

- Designed for Educational Leaders

Resources,
FYI & Reminders
Upcoming: Regional Superintendents Meetings

- Six Regional Superintendents Meetings will be scheduled in August and September 2022
- We will provide new Mental Health resources and further updates from MDE
- If you are not receiving messages from MDE Communications to the Superintendent Listserv, submit an email to MDENET@mdek12.org
Middle School Transition Toolkit

- Released Spring 2022
- All Mississippi public middle schools that serve Grades 6-8 received a bound, color copy Spring 2022
- Virtual Trainings begin late Fall 2022

mdek12.org/OAE
High-Dosage Tutoring Playbook

Released July 2022

Playbook is designed to support administrators and teachers as they implement tutoring supports for ALL students by providing resources, suggestions, and strategies for effective tutoring practices.

mdek12.org/OAE/OEER/InterventionServices
New Special Education Resources
New Special Education Resources
What is a Community Engagement Council (CEC)?

- A community-led group focused on improving a school or district.
- The group is “inclusive, accountable, and required to share progress publicly.”
- Each CEC includes parents, educators, students, and community members.
- CECs may be formed at a district- or school-level.
- CECs are self-governed and members are responsible for running meetings.
- A CEC and school/district must work together to be successful.
- A CEC is not the same as the school board and does not have the authority to set policy. CECs can recommend policies or policy changes.

Coming Soon: Revised Community Engagement Councils

- Community Engagement Councils (CECs), formerly known as P-16 Councils, are required to be established if a district is designated as failing or a school is rated ad failing according to Mississippi statute §37-18-5
- Current guidelines developed in 2010
- Implementation has varied considerably
- Partnered with R7CC
- Updates and refinements to align and strengthen implementation and monitoring practices
Get2College: Who We Are

For educators, we offer:
- Professional Development around college access
- FAFSA training
- College & Career Instructor training

For students and families, we offer:
- Virtual and in-school workshops
- FAFSA & MS Financial Aid App completion support
- Parent workshops
- Individual resources

COME BY OUR BOOTH TO LEARN MORE ABOUT YOUR DISTRICTS COLLEGE-GOING DATA!

Without Get2College, I would not have known how to apply for scholarships, what college to really start at, and how to determine my ideal career path. Anyone who is considering college should use Get2College. They even provided free ACT prep help, and my score went up afterwards!
MSIS 2.0 Status Update

John Kraman, Chief Information Officer
Vision for a Modernized MSIS: Benefits to Districts and Schools

- Simple & Intuitive to Use
- Transparent Process & Data
- Integrated, Comparable Data
- Valid, Reliable & Consistent Data
- Adaptable & Expandable
- Automated & Timely Data
- Transparent Process & Data
- Integrated, Comparable Data
- Valid, Reliable & Consistent Data
- Adaptable & Expandable
- Automated & Timely Data
MSIS 2.0 Phase II (2022-2024) Goals

- System Build
- Capacity Building
- District Training
## MSIS Modernization Roadmap

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building infrastructure and security to support the system</td>
<td></td>
</tr>
<tr>
<td>Refining the data needs</td>
<td></td>
</tr>
<tr>
<td>District input and previews</td>
<td></td>
</tr>
<tr>
<td>Building interfaces for districts to interact with the system</td>
<td></td>
</tr>
<tr>
<td>Working with primary vendors (PowerSchool and SAMS) to automate data flows</td>
<td>2022 through 2024</td>
</tr>
<tr>
<td>Working with other vendors (ex: Personnel, Special Ed) to automate data flows</td>
<td></td>
</tr>
<tr>
<td>Full system launch in July 2024</td>
<td></td>
</tr>
</tbody>
</table>
Data Submission Process

- Data will flow into MSIS from multiple district source systems.
- As MSIS processes the data, errors and year-to-year changes will be flagged.
- Once data are error-free, impact reports (Ex: ADA, Accreditation, Graduation Rate, etc.) will be available.
- Once data is certified, no further changes can be made, and reports will become official and final.
Working Prototype

Prototype - Interface (figma.com)
Contacts

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Amy Marquez
Stakeholder Engagement Director
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Objectives for Accountability Measures in 2021-2022

• Minimize changes to established business rules to allow for longitudinal comparability.

• In accordance with federal guidance, make necessary adjustments for missing data.

• Ensure necessary adjustments are equitable, evidence-based, and consistent with established accountability policy.

• Minimize the use of pre-pandemic proxy data to ensure accountability measures are reflective of the actual impact of the pandemic and current student performance.
Needed Temporary Adjustments

• Temporary changes to business rules are necessary to accommodate missing data related to banked end-of-course assessments. These changes work to meet state and federal requirements for calculating accountability measures.

• Exit criteria for School Improvement Identifications also must be adjusted for missing data.

• On May 26, 2022, the State Board of Education (SBE) approved necessary adjustments to the Statewide Accountability System for the 2021-2022 school year.
Changes for Growth and Banked Scores
Temporary Adjustments to Growth and Banked Scores

• Adjustments will be necessary for the 2021-2022 school year due to missing assessment scores from the 2020 assessment period. This will impact growth measures for 10th grade students testing in English II and Algebra I in 2021-2022.

• In order to exclude banked scores from the 2020-2021 school year, current-year end-of-course assessments will be used in accountability measures regardless of the student’s grade level. End-of-course (EOC) assessments taken prior to 10th grade will also be banked in accordance with existing business rules. This includes Algebra I, English II, and Biology.
Illustration of Banking – Math

Growth

2020
• Grade 8, Math

2021
• Grade 9

2022
• Grade 10, Algebra I (8,000)

Growth

2020
• Grade 8, Math

2021
• Grade 9, Algebra I (25,000)

2022
• Grade 10, Banked Score

Growth

2019
• Grade 7, Math

2020
• Grade 8, Algebra I (2,000)

2021
• Grade 9

2022
• Grade 10, Banked Score

MOST COMMON SCENARIO
Illustration of Banking – ELA

2020
• Grade 8, ELA

2021
• Grade 9

2022
• Grade 10, English II (32,000)

MOST COMMON SCENARIO

Growth

2020
• Grade 8, ELA

2021
• Grade 9, English II (500)

2022
• Grade 10, Banked Score
Illustration of Temporary Method – Algebra I End of Course Assessment

- 2019: Grade 7, Math
- 2020: Grade 8, No Assessments
- 2021: Grade 9
- 2022: Grade 10, Algebra I

Growth

- 2021: Grade 8, Math
- 2022: Grade 9, Algebra I (Accountability)
- 2023: Grade 10, Banked Score

Growth

- 2021: Grade 7, Math
- 2022: Grade 8, Algebra I (Accountability)
- 2023: Grade 9
- 2024: Grade 10, Banked Score
Other Changes to Business Rules
3.2.3 In order to ensure the inclusion of students with disabilities in the Lowest Performing Twenty-Five Percent Student subgroup, no N-count minimum will apply in the identification of the Lowest Performing Twenty-Five Percent Student subgroup for students taking the alternate assessment.

7.1.4 In order to ensure the inclusion of students with disabilities, the Lowest Performing Twenty-Five Percent Student subgroup for students taking the alternate assessment will be identified by subject but not by each grade level.

7.4 Because students may take end-of-course assessments prior to the 9th grade, any assessment scores used in the identification of the Lowest Performing Twenty-Five Percent Student subgroup for grades 10 through 12 will be standardized to the 8th grade-level assessment for the identification process.
9.8 Students enrolled in a block schedule must meet FAY either in the fall or spring to be included in the acceleration component. Students enrolled in a traditional schedule must meet FAY for the traditional schedule to be included in the acceleration component.

9.11 In the event that an accelerated credential, as defined in Section 9.2, is reported for a student that is not associated with a course, the credential will be included in the calculation for the final school in which the student meets FAY.
25.7 The highest available sub-score or WorkKeys Certification for each student at the end of month nine (9) in Mathematics and English/Reading, as described above, will be used in the College- and Career-Readiness Indicator accountability calculations.

- Districts will have the opportunity to enter WorkKeys Certifications in the same manner as ACT scores in late July / early August.
Next Steps for Accountability
Next Steps

- **July-August:** Post-Administration Review
  - Senior Snapshot and ACT/ACT WorkKeys Data Entry, 7/21/22 – 8/4/22
  - FAY and Demographic Data Available (Information Only), 7/25/22

- **August:** Assessment Results Presented to the SBE

- **September:** Accountability Results Presented to the CSA and SBE for approval
  - Preliminary Accountability Data Review, 8/29/22 – 9/12/22
School Improvement

Subtitle (No more than 2 lines, font not smaller than 28)
Federal Requirements

- MDE must classify schools as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).
- Classification decisions must include data from the 2021-2022 school year.
- Any school that exits classification must satisfy approved exit criteria.
- The MDE remains committed to the long-term goal of 70% proficiency for all students but will shift timelines forward by two years.
Proposed Changes

• Is consistent with the recommendation of the ATF
• Do not address (TSI)
• Do address CSI and ATSI
• Implement ‘Transitional’ CSI classifications based on 2021-2022 data as required by federal law
• Schools classified as CSI in fall 2022 based on SY 2021-2022 data would be re-examined after one year
• The ‘traditional’ 3-year cycle would restart in fall 2023 based on SY 2022-2023 data
‘Original’ CSI Timeline

- **Identification Year** • SY 2017-2018
- **CSI Year One** • SY 2018-2019
- **CSI Year Two** • SY 2019-2020
- **CSI Year Three** • SY 2020-2021

**NEW 3-YEAR CYCLE BEGINS**
Proposed Covid Impacted CSI Timeline

Identification year
- SY 2017-2018

CSI Year One
- SY 2018-2019

Accountability Pause
- SY 2019-2020

Accountability Pause
- SY 2020-2021

CSI Terminal Year
- SY 2021-2022

‘Transitional’ Identification year
- SY 2021-2022

Exit or Classification as ‘Transitional CSI’
- SY 2022-2023

Exit for ‘Transitional CSI’
- SY 2023-2024

‘Traditional’ Identification Year
- SY 2023-2024

NEW 3-YEAR CYCLE BEGINS
Additional Targeted Support and Intervention Schools

• Original ESSA plan escalates ATSI to CSI after three consecutive years of identification as ATSI.

• The MDE proposes to delay cumulative ATSI classification for Title I schools to CSI to fall 2023 based on SY 2022-2023 data.
• For the transitional year starting in fall 2022, remove increase in letter grade or progress over midpoint as part of exit criterion for the current year and resume for identification cycle during the 2023-2024 school year.

• Restore traditional identification criteria starting in fall 2023.
MDE is required to correct, through the addendum, the methodology for CSI that was originally approved.

CSI schools are currently identified using 1 year of data.

ED requires the SEA, in accordance with section 1111(d)(2)(C) of ESEA, to identify any subgroup that is performing as poorly as the schools identified for CSI, as ATSI using the same methodology.

The MDE will now use 3-years of data to identify CSI schools including schools identified in the fall of 2022-2023 school year which aligns with the way ATSI schools are currently identified.
Federal Programs Update
**Obligations Deadline**

**Obligation** means the date when the funds are committed for specific use (goods or services) via purchase order or contracts.

**Closing Grants**

- LEAs must obligate all remaining funds for the following grants by **September 30, 2022**:
  - FY20 Title I-A, Title I-A Neglected, Title I, Part D, Title II-A, Title III, Title IV-A, and Title V-B
  - FY21 Title I-A, Title I-A Neglected, Title I, Part D, Title II-A, Title III, Title IV-A, and Title V-B
  - ESSER I
Obligations Deadline

Carryover

- LEAs must obligate at least 85% of its FY22 Title I-A and Title V-B allocations

Waivers

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<thead>
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<th>Waiver Status</th>
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<tbody>
<tr>
<td>Waiver Approved</td>
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<tr>
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<td>FY22</td>
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<tr>
<td>Not Eligible for Waiver</td>
<td>FY23</td>
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<tr>
<td>Eligible to Apply for a Waiver</td>
<td>FY24</td>
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To **liquidate** an obligation, the purchase item or service has occurred and payment has been made to vendor or provider.

**Closing Grants**

- LEAs must **liquidate** the following grants by **December 30, 2022**:
  - FY20 Title I-A, Title I-A Neglected, Title I, Part D, Title II-A, Title III, Title IV-A, and Title V-B
  - FY21 Title I-A, Title I-A Neglected, Title I, Part D, Title II-A, Title III, Title IV-A, and Title V-B
Liquidation Deadline

**ESSER I**

- USDE has the authority to approve liquidation extensions for **properly obligated funds** upon review of written requests made by SEA (2 CFR § 200.344(b)).

- If **approved**, grantees may have up to an additional 18 months to liquidate funds (December 30, 2023).
FY20, FY21, FY22, and ESSER I

- To ensure LEAs can obligate funds appropriately by September 30, 2022, LEAs must submit revisions to OFP by September 12, 2022
FY23 Allocations and Applications

• All LEAs have substantial approval of FY23 funds as applicable
  o FY23 Title I-A, Title I-A Neglected, Title I, Part D, Title II-A, Title III, Title IV-A, and Title V-B
• FY23 allocations will be released by late July or early August*
• FY23 applications will be released by early September*
Upcoming Competitive Grant Program

- FY23 21st Century Community Learning Center (CCLC) request for funds (RFP) will be released in late July with submission due in 30 days from the release date.
- FY23 McKinney-Vento Homeless Education RFP will be released in late August with submission due in 30 days from the release date.
## School Improvement Grants: Periods of Availability

### Period of Availability

<table>
<thead>
<tr>
<th>Grant</th>
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<th>Liquidation Date</th>
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<td>September 30, 2024</td>
<td>December 30, 2024</td>
<td>July 1, 2022 – December 30, 2024</td>
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*Waiver received from USDOE extending period of availability.*
FY23 Allocations

• MDE must classify schools as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

• A new list of identified schools will be released

• FY23 Allocations will be awarded to new list of schools based on SBE Approved Methodology

• Currently identified schools can only receive allocation if re-identified in Fall of 2022
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