All Means All:
Resources to Improve Equitable Outcomes for All Students

January 28, 2020

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Office of Elementary Education and Reading

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Office of Federal Programs

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 Goals

Session Goals

• Mississippi Department of Education Updates
• ALL Means All: Who Are our Students?
• Pursuing Equity for ALL
• Resources to Improve Equitable Outcomes for ALL
• Accreditation Dates
All Means All: MDE Updates

Increasing Student Outcomes for ALL

Laying the Foundation for Success

• Reorganized state education department around strategic plan goals
• Adopted rigorous, college- and career-ready standards statewide
• Developed assessments aligned to academic standards and the National Assessment of Educational Progress (NAEP)
• Implemented strong accountability system for all schools and districts
• Improved data quality and transparency
• Built teacher and leader capacity through major professional development initiative to ensure students master higher academic standards
Early Learning Collaborative Act: Key Components

• Provides funding to local communities to establish or expand high-quality early childhood education programs called Early Learning Collaboratives (ELCs)
• ELCs include a lead partner (public school or nonprofit group) and collaborators including school districts, Head Start sites, child care centers and nonprofit organizations
• Enables state education department to establish first Office of Early Childhood Education
• Professional development offered, for free, to all early childhood providers in public and private settings

Literacy-Based Promotion Act: Key Components

• Trains educators statewide to be more effective at teaching reading
• Deploys literacy coaches to lowest-performing schools to support teachers
• Adds K-3 monitoring and assessment system, including a 3rd grade reading test for students to qualify for 4th grade promotion
• Requires schools to engage parents and communicate with them regularly
• Enables state education agency to establish first Office of Elementary Education and Reading
Laws that Enhanced Literacy-Based Promotion Act

Teacher Certification
- Law enacted in 2016 requires elementary education candidates to pass “a rigorous test of scientifically research-based reading instruction and intervention” to ensure they know effective practices for teaching reading
- Mississippi requires candidates to pass the Foundations of Reading Assessment

Higher Expectations for 3rd Grade Reading
- Amendment passed in 2016 to raise the passing score on the 3rd grade reading test starting in the 2018-19 school year
- Students are now required to score above the lowest two achievement levels, which shows they are approaching proficiency

Early Childhood Education Results

- 77% of Early Learning Collaborative (ELC) students met target kindergarten-readiness score in 2019, an increase from 59% in 2015
- ELC students show higher rates of kindergarten readiness (77%) than students in other public pre-K classes (69%)
3rd Grade Reading Results

- Literacy-Based Promotion Act originally required 3rd graders to score at Level 2 on a reading test to be promoted to 4th grade.

- Students are now expected to score at Level 3, which is closer to proficient.

- When expectations were raised in 2019, 85.6% of students met the highest reading standard ever required under the Literacy-Based Promotion Act.

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English Language Arts and Mathematics Proficiency Gains

Mississippi Academic Assessment Program (MAAP)

- English Language Arts Levels 4 & 5:
  - 2016: 33.6%
  - 2017: 36.7%
  - 2018: 39.8%
  - 2019: 41.6%

- Mathematics Levels 4 & 5:
  - 2016: 33.0%
  - 2017: 38.6%
  - 2018: 43.9%
  - 2019: 47.3%
English Language Arts and Mathematics Proficiency Gains in Districts

Total districts with more than 45% of students scoring proficient or advanced

- English Language Arts more than tripled
- Mathematics more than quadrupled

National Assessment of Educational Progress (NAEP) Proficiency Gains
National Assessment of Educational Progress (NAEP)

Mississippi National Rankings
NAEP Gains

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

Note: Percentages have been rounded
Outcome 6: Increase the percentage of schools rated C or higher

Note: Percentages have been rounded

Next Steps: Strengthen Educator Preparation Programs

- Requiring professional learning and testing for Educator Preparation Program (EPP) faculty teaching Early Literacy I and II
- Redesign the 15-hour sequence for Reading
- Requiring additional clinical experiences for candidates
- Requiring all programs embed culturally and linguistically responsive pedagogy to support Mississippi's Equity Plan
All Means All:
Ensuring ALL Students are Supported

Office of Federal Programs
### 21st CCLC Grant Period & Award Amounts

- A subgrant award is made available for an approved project period up to four (4) years contingent upon evidence of progress as documented in the annual evaluation report, increased student achievement as documented in the required common data elements, and adherence to the annual Specific Program Assurances.
- Grants for eligible organizations will range from $50,000 - $400,000 per year.

### 21st CCLC Grant Continued

- Grantees receive funding at 100% for the first two (2) years of the program. Subsequently, grantees receive 80% of their original funding in year three (3) and 60% in year four (4) pending congressional appropriations.
- The Office of Federal Programs anticipates the release of the 21st CCLC FY 2021 RFP in Spring 2020.
The Office of Federal Programs is pleased to announce the following districts as awardees of the McKinney-Vento Grant for FY20:

- Alcorn County School District
- Harrison County School District
- Jackson Public School District
- Starkville-Oktibbeha School District
- Corinth School District
- Hattiesburg School District
- Moss Point School District
- Tupelo School District

Both programmatic and fiscal indicators will be monitored for compliance and implementation for the following LEAs based on the FY19 McKinney-Vento Grant:

- Harrison County School District
- Oxford School District
- Vicksburg-Warren School District
- Winona-Montgomery School District
- Humphreys County School District
- Jackson Public School District
Reminder of Period of Availability

FY19 McKinney-Vento grantees have until March 1, 2020 to obligate funds with a liquidation date of June 12, 2020.

FY 20 McKinney-Vento grantees have until January 1, 2021 to obligate funds with a liquidation date of March 12, 2021.

M-V Application to be released in MCAPS…

- We are scheduled to release the FY21 McKinney-Vento application in MCAPS June 2020.

- FY21 McKinney-Vento application and revision processes will be completed through MCAPS only. Paper applications will no longer be accepted.
All Means All:
WHO ARE OUR STUDENTS?

Mississippi’s English Learner (EL) Population and Your Diverse Classroom

<table>
<thead>
<tr>
<th>Percentage of public school students who were ELs: 2014-2015</th>
<th>Percentage of public school students who were ELs: Fall 2015</th>
<th>Percentage of public school students who were ELs: Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3.0 percent (13)</td>
<td>Less than 3.0 percent (9)</td>
<td>Less than 3.0 percent (8)</td>
</tr>
<tr>
<td>3.0 to less than 6.0 percent (12)</td>
<td>3.0 percent to less than 6.0 percent (14)</td>
<td>3.0 percent to less than 6.0 percent (15)</td>
</tr>
<tr>
<td>6.0 to less than 10.0 percent (18)</td>
<td>6.0 percent to less than 10.0 percent (20)</td>
<td>6.0 percent to less than 10.0 percent (19)</td>
</tr>
<tr>
<td>10.0 percent or higher (8)</td>
<td>10.0 percent or higher (8)</td>
<td>10.0 percent or higher (9)</td>
</tr>
</tbody>
</table>

Our Mississippi EL Learners – Population Increases
Who are our students? EL Population Facts

<table>
<thead>
<tr>
<th>Nationally</th>
<th>Mississippi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 4.6 million English Learners</td>
<td>Increase of 3,000 ELs within the past 2 years</td>
</tr>
<tr>
<td>Spanish is the most commonly spoken non-English language</td>
<td>In 2018, the majority of Mississippi school districts had at least one EL</td>
</tr>
<tr>
<td>1 in 5 children between 5-17 years old live in immigrant families</td>
<td>In 2018, 14 Mississippi districts served more than 300 ELs</td>
</tr>
<tr>
<td>Immigrant parents account for 25% of the overall U.S. population</td>
<td>During the 2016-17 school year, approximately 12,630 ELs entered Mississippi schools</td>
</tr>
</tbody>
</table>

Mississippi schools have seen a 1,000% increase in English Learners over the past 10 years.

Who are our students? Mississippi Languages

<table>
<thead>
<tr>
<th>2018-2019 Top 5 Most Common EL Languages in Mississippi</th>
<th>2018-2019 Top 5 Least Common EL Languages in Mississippi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 12,696 EL speakers</td>
<td>Twi 1 EL speaker 4 countries represented</td>
</tr>
<tr>
<td>Arabic 925 EL speakers</td>
<td>Somali 1 EL speaker 7 countries represented</td>
</tr>
<tr>
<td>Vietnamese 548 EL speakers</td>
<td>Persian 1 EL speaker 1 country represented</td>
</tr>
<tr>
<td>Chinese 416 EL speakers</td>
<td>Maori 1 EL speakers 1 country represented</td>
</tr>
<tr>
<td>Gujarati 111 EL speakers</td>
<td>Lithuanian 1 EL speaker 19 countries represented</td>
</tr>
</tbody>
</table>
Who are our students? Why ELs Come to Mississippi

“Hispanic immigrant families move to the South drawn to jobs in construction, agriculture, and food processing industries.”

“Immigrants from the Middle East and South Asia are filling shortages in medical professions.”

Who are our students? Mississippi’s Immigrant Facts

• More than 2% of Mississippi residents are immigrants, while another 2% are native-born U.S. citizens with at least one immigrant parent.

• 1/3 of all immigrants in Mississippi are naturalized U.S. citizens.

• Almost one in four of Mississippi’s adult immigrants have a college degree or more education; nearly one in three had less than a high school diploma.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Share (%) of All Immigrants</th>
<th>Share (%) of All Natives</th>
</tr>
</thead>
<tbody>
<tr>
<td>College degree or more</td>
<td>24.8</td>
<td>20.7</td>
</tr>
<tr>
<td>College</td>
<td>18.0</td>
<td>32.0</td>
</tr>
<tr>
<td>High school diploma only</td>
<td>24.7</td>
<td>31.2</td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>32.5</td>
<td>16.0</td>
</tr>
</tbody>
</table>
A transfer student walks into your room...
Implicit Bias and Education

“Research has shown that before teachers even have a conversation with a student, they have already formulated a number of opinions based on that student’s race, appearance, and other factors—and begun to form a certain set of expectations…the reality is that our subconscious is at work. We are studying the every move of our students: their dress, their personal grooming, their hair style, their use of language, and their mannerisms. Admitting it may be uncomfortable, but almost all of us have looked at a student at one time or another and thought, solely based on their appearance, ‘That kid is going to be someone,’ or ‘that kid is going to make my life miserable…’ These subconscious thoughts and feelings are known as implicit biases. These biases are ever-present, and as such they require constant monitoring. Ignoring our implicit biases guarantees that we further impoverish the already poor or marginalized student. As educators, we must be mindful of not just how we teach students, but how we approach them, how we talk to them, and how we convey our academic expectations for each of them.”

- Melissa Garcia

Understanding Implicit Bias

What is implicit bias?

• Attitudes we hold towards people or associated stereotypes with them without our conscious knowledge
• Predicts how we’ll behave more accurately than our conscious values
• Universal phenomenon, not limited by race, gender, or even country of origin

https://implicit.harvard.edu/implicit/takeatest.html
Being a Leader for Equity

Leaders for equity are educators who gracefully stand up and stand for others, demonstrate courage, and take risks to forge improvement.

Equality

Equity

Resources

https://www2.ed.gov/about/offices/list/oela/ffcmelp.pdf
https://www.newamerica.org/education-policy/edcentral/southeast-els/
http://res.dallasnews.com/interactives/migrantroute/
**All Means All:**

**Resources to Improve Equitable Outcomes for All Students**

Offices of Elementary Education and Reading, Professional Development and Special Education

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**Technical Assistance Provided to Increase Inclusive Practices**

*Phonics First® reading system* developed by Brainspring is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and EL readers.

**Rooted in the Orton-Gillingham principles of instruction**, *Phonics First®* uses scientifically research-based learning strategies to teach students systematic processes for decoding (reading) and encoding (spelling). Students who use the *Phonics First®* system make significant gains in reading and spelling while building a lifelong understanding of the structure of language.
Phonics First Courses

Courses include:

• Phonics First (K-5) for K-3 general education teachers, K-5 special education teachers, literacy coaches and interventionists

• Phonics First (6-12) for middle and high school special education teachers, interventionists and the literacy coaches who support them

• Level II for anyone who has attended the K-5 or 6-12 courses and has used the program for at least 3 months

• Refresher and Syllabication Workshops

Phonics First Courses

• Seats are currently available for the spring and summer across the State

• Districts with 25 or more participants registered can host the training and MDE will cover the cost

• To see all dates and locations, visit the RESA website at http://nmec.msresaservices.com/all-workshops/categories-mde/categories-mde-special-education

• Contact Teresa Laney at 601-359-3498 if you have questions
## Upcoming Professional Development

<table>
<thead>
<tr>
<th>Phonics First K - 5</th>
<th>Phonics First 6 - 12</th>
<th>Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gulfport – March 9</td>
<td>Gulfport – March 16</td>
<td>Meridian – February 10</td>
</tr>
<tr>
<td>Gulfport – March 12</td>
<td>Gulfport – March 19</td>
<td>Oxford – March 23</td>
</tr>
<tr>
<td>Greenville – June 1</td>
<td>Jackson – June 22</td>
<td>Hattiesburg – April 20</td>
</tr>
<tr>
<td>Tupelo – June 8</td>
<td></td>
<td>Biloxi – June 15</td>
</tr>
<tr>
<td>Jackson – June 15</td>
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## Alternate Diploma

![Graduation Caps Being Thrown into the Air](Image)
Alternate Diploma

- Only students who have met the IEP criteria as a student with a significant cognitive disability (SCD) may participate in a program of study to earn the Alternate Diploma.

- The Alternate Diploma is not the equivalent of a traditional high school diploma and is not recognized by post-secondary entities that require a traditional high school diploma.

- IEP TEAM Committee decision

- MSIS Course Codes can be found in the Course/Work Area Codes Report.

Alternate Diploma

Which high school Alternate Diploma courses currently require a Mississippi Academic Assessment Program – Alternate (MAAP-A)?

- Alternate Biology
- Alternate English II
- Alternate Algebra
Alternate Diploma Course Substitutions

- Currently working on a list of general education courses that may be substituted in lieu of the alternate courses mentioned on previous slide.
- Open for public comment soon.

Alternate Diploma Informational Sessions

School Counselor Regional Workshops

- February 12 – Hattiesburg, MS
- February 19 – Oxford, MS
- February 21 – Vicksburg, MS
- February 25 – Jackson, MS
- February 28 – Jackson, MS
What is an ABLE account?
ABLE accounts are tax-advantaged savings accounts for individuals with disabilities which will not affect their public benefits. These accounts can be used for daily transactions and/or long-term savings. Income earned in the accounts is not taxed if spent on qualified disability-related expenses. Contributions can be made to an account by anyone and may qualify for a state tax deduction.
MS ABLE ACCOUNT

When will ABLE accounts be available in Mississippi?
ABLE accounts are available now!!

Mississippi
ABLE
a member of
The National ABLE Alliance

For more information or to register, visit: https://www.mdrs.ms.gov/Pages/able-act.aspx

Social and Emotional Learning Standards
MS’s Current Efforts Around Social Emotional Learning

- Attended Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Exchange in Chicago, IL in October 2019
- Submitted an application for a CSI grant to fund SEL efforts
- Developing a state definition of Social Emotional Learning
- Selected a model for K-adulthood competencies and is currently being drafted through MDE’s partnership with REACH MS

Students with Significant Cognitive Disabilities
Students with Significant Cognitive Disabilities

• The Every Student Succeeds Act (ESSA) established a participation cap of 1% on students with the most significant cognitive disabilities (SCD) participating in the MS Academic Achievement Program – Alternate (MAAP-A.)

• Although states are held to a 1% cap, States cannot cap participation at the district level.

Students with Significant Cognitive Disabilities

• In an effort to come into compliance with ESSA, the MDE OSE will be asking districts to review data regarding the participation rate of students identified as SCD in the MAAP-A.

• The Special Education Director of each district will receive data regarding the district’s 1% and be asked to provide justification if the district has more than 1% of its student population participating in the MAAP-A.
Approximately 1.43% of Mississippi’s students participated in content areas of the MAAP-A in 2018-2019.
Save the Date

Special Education Director Meeting and Brustein & Manasevit

SAVE THE DATE

TUESDAY
March 3, 2020

Special Education Director Meeting

VICKSBURG CONVENTION CENTER

Registration and additional information coming soon.

WEDNESDAY & THURSDAY
March 4-5, 2020

Joint Fiscal Conference
WITH BRUSTEIN & MANASEVIT
Technical Assistance Provided

SSIP – Coaches Supports
On-Demand Technical Assistance

Online Courses
Regional Meetings

Additional PD to increase inclusive practices and differentiated instruction

Inclusive Practices for ALL

Who Can Benefit from the AFA Guide?

- Student struggling with academic concepts
- Any student with behavioral or social issues impacting his/her access to the Mississippi College and Career Readiness Standards
- Any student with limited memory or learning deficits
- Any student receiving academic or behavioral interventions through the Multi-Tiered System of Supports
- Any student with an IEP
Inclusive Supports and Professional Learning Opportunities

- Open to General Education (K-12), Special Education, Teacher Assistants, Emergency Certified Teachers, and Long-term Substitutes

- Participants will still receive 4 face to face days, but these days will be broken out into *individual days rather than delivered in pairs*. – 1 day after units 1 and 2, 1 day after units 3 and 4, 1 day after units 5 and 6, 1 day after units 7 and 8.
Assessment Overview

- **3rd edition has a robust assessment system.** Every new trainee takes a pretest for units 1-4. This establishes a baseline.
- There is then a post-test after each unit, and then a cumulative post-test of units 1-4 combined. This process repeats for units 5-8.

In summary…

With **LETRS 3rd edition**, educators receive:

- Updated information about the brain and learning to read
- Information about identification and treatment of dyslexia
- Explicit assignments for teachers to apply what they are learning
- Embedded videos that connect content to classroom applications
- Literacy development for English learners
- Curriculum development of classroom and small-group instruction
Resources

https://www.voyagersopris.com/resources

2nd Annual Literacy and Learning Summit
Family and Community Engagement

Goals

“HIGH EXPECTATIONS ARE THE KEY TO EVERYTHING”

Parent Involvement
Family Guide for Student Success

https://www.mdek12.org/OAE/OEER/FamilyGuidesEnglish

W. K. Kellogg Foundation

Special thanks to the W. K. Kellogg Foundation for supporting the Mississippi Department of Education’s efforts to assist families, schools and communities with acquiring the tools necessary to advance the success of Mississippi’s Children.
Family and Community Engagement

Parent and Family Guide to Understanding Response to Intervention

Parent Engagement Conference Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>February 6-7</td>
<td>University of Southern MS Cochran Center</td>
</tr>
<tr>
<td></td>
<td>Hattiesburg, MS</td>
</tr>
<tr>
<td>February 19-20</td>
<td>Jackson State University e-Center</td>
</tr>
<tr>
<td></td>
<td>Jackson, MS</td>
</tr>
<tr>
<td>February 25-26</td>
<td>Greenville Higher Education Center</td>
</tr>
<tr>
<td></td>
<td>Greenville, MS</td>
</tr>
</tbody>
</table>
Registration

- Mississippi Regional Education Service Agencies (MS RESA) at http://www.msresaservices.com/

- Search for parent and family
Superheroes in Training: Literacy Basic Training for Paraprofessionals and Uncertified Teachers (K-4)

This training was designed specifically for paraprofessionals and uncertified teachers who have been tasked with providing explicit literacy instruction to their K-4th grade students. Session topics included:

- the difference between phonics and phonological awareness and the importance of each,
- an explicit routine for teaching phonological awareness, and how to fill gaps in Tier I instruction.

Participant Data

<table>
<thead>
<tr>
<th></th>
<th>Hattiesburg</th>
<th>Oxford</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Districts Represented</td>
<td>23</td>
<td>53</td>
</tr>
<tr>
<td># of Participants</td>
<td>148*</td>
<td>148*</td>
</tr>
</tbody>
</table>

*Registration was waitlisted
In addition…

• West Point School District, Clinton School District, and Columbus Municipal School District requested and received district-based PD to accommodate the number of paraprofessionals they wanted trained.

• This professional development will be offered in Durant on 11/4/19 through the RESA.

Additional Fall 2020 MDE Statewide Literacy Trainings

• “Parents as Partners” Informational Meetings
• ABCs of Coaching (Curriculum Coordinators and Instructional Coaches)
• Regional Literacy Trainings for Teachers (pre-K-3rd)
• Regional Literacy Trainings for Elementary Administrators
• Multi-Tiered Systems of Support
• Rethink Literacy Trainings for Teachers (3rd-12th)
• Annual Early Childhood Conference
• Annual Literacy Summit
EARLY CHILDHOOD

Professional Development

- Little Learners, Little Hands: Fine Motor Development
  Tupelo – January 30th;
  Hernando – March 26th

- Family Connections: One-Day Mini-Conference
  Tupelo – February 4th

- Looping Literacy into Early Learning
  Hernando – February 4th;
  Biloxi – February 11th;
  Jackson – March 10th
Professional Development

- Early Childhood Leadership Training
  Greenwood – February 11th

- Family Engagement: Train the Trainer
  Belden – February 28th

Resources

- Early Childhood Webpage: www.mdek12.org/ec
  Guidelines, Standards, procedures, and technical assistance

- GoSignMeUp: www.mdek12.org
  Registration site for all professional development opportunities:
Additional Resources & Publications

Resources & Publications

- Literacy Focus of the Month (Transdisciplinary: Grades PK – 12)
- Instructional Scaffolding Document (ELA & Math: Grades PK-8)
- English Learner Videos and Resources
- English Learner Guide
- Implementing Evidence-based Literacy Practices (Grades K-12)
- Multi-Tiered System of Supports Document (Transdisciplinary, Grades PK-12)
- Integrated Kindergarten Centers Activities (Transdisciplinary, Kindergarten)
Resources & Publications

Educational Stability for Children in Foster Care (Foster Care Guidance Document)

Early Warning System (College and Career Readiness Data Guidance Document)

Kellogg Grant Exemplar Lesson & Unit Plans (ELA and Math, Grades PK – HS)

Resources & Publications for Administrators

Administrator Annual Calendar

MSIS User Manual
• Class size overload waiver requests were due January 24, 2020.

• Annual School Board Member Attendance Reports are due February 7, 2020.

• Corrective Action Plans (CAPS) for districts assigned an accreditation status of PROBATION are due to the Office of Accreditation by February 10, 2020.

• Parent of the Year applications will be forthcoming.

Quentin Ransburg
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mdek12.org