OFFICE OF STATE SUPERINTENDENT OF EDUCATION
Summary of State Board of Education Agenda Items
February 21, 2019

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01.   Information: Progress on the Mississippi Board of Education's 5-year
         Strategic Plan for 2016-2020 [Goals 1, 2, 3, 4, 5, and 6 – MBE Strategic Plan]

         Background Information: On November 8, 2018, the State Board unanimously
         approved the update of the Mississippi Board of Education 2016-2020 Strategic
         Plan.

         The Board's Strategic Plan has six goals:

         1. All students are proficient and show 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 education 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

         This presentation will provide an update on the progress of the Board's Strategic
         Plan through 2018.

         This item references Goals 1, 2, 3, 4, 5, and 6 of the *Mississippi Board of Education
         2016-2020 Strategic Plan*.

         Back-up material attached

Mississippi State Board of Education Strategic Plan 2016-2020

Year Four Status Report

February 21, 2019

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Carey M. Wright, Ed.D.
State Superintendent of Education

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Mississippi Department 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

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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1	2	3	4	5	6
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

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GOAL 1

All Students Proficient and Showing
Growth in All Assessed Areas

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Key Actions to Advance Goal 1

- Published district-level Special Education Performance Determination Reports to inform stakeholders about how well students with disabilities are served in districts (Goals 1, 2 , 5)

- Conducted 52 Orton-Gillingham based training sessions for 1,882 special education and general education teachers (Goals 1, 2, 4, 6)

- Provided on-demand training to districts in targeted areas including using assessment and accountability data to improve outcomes and close achievement gaps and using data analysis to provide supports and interventions to struggling students (Goals 1, 2, 5)

- Provided mentoring, coaching and support for special education directors with 1-3 years of experience (Goals 1,4)

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Key Actions to Advance Goal 1

- Provided funding for 22 literacy coaches to support State Systemic Improvement Plan (SSIP) grant districts, resulting in outcomes that exceeded the initial goal for improvement in students with disabilities (Goals 1, 2, 4, 6)

- Provided training for pre-K-6 grade teachers on effective use of technology in the classroom to impact literacy instruction (Goals 1, 3, 4)

- Launched statewide Chronic Absenteeism initiative through a series of initial training to over 125 educators and partners in collaboration with John Hopkins University and the state-level Campaign for Grade-Level Reading organization (Goals 1, 5, 6)
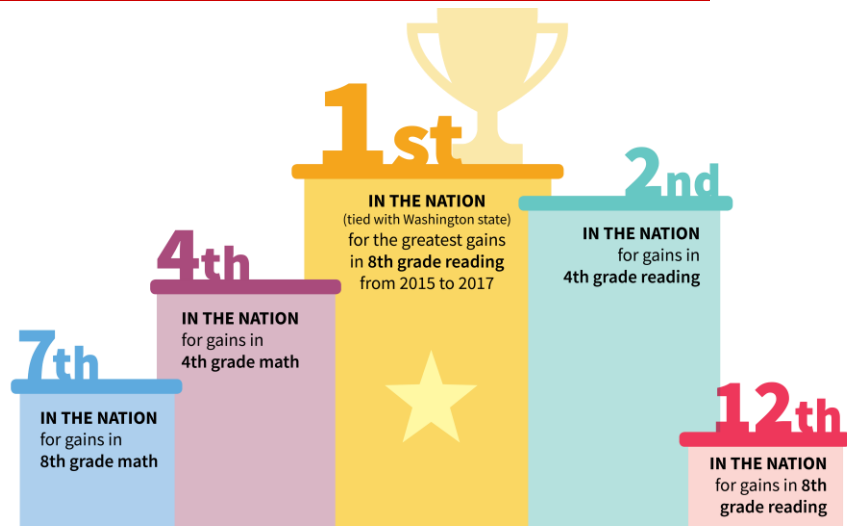
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National Assessment of Educational Progress (NAEP)

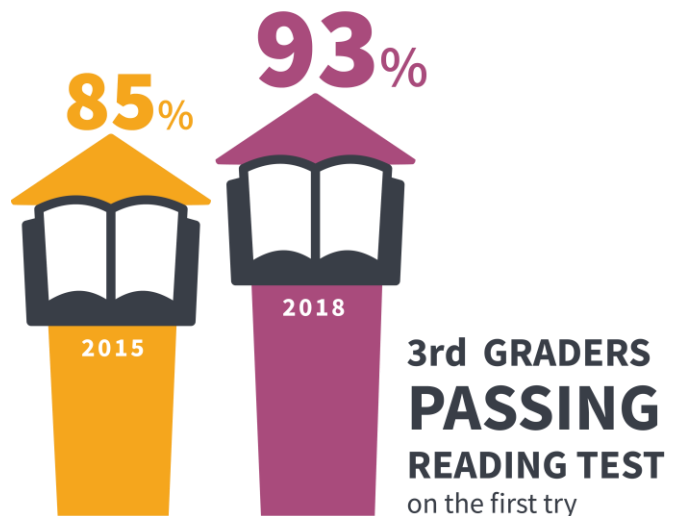❖ Mississippi is making **faster progress** on NAEP than most other states in the country

1st
IN THE NATION
(tied with Washington state)
for the greatest gains
in **8th grade reading**
from 2015 to 2017

2nd
IN THE NATION
for gains in
4th grade reading

4th
IN THE NATION
for gains in
4th grade math

7th
IN THE NATION
for gains in
8th grade math

12th
IN THE NATION
for gains in 8th
grade reading

MISSISSIPPI NAEP HIGHLIGHTS 2007-2017

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

❖ Pass rate increased annually for all subgroups since test was first administered in 2015:

- **23.5** percentage point increase for **students with disabilities**

- **14.6** percentage point increase among **Hispanic students**

- **10.5** percentage point increase among **African Americans**

85%
2015

93%
2018

3rd **GRADERS**
PASSING
READING TEST
on the first try

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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 2016

- ❖ **All student subgroups** saw proficiency **increases** in ELA and Mathematics

- ❖ **Proficiency rates increased for all grades and subjects** since 2016, with overall increases of **7.0 percent in ELA** and **12.3 percent in Mathematics**

33% **40**% 2016 2018 **ELA**

31% **44**% 2016 2018 **MATHEMATICS**
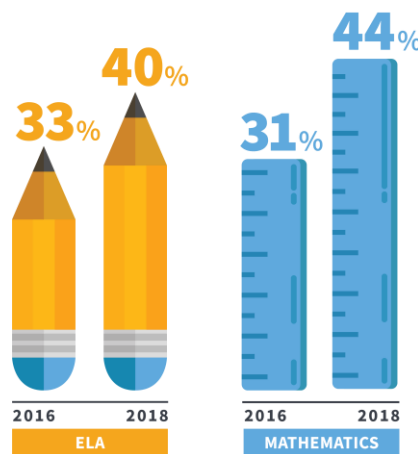
PROFICIENCY RATES
IMPROVE SIGNIFICANTLY
in English Language Arts and Mathematics

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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)

ENGLISH LANGUAGE ARTS

GRADE	2016-17 PROFICIENT OR ADVANCED	2017-18 PROFICIENT OR ADVANCED	CHANGE
Grade 3	36.0%	44.7%	+8.7% ▲
Grade 4	31.3%	45.1%	+13.8% ▲
Grade 5	37.3%	36.2%	-1.1%
Grade 6	40.0%	38.0%	-2.0%
Grade 7	30.1%	34.7%	+4.6% ▲
Grade 8	34.2%	35.1%	+0.9% ▲
English II	47.8%	44.5%	-3.3%
Overall	**36.7%**	**39.8%**	**+3.1%** ▲

MATHEMATICS

GRADE	2016-17 PROFICIENT OR ADVANCED	2017-18 PROFICIENT OR ADVANCED	CHANGE
Grade 3	40.1%	46.0%	+5.9% ▲
Grade 4	35.8%	44.4%	+8.6% ▲
Grade 5	33.7%	33.8%	+0.1% ▲
Grade 6	37.7%	46.4%	+8.7% ▲
Grade 7	43.8%	49.2%	+5.4% ▲
Grade 8	36.6%	41.2%	+4.6% ▲
Algebra I	42.4%	46.6%	+4.2% ▲
Overall	**38.6%**	**43.9%**	**+5.3%** ▲

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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)

❖ Number of districts with 45 percent or more **students scoring proficient or advanced** in English Language Arts and Math roughly **tripled** from 2016 to 2018

52

40

14

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| 2016 | 2018 | 2016 | 2018 |
| ELA | | MATHEMATICS | |
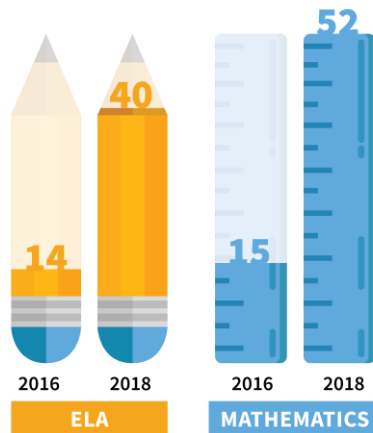
DISTRICTS WITH 45% OF STUDENTS SCORING PROFICIENT OR ADVANCED

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

From 2016 to 2018:

❖ **ELA growth increased** from 57.5 percent to 60.6 percent **(+3.1 percent)**

❖ **All subgroups** saw ELA growth increases

❖ **Math growth increased** from 61.7 percent to 62.9 percent **(+1.2 percent)**

❖ **Students with disabilities** saw the **greatest increase in math growth**, from 49.5 percent to 65.2 percent **(+15.7 percent)**

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GOAL 2

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

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Key Actions to Advance Goal 2

- Developed new Mississippi Alternate Academic Achievement Standards
  for Science, K-8 and Biology (Goals 2, 4)

- Conducted five regional trainings reaching 500 special education
  administrators and teachers regarding requirements for the Alternate
  Diploma and Certificate of Completion, Alternate Academic Achievement
  Standards, and the implementation of the Alternate Diploma courses
  (Goals 2, 4, 6)

- Developed and disseminated Teacher Resource Guides for Alternate
  Diploma Courses including Alternate English Elements I and II, Life Skills
  Development I, Alternate Math Elements I and II, and Career Readiness I
  (Goals 2, 4, 6)

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Key Actions to Advance Goal 2

- Participated in statewide efforts through joint meetings and planning sessions with community colleges, State Workforce Development Board (SWIB), and Local Regional Workforce Boards to increase skill level of individuals entering the workforce (Goal 2)

- Provided training for approximately 1,000 middle and high school counselors on students' Individual Success Plans (ISP) and ISP resources available on MDE website (Goals 2, 4)

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Key Actions to Advance Goal 2

- Presented research and data to Institutions of Higher Learning (IHL) chief academic officers to consider articulation of standard credit hours for Advanced Placement (AP), International Baccalaureate (IB), and Cambridge Advanced International Certificate of Education (AICE) exams for students at all Mississippi IHLs (Goal 2)

- Conducted face-to-face training and five webinars for teachers and administrators to increase participation and performance in AP, IB, AICE, and dual credit. This includes specific informational sessions on the braiding of Title funds to pay for accelerated course exam fees or college courses to increase equitable access to rigorous courses. (Goals 2, 4)

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Key Actions to Advance Goal 2

- Expanded Computer Science for Mississippi (CS4MS) initiative through partnership with Mississippi State University and C-Spire to include 47 additional pilot sites (Goal 2)

- Expanded District of Innovation process to include protocols for district mentoring and collaboration to share best practices across the state. There are currently seven Districts of Innovation, six Early College High Schools, and approximately 14 districts participating in the Innovation Lab Network (Goals 2, 4, 6)

- Partnered with CCSSO and Innovation Lab Network (ILN) district leadership to develop an equity framework focused on providing access to accelerated coursework in math and English for underserved students at the middle school level (Goal 2)

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

- ❖ Graduation rate **increased for all subgroups** from 2014 to 2019

- ❖ Graduation rate for **students with disabilities** saw the **greatest increase** from 23.2 percent to 38.4 percent **(+15.2 percent)**

MISSISSIPPI'S GRADUATION RATE

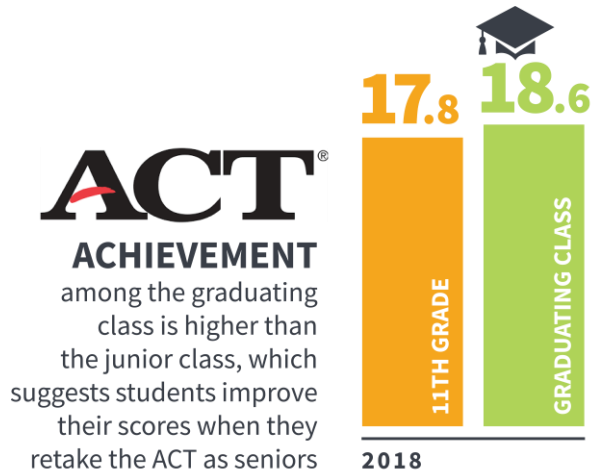Note: Mississippi rates reflect accountability year.

National Average: 81.4, 82.3, 83.2, 84.0, 84.6

Mississippi:
- **74.5%** 2014
- **78.4%** 2015
- **80.8%** 2016
- **82.3%** 2017
- **83.0%** 2018
- **84.0%** 2019

National Average
Mississippi

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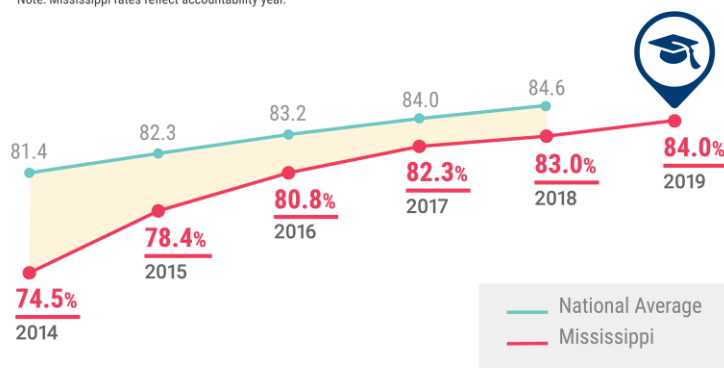
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Outcome 2: Increase the percentage of students ready for college as measured by ACT benchmarks in each content area from high school

❖ 11th graders* meeting all four ACT benchmarks remained at 9 percent from 2015 to 2018

❖ Grade 11 ACT composite score increased from 17.6 in 2015 to 17.8 in 2018

❖ Class of 2018 ACT composite held steady at 18.6 from 2017 to 2018, while the national average dropped from 21 to 20.8
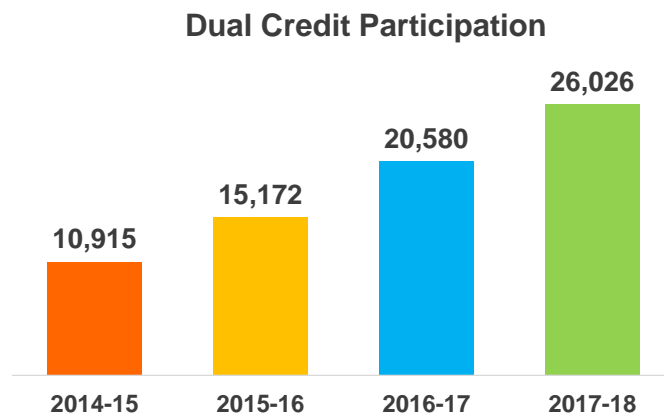
17.8 **18.6**

ACT®
ACHIEVEMENT
among the graduating class is higher than the junior class, which suggests students improve their scores when they retake the ACT as seniors

11TH GRADE **GRADUATING CLASS**

2018

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*Public school

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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** among **all subgroups**

Dual Credit Participation

2014-15	2015-16	2016-17	2017-18
10,915	15,172	20,580	26,026

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

❖ With increased participation, overall dual credit passing rates decreased slightly from 98.1 in 2015 to 96.9 percent in 2018
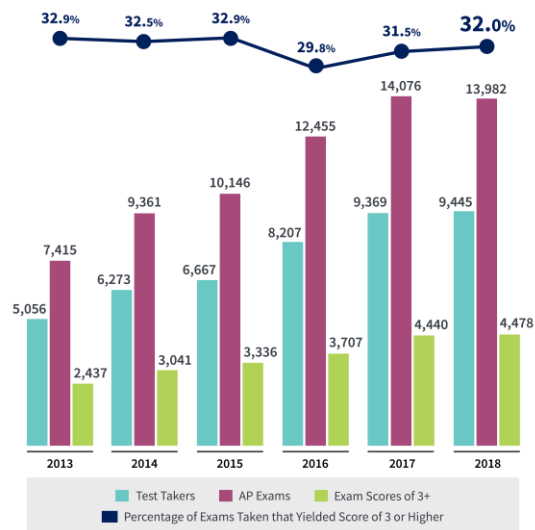
Dual Credit Participation & Pass Rates

	2014-15	2015-16	2016-17	2017-18
Participation Rate	5.3%	6.6%	8.7%	10.5%
Pass Rate	98.1%	98.4%	97.9%	96.9%

■ Participation Rate   ■ Pass Rate

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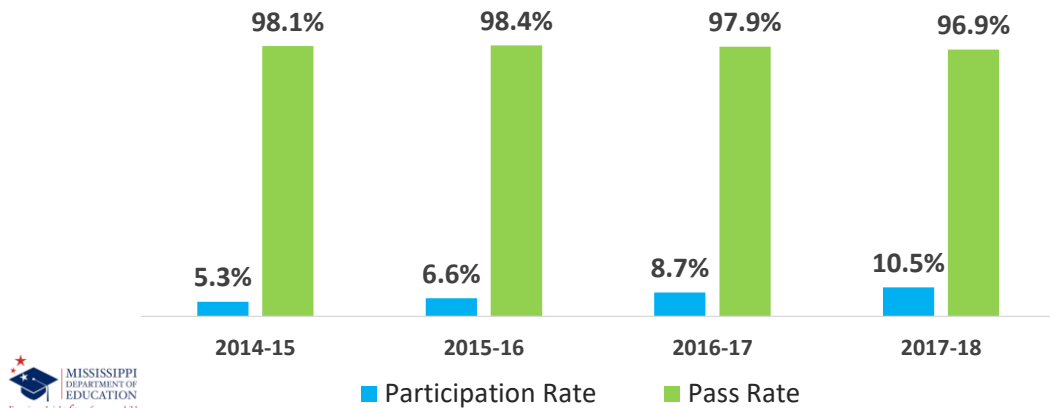
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Outcome 4: Increase the percentage of students participating in and passing AP in each subgroup

❖ AP participation and achievement **nearly doubled** since 2013

❖ Number of exams with a **qualifying score** of 3 or higher **nearly doubled** since 2013

❖ **All subgroups increased** AP participation from 2015 to 2018

❖ **Greatest increase** in AP qualifying scores from 2017 to 2018 were among **African-American** students (**+10 percent**) and **Hispanic** students (**+7.3 percent**)

Percentage of Exams Taken that Yielded Score of 3 or Higher: 32.9%, 32.5%, 32.9%, 29.8%, 31.5%, 32.0%

	2013	2014	2015	2016	2017	2018
Test Takers	5,056	6,273	6,667	8,207	9,369	9,445
AP Exams	7,415	9,361	10,146	12,455	14,076	13,982
Exam Scores of 3+	2,437	3,041	3,336	3,707	4,440	4,478

■ Test Takers   ■ AP Exams   ■ Exam Scores of 3+
■ Percentage of Exams Taken that Yielded Score of 3 or Higher

ADVANCED PLACEMENT RESULTS

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Outcome 5: Increase the number of students career ready

Students Completing Career and Technical Education (CTE) Programs
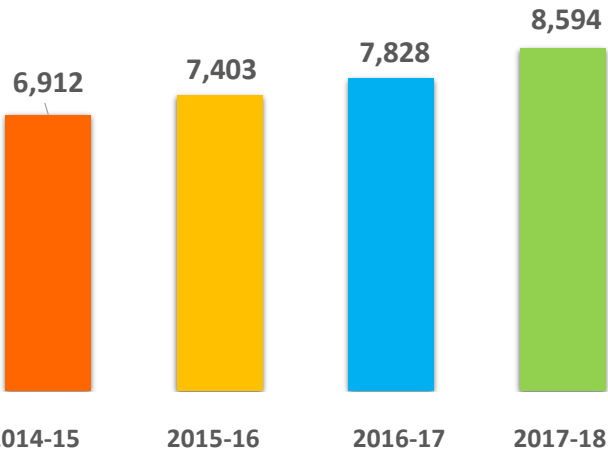
6,912 — 2014-15
7,403 — 2015-16
7,828 — 2016-17
8,594 — 2017-18

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GOAL 3

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

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Key Actions to Advance Goal 3

- Awarded five new districts funding to establish six blended pre-K classrooms (112 children enrolled) to ensure inclusive opportunities are afforded to students with disabilities (Goals 1, 3)

- Awarded five new Early Learning Collaborative (ELC) grants to serve an additional 1,076 4-year-old children (Goal 3)

- Collaborative work with $6 million Kellogg grant, hired nine early childhood coaches, two regional coordinators, two professional development specialists, and two family engagement transition coaches (15 total) to provide support to ELC sites as well as other funded pre-K, child care, and Head Start sites through Kellogg grant-funded positions (Goals 1, 3, 4)

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Key Actions to Advance Goal 3

- Developed birth through grade 12 Family Engagement Framework and Toolkit for stakeholders to obtain guidance, activities, and support resources on how to effectively engage families as partners (Goal 3)

- Hired a second Early Learning Collaborative coordinator to support new ELC sites in August (Goal 3)

- Awarded National Association of School Boards of Education (NASBE) grant to provide policy training to pre-K school administrators (Goal 3)

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Key Actions to Advance Goal 3

- Adopted updated *Early Learning Standards Serving Classrooms of Infants Though Four-Year Old Children*, which created a continuum of aligned learning standards from birth through grade 12 (Goal 3)

- Presented to W.K. Kellogg Foundation board members during their annual board meeting in Mississippi (Goal 3)

- Conducted phase 2 research on the impact of Mississippi's Early Learning Collaboratives using data contained in the K-12 warehouse and presented research findings at National Center for Education Statistics (NCES) data conference (Goals 3, 5)

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

54% 2015

65% 2018

KINDERGARTENERS MEETING
End-of-Year Target Score

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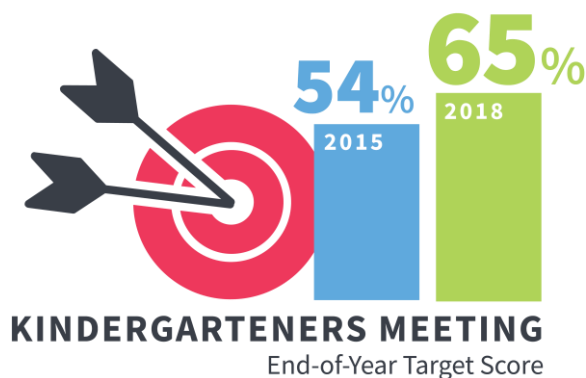
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Outcome 2: Increase percentage of children with disabilities in general education early childhood programs* (while decreasing the percentage in self-contained special education)

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

78.0%   75.5%   74.5%   73.9%

■ 2014-15 ■ 2015-16 ■ 2016-17 ■ 2017-18
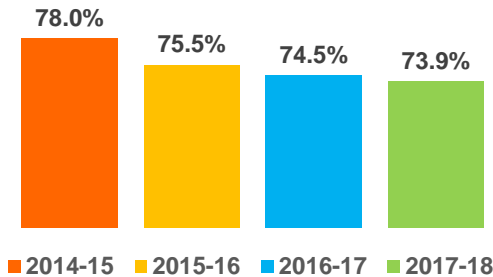
*Percentages revised to include children with disabilities in general education early childhood programs who receive special education services in other settings. Previous reports only included students with disabilities who received all services within general education.
**Decrease due to Head Start closures

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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

5,651   6,143   6,482   6,900

■ 2014-15 ■ 2015-16 ■ 2016-17 ■ 2017-18

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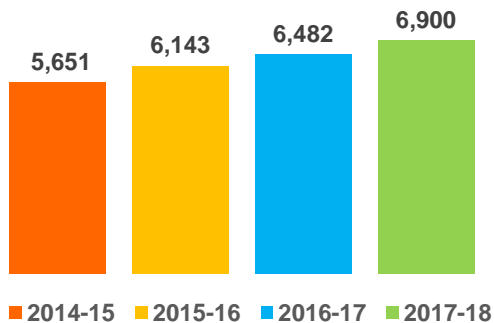
Outcome 4: Increase the percentage of Early Learning Collaborative (ELC) sites meeting required rate of readiness

❖ **76 percent** of ELC **students** met the target readiness score compared to 59 percent in 2015

❖ **ELC students** show **higher rates of kindergarten readiness** than students in other public pre-K classes

❖ **91.7 percent** of ELC **sites** met required readiness rate in 2018 compared to 79 percent in 2016. This includes four new ELC sites.

76% Early Learning Collaboratives

67% Other Public PreK

STUDENTS MEETING
Kindergarten-Readiness Score in 2018

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GOAL 4

Every School Has Effective Teachers and Leaders

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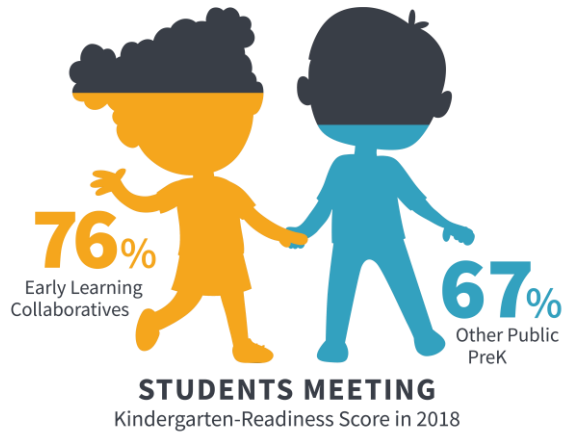
Key Actions to Advance Goal 4

- Secured $4.1 million grant from W. K. Kellogg Foundation to pilot Teacher Residency and Performance-Based Licensure programs (Goal 4)

- Partnered with the National Council on Teacher Residencies to develop Mississippi's Residency Model (Goal 4)

- Convened a Grow-Your-Own (GYO) Task Force to recommend additional measures for increasing and diversifying the teacher pipeline (Goal 4)

- Partnered with Tougaloo College and the Mississippi Association of Educators to convene 75 minority male educators from across Mississippi to seek strategies to expand the pipeline of minority male educators, reduce the number exiting schools and classrooms, and strengthen educator preparation programs that prepare minority male educators (Goal 4)

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Key Actions to Advance Goal 4

- Approved State Board Policy Chapter 14, Rule 14.20 to require all Educator Preparation Providers (EPPs) to obtain national accreditation recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Goal 4)

- Convened a task force of EPPs and practicing principals to redesign leadership programs to ensure alignment with the Professional Standards for Educational Leaders (PSEL) (Goal 4)

- Piloted a redesigned process for EPP program review and approval (Goal 4)

- Collaborated with Southern Regional Education Board (SREB) to strengthen processes and procedures for implementing Professional Growth System (PGS) (Goal 4)

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Key Actions to Advance Goal 4

- Convened the Educator Effectiveness Advisory Council (EEAC) to oversee development of additional components of PGS (Goal 4)

- Collaborated with Southeastern Comprehensive Center (SECC), Center on Great Teachers and Leaders, and the American Institutes for Research (AIR) to develop a toolkit for mentoring and induction of new teachers (Goal 4)

- Partnered with the University of Florida's Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) to explore strengthening the licensure structure to include mentoring, induction, and teacher leadership (Goal 4)

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Goal 4 Outcomes Revised in 2017-18 (Baseline Year Data)

Outcome 1: Increase the percentage of districts reporting Professional Growth System (PGS) ratings for teachers and leaders: **41.7 percent**

Outcome 2: Increase the percentage of teacher candidates passing licensure exams on the first attempt *(Baseline to be set in 2018-19 pending State Board of Education approval of policies and methodology)*

Outcome 3: Increase the number of licensed, diverse teachers and leaders: **29.2 percent**

Outcome 4*: Reduce the proportion of inexperienced teachers in schools that are both High Poverty and High Minority: **32.4 percent**

Outcome 5*: Reduce the proportion of non-certified teachers in schools that are both High Poverty and High Minority: **19.4 percent**

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*Outcome 4 has been divided into two separate outcomes since Nov. 8, 2018 to align with ESSA requirements

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GOAL 5

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

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Outcome 1: Create a public-facing data system for all stakeholders*

❖ Launched new **Mississippi Succeeds Report Card**, an interactive online tool designed to help parents and communities more easily evaluate schools across the state

❖ Developed two-year plan for enhancing report card, with new tools to be released through 2020, including school-level per-pupil funding and tools to make cross sub-group comparisons

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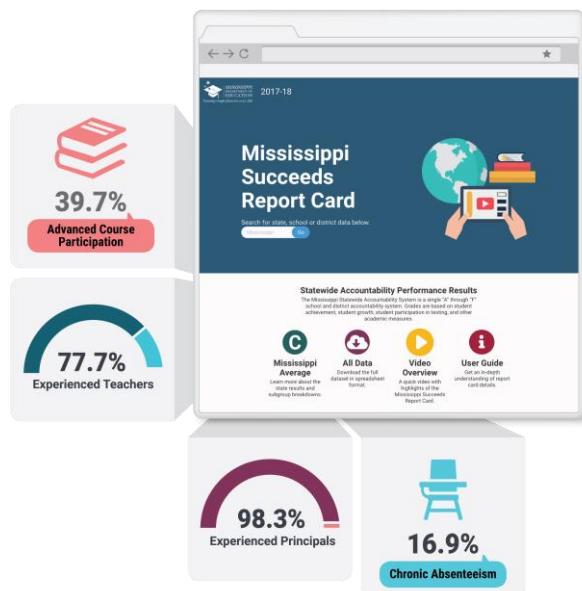
*Revised outcome for 2017-18

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Proposed Report Card Roadmap: Quarterly Output 2019 through 2020

Mar 2019:
MS Succeeds 1.1 Release

Jun 2019:
New Heat Maps Dash-board

Sep 2019:
MS Succeeds 2.0 Release

Dec 2019:
Enhanced Internal Dash-boards

Mar 2020:
High School Feedback Reports

Jun 2020:
On-Track CCR Dash-board

Sep 2020:
MS Succeeds 3.0 Release

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Heat Map: District Grades 2016, 2017 and 2018

2016 District Grade | 2017 District Grade | 2018 District Grade

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● A ● B ● C ● D ● F   ● A ● B ● C ● D ● F   ● A ● B ● C ● D ● F

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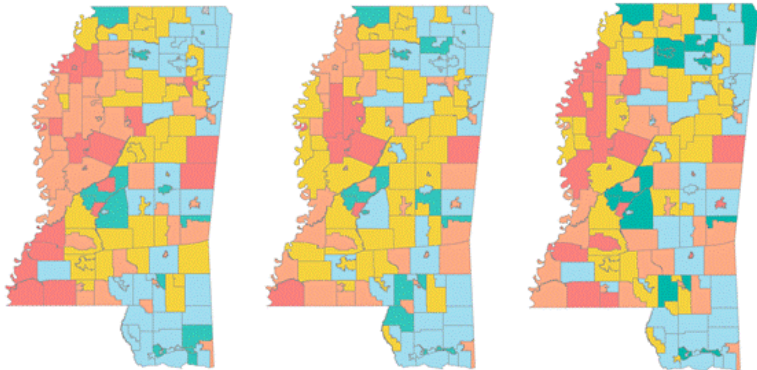
Outcome 2: Create a user-friendly website for the public and school districts to access data to make decisions*

❖ Launched new MDE website

*Revised outcome for 2017-18

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Outcome 3: Create a roadmap to improve the Mississippi Student Information System (MSIS 2.0)*

❖ Initiated development of **MSIS 2.0** modernization plan – engaging school districts, local student information package vendors and other states – focused on improving data quality, integration and availability of data to internal and external stakeholders

❖ Installed "Generate" tool and completed data mapping of MSIS to help streamline and automate reporting to the U.S. Department of Education

*Revised outcome for 2017-18

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Outcome 4: Publish research results to support improved student outcomes and teacher effectiveness*

- ❖ **Approach**: Developed and published research framework and designed research studies focused on four critical areas:
    1. High Quality Early Learning
    2. College and Career Readiness
    3. Recruitment, Retention, and Effectiveness of Educators and Administrators
    4. Educators and Administrators Preparation and Professional Development
- ❖ **Study**: Analyzed cross-sectionally the effectiveness of 2016-17 Early Learning Collaboratives (ELCs) cohort
    - Presented at the SLDS Best Practices Conference (February 2018) and the Association for Education Finance and Policy Conference (March 2018)
- ❖ **Study**: Compared longitudinally the impact of three ELC cohorts (2014-15, 2015-16 and 2016-17) against non-ELC children (including Head Start).
    - Presented at the National Center for Education Statistics Stats-DC Conference (July 2018)

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GOAL 6

Every School and District is Rated C or Higher

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Key Actions to Advance Goal 6

- Led Schools-At-Risk Process, which included conducting 89 interviews with district and school leaders in F-rated schools and providing personalized feedback to 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 50 schools improving from an F in 2017-18, and 69.4% of districts earning a C or higher rating (Goals 1, 6)

- Deployed four lead school improvement coaches and six school improvement coaches to support Priority, School Improvement Grant (SIG), Focus and Schools At-Risk (onsite and virtual) (Goals 1, 2, 4, 6)

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Key Actions to Advance Goal 6

- Hosted three regional trainings in collaboration with the Mississippi State University Research and Curriculum Unit on evidence-based interventions with 284 total participants (Goals 2, 6)

- Hosted first SIG Institute with 39 school leaders from Cohort IV SIG Schools and initiated SIG professional learning community (Goals 1, 2, 6)

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Outcome 1: Increase the growth of D and F <u>districts</u> by improving the letter grade and/or increasing the number of points within a letter grade

❖ Figures represent percentage of **districts** rated D or F for two years in a row that showed improvement within letter grade
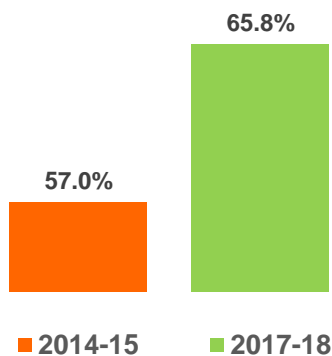
Districts Rated D or F with Point Increases

	D districts	F districts
2016-17	52.9%	66.7%
2017-18	68.8%	66.7%

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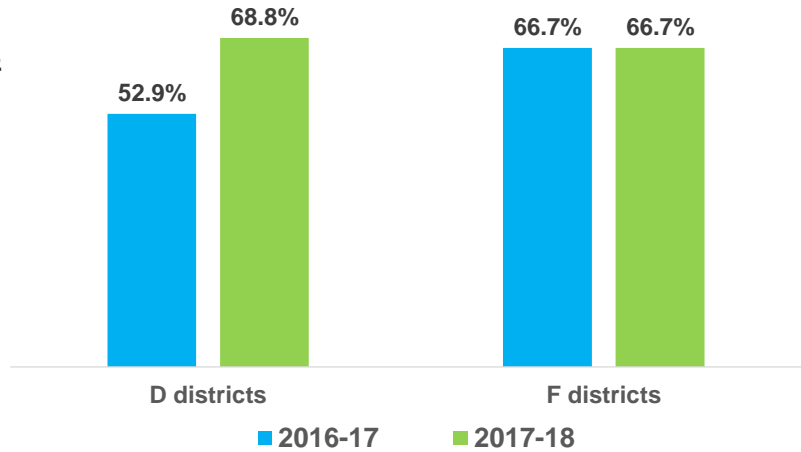
Outcome 2: Increase the growth of D and F <u>schools</u> by improving the letter grade and/or increasing the number of points within a letter grade

❖ Figures represent percentage of **schools** rated D or F for two years in a row that showed improvement within letter grade

Schools Rated D or F with Point Increases

	D schools	F schools
2016-17	46.6%	44.4%
2017-18	56.1%	57.5%

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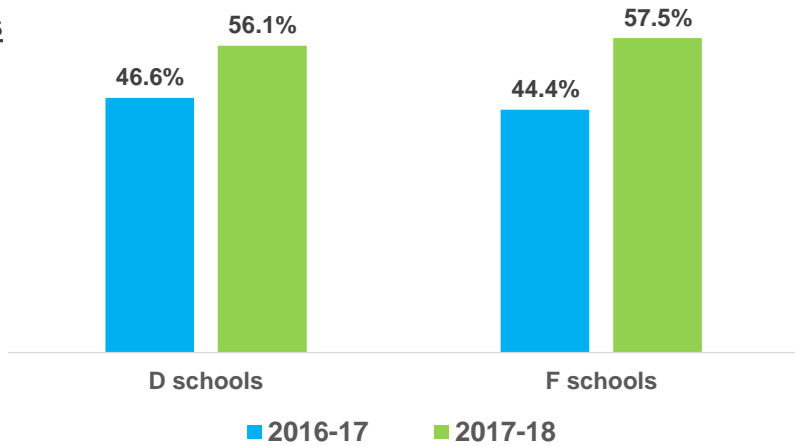
Outcomes 3 &4: Increase the growth of schools and districts in District of Transformation by improving the letter grade and/or increasing the number of points within a letter grade

DISTRICTS OF TRANSFORMATION
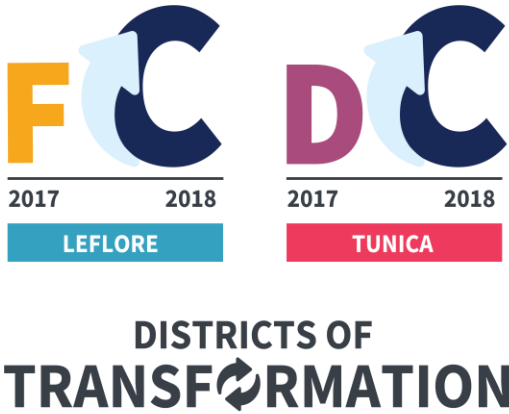
Schools in Districts of Transformation	2017	2018
A	0	2
B	1	1
C	2	4
D	3	3
F	5	1
% of schools rated C or Higher	27%	64%

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Outcome 5: Increase the percentage of <u>districts</u> rated C or higher

Percentage of Districts Rated C or Higher

65.8%

57.0%

■ 2014-15 ■ 2017-18

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Outcome 6: Increase the percentage of <u>schools</u> rated C or higher

Percentage of Schools Rated C or Higher

69.3%

61.0%

■ 2014-15   ■ 2017-18

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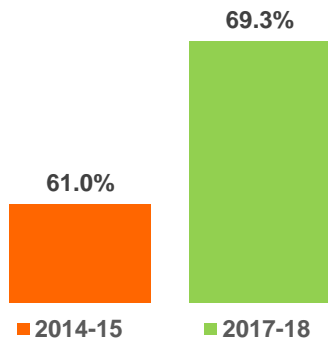
Other Key Actions of State Superintendent of Education

National Leadership Roles

- President, Council of Chief State School Officers (CCSSO) Board of Directors
- Vice-Chair, Regional Educational Laboratory Southeast Governing Board
- Member, Education Commission of the States
- Member, Chiefs for Change
- Broad Academy, Class of 2018-19

National Presentations

- 2018 National Summit on Education Reform, *The Science of Learning: Pre-K and Early Literacy*, Washington, D.C., December 5-7, 2018
- The National Association for the Education of Young Children (NAEYC) Annual Conference, *A Driving Force: Conversations with Chief State School Officers on Strengthening High-Quality Early Childhood Education*, Washington, D.C., November 16, 2018

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Other Key Actions of State Superintendent of Education

National Presentations (continued):

- CCSSO Annual Policy Forum 2018, *States Moving Forward: Sustaining Opportunities for the Youngest Learners*, Long Beach, CA, November 14, 2018

- National Center for the Improvement of Educational Assessment 2018 Reidy Interactive Lecture Series, *Validation through System Coherence: Designing for Coherence: ESSA, Perkins, and Workforce Innovation and Opportunity Act,* Portsmouth, NH, September 27-28, 2018

- National Governors Association 2018 Governors' Education Policy Advisors Institute, *Panel: Pathways to Graduation*, Little Rock, AR, September 13, 2018

- Grade Level Reading Week 2018 - Funder Huddle, Every Student Succeeds Act (ESSA): *Where are We Now? Opportunities and Challenges from the Front Lines*, Philadelphia, PA, July 25, 2018

- Grade Level Reading Week 2018 - Funder Huddle, *K–3 Policy: Early Literacy – Where Are We Now? Where Are We Going?,* Philadelphia, PA, July 24, 2018

- CCSSO and The Aspen Institute Education & Society Program, *Consultancy Session: Equity-Related Problem of Practice*, Salt Lake City, UT, July 11, 2018

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Other Key Actions of State Superintendent of Education

National Presentations (continued):

- CCSSO Summer Leadership Convening*, Strategies for Improving All Schools*, Salt Lake City, UT, July 10, 2018

- Southern Regional Education Board Annual Meeting, *Looking Closer: Mississippi's Growth on NAEP*, Boca Raton, FL, June 24, 2018

- National Early Childhood Education Roundtable, *Better Together - Our Collective Work Advancing Early Learning*, Austin, TX, June 7, 2018

- Data Quality Campaign National Data Summit, *Communicating Data with Confidence*, Tempe, AZ, May 23, 2018

- National Institute for Early Education Research (NIEER*), The State of Preschool 2017,* national media call with Save the Children, Fight Crime: Invest in Kids and NIEER experts, April 17, 2018

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Other Key Actions of State Superintendent of Education

National Presentations (continued):

- Regan Institute Summit on Education (RISE) 2018, *States Leading the Way Panel,* Washington, D.C., April 12, 2018

- Attendance Works, *Team Up for Attendance: Leadership Matters Webinar*, San Francisco, CA, March 28, 2018

- CCSSO 2018 Legislative Conference, *State of the States Address*, Washington, D.C., March 5, 2018

- CCSSO 2018 Legislative Conference, *State Spotlight on Early Childhood Education,* Washington, D.C., March 5, 2018

- Council of Chief State School Officers 2018 Legislative Conference, *Making the Case and States Taking Action: Early Childhood Education*, Washington, D.C., March 5, 2018

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Other Key Actions of State Superintendent of Education

National Presentations (continued):

- CCSSO State Collaboratives on Assessment and Student Standards Winter Meeting, *Plenary Keynote on High-Quality Early Childhood Education and Opportunities for State Education Agencies to Lead on Equity*, Miami, FL, February 22, 2018

- Testified at U.S. of House of Representatives Committee on Education and Workforce hearing, *Protecting Privacy, Promoting Policy: Evidence-Based Policymaking and the Future of Education,* Washington, D.C., January 30, 2018

- CCSSO High-quality Pre-Kindergarten Education (Pre-K) Summit, *Start Early: Invest in the Youngest Learners,* Washington, D.C., January 30, 2018

- CCSSO High-quality Pre-Kindergarten Education (Pre-K) Summit, *High Quality PreK As Part of a Coherent PreK to Grade 12 Vision*, Washington, D.C., January 30, 2018

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Other Key Actions of State Superintendent of Education

State Leadership Roles:

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

State Leadership Activity:

- Delivered presentation before the Legislative Budget Committee on state's return on investment in public education
- Maintained regular communication with House and Senate Education Chairs and other key elected leaders
- Held periodic meetings with IHL Commissioner and Community College Executive Director to strengthen path to higher education

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Other Key Actions of State Superintendent of Education

State Leadership Activity (continued):

- Met regularly with Teacher Advisory Council and Superintendents' Advisory Council
- Met with all district superintendents during regular Regional Superintendents' Meetings
- Visited 18 districts during 2018 Celebration of Excellence Tour
- Presented at MDE conferences: School Improvement, Mississippi Minority Male Educators Convening, Chronic Absenteeism Summit and English Learner Symposium
- Made frequent speaking engagements with educator and civic groups including Mississippi Association of School Administrators, Mississippi Superintendents' Collaborative New Teacher Conference, Mississippi Early Childhood Association, Millsaps Principals Institute, Greenwood Voters League, Leadership Jackson, Madison County Business League and Foundation, TeachPlus Policy Fellowship, Campaign for Grade-Level Reading and University of Mississippi School of Education
- Strengthened media relations through frequent interviews, including periodic appearances on statewide radio program

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Other Key Actions of State Superintendent of Education

State Leadership Activity (continued):

- Raised awareness about Mississippi's NAEP gains through report produced by National Assessment Governing Board

- Shared literacy expertise with leaders from Ohio and Georgia and during daylong convening with Alabama delegation of education and legislative leaders

- Increased transparency and awareness about public education in Mississippi through the regular publication of news releases and editorials, *Mississippi Achieves* news blog posts, Legislative Update email digest, Administrator News email digest, Superintendent's Annual Report, *Mississippi School Spotlight* videos, two magazines, *School Focus* and *Connections, and* social media posts. Facebook followers more than doubled from 1,361 to 2,924 and Twitter followers grew to 6,169.

- Produced multimedia communication toolkits for districts on District and School Grades, Mississippi's 3rd Grade Literacy Expectations and new Mississippi Diploma and Endorsement Options. One diploma option video reached more than 77,000 Facebook users, far surpassing the No. 2 most popular post reaching 20,000 users.

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Other Key Actions of State Superintendent of Education

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, news releases and periodic newsletter

- Recruited and hired highly experienced and effective professionals in key leadership positions

- Deployed key MDE leaders to deliver national presentations and to serve on school district, state and national commissions or boards

View complete list of Key Actions to Support Goals at: www.mdek12.org/MBE/StrategicPlan

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Carey M. Wright, Ed.D.
State Superintendent of Education

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ADDENDUM

Mississippi State Board of Education Strategic Plan - Year Four Status Report
Complete List of Key Actions to Advance Goals 2017-18
February 21, 2019

Note: Items in bold are also listed in the Strategic Plan Year Four Status Report PowerPoint presentation

Goal 1: All Students Proficient and Showing Growth in All Assessed Areas

1. **Published district-level Special Education Performance Determination Reports to inform stakeholders about how well students with disabilities are served in districts (Goals 1, 2, 5)**
2. **Conducted 52 Orton-Gillingham based training sessions for 1,882 special education and general education teachers (Goals 1, 2, 4, 6)**
3. **Provided on-demand training to districts in targeted areas including using assessment and accountability data to improve outcomes and close achievement gaps and using data analysis to provide supports and interventions to struggling students (Goals 1, 2, 5)**
4. **Provided mentoring, coaching and support for special education directors with 1-3 years of experience (Goals 1, 4)**
5. **Provided funding for 22 literacy coaches to support State Systemic Improvement Plan (SSIP) grant districts, resulting in outcomes that exceeded the initial goal for improvement in students with disabilities (Goals 1, 2, 4, 6)**
6. **Provided training for pre-K-6 grade teachers on effective use of technology in the classroom to impact literacy instruction (Goals 1, 3, 4)**
7. **Launched statewide Chronic Absenteeism initiative through a series of initial training to over 125 educators and partners in collaboration with John Hopkins University and the state-level Campaign for Grade-Level Reading organization (Goals 1, 5, 6)**
8. Provided Multi-Tiered System of Supports (MTSS) training to 5,157 administrators and teachers on the effective implementation of the Tier Process, MTSS Documentation,

High Quality Tier I instruction, differentiating classroom instruction, developing intervention teams, data analysis, Family and Community Engagement, Dyslexia, Behavior, Resources for effective English Learner instruction and appropriate allocation of resources to improve student outcomes (Goals 1, 4, 6)

9. Provided state and district professional development in English Language Arts (ELA), math, early childhood, instructional supports, science, and social studies to improve student outcomes in assessed areas (Goals 1, 2, 4)

10. Provided state and district professional development on the updated the Guidelines for English Learners (Goals 1, 2, 4)

11. Provided literacy coaching support to 182 schools identified under the Literacy-Based Promotion Act (Goals 1, 2, 4)

12. Continued implementation and training of approximately 300 teachers and administrators in the Ready for High School Math and Literacy courses for grade 8 and 9 students, and students with special needs in grades 6 or higher, in need of interventions prior to entering Algebra I and English II (Goals 1, 2)

13. Expanded implementation of Algebra Nation statewide to improve student outcomes in Algebra I by conducting statewide training for 198 district administrators and school leaders and on-site technical assistance to 511 mathematics teachers in Grades 8-11 (Goals 1, 2)

14. Adopted the Mississippi College and Career Readiness (MCCRS) Science standards in spring 2017; provided an overview training for 672 teachers in seven sessions during summer 2017, and provided grade-band training for 654 teachers in 18 sessions for summer 2018 on the standards (Goals 1, 2, 4)

15. Continued development of item test bank for ELA, science and math for the Mississippi Academic Assessment Program Alternate (MAAP-A) alternate assessments in collaboration between the Office of Student Assessment and the Office of Special Education (Goals 1, 2)

16. Developed additional teacher supports including annotated writing samples and additional writing guidance for ELA state assessments and item testlets for science (Goals 1, 2)

17. Provided technical assistance and professional development to elementary and secondary teachers on strategies and accommodations for students with dyslexia (Goals 1, 4)

18. Collaborated with Mississippi universities to provide specific training related to dyslexia (Goal 1)

19. Provided training for MDE staff on Universal Design for Learning (UDL) (Goals 1, 2, 4)

20. Provided continued training on the Exemplar Lesson Plans and the Family Guides for Student Success (Goals 1, 4)

21. Provided arts integration training for gifted educators across the state (Goals 1, 2, 4)
22. Provided regional training for 387 elementary counselors promoting collaboration with stakeholders to create a culture of success for young students (Goals 1, 2 ,4)
23. Conducted on site, social emotional development training for counselors and teachers at all grade levels for four rural school districts across the state for 192 teachers and 13 administrators (Goals 1, 2, 4)
24. Highlighted effective instructional practices through monthly Board spotlight videos and quarterly School Focus and Connections publications (Goal 1)
25. Developed regional trainings on the adopted 2016 World Language standards and guidelines (Goals 1, 2, 4)
26. Planned the revision of the teaching guide for World Languages (Goals 1, 2, 4, 6)
27. Provided training on the 2017 Dance, Media Arts, Music, Theatre, and Visual Arts standards (Goals 1, 2, 4)
28. Planned the revision of the teaching guide for Music, Theatre, and Visual Arts (Goals 1, 2, 4, 6)
29. Hosted the first Mississippi Innovation Lab Network (MS-ILN) (87 participants), Innovative Leadership Summit (150 participants) and the Innovative Institute (278 participants) conferences to provide training and support for administrators, counselors, and teachers in innovative schools (Goals 1, 2, 4)
30. Developed for implementation comprehensive professional development on the Canvas platform for teachers on topics such as reading comprehension, developing young writers, and differentiating instruction (Goals 1, 2, 4)
31. Provided on-demand 581 on-demand professional development sessions for 10,634 teachers and administrators from throughout the state in the areas of mathematics, literacy, English Language Arts and Science (Goals 1, 2, 4)
32. Developed and disseminated the K-12 College and Career Readiness Socials Studies Standards (Goals 1, 2, 4)
33. Conducted monthly webinars on topics relevant to special education directors, teachers and related service providers. Topics included but were not limited to developing and implementing effective IEPs, transition services, behavior, Extended School Year requirements, data collection, progress monitoring, and supporting students with significant cognitive disabilities (Goals 1, 2, 4)
34. Partnered with the Mississippi Parent Training and Information Center to host a parent conference designed to support parents of students with disabilities (Goals 1, 2)
35. Participated in partnerships with other state agencies and national organizations to increase in knowledge and awareness around best practices to improve student outcomes: (Goals 1, 2, 4)

- CCSSO: Assessing Special Education Students State Collaborative on Assessment and Student Standards (SCASS) supports states as they enhance their 21st century assessment, accountability, and curriculum and instruction systems to provide full equity for students with disabilities
- CCSSO: Teaching, Leading, and Learning, Collaborative (TLLC) Supporting Below Grade Level to focus on ensuring that each student receives quality instruction, particularly students performing below grade level. The workgroup seeks tighter alignment to standards through strategic use of instructional materials, professional learning, assessment, and performance management.
- NCSI: National Center on Systemic Improvement Results-Based Accountability Collaborative on systems to improve outcomes for infants, toddlers, children, and youth with disabilities
- NTACT: National Technical Assistance Center on Transition implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment
- NASDSE: National Association of State Directors in Special Education to work with state education agencies to ensure that all children and youth with disabilities receive the educational supports and services they need from birth to be prepared for post-school education, career and independent living choices
- CEEDAR: Collaboration for Effective Educator Development, Accountability, and Reform on high-leverage practices and inclusive services for special education

Goal 2: Every Student Graduates from High School and is Ready for College and Career

1. **Developed new Mississippi Alternate Academic Achievement Standards for Science, K-8 and Biology (Goals 2, 4)**
2. **Conducted five regional trainings reaching 500 special education administrators and teachers regarding requirements for the Alternate Diploma and Certificate of Completion, Alternate Academic Achievement Standards, and the implementation of the Alternate Diploma courses (Goals 2, 4, 6)**
3. **Developed and disseminated Teacher Resource Guides for Alternate Diploma Courses including Alternate English Elements I and II, Life Skills Development I, Alternate Math Elements I and II, and Career Readiness I (Goals 2, 4, 6)**

4. **Participated in statewide efforts through joint meetings and planning sessions with community colleges, State Workforce Development Board (SWIB), and Local Regional Workforce Boards to increase skill level of individuals entering the workforce (Goal 2)**

5. **Provided training for approximately 1,000 middle and high school counselors on students' Individual Success Plans (ISP) and ISP resources available on MDE website (Goals 2, 4)**

6. **Presented research and data to Institutions of Higher Learning (IHL) chief academic officers to consider articulation of standard credit hours for Advanced Placement (AP), International Baccalaureate (IB), and Cambridge Advanced International Certificate of Education (AICE) exams for students at all Mississippi IHLs (Goal 2)**

7. **Conducted face-to-face training and five webinars for teachers and administrators to increase participation and performance in AP, IB, AICE and dual credit. This includes specific informational sessions on the braiding of Title funds to pay for accelerated course exam fees or college courses to increase equitable access to rigorous courses (Goals 2, 4)**

8. **Expanded Computer Science for Mississippi (CS4MS) initiative through partnership with Mississippi State University and C-Spire to include 47 additional pilot sites (Goal 2)**

9. **Expanded District of Innovation process to include protocols for district mentoring and collaboration to share best practices across the state. There are currently 7 Districts of Innovation, 6 Early College High Schools, and approximately 14 districts participating in the Innovation Lab Network (Goals 2, 4, 6)**

10. **Partnered with CCSSO and Innovation Lab Network (ILN) district leadership to develop an equity framework focused on providing access to accelerated coursework in math and English for underserved students at the middle school level (Goal 2)**

11. Enhanced CS4MS resources and training with the incorporation of Project Lead the Way computer science principles and Advanced Placement computer science principles (Goals 1, 2, 4, 6)

12. Conducted regional trainings on approved requirements for students to earn a Certificate of Completion (Goal 2)

13. Hosted Mississippi Association for Career and Technical Education (MSACTE) Statewide Conference for approximately 1,200 CTE teachers, counselors and administrators (Goals 2, 4)

14. In collaboration with MS Institutions of Higher Learning, the MS Community College Board, MS Office of Student Financial Aid, and Get2College, Countdown MS hosted 89 schools, resulting in 10,277 college applications submitted by 7,303 seniors and a 71% Free Application for Federal Student Aid (FAFSA) completion rate for public high school students (Goals 2, 4)

15. Provided training for districts on the new Graduation Ready traditional diploma requirements and endorsement options for students entering grade 9 in 2018-2019 (Goal 2)

16. 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)

17. Developed College and Career Readiness (CCR) Course curriculum with district stakeholders for implementation in pilot districts 2018-2019 (Goals 2, 4)

18. Developed the College and Career Readiness (CCR) course and provided professional development for principals, counselors, and teachers for approximately 40 pilot districts on the CCR course (Goals 2, 4)

19. Collaborated in a dual credit/dual enrollment task force with IHLs and community college stakeholders to produce a dual enrollment / dual credit Procedures manual for district use (Goals 2, 4, 6)

20. Conducted regional Graduation Ready team-based trainings (Superintendent, High School Principal, Middle School Principal, Middle and High School Counselors, Special Education Directors, CTE Directors) (Goal 2)

21. Conducted regional elementary principal meetings on the new graduation requirements and to promote course alignment and rigor in elementary school. (Goals 2, 4)

22. Provided Graduation Ready resources for districts via the MDE website (Goals 2, 4)

23. Implemented the CTE Director's Academy for new CTE directors (Goals 2, 4)

24. Provided methods training for teachers on newly revised CTE curricula (Goal 2)

25. Conducted counselor and student service coordinator workshops in 8 different sites to take a deeper dive into graduation options, importance of career and technical education for all students, and the role of these individuals in student success plans (Goals 2, 4)

26. Hosted and posted a recorded six-part webinar series for educators, administrators, parents and students providing guidance for free online resources for improving ACT, SAT, and AP student outcomes (Goals 2, 4)

27. Provided onsite training and support for early college high school teachers (Goals 1, 2, 4)

28. Granted funding to districts for Advanced Placement (AP) Summer Institute scholarships to increase the number of endorsed AP teachers in the state (Goals 1, 2, 4)

29. Provided training for new academic counselors, CTE counselors, and Student Service Coordinators (SSC); 110 total participants. Implemented the New CTE Counselor and SSC Workshop in Fall 2018; 174 participants (Goals 2, 4)

30. Provided professional development to administrative teams on the ACT results over a three-year period to identify ACT performance gaps by subgroup, course taking sequences, and the analysis of student schedules to ensure that students with special

needs are in high quality classrooms and working toward a standard diploma (Goals 1, 2, 4, 6)

31. Worked through the Middle School Taskforce of teachers and administrators to establish the portrait of a successful middle school completer and goals for middle school achievement regarding SBE goals (Goals 1, 2, 4, 6)

32. Continue to expand work-based learning and externship opportunities for students (Goal 2)

33. Provided a free Advanced Placement Experienced Teacher Workshop for endorsement renewal for current AP teachers. Endorsements renewed for 102 AP teachers in 2017 and 2018 (Goals 2, 4)

34. Continue to increase the number of students graduating high school as MS Scholars and MS Tech Masters through a coordinated effort with the Mississippi Economic Council; to date, MEC reported for the graduating class of 2018, 5,179 students were recognized as Mississippi Scholar Tech Masters (Goals 2, 4)

35. Implemented new State Board of Education (SBE) 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)

36. In collaboration with Mississippi Department of Mental Health (MDMH), completed the requirements for implementation of suicide/bullying prevention as outlined in new legislation by offering five regional training sessions for 287 district suicide prevention liaisons and other designated district personnel (Goals 2, 4)

37. Expanded Districts of Innovation from three in 2016 to six in 2018 (Goal 2)

38. Conducted numerous professional development sessions at a minimum of five large, statewide conferences on the MS Early Warning System to decrease dropout rates (Goals 2, 4, 6)

39. Facilitated the Mississippi Innovation Lab Network to share best practices for implementing non-traditional programs which engage students in learning and to build the capacity of district leaders (Goals 2, 4, 6)

40. Revised the process for districts to apply for early college high schools and middle college programs to ensure the models are providing high-quality accelerated GGF educational experiences to underserved students across the state (Goal 2)

41. Revised processes and managed Mississippi Virtual Public School (MVPS) program to ensure equity for students and focus on providing required courses for underserved senior students (Goals 2, 6)

42. Implemented the New Teacher Induction (CTI) program for 28 new CTE teachers (Goals 2, 4)

43. Updated the Mississippi Online Course Application (MOCA) process to provide more district flexibility in choosing online courses for their students (Goal 2)

44. Developed plans for the Middle School Initiative for 2019-2020 (Goal 2)
45. Networked with national organizations to increase knowledge of best practices to support student achievement (Goals 1, 2, 4, 5, 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 to Grade 3 Alignment Initiatives
    - American Institutes of Research: Rural Schools Initiative
    - Johns Hopkins University: School Improvement and Low Performing High Schools Initiative, High School Restructuring and Dropout Prevention using an Early Warning System
    - Campaign for Grade-Level Reading: Expanding community focus on chronic absenteeism/birth to grade 3

Goal 3: Every Child Has Access to a High-Quality Early Childhood Program

1. **Awarded five new districts funding to establish six blended pre-K classrooms (112 children enrolled) to ensure inclusive opportunities are afforded to students with disabilities (Goals 1, 3)**
2. **Awarded five new Early Learning Collaborative (ELC) grants to serve an additional 1,076 4-year-old children (Goal 3)**
3. **Collaborative work with $6 million Kellogg grant, hired nine early childhood coaches, two regional coordinators, two professional development specialists, and two family engagement transition coaches (15 total) to provide supports to ELC sites as well as other funded pre-K, child care, and Head Start sites through Kellogg grant-funded positions (Goals 1, 3, 4)**
4. **Developed birth through grade 12 Family Engagement Framework and Toolkit for stakeholders to obtain guidance, activities, and support resources on how to effectively engage families as partners (Goal 3)**
5. **Hired a second Early Learning Collaborative coordinator to support new ELC sites in August (Goal 3)**

6. **Awarded National Association of School Boards of Education (NASBE) grant to provide policy training to pre-k school administrators (Goal 3)**
7. **Adopted updated *Early Learning Standards Serving Classrooms of Infants Though Four-Year Old Children*, which created a continuum of aligned learning standards from birth through grade 12 (Goal 3)**
8. **Presented to W.K. Kellogg Foundation board members during their annual board meeting in Mississippi (Goal 3)**
9. **Conducted phase 2 research on the impact of Mississippi's Early Learning Collaboratives using data contained in the K-12 warehouse and presented research findings at National Center for Education Statistics (NCES) data conference (Goals 3, 5)**
10. Provided training opportunities for early learning teachers and administrators that included: MDE Early Childhood Specialized Training (pre-k boot camp), early childhood conference, lesson planning, scheduling, developmentally appropriate practices, executive function, CLASS, Brigance, behavior management, early learning standards and guidelines, Response to Intervention, and Instructional Strategies (arts, science, technology, library/literacy, approaches to learning, math, physical development and dramatic play) 1,764 teachers and administrators trained in 22 sessions (Goals 1, 3, 4)
11. Revised the *Mississippi Early Learning Guidelines Serving Classrooms of Three- and Four-Year Old Children*, *Mississippi Kindergarten Guidelines* and updated the *Early Learning Standards Serving Classrooms of Infants though Four-Year Old Children* (Goal 3)
12. Served over 1,950 children in the Early Learning Collaboratives and 6,900 in other funded pre-K settings (Goal 3)
13. Continued the pilot of the comprehensive early childhood screener, Brigance Screen III, in Early Learning Collaboratives (Goals 1, 3)
14. Analyzed MKAS^2 beginning-of-year, mid-year, and end-of-year reports to support teachers in the design of appropriate instructional supports. ELCs increased score by 59.28% from fall 2017 to spring 2018, and other funded score increased 52.35% (Goals 1, 3, 4)
15. Participated on the Human Sciences Advisory Committee for Mississippi State University and Alcorn State University in quarterly meetings to advise schools on needs for educator preparation (Goals 3, 4)
16. Conducted Early Learning Collaborative Classroom Assessment Scoring System (CLASS) observations in classrooms for four-year olds (Goals 1, 3, 4)
17. Provided technical assistance (via phone calls emails, and visits) to schools, child care, and Head Start entities focused on effective scheduling, CLASS, observations, and braiding funding to enhance high quality early childhood programs approximately 1,250 interactions (Goal 3)

18. Conducted audits and observations of the 14 Early Learning Collaboratives (119 classrooms), as well as accreditation audits of PreK and Kindergarten non-public programs (27 classrooms) (Goal 3)
19. Hired a second Early Learning Collaborative coordinator to support new collaborative sites (August 2018) (Goal 3)
20. Participated in partnerships with other state agencies and national organizations to increase in knowledge and awareness around best practices to improve student outcomes (Goal 3)
    - CCSSO: High Quality Early Learning initiative to improve the quality of early learning classrooms and improve services to pre-k children that are English learners and children with special needs (Goal 3)
    - CCSSO: Family Engagement technical assistance opportunity to develop a family engagement framework and toolkit that encourages school districts to engage families
    - Education Counsel: Technical assistance opportunity, with seven other states, to align projects and initiatives by addressing whole child development (Goal 3)
    - 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) (Goal 3)
    - Help Me Grow Leadership Team: This system builds collaboration across sectors for families, through comprehensive physician and community outreach and centralized information and referral centers (Goal 3)
    - 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 (Goal 3)
    - Mississippi State Health Assessment and Improvement Committee Member (UpRoot): UpRoot is a collaborative effort of over 90 partner organizations to assess and improve the health of Mississippi (Goal 3)
    - Mississippi State Department of Health: The partnership with First Steps and the Early Childhood Personnel Center developed a plan to increase consistency between programs regarding personnel preparation, expectations and competencies for early childhood providers (Goal 3)
    - Thrive by Third: Coalition devoted to launching a statewide media and advocacy campaign that increases 3rd grade literacy of Mississippi children by targeting holistic early childhood development working through excel by 5, Head Start, the Children's Defense Fund, Mississippi First, University of Mississippi, Kids Count, the Campaign for Grade Level Reading, and the Phil Hardin Foundation (Goal 3)

- Mississippi Interagency Early Childhood Collaboration: Work between the Head Start Collaboration Office, the Early Childhood Academy, Families First for Mississippi, Mississippi Department of Health Office of Child Care, and Mississippi Department of Human Services 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 (Goal 3)
- REACH MS: Collaboration with University of Southern Mississippi on the delivery of behavior interventions and classroom management training for teachers and administrators (Goals 3, 4)
- National Board Early Childhood Professional Learning Community: The National Board Early Childhood PLC helps reinforce best practices to teach children in grades pre-K and kindergarten through targeting early career teachers (teaching less than three years) from the metro area to encourage them to become highly qualified in early childhood. Teachers met four times during the school year and were introduced to strategies and research in literacy, technology and differentiated instruction. Teachers were encouraged to apply information learned during the sessions in the classroom to improve instruction in the grades of pre-K through grade 3. This effort was supported by various MDE staff and the Southwest Mississippi World Class Teaching Initiative. (Goals 3, 4)
- MDE Early Childhood Specialized Training: The Mississippi Department of Education, in partnership with the North Mississippi Education Consortium and the University of Mississippi Graduate Center for the Study of Early Learning, offered a free two-week summer training opportunity for 302 pre-K teachers, assistant teachers, and administrators that work in public schools, private schools, Head Start, and child care entities. This training opportunity was offered through distance learning at sites across the state in Biloxi, Hattiesburg, Meridian, Jackson, Oxford, and Greenville. The training featured hands-on activities supported by an engaging facilitator. The facilitator assisted the trainers in delivery of the content and answered participant questions. The completion of this training program and online assignments is the equivalent of 12 hours of early childhood course work. Teachers who complete training and have a kindergarten license can add the 122 (pre-K) endorsement to their license (Goals 3, 4)

Goal 4: Every School Has Effective Teachers and Leaders

1. **Secured $4.1 million grant from W. K. Kellogg Foundation to pilot Teacher Residency and Performance-Based Licensure programs (Goal 4)**
2. **Partnered with the National Council on Teacher Residencies to develop Mississippi's Residency Model (Goal 4)**
3. **Convened a Grow Your Own (GYO) Task Force to recommend additional measures for increasing and diversifying the teacher pipeline (Goal 4)**
4. **Partnered with Tougaloo College and the Mississippi Association of Educators to convene 75 minority male educators from across Mississippi to seek strategies to expand the pipeline of minority male educators, reduce the number exiting schools and classrooms, and strengthen educator preparation programs that prepare minority male educators (Goal 4)**
5. **Approved State Board Policy Chapter 14, Rule 14.20 to require all Educator Preparation Providers (EPPs) to obtain national accreditation recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Goal 4)**
6. **Convened a task force of EPPs and practicing principals to redesign leadership programs to ensure alignment with the Professional Standards for Educational Leaders (PSEL) (Goal 4)**
7. **Piloted a redesigned process for EPP program review and approval (Goal 4)**
8. **Collaborated with Southern Regional Education Board (SREB) to strengthen processes and procedures for implementing Professional Growth System (PGS) (Goal 4)**
9. **Convened the Educator Effectiveness Advisory Council (EEAC) to oversee development of additional components of PGS (Goal 4)**
10. **Collaborated with Southeastern Comprehensive Center (SECC), Center on Great Teachers and Leaders, and the American Institutes for Research (AIR) to develop a toolkit for mentoring and induction of new teachers (Goal 4)**
11. **Partnered with the University of Florida's Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) to explore strengthening the licensure structure to include mentoring, induction, and teacher leadership (Goal 4)**
12. Partnered with the American Institutes for Research (AIR) to develop initiatives for attracting and retaining teachers in rural areas (Goal 4)
13. Created a new Division of Educator Talent Acquisition and Effectiveness in the Office of Teaching and Leading (Goal 4)
14. Collaborated with Educator Preparation Providers (EPPs) to ensure statewide common assessments are aligned to state and national standards (Goal 4)
15. Proposed technical amendment to Miss. Code Ann. § 37-3-2 to expand options for entrance into teacher education through increased Grade Point Average (GPA) (Goal 4)

16. Proposed additional literacy requirements for Elementary Education candidates to strengthen pre-service reading course sequence (Goal 4)
17. Required Culturally Responsive Practice (CRP) for programs leading to licensure to support Mississippi's plan for Equitable Access (Goal 4)
18. Continued to partner with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), The University of Mississippi, Delta State University, and William Carey University to strengthen programs in the areas of literacy, culturally responsive pedagogy, leadership preparation and inclusive practice (Goal 4)
19. Convened a Task Force to redesign Alternate Route Licensure (Goal 4)
20. Piloted a redesigned program review site visit protocol with seven Education Preparation Providers (EPPs) (Goal 4)
21. Conducted professional development to prepare 248 candidates for Praxis licensure exams (Goal 4)
22. Conducted training sessions on the Professional Growth System (PGS) for teachers and administrators (Goal 4)
23. Piloted Professional Growth System (PGS) in seven districts (Goal 4)
24. Piloted induction and mentoring plan for beginning teachers during the first four (4) years of teaching to ensure educators receive necessary mentoring and professional development needed to be fully prepared to impact K-12 student learning and development (Goal 4)
25. Expanded the membership of the Teaching Learning Solutions Group (TLSG) to include additional cross-agency program directors and external stakeholders (Goal 4)
26. Piloted Teacher Leadership initiative in seven districts (Goal 4)
27. Executed on behalf of the State Board of Education (SBE) initial and renewal licenses and certifications for principals, teachers, and all other school personnel according to state statute and SBE policies [2014 - 25,643; 2015 - 24,824; 2016 - 27,146; 2017 - 26,650; 2018 - 26,848] (Goal 4)
28. Updated and enhanced the Educator Licensure Management System (ELMS) to improve efficiency in issuing initial and renewal licenses and certifications (Goal 4)
29. The Office of Educator Misconduct maintained the system for investigating and prosecuting allegations of professional and personal misconduct on the part of license holders (Goal 4)
30. Hosted the state-wide Elevate Teachers Conference to promote the teaching profession and provide free professional development for 626 teachers (Goals 1, 2, 4)
31. Hosted two sessions for 61 Human Resource officers and Educator Preparation certification officers to provide Educator Preparation, Educator Effectiveness, and Educator Licensure updates (Goal 4)

32. Developed supporting documents and provided training on the Counselor Growth Rubric (Goal 4)

Goal 5: Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

1. **Launched new Mississippi Succeeds Report Card, an interactive online tool to help parents and communities more easily evaluate schools across the state (Goals 4, 5, 6)**
2. **Developed two-year plan for enhancing Report Card, with new tools to be released through 2020, including school-level per-pupil funding and tools to make school-to-school comparisons (Goals 4, 5, 6)**
3. **Launched new MDE website (Goal 5)**
4. **Initiated development of MSIS 2.0 modernization plan – engaging school districts, local student information package vendors and other states – focused on improving data quality, integration and availability of data to internal and external stakeholders (Goal 5)**
5. **Installed "Generate" tool and completed data mapping of MSIS to help streamline and automate reporting to the U.S. Department of Education (Goal 5)**
6. **Developed and published research framework and designed research studies focused on four critical areas (Goal 5):**
   1. **High Quality Early Learning**
   2. **College and Career Readiness**
   3. **Recruitment, Retention, and Effectiveness of Educators and Administrators**
   4. **Educators and Administrators Preparation and Professional Development**
      - **Study: Analyzed cross-sectionally the effectiveness of 2016-17 Early Learning Collaboratives (ELCs) cohort**
         - **Presented at the SLDS Best Practices Conference (February 2018) and the Association for Education Finance and Policy Conference (March 2018)**
      - **Study: Compared longitudinally the impact of three ELC cohorts (2014-15, 2015-16 and 2016-17) against non-ELC children (including Head Start).**
         - **Presented at the National Center for Education Statistics Stats-DC Conference (July 2018)**
7. Completed upgrade to backup and storage capacity to support data dashboards and provide disaster recovery and mitigation for primary services (Goal 5)

8. Drafted MDE Privacy Policy to strengthen protection of student and educator data while also increasing transparency and clarity of data collection, validation and use (Goal 5)
9. Worked with the Federal Privacy Technical Assistance Center (PTAC) to complete an external review of OTSS security policies and procedures (Goal 5)
10. Drafted Best Practices Guidance and inventory of external resources to support districts improving data security and privacy protections (Goal 5)
11. Expanded training of MDE staff to strengthen their ability to use information technology and data effectively and appropriately, and to better support local school personnel as they interact with MDE systems and applications (Goal 5)
12. Conducted the Mississippi Education & Technology Innovation Symposium (METIS) 2018, with over 600 attendees (Goal 5)
13. Fulfilled approximately 500 internal and external data requests (Goal 5)
14. Conducted major review and revision of Approved Courses for the Secondary Schools in Mississippi manual to ensure better data collection (Goal 5)
15. Launched the Mississippi Succeeds CTE website (Goal 5)

Goal 6: Every School and District is Rated C or Higher

1. **Led Schools-At-Risk Process, which included conducting 89 interviews with district and school leaders in F-rated schools and providing personalized feedback to teams (superintendent, board member, principal, teacher, parent/community member) to develop strong action plans (Goal 6)**
2. **Collaborated with districts to improve accountability and performance levels, resulting in 50 schools improving from an F in 2017-18, and 69.4% of districts earning a C or higher rating (Goals 1, 6)**
3. **Deployed four lead school improvement coaches and six school improvement coaches to support Priority, School Improvement Grant (SIG), Focus and Schools At-Risk (onsite and virtual) (Goals 1, 2, 4, 6)**
4. **Hosted three regional trainings in collaboration with the Mississippi State University Research and Curriculum Unit on evidence-based interventions with 284 total participants (Goals 2, 6)**
5. **Hosted first SIG Institute with school leadership teams from Cohort IV SIG Schools and initiated SIG professional learning community (Goals 1, 2, 6)**
6. Provided Data Coaching (Data PLCs) through Amplify to seven low performing schools as part of legislative initiative (Goals 1, 2, 5, 6)

7. Conducted more than 600 instructionally focused site visits to Schools-at-Risk, Focus, Priority, and SIG schools (leadership consultation, classroom walk-throughs) (Goals 1, 2, 6)
8. Hosted two statewide training sessions for priority, focus, and SIG districts on school improvement requirements for 2017-18 with 269 total participants (Goals 1, 2, 6)
9. Hosted three Regional Trainings addressing Early Warning Indicators Priority Schools and Focus Schools were given priority with 122 total participants (Goals 1, 2, 5, 6)
10. Revised the high school restructuring process to include the Mississippi Early Warning System in the dropout recovery plans of high schools with less than 80% graduation rate and provided support and technical assistance to those 38 schools (Goals 1, 2, 5, 6)
11. Networked with national organizations to strengthen supports for low-performing schools (Goal 6):
    - American Institutes for Research (AIR): Talent for Turnaround Leadership Academy (T4TLA) MS is 1 of 7 state teams participate in this academy focused on the development of coherent and aligned talent management systems that attract, support, and retain effective educators in the lowest performing, highest need schools and districts. Four districts are supported in MS. Supported the development of resource manual for CSI, TSI, and ATSI identified schools - Sharing What Works. This resource guide is developed around a system of support to integrate the Center for School Turnaround's Four Domains for Rapid School Improvement (2017) into the state's process for supporting schools and 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)
    - Everyone Graduates Center at Johns Hopkins University / CCSSO: Cross State High School Redesign Collaborative is a joint effort of seven participating states to leverage ESSA to support struggling high-schools redesign around four evidence-based drivers *Organizing Adults, Putting Students at the Center, Teaching and Learning, and Post-Secondary Options*
    - Regional Education Laboratory Southeast (REL-SE): Provided training for MDE personnel on the Self-study guide for identifying and Selecting Evidence-based Interventions. School and district personnel may use this guide to support their efforts in identifying and selecting evidence-based interventions in accordance with ESSA. Partnered with REL-SE and REL-WestEd to present session at the National Conference hosted by the Society for Research on Educational Effectiveness (SREE).
    - The Fed Group: Support with revision of 1003 funding application aligned with ESSA requirements