

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
March 17, 2022

OFFICE OF SECONDARY EDUCATION

03. Action: Approval of new Districts and Schools of Innovation for 2022-2023 [Goal 2 – MBE Strategic Plan]

Background Information: Mississippi Admin. Code 7-3: 28-7, State Board Policy Chapter 28, Rule 28.7, established the process and procedures for Districts and Schools of Innovation. Innovative programs are intended to better prepare students for success in life and work. Innovative programs focus on reducing achievement gaps by expanding learning experiences for students; increasing the number of students who are college- and career-ready; reducing the number of students that exit high school in need of remediation; and motivating students by expanding curriculum choices and learning opportunities for students.

District of Innovation: A District of Innovation is a district that has developed a plan of innovation in compliance with this policy and has been approved by the State Board of Education to be exempted from certain administrative regulations and statutory provisions.

A School of Innovation, independent of a designated District of Innovation, is defined as a school that voluntarily participates in a School of Innovation plan to improve instruction for only one school in the district.

Based on a review of applications, the following are recommended as new Schools or Districts of Innovation for 2022-2023.

1. Mannsdale Upper Elementary in the Madison School District
2. Pascagoula-Gautier School District
3. Starkville Oktibbeha Consolidated School District

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

Recommendation: Approval

Back-up material attached

Backup Materials for New Districts of Innovation

Mannsdale Upper Elementary School of Innovation

The first goal is to investigate a learning community where the general education teacher is team-teaching with a gifted education teacher. As part of this team-teaching the two educators will adjust their instructional practices to utilize gifted differentiation strategies within the general education classroom. This program will use the mentorship between teachers to create sustainability. The school has already started working with a company, Numinds Enrichment, to do professional development on best practices for team-teaching and for teaching general education ways to differentiate for gifted students. This plan differs from traditional schools because it uses a push-in approach to gifted education instead of a pull-out approach. It empowers traditional teachers to know and better understand how to identify more gifted students as well as how to better differentiate instruction in the classroom.

The second goal is to create a self-sustaining gardening program that teaches students the steps to building either a career or college major in farming, entrepreneurship, food services or business management.

The third goal is to create a school structure where teachers are compensated for mentorship, so administration invests in the professionals on staff instead of bringing in outside consultants, thus encouraging fidelity in the system. A byproduct of this goal is to encourage teachers to take risks and try new ways to educate students.

Requested waiver(s) from State or Local Policies, Requirements, or Restrictions	Rationale for Waiver Request	Approval	MDE Rational for Waiver Approval or Disapproval
Accreditation Standard 17.8	The district currently has a waiver through the Office of Gifted Education to provide push-in services for gifted rather than pull-out services. The district would like to continue this waiver while a school of innovation.	Yes	As this waiver has already been approved, it may continue to be granted.

Pascagoula-Gautier School District District of Innovation

The Pascagoula-Gautier School District (PGSD) is committed to educating tomorrow’s college and career ready students in our inclusive innovation nation. We want to revitalize this mission through our District of Innovation application as we aim to provide our students, approximately 6,900, with support on all levels with our Pre-K to Workforce vision, inclusive of all subgroups, ensuring rigor and career focus each step of the way. Our innovative plan has goals that will result in several student and district outcomes.

By providing students with opportunities such as taking the ACT WorkKeys, having the option of earning the Seal of Biliteracy, graduating with an Associate’s degree, and earning national certifications, they will have an increased chance of being successful in their chosen career field. Some examples include a student who completes a two-year program in welding and then gets the chance to intern at Ingalls Shipbuilding with job offers at completion or a health science student earning his/her LPN license before graduation. Students can also work at McDonald’s while being trained for a management position when they graduate. Our Teacher Academy completers can get a job with the district as a paid teacher’s assistant. Students who complete the Unmanned Aerial Systems program (flying drones) can earn an FAA certification and gain employment after graduation. Students with IEPs, who traditionally would not enroll in a Career & Technical Education (CTE) course, can now get real-world, hands-on experience in different programs that will lead to employment.

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Any student who has completed Health Science 1 to work for the local hospital system towards earning his/her LPN can be considered a CTE second-year completer once the LPN program is completed.	Currently, these students working towards their LPN would not be considered completers because they would not have taken the Health Science II class. We will also work with the local community college to have them consider these students as completers.	Yes	This waiver will allow students more flexibility as they progress through the CTE program. A special course code will be created to track these students. Data will be collected annually to assess the success of the program.

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<p>Allow the Seal of Biliteracy to count in the acceleration piece of the accountability model for students who earn the Seal.</p>	<p>In our local area and economy, we have a high percentage of non-English speakers. We want to encourage and motivate students to become proficient in English and become proficient in their first language. Because proficiency in two world languages is so prestigious and rigorous, we believe it should count towards a point in the acceleration piece of the accountability model.</p>	<p>No</p>	<p>MDE cannot give waivers to the accountability model.</p>
<p>Allow students in Career Technical Education Partnership (CTEP) who complete the program to count towards the graduation rate in the accountability model.</p>	<p>The goal is to graduate students, increase the graduation rate, and prepare students for beyond graduation. Through our CTEP program, students with special needs have an opportunity to learn and engage in work-based learning opportunities that will enhance their skills and prepare them for potential jobs. We want ALL students to be contributing members of society, and the CTEP program will help students do just that. For these reasons, we believe students who earn credentials and complete the CTEP program have earned as much as a diploma when preparing for a job and independent living.</p>	<p>No</p>	<p>MDE cannot give waivers to the accountability model.</p>

Starkville Oktibbeha Consolidated School District District of Innovation

Starkville Oktibbeha Consolidated School District wants to expand their career academy model to include all students in the high school and provide preparation classes in the elementary grades. The “wall-to-wall,” innovative academy design model will provide a 6-year experience, beginning with 8th grade and ending in the senior year, that offers a small learning community and continuity within teachers, curriculum, and instruction across grade levels. It provides a clear course sequence with students scheduled within their chosen academy and a supportive team atmosphere.

As we strive for equity, this instructional model has a governing structure that incorporates the views of all stakeholders and demonstrates evidence of partnerships around student success. It will provide rigorous learning opportunities to prepare our students for college and career opportunities without the need for remediation. The academy model also gives students clear access to career and post-secondary information necessary to make well informed decisions about their future.

Career days, industry visits and introduction to innovation in elementary school exposes students early to college and career readiness skills and prepares them for Keystone, which will be taken in the 8th grade. Participation in these innovative models of learning will allow students to participate in project-based learning, which will strengthen cross curriculum project development and college and career work skills needed to be successful after high school.

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<p>2. All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the Elementary and Secondary Education Act (ESEA). Miss. Code Ann. § 37-9-7 7, Miss. Admin. Code 7-3: 80.1 and 80.2. State Board Policy Chapter 80, Rules 80.1 and 80.2, and ESEA, and Federal Code.</p>	<p>The district is aligning its master schedule to develop “pure” cohorts of teachers and students in each of the academic houses. Additionally, through thorough course review, the district is realigning course sequence and elective opportunities to best align with student selected pathways.</p>	<p>No</p>	<p>MDE cannot give waivers for Federal Code.</p>

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<p>2.2 With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided they do not act in the place of the principal. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.</p>	<p>Our district would like to receive a waiver from this requirement so that we can identify and potentially hire full time FTEs for these courses: ACE (Academy of Career Exploration) which will be the Keystone course offered to 8th grade students, CCR, as well as electives that align with each pathway.</p> <p>By allowing industry experts to co-facilitate and teach these courses, we believe this will best support our goal of meeting the individualized needs of each academic house and its students.</p>	<p>No</p>	<p>The district can use the Expert Citizen License for these individuals.</p>

Requested waiver(s) from State or Local Policies, Requirements, or Restrictions	Rationale for Waiver Request	Approval	MDE Rational for Waiver Approval or Disapproval
<p>13.The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction. Any request for an exception to this standard must be submitted in writing to the Commission on School Accreditation for review and action. If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local school board may request approval from the State Board of Education to operate the schools in its district for less than one hundred eighty (180) days. Miss. Code Ann. § 37-151- 7(3)(c), Miss. Code Ann. § 37-3-49, §§ 37-13-61 through 69, § 37-151-5(j), and § 37-151-7(3)(c).</p>	<p>The district would like to modify its instructional day to allow for a block of time each day that is designed for accelerated experiences for ALL students. This would allow dedicated time that we currently cannot fit into the schedule to support our efforts to address achievement gaps; truly implement early warning systems as we work to develop a consistent way to monitor attendance, grades, and behavior; increase counseling advisement through an individual success plan (ISP) development and career advisement, and career pathway exploration.</p>	<p>No</p>	<p>This waiver request does not meet the rationale.</p>
<p>13.1 The teaching day must provide at least 330 minutes of instruction per day. Miss. Code Ann. 37-13- 67.</p>	<p>The number of minutes in each instructional day would not be reduced, instead 52 minutes each day would be designed specifically for the purpose of acceleration of all students. Students would be assigned to specific teachers for personalized differentiated</p>	<p>Yes</p>	<p>MDE approves this waiver to allow the district flexibility in their daily schedule to provide innovative</p>

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	<p>supports. This would allow for improved equity and allow us to better serve not only our students in need of remediation, but also students that need additional enrichment opportunities.</p>		<p>planning and instruction.</p> <p>Data will be collected annually to assess the success of the program.</p>
<p>13.2 The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (½) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public School courses, and innovative programs authorized by the State Board of Education.</p>	<p>Specifically, on our A/B schedule, we are requesting to modify each of the four traditional blocks from 94 to 84 minutes and build in the 52-minute enrichment block each day for acceleration. This would modify seat time for each Carnegie Unit Course from 140 hours to 126 hours.</p>	<p>Yes</p>	<p>MDE approves this waiver to allow the district flexibility in their daily schedule to provide innovative instruction.</p> <p>Data will be collected annually to assess the success of the program.</p>
<p>13.3 No more than two (2) of the 180 days may be 60% days. Both teachers and pupils must be in attendance for not less than 60% of the normal school day. Miss. Code Ann. § 37-151-5(j).</p>	<p>Additionally, we are requesting that six of the 180 student days be exploratory learning days for our students. We plan to develop these days around civic engagement, problem-based learning opportunities, community partnerships and student needs.</p>	<p>Yes</p>	<p>MDE approves this waiver allowing 6-60% days for innovative student civic engagement, problem-based learning, and community</p>

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	<p>These days will be fully developed, but outside the guidelines of a typical day. Students will be working on completion of project based learning activities, receiving interventions, participating in small group service projects, and taking field trips by academic house. Students may be participating in a variety of activities each day, and adults supervising the students may be ancillary faculty or staff ranging from elective teachers to coaching staff.</p> <p>This allowance will provide the cohort of teachers, assigned to each academic house, the required cross curriculum planning time that must be documented to become a National Career Academy Model Site. This would be the only time throughout the year that the teachers could be pulled together for cross-curriculum professional learning as well as allowing them the necessary time to reach out to industry partners.</p> <p>This request is largely due to the insurmountable challenges that transportation logistics create for developing an innovative schedule. Due to consolidation, our buses and routes cover a total of 484</p>		<p>partnerships, as well as cross curriculum planning time for teachers.</p> <p>Data will be collected annually to assess the success of the program.</p>

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	<p>square miles each day. We have significantly improved our bus fleet, but due to many challenges in hiring and retaining bus drivers, we are faced with doubling most of our routes. Currently, the district has 149 routes and 65 buses. Students are picked up as early as 6:30 to begin our elementary routes and secondary schools do not begin the process of dismissal until 4:00 p.m.</p> <p>Although this is not related to the instructional day, it significantly impacts potential times that teachers can work with industry partners, plan with cross curricular teams and meet to review data as a part of the early warning system process.</p>		