

Mississippi State Board of Education Strategic Plan 2016-2020

Year Three Status Report

February 15, 2018



Carey M. Wright, Ed.D.

State Superintendent of Education

VISION

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

MISSION

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

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

GOAL 1

All Students Proficient and Showing
Growth in All Assessed Areas

Key Actions to Advance Goal 1

- ❖ Provided scheduled, on-demand and virtual training to approximately 55,000* teachers, staff and administrators in targeted areas including (Goals 1-6):
 - Using assessment and accountability data to improve outcomes and close achievement gaps
 - Using data analysis to provide supports and interventions to struggling students
 - Effective instruction in English language arts (ELA), math, early childhood, science, and social studies to improve outcomes in assessed areas
 - Effective instruction in secondary education (including AP, ACT, world languages, counseling, ELA, math, science and social studies) and Career and Technical Education
 - Effective use of technology for literacy instruction in pre-K through grade 6
 - Writing assessment items for ELA, math and science (900 teachers trained, which resulted in teacher-developed statewide assessment items)
 - Multi-Tiered System of Supports (MTSS) training on the effective implementation of the Tier Process, differentiating classroom instruction, developing intervention teams, data analysis, and allocating resources

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

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

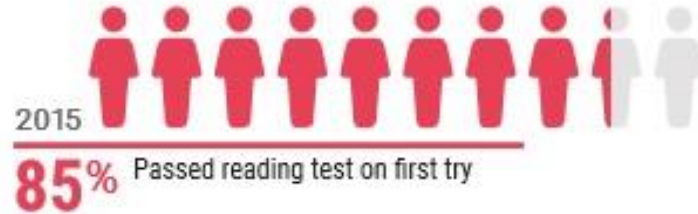
Key Actions to Advance Goal 1

- ❖ Adopted the Mississippi College and Career Readiness Science standards and facilitated initial training on the standards (Goals 1, 2, 4)
- ❖ Updated the *Guidelines for English Learners* and led webinars for teachers (Goals 1, 4)
- ❖ Provided literacy coaching support to 179 schools identified under the Literacy-Based Promotion Act (Goals 1, 4)
- ❖ Piloted SREB Ready for High School courses for grades 7, 8 and 9, and students with special needs in grades 6 or higher, to prepare for Algebra I and English II (Goals 1, 2)
- ❖ Implemented Algebra Nation for year 2 in 33 schools to improve student outcomes in Algebra I (Goals 1, 2)
- ❖ Launched statewide Chronic Absenteeism initiative in collaboration with the national and state level Campaign for Grade Level Reading organizations (Goals 1, 5, 6)

Outcome 1: Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup

- ❖ **Pass rate has increased annually** since test was first administered in 2015
- ❖ Pass rate increased for all subgroups, including a **17 percentage point increase** for students with disabilities from 2016 to 2017

THIRD GRADERS

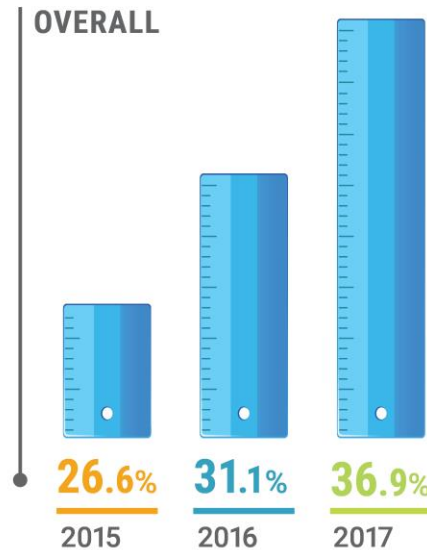


Outcomes 2 & 3: Increase percentage of students proficient (levels 4 & 5) and decrease percentage scoring at levels 1-3 on statewide assessments in each subgroup

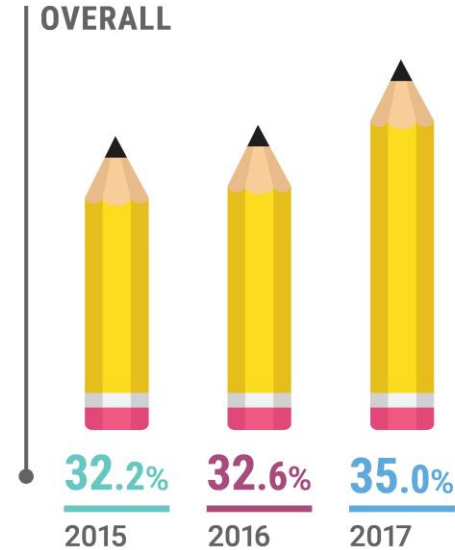
- ❖ English Language Arts (ELA) and Mathematics proficiency rates increased annually since 2015
- ❖ All student subgroups saw proficiency increases in Mathematics
- ❖ All students subgroups except Students with Disabilities (SWD) saw proficiency increases in ELA*

STUDENTS SCORING PROFICIENT OR ADVANCED

MATHEMATICS



ENGLISH LANGUAGE ARTS

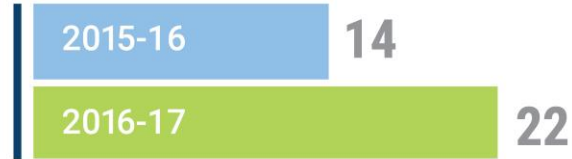


* From 2015 to 2017, ELA declined 0.8 percent for SWD

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

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

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



- ▶ **32 DISTRICTS HAD GREATER THAN 45 PERCENT** of all students scoring proficient or advanced in mathematics, compared to 15 districts the previous year



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

From 2015-16 to 2016-17:

- ❖ ELA growth increased from 57.5 percent to 60.2 percent
- ❖ All subgroups except Hispanic students (-0.3 percent) and Students with Disabilities (-1.5 percent) saw ELA growth increases
- ❖ Math growth declined slightly from 61.7 percent to 61.5 percent (-0.2 percent)
- ❖ Female and Hispanic students saw Math growth increases



GOAL 2

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

Key Actions to Advance Goal 2

- ❖ Developed and gained approval of new Graduation Ready traditional diploma requirements and endorsement options for students entering grade 9 in 2018-19 that will also help the majority of students with disabilities earn a traditional diploma (Goal 2)
- ❖ Provided Graduation Ready training to district superintendents, principals, counselors, special education directors, student services coordinators and Career and Technical Education (CTE) directors and Institutions of Higher Learning (IHL) and Community College faculty (Goals 2, 4)
- ❖ Conducted Certificate of Completion listening sessions at all 16 regional principal meetings and established a taskforce to make recommendations to the Commission on School Accreditation and the State Board of Education (Goals 2, 4)
- ❖ Hosted three regional CTE directors / Community College deans meetings to ensure articulation and alignment between high school and community college CTE programs (Goals 2, 4)
- ❖ Initiated a Middle School Taskforce of teachers and administrators (Goals 1, 2, 4, and 6)

Key Actions to Advance Goal 2

- ❖ Implemented new State Board of Education requirements that districts provide students with the opportunity to take the Essentials of College Literacy and Essentials of College Math to reduce remediation at the postsecondary level (Goals 1, 2, 4)
- ❖ Continued to increase the number of students graduating high school as Mississippi Scholars and Tech Masters through a coordinated effort with the Mississippi Economic Council (MEC); to date, MEC reported more than 43,000 students have graduated with these credentials (Goals 2, 4)
- ❖ Continued to increase work-based learning and externship opportunities for both students and teachers (Goals 2, 4)
- ❖ Expanded Computer Science for Mississippi (CS4MS) initiative to include additional pilot sites, the incorporation of Project Lead the Way computer science principles and Advanced Placement (AP) computer science principles, and the convening of a Computer Science workgroup of educators to design the K-12 Computer Science Standards (Goals 1, 2, 4, 6)

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

Key Actions to Advance Goal 2

- ❖ Participated in state-wide efforts to increase the skill level of individuals entering the workforce through joint meetings and planning sessions with community colleges, State Workforce Development Board (SWIB), and Local Regional Workforce Boards (Goal 2)
- ❖ Launched the new statewide Job Scout app that links student interests with postsecondary and career opportunities in Mississippi (Goal 2)
- ❖ In collaboration with Get2College, launched College Countdown Mississippi to increase Free Application for Federal Student Aid (FAFSA) completion (Goals 2, 4)
- ❖ Conducted virtual and in-person ACT workshops in the areas of best practices for online learning; analyzing student results, achievement gaps and course taking sequences; ensuring students with disabilities are in high quality classrooms; using free online resources for improving ACT, SAT and AP outcomes; and braiding Title IV funds for (AP) and dual credit (Goals 1, 2, 4)
- ❖ Doubled number of Districts of Innovation from three to six (Goal 2)

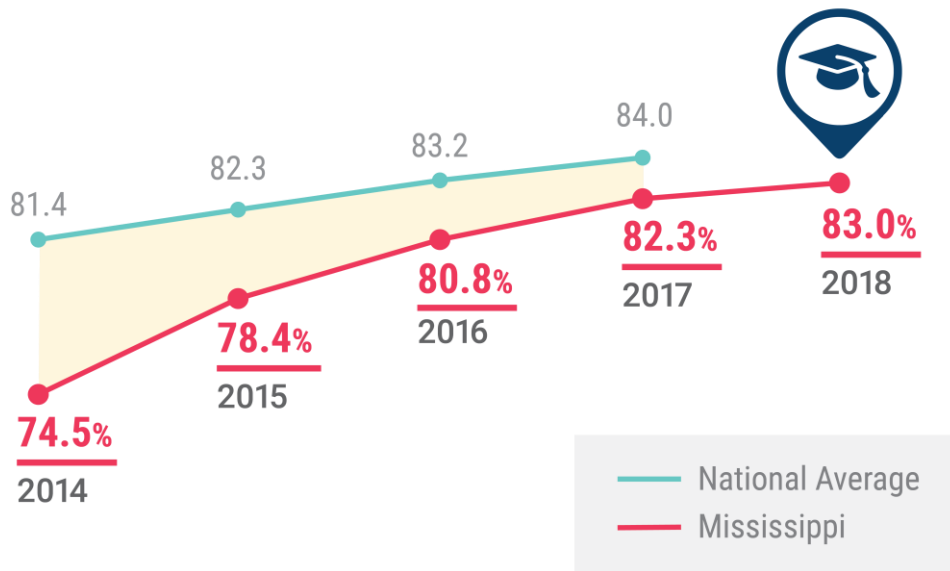
Key Actions to Advance Goal 2

- ❖ Networked with national organizations to increase knowledge of best practices to support student achievement (Goals 1, 4, 5, and 6):
 - **Council of Chief State School Officers (CCSSO):** High Quality Instructional Materials and Professional Learning Initiative, Career Readiness Initiative, Innovation Lab Network, High Quality Early Childhood Programs Initiative, Family Engagement
 - **Southern Regional Education Board (SREB):** Essentials of College Math and Essentials of College Literacy, Literacy Design Collaborative, Birth to Grade 3 Initiative, and Math Design Collaborative
 - **Education Counsel and Education Commission of the States:** Birth through Grade 3 Alignment Initiatives
 - **American Institutes of Research:** Rural Schools Initiative
 - **Johns Hopkins University:** School Improvement and Low Performing High Schools Initiative
 - **Campaign for Grade-Level Reading:** Expanding community focus on chronic absenteeism / birth to grade 3

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

- ❖ Mississippi's graduation rate reached an **all-time high of 83 percent** in 2018
- ❖ Graduation rate increased for **all subgroups** from 2015 to 2018
- ❖ Graduation rate for Students with Disabilities increased from **27.5 percent to 36.4 percent** from 2015 to 2018

MISSISSIPPI'S GRADUATION RATE



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



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

*Public school, grade 11 data

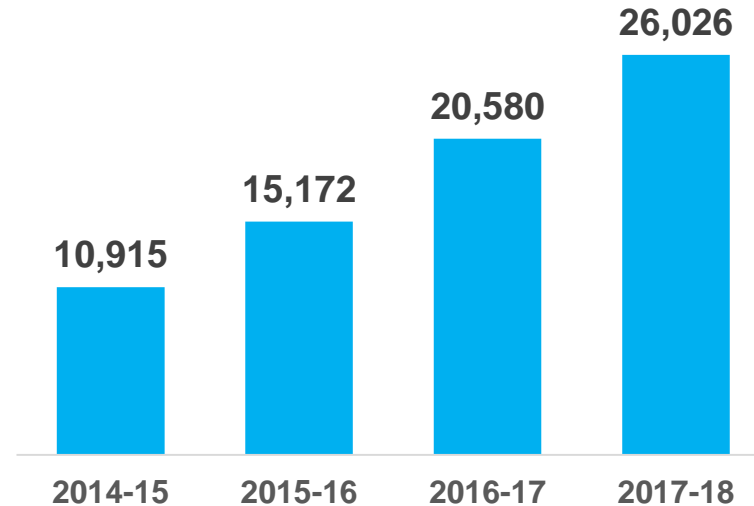


■ 11th Grade Composite Score
■ Graduating Class Composite Score

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

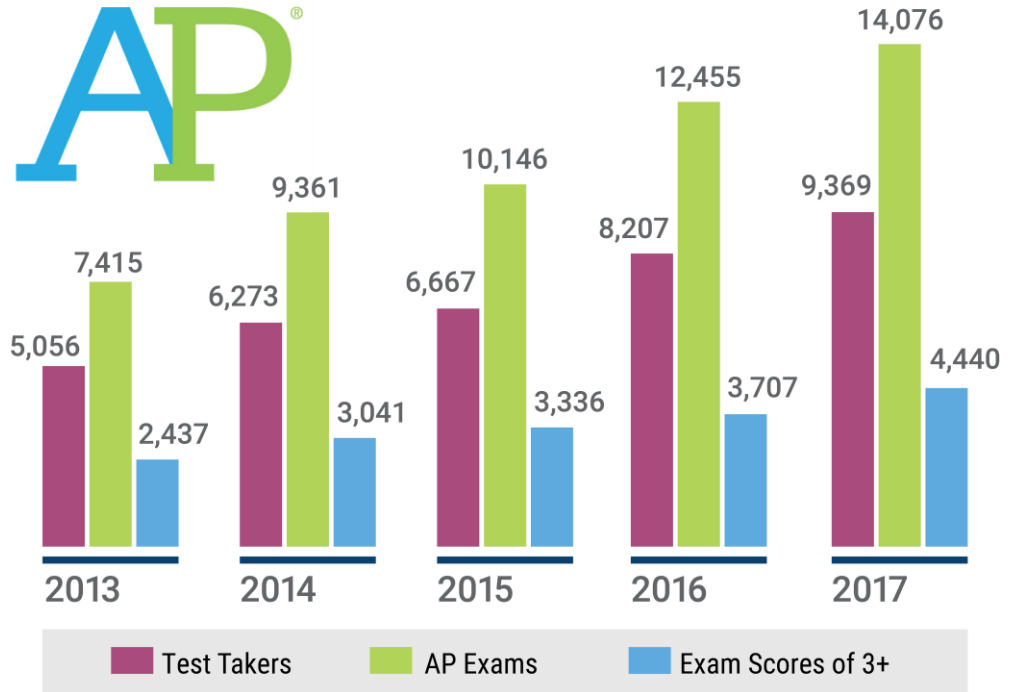
- ❖ Participation in dual credit **more than doubled** from 2014-15 to 2017-18
- ❖ **Participation increased in all subgroups**
- ❖ With increased participation, overall dual credit passing rates decreased slightly from 98.1 percent in 2014-15 to 97.9 percent in 2016-17

Dual Credit Participation

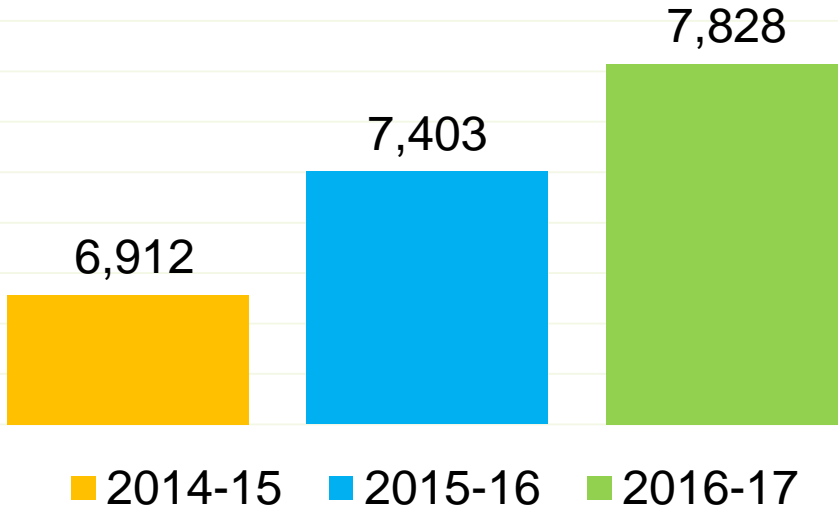


Outcome 4: Increase the percentage of students participating in and passing AP in each subgroup

- ❖ AP participation and achievement **nearly doubled** since 2013
- ❖ The number of exams with a **qualifying score** of 3 or higher **nearly doubled** since 2013
- ❖ **All subgroups increased AP participation** from 2015 to 2017
- ❖ AP participation increased 39.4 percent among minority students from 2016 to 2017
- ❖ AP exam fee subsidy increased 31.1 percent from 2016 to 2017



Students Completing Career and Technical Education (CTE) Programs



GOAL 3

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

Key Actions to Advance Goal 3

- ❖ Conducted Early Learning Collaborative Classroom Assessment Scoring System (CLASS) observations in classrooms for four-year-olds and CLASS training for teachers and administrators (Goals 1, 3, 4)
- ❖ Launched a comprehensive early childhood screener (Brigance Screen III) in Early Learning Collaboratives (Goals 1, 3)
- ❖ Created *Kindergarten Center Activities* (literacy/integrated) document (Goal 3)
- ❖ Provided training opportunities for early learning teachers and administrators that included: pre-K boot camp, early childhood conference, lesson planning, scheduling, developmentally appropriate practices, executive function, literacy, behavior management, early learning standards and guidelines, and instructional strategies (arts, science, technology, library/literacy, approaches to learning, math, physical development and dramatic play) (Goals 1, 3, 4)
- ❖ Analyzed Kindergarten Readiness Assessment (MKAS²) beginning-of-year, mid-year, and end-of-year reports to support teachers in the design of appropriate instructional supports (Goals 1, 3, 4)

Key Actions to Advance Goal 3

- ❖ Met with IHLs to discuss pre-K teacher shortages, higher education practices and how to get more early childhood teacher preparation programs accredited to increase the early childhood workforce (Goal 3)
- ❖ Participated in partnerships with other state agencies and national organizations to increase knowledge and awareness around best practices to improve student outcomes (Goal 3):
 - **Head Start:** Conducted 18 presentations at Head Start conferences, co-sponsored annual summer early childhood conference for Mississippi and established working group to improve Head Start outcomes
 - **CCSSO:** High Quality Early Learning initiative to increase the quality of early learning classrooms
 - **CCSSO:** Family Engagement technical assistance opportunity with to develop a family engagement framework that encourages school districts to engage families of children from birth to grade 12
 - **Education Counsel:** launched Birth – Grade 3 Continuum technical assistance opportunity with Education Counsel to align projects and initiatives by addressing whole child development
 - **Kellogg Foundation:** Initiated planning phase \$6 million grant activities to improve early childhood outcomes

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

Key Actions to Advance Goal 3

❖ State and national partnerships (continued):

- **SECAC Early Care and Learning Committee:** This subcommittee of the State Early Childhood Advisory Committee works to establish models to ensure that all child care and early learning programs can provide a healthy, safe, and nurturing environment to children in the early childhood years (birth through age 8)
- **Help Me Grow Leadership Team:** System that builds collaboration across sectors, including child health care, early care and education, and family support
- **Mississippi Child Health Council:** Collaboration between UMMC, Mississippi State University, head of pediatrics at UMMC and MDE focusing on improving health outcomes for ages birth to grade 3
- **Thrive by Third:** Coalition devoted to launching a statewide media and advocacy campaign that increases grade 3 literacy of Mississippi children by targeting holistic early childhood development

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

Key Actions to Advance Goal 3

❖ State and national partnerships (continued):

- **MS Interagency Early Childhood Collaboration:** Work between MDE, MS Department of Health, and Mississippi Community College Board to align training and technical assistance for all types of early learning providers through the implementation of the state's Unified and Integrated Early Childhood System Plan
- **REACH MS:** Collaboration with University of Southern MS on the delivery of behavior interventions and classroom management training for teachers and administrators (Goals 3, 4)
- **National Board Early Childhood Professional Learning Community:** To help reinforce best practices to teach children in grades pre-k and kindergarten
- **MDE Early Childhood Specialized Training:** MDE, North MS Education Consortium and the University of Mississippi Graduate Center for the Study of Early Learning, offered a free summer training for pre-K teachers, assistant teachers and administrators in public schools, private schools, Head Start, and child care entities

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

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

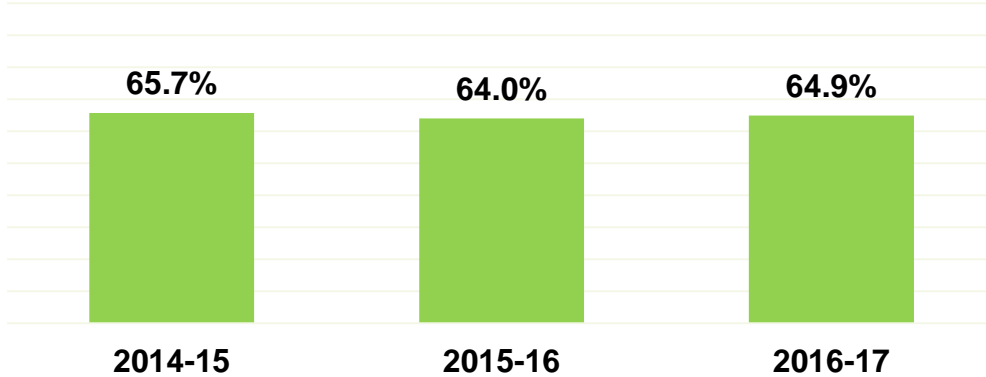
KINDERGARTENERS

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



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

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

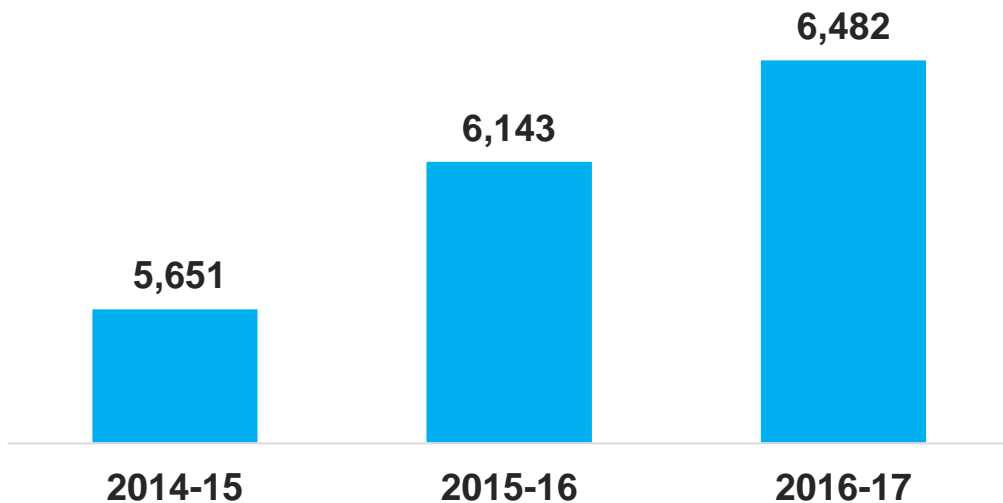


*Number of public pre-K classrooms has increased, but not all districts are using seats to include students with disabilities.

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

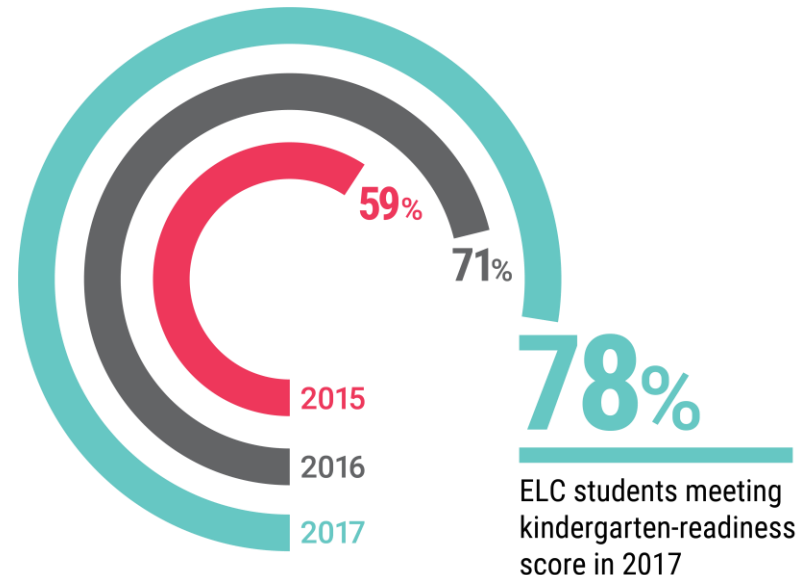
Outcome 3: Increase number of students enrolled in Title I or locally funded pre-K classes

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



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

- ❖ In 2017, all ELC sites earned an average Pre-Kindergarten Assessment score that indicates students are prepared for kindergarten
- ❖ At the student-level, 78 percent of pre-K students met the target readiness score, which is an increase from 71 percent in 2016 and 59 percent in 2015



GOAL 4

Every School Has Effective Teachers
and Leaders

Key Actions to Advance Goal 4

- ❖ Reorganized the Office of Educator Licensure into the Office of Teaching and Leading, which includes Educator Licensure, Educator Effectiveness, and Educator Preparation (Goal 4)
- ❖ Established the Teaching Leading Solutions Group (TLSG) comprised of institutions of higher education, PK-12 educators, administrators, and MDE program offices to develop strategies to improve licensure, educator effectiveness, and educator preparation (Goal 4)
- ❖ Partnered with The University of Florida's Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) to (Goal 4):
 - Strengthen the licensure structure to include mentoring, induction, and teacher leadership
 - Rewrite the Process and Performance Guidelines for Educator Preparation to ensure the standards for educator preparation are aligned to national and state standards

Key Actions to Advance Goal 4

- ❖ Participated in Governor's Literacy Task Force to strengthen and align pre-service coursework and licensure requirements with pre-K through 12 literacy initiatives (Goal 4)
- ❖ Revised and added options to the special non-renewable temporary license to address teacher shortage (Goal 4)
- ❖ Maintained an Office of Educator Misconduct to investigate allegations of professional and personal misconduct and prosecute certified educators when warranted (Goal 4)
- ❖ Collaborated with Southern Region Education Board (SREB) and Education First to monitor the progress of the implementation of the Professional Growth System (PGS) and to gather educator feedback in an effort to ascertain areas for improvement (Goals 2, 4)
- ❖ Collaborated with the Southeastern Comprehensive Center (SECC) and Center on Great Teachers and Leaders (GTL Center) to convene the Assessing Teacher Impact on Student Learning Task Force to gather teacher feedback on the identification of student outcome measures (Goals 2, 4)

Key Actions to Advance Goal 4

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

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

- ❖ Began the process in 2015 to revise the educator evaluation system to align with current best practice (M-STAR and MPES were discontinued spring 2016)
- ❖ Implemented the Professional Growth System (PGS) in fall 2016, which requires administrators to conduct observations and provide targeted feedback to inform professional practice
- ❖ Collected baseline data from 2016-17 from 35 percent of districts, which indicated that 72.8 percent of teachers evaluated were rated effective
- ❖ Beginning 2018-19 the PGS will include student outcome data

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

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

- ❖ To increase retention rates, administrators were trained on improving working conditions
- ❖ Special non-renewable license was revised

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

GOAL 5

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

Key Actions to Advance Goal 5

- ❖ Led the development and design of new MDE website and conducted training and content migration. New website projected to launch spring 2018 (Goals 4, 5)
- ❖ Increased backup and storage capacity to support data dashboards and provide disaster recovery and mitigation for primary services (Goal 5)
- ❖ Developed advanced recovery solutions for primary data services that provides near zero data loss during disaster recovery and added second, independent broadband Internet connection to prevent a single point of failure and ensure primary service access for stakeholders (Goal 5)
- ❖ Conducted district evaluations of technology and infrastructure in all districts (Goal 5)

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

Deliverables

Percent complete as of 2016-17

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

*Deliverables dependent on funding

Internal Data Dashboards

Click any chart to drill down

State Overview



Graduation Rate 2015

↑ 82.3%

From 2006 - 2015

ACT - State 11th Grade Test
2015

10.2%

From 2014 - 2015

AP Enrollment 2016

↑ 12.2%

From 2006 - 2016

Third Grade Reading
Proficiency 2015

92.1%

From 2014 - 2015

Chronic Absence Rate 2016

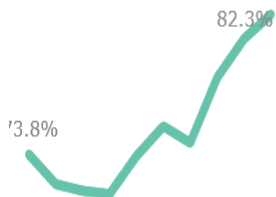
15.0%

From 2006 - 2016

Suspension Rate 2016

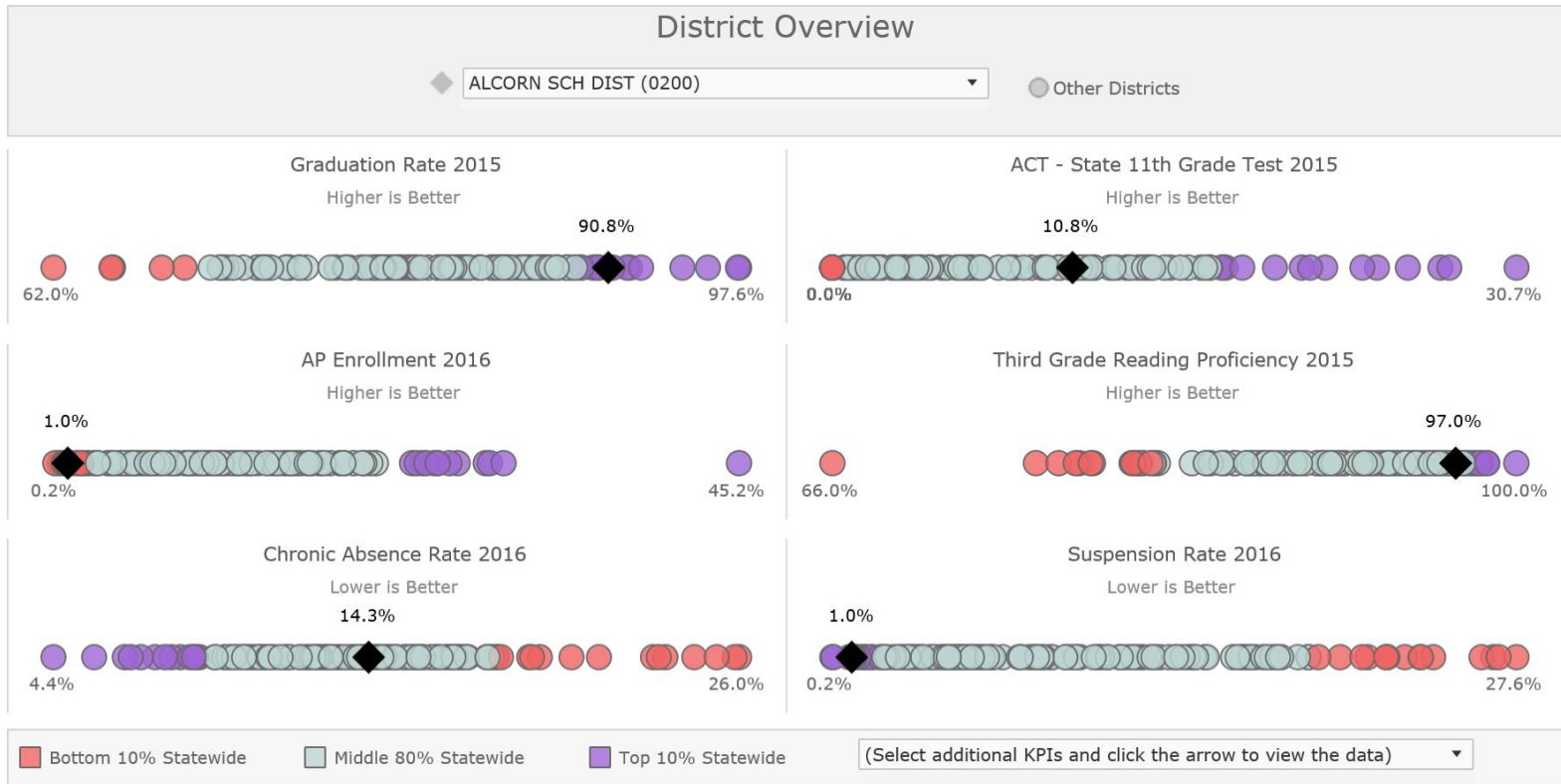
8.8%

From 2006 - 2016



Upward Shift No Significant Shift

Internal Data Dashboards



Internal Data Dashboards



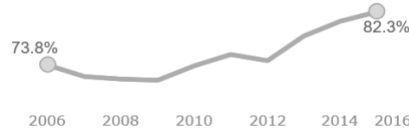
2015 Graduation Rate By State and District



State Rate Compared to Average



State Trend



District Overview (Click and drag to select one or more districts)



Rate Shift	District Trend	District - Viewing First 20 Only	Graduation Rate	N/A	N/A
↑		ABERDEEN SCH DIST (4820)	82.0%		
		ALCORN SCH DIST (0200)	90.8%		
		AMITE CO SCH DIST (0300)	80.0%		
		AMORY SCH DIST (4821)	84.1%		
		ATTALA CO SCH DIST (0400)	72.9%		
		BALDWIN SCH DISTRICT (5920)	90.2%		
		BAY ST LOUIS WAVELAND SCH DIST (2320)	82.8%		
		BENTON CO SCH DIST (0500)	85.8%		
		BILOXI PUBLIC SCH DIST (2420)	82.3%		
		BOONEVILLE SCH DIST (5921)	89.1%		
		BROOKHAVEN SCH DIST (4320)	71.3%		
		CALHOUN CO SCH DIST (0700)	88.1%		
		CANTON PUBLIC SCH DIST (4520)	74.1%		

The screenshot shows the Mississippi Department of Education website in a browser window. The address bar displays <http://www.mde.k12.ms.us/>. The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The website header features the MDE logo with the tagline "Ensuring a bright future for every child" and navigation links for Site Guide A-Z, Transparency MS, MS.GOV, Cloud E-mail, and MDE Email. A search bar is labeled "Google Custom Search". Below the search bar are tabs for PARENTS, STUDENTS, EDUCATORS, and DISTRICTS. The main content area highlights the "Mississippi State Board of Education Strategic Plan" with a sub-header and a paragraph describing its goals and objectives. A link for "Mississippi State Board of Education Members" and a live stream link are also present. A red navigation bar at the bottom contains links for Home, About MDE, News, MS Schools, Reports, Public Notices, Careers, and Contact Us, along with a "Select MDE Office" dropdown menu. Below the navigation bar, there are sections for "Mississippi Department of Education Blogs" featuring logos for "MISSISSIPPI ACHIEVES" and "STRONG READERS = STRONG LEADERS MISSISSIPPI". A portrait of Dr. Carey M. Wright, State Superintendent of Education, is shown with a link for more information. The footer is divided into three columns: "MDE Hot Topics" with a list of current events, "MDE News" with a notice about a meeting on November 9, and "MDE Quick Links" with a list of useful resources. The browser's zoom level is set to 150%.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Site Guide A-Z | Transparency MS | MS.GOV | Cloud E-mail | MDE Email

Google Custom Search

PARENTS | STUDENTS | EDUCATORS | DISTRICTS

Mississippi State Board of Education Strategic Plan

The Mississippi State Board of Education [Strategic Plan](#) outlines the goals, objectives and strategies for preparing students to be successful in college and the workforce.
[Mississippi State Board of Education Members](#)

View live stream of State Board and Commission meetings [here](#).

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Mississippi Department of Education Blogs

MISSISSIPPI ACHIEVES

STRONG READERS = STRONG LEADERS MISSISSIPPI

Dr. Carey M. Wright
State Superintendent of Education

For information and updates from Dr. Carey Wright, State Superintendent, [click here](#).

MDE Hot Topics

- Jackson Public Schools Audit Report
- Charter Schools
- Early Learning Collaborative Act
- Every Student Succeeds Act (ESSA)
- Graduation Ready Options
- Literacy-Based Promotion

MDE News

Mississippi State Board of Education to Hold Regular Monthly Meeting on November 9
Oct 31, 2017

MDE Announces 2nd Annual "Celebration of Excellence" Tour to Recognize District

MDE Quick Links

- Report Fraud, Waste and Abuse
- Mississippi State Board of Education Members
- Professional Development Calendar
- Request Professional Development
- EdUpdate
- Family Guides to Student Success

150%

New MDE Website



Search this site...

SEARCH

Report Bug

Accessibility



ABOUT

NEWS

REPORTS & DATA

SERVICES

CONTACT

OLD MDE SITE

COMMUNITY

FAMILY

EDUCATORS

ADMINISTRATORS



Child Nutrition

More Information

Mississippi
Succeeds
State Plan

Family Guides
for Student
Success



GOAL 6

Every School and District is Rated “C”
or Higher

Key Actions to Advance Goal 6

- ❖ Implemented the Schools At-Risk Process, which includes interviews with district and school leaders in F-rated schools to provide personalized feedback to focus and priority school teams (superintendent, board member, principal, teacher, parent/community member) to develop strong action plans (Goal 6)
- ❖ Collaborated with districts to improve accountability and performance levels, resulting in:
 - 60 schools improving from an “F” rating in 2016-17
 - 70 percent of districts being rated “C” or higher (Goals 1, 6)
- ❖ Provided Data Coaching (Data PLCs) through Amplify to seven low-performing schools as part of legislative initiative (Goal 6)
- ❖ Conducted 210 instructionally focused site visits to priority and School Improving Grant (SIG) schools (leadership consultation, classroom walk-throughs) (Goal 6)

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

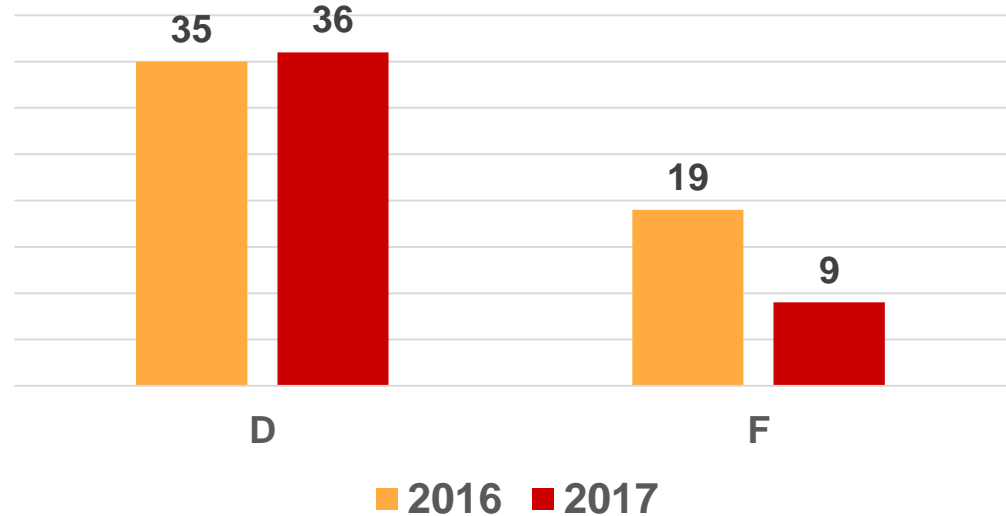
Key Actions to Advance Goal 6

- ❖ Networked with national organizations to strengthen supports for low-performing schools: (Goal 6)
 - **American Institutes for Research (AIR):** Talent for Turnaround Leadership Academy (four districts)
 - **Center on School Turnaround:** Development of Statewide System of Support based on Four-Domain Framework to align state and local practices with four key areas of school improvement (leadership, talent development, instructional transformation, cultural shift)
 - **Academic Development Institute:** Strategic performance management to ensure coherence in supports for schools
 - **Johns Hopkins / CCSSO:** Evidence-based high school redesign cross-state collaborative
 - **Regional Education Laboratory Southeast (REL-SE):** Developed a Guide for Identifying Evidence-Based Interventions for School Improvement and provided regional trainings to school teams

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

- ❖ Number of D and F districts **decreased** from 54 to 45 from 2016 to 2017
- ❖ 17 Districts had a D grade in 2016 and 2017. Of those, 9 (52.9%) had **an increase in points** from 2016 to 2017
- ❖ 6 Districts had an F grade in 2016 and 2017. Of those, 4 (66.7%) had **an increase in points** from 2016 to 2017

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

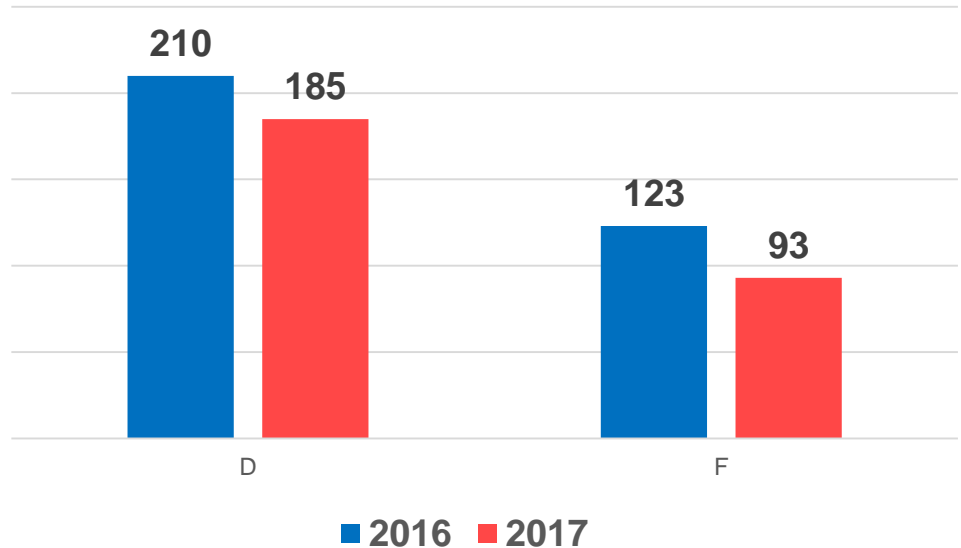


*2016 is the baseline year to begin measuring growth

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

- ❖ Number of D and F schools **decreased** from 333 to 278 from 2016 to 2017
- ❖ 88 schools had a D grade in 2016 and 2017. Of those, 41 (**46.6%**) **had an increase in points** from 2016 to 2017
- ❖ 45 Schools had an F grade in 2016 and 2017. Of those, 20 (**44.4%**) **had an increase in points** from 2016 to 2017

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



*2016 is the baseline year to begin measuring growth

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

- ❖ District of Transformation legislation passed in 2017 Legislative Session to focus on improved academics in districts that face state intervention
- ❖ To date, no new districts have been named a District of Transformation

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

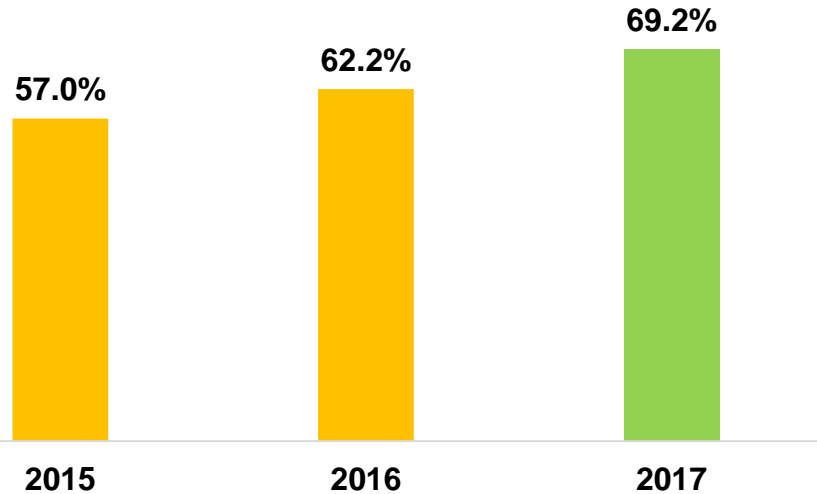
Conservator Schools by Grade	2015-16	2016-17
A	1	0
B	2	1
C	6	2
D	4	3
F	2	5
Total schools	15	11

*Aberdeen exited conservatorship before the 2016-17 school year

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

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

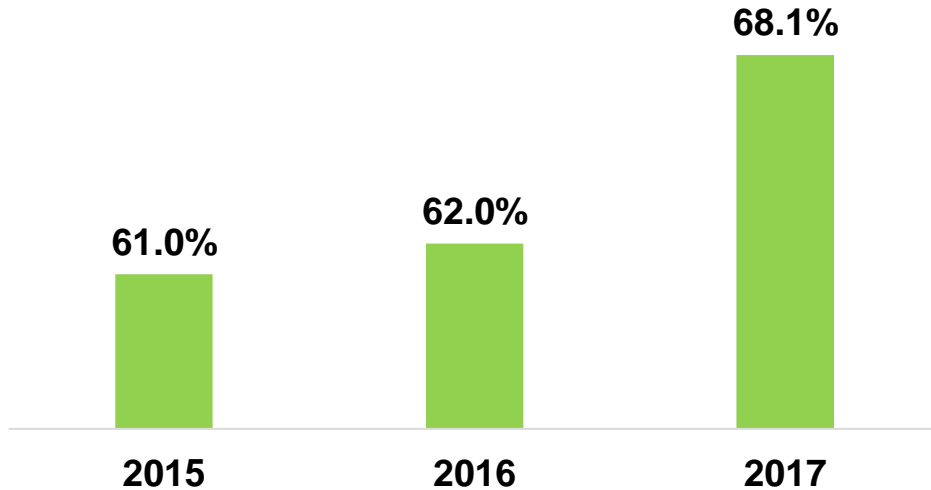
Percentage of Districts Rated "C" or Higher



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

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

Percentage of Schools Rated "C" or Higher



National Leadership Roles

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

National Presentations:

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

National Presentations (continued):

- *High-Quality Early Childhood Education: Pathway to Kindergarten Readiness and Academic Achievement*, American Institute for Research (AIR), Southeast Comprehensive Center (SECC) & Midwest Comprehensive Center (MWCC), Regional Institute: Nurturing High-Quality Early Learning and Leadership Across the Pre-K-3 Continuum, Atlanta, GA, September 2017
- *Leading for Equity Unlocking the Potential Across the State Education Agency & Equity Commitment No. 2*, Council of Chief State School Officers Summer Leadership Convening, Rapid City, SD, July 2017
- *So You Want to Start a Voucher Program? Lessons Learned from Two States*, Education Commission of the States 2017 National Forum on Education Policy, San Diego, CA, July 2017
- *Chronic Absence as a Policy-Worthy Lever for Change*, Campaign for Grade-Level Reading Funder Huddle ESSA, Denver, CO, June 2017
- *Mississippi's Teacher-Driven Curriculum Initiative*, Council of Chief State School Officers 2017 Legislative Conference, Washington, D.C., March 2017

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

State Leadership Roles:

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

State Leadership Activity:

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

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

State Leadership Activity (continued):

- Led *Every Student Succeeds Act* (ESSA) stakeholder engagement meetings in communities throughout the state and held regular ESSA Advisory Group meetings
- Provided quarterly updates to the Governor on ESSA Plan development
- Held periodic meetings with IHL Commissioner Dr. Glenn Boyce and Community College Executive Director Dr. Andrea Mayfield to strengthen path to higher education
- Met regularly with Teacher Advisory Council, Superintendents' Advisory Council and Achievement School District Planning Committee
- Met with all district superintendents during regular Regional Superintendents' Meetings
- Held frequent speaking engagements with educator and civic groups including MASS, MASA, MSBA, MPE, Mississippi Early Childhood Association, Capital Press Corps, Greenwood Voters League, Southern Regional Leadership Conference for Administrators on Minority Issues, among others

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State Leadership Activity (continued):

- Strengthened media relations through frequent statewide interviews, including periodic appearances on the Paul Gallo Show on SuperTalk Radio and regular contributions to the Associated Press, the *Clarion-Ledger*, the *Sun Herald*, the *Northeast Mississippi Daily Journal*, *Mississippi Today* and MPB
- Increased transparency and awareness about public education in Mississippi through the regular publication of news releases and editorials, the launch of the *Mississippi Achieves* news blog, the publication of two magazines, *School Focus* and *Connections*, the Superintendent's Annual Report, social media posts and Mississippi School Spotlight videos (MDE communications efforts earned 10 state and regional awards in 2017)

MDE Activity:

- Maintained regular communication with Mississippi State Board of Education members through weekly Friday Update and phone and in-person meetings
- Maintained regular communication with MDE leaders and staff through meetings and monthly newsletter
- Reorganized Chief Operations Office (COO) to address accounting, budgeting, procurement, grants management and compliance
- Completed DFA-authorized renovation of Central High School building
- Recruited and hired highly experienced and effective professionals in key leadership positions

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MISSISSIPPI
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Ensuring a bright *future* for every child

Carey M. Wright, Ed.D.

State Superintendent of Education

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