FALL 2018
REGIONAL PRINCIPALS’ MEETINGS

Session Titles:

- College and Career Readiness for All
- Impacting Instruction to Meet the Needs of All Learners
- MDE Updates
- Statewide Assessment Data Trends: Classroom Implications

A Joint Presentation Between the Office of Elementary Education & Reading, Office of Professional Development, Office of Secondary Education, Office of Special Education, and the Office of Student Assessment
www.mdek12.org
Dr. Carey M. Wright, State Superintendent

Dr. Washington Cole, Chief of Staff
Dr. Felicia Gavin, Chief Operations Officer
John Kraman, Chief Information Officer
Dr. Nathan Oakley, Chief Academic Officer
Pete Smith, Chief Communications and Government Relations Officer
Dr. Paula Vanderford, Chief Accountability Officer

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Director, Office of Human Resources
Mississippi Department of Education
359 North West Street
Jackson, Mississippi 39201
(601) 359-3511
Regional Principals’ Meetings (Fall 2018)

Session Title:
College and Career Readiness for ALL

PPT (28 pages total)
College and Career Readiness for ALL

Regional Principals’ Meeting

Fall 2018

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

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates From High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Agenda

• Overview of current diplomas, new diploma and endorsements
• Implications for Elementary, Middle, and High School Principals
• Role of Counselors
• Resources
Current Graduation Options

Students Currently enrolled grades 11-12

• Use the graduation requirements for school year they entered the 9th grade.

• To include:
  • Career Pathway Diploma
  • District Opt out Diploma
  • Traditional/Standard Diploma
  • Early Exit Diploma
  • Certificate of Completion
Current 10th graders

- Use the graduation requirements for school year they entered the 9th grade.

- To include:
  - District Opt out Diploma
  - Traditional/Standard Diploma
  - Early Exit Diploma
  - Certificate of Completion

Traditional Diploma

Effective 2018-19 for all 9th Graders
Traditional Diploma Requirements

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Carnegie Units</th>
<th>Required Subjects</th>
</tr>
</thead>
</table>
| English                    | 4              | English I  
|                            |                | English II                                             |
| Math                       | 4              | Algebra I                                              |
| Science                    | 3              | Biology I                                              |
| Social Studies             | 3 ¼            | World History (1)  
|                            |                | US History (1)                                         |
|                            |                | Economics (1/2)                                        |
| Physical Ed                | ½              |                                                        |
| Health                     | ½              |                                                        |
| Art                        | 1              |                                                        |
| College & Career Readiness | 1              | Must occur in the student’s junior or senior year, or in the  
|                            |                | student completion of a 4-year sequence.              |
| Technology or Computer Science | 1          |                                                        |
| Electives                  | 5 ¼            |                                                        |
| **TOTAL**                  | **24**         |                                                        |

Requirements for Traditional Diploma

Endorsement Areas:
- Career and Technical Education
- Academic
- Distinguished Academic

Student **should** identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
Traditional Diploma with Career and Technical Endorsement

<table>
<thead>
<tr>
<th>Curriculum Area</th>
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<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English I, English II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3½</td>
<td>1 World History, ½ U.S. Government, ½ Mississippi Studies, ½ U.S. History, ½ Economics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Career &amp; College Readiness</td>
<td>1</td>
<td>Must occur in the student’s junior or senior year, or in the student completion of a 4-year sequence.</td>
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<tr>
<td>Technology or Computer Science</td>
<td>1</td>
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<tr>
<td>CTE Electives</td>
<td>4</td>
<td>Must complete a 4-course sequential program of study</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>3½</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Requirements**
- Earn an overall GPA of 2.5
- Earn Silver level on ACT WorkKeys
- Earn two additional Carnegie Units for a total of 26

Must successfully complete one of the following:
- One CTE dual credit course or earn articulated credit in the high school CTE course
- Work-based Learning Experience or the Career Pathway Experience
- Earn a State Board of Education approved national credential
Traditional Diploma

Academic Endorsement and Distinguished Academic Endorsement

Traditional Diploma with Academic Endorsement

<table>
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<tr>
<td>English</td>
<td>4</td>
<td>English I English II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Algebra I + two (2) additional math courses above Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Biology I + two (2) additional science courses above Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3½</td>
<td>1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
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<tr>
<td>Art</td>
<td>1</td>
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<tr>
<td>Career &amp; College Readiness</td>
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<td>Must occur in the student’s junior or senior year, or in the student completion of a 4-year sequence.</td>
</tr>
<tr>
<td>Technology or Computer Science</td>
<td>1</td>
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<tr>
<td>Additional Electives</td>
<td>7½</td>
<td>Must meet CPC requirements for MS IHLs</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

Additional Requirements
- Earn an overall GPA of 2.5
- Courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Earn MS IHL and Community College readiness benchmarks (ACT sub scores of 17 English and 19 math as approved by post-Secondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or SAT equivalency
- Earn two additional Carnegie Units for a total of 26

Must successfully complete one of the following:
- One AP course with a C or higher and take the appropriate AP exam
- One DP-IB course with a C or higher and take the appropriate IB exams
- One academic dual credit course with a C or higher in the course
## Traditional Diploma with Distinguished Endorsement

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<td>4</td>
<td>Algebra I + two (2) additional math courses above Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>Biology I + two (2) additional science courses above Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>1 World History, ½ U.S. Government, ½ Mississippi Studies, ½ Economics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Career &amp; College Readiness</td>
<td>1</td>
<td>Must occur in the student’s junior or senior year, or in the student completion of a 4-year sequence.</td>
</tr>
<tr>
<td>Technology or Computer Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Additional Electives</td>
<td>8</td>
<td>Must meet CPC requirements for MS IHLs</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Requirements
- Earn an overall GPA of 3.0
- Courses must meet MS IHL CPC recommended requirements
- Earn national college-readiness benchmarks on each subtest established by ACT (sub scores of 18 English and 22 math) or SAT equivalency
- Earn four additional Carnegie Units for a total of 28

Must successfully complete one of the following:
- One AP course with a B or higher and take the appropriate AP exam
- One DP-IB course with a B or higher and take the appropriate IB exams
- One academic dual credit course with a B or higher in the course

## Alternate Diploma

For Students with Significant Cognitive Disabilities
Why have an Alternate Diploma

Under ESSA, states may develop an Alternate Diploma for students with significant cognitive disabilities and have it count in the state’s graduation rate if:

- It is aligned with the requirements of the general education diploma and
- It is given within the time frame for which the student is eligible for a Free Appropriate Public Education (FAPE)

Alternate Diploma Option for Students with Significant Cognitive Disability (SCD)

<table>
<thead>
<tr>
<th>Curriculum Area</th>
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<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>Alternate English Elements I-IV</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Alternate Math Elements I-III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternate Algebra Elements</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>Alternate Biology Elements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternate Science Elements II</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
<td>Alternate History Elements (Strands: U.S. History and World History)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternate Social Studies Elements (Strands: Economics and U.S. Government)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td>Alternate Health Benefits</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Vocational Readiness</td>
<td>4</td>
<td>Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)</td>
</tr>
<tr>
<td>Life Skills Development</td>
<td>4</td>
<td>Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>

Requirements

- The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.
- All students are required to participate in the Mississippi Academic Assessment Program-Alternate Assessment (MAAP-A) with a score TBD.
- Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.
Defining Significant Cognitive Disabilities

- Significant cognitive disability (SCD) is not a category under IDEA.
- Represents less than 1% of the population.
- General education assessments, even with accommodations and modifications, are not appropriate.
- SCD is not determined by IQ alone.
- Poor performance on State assessments and/or deficient reading scores do not qualify students as SCD.

Remember

- ESSA has capped the number of students who may take the Alternate Assessment
- “for each subject, the total number of students assessed using the alternate assessments based on alternate achievement standards does not exceed 1 percent of the total number of all students in the State who are assessed in such subject;”
Certificate of Completion

Definition

• A Certificate of Completion is not a high school diploma or an Alternate Diploma, but rather an acknowledgement of the student’s participation in and completion of his/her Individualized Education Program (IEP).

• All Students are required to participate in the Mississippi Academic Assessment Program, regardless of type of high school completion.
Requirements

Areas of instruction should be developed based on the needs of the individual student by the IEP committee. Course work could include, as appropriate for the students:

• Intensive remediation in deficit area skills
• Career Preparation courses
• Life Skills Courses

Students earning the Certificate of Completion must have completed at least four years of high school and/or be at least 19 years of age at the time of graduation.

Three Types of Eligibility

1. Students without a Significant Cognitive Disability at the end of the 8th grade who:

• Are 16 years old or older; AND
• At least 3 or more grade levels below their peers in reading and math; AND
• Have a signed statement from the parents that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.
Eligibility #2

2. Students with a Significant Cognitive Disability at the end of 8th grade who:

• Have extremely limited or no receptive and expressive communication; Have AND

• Have a signed statement from the parents that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.

Eligibility #3

3. Students with or without a Significant Cognitive Disability at the end of their third school year of high school (6 semesters) who:

• Have not earned at minimum 3 English credits, 3 math credits, 2 science credits, 2 social studies credits, and 5 electives; AND

• Have evidence of 3 or more years of intensive intervention to earn Carnegie Unit bearing courses (or Alternate Diploma Course Credits for students with a Significant Cognitive Disability).

• Have a signed statement from the parents that they understand that the Certificate of Completion is not a standard diploma.
Elementary Schools

Diploma Implications for Elementary

- Career Exploration begins in kindergarten
- Special Education students need to be in least restrictive environments always
- Character education is critical in the elementary level
- Health screenings are important in determining causes of academic issues
- Self-care and self-advocacy should be developed
Academic Concerns

• Rigor from 3rd grade reading assessment should be continued and built upon as students move toward middle school
• High expectations with teachers supporting all students to meet those expectations
• Collaboration with middle school for a smooth transition
• What are the main issues for students as they transition?
Standard 14

• Students enrolled in grades 7-12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual.

• Middle schools and high schools must work together to determine which courses middle schools should offer.

• GPA begins with the first Carnegie unit attempted.

Middle School Responsibilities

• Helping students select proper diploma endorsements through career explorations.

• Completing an ISP for all 7th grade students

• Establishing math pathways that determine ACT scores and College and Career Readiness.

• Transitioning students not identified as having severe cognitive disabilities who have been in self-contained classes into credit bearing Carnegie unit courses
Individual Success Plan

Individual Success Plan (ISP)

• Formerly known as iCAP
• The ISP is a process NOT a document
• It is a five-year career exploration plan
• Process Standard 14.1.4 states: “Beginning in school year 2018-2019, all seventh-grade students are required to have an individual Success Plan (ISP) prior to exiting the seventh grade.”
• Counselors and students will revisit and revise their ISPs every year.
What are the traits of a successful transition?

- Strong academic achievement, school attendance
- Strong-time management, planning, problem-solving and study skills
- Healthy strategies for coping with problems
- Accurate expectations about middle/high school and what is needed to succeed there
- Effective strategies for a balanced academic and social life
Successful Transitions

- Course Sequencing
- SREB Courses (Ready for High School)
- Co-Teaching (Beyond inclusion)
- Communication among school leaders

High Schools

Early Release
Beginning with incoming 9th graders in 2018-2019
What is Early Release?

Early release is a term referring to the practice of schools allowing students who have earned most of their graduation credits to leave campus for part of the school day to work in the community during their senior year.

Requirements for Early Release

For early release, students must have **EITHER**

1. met MS IHL and Community College readiness benchmarks (ACT sub scores 17 English and 19 Math or SAT equivalency) or earned a Silver level on ACT WorkKeys.
   OR

2. meet **ALL** of the following:
   - Have a 2.5 GPA
   - Passed or met all MAAP assessments requirements for graduation
   - Be on track to meet diploma requirements
   - Be concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy
Reasons for Changes in Early Release

• Goal #2 of the SBE
• Responsibility to prepare all students to exit high school ready for post-secondary work without remediation and/or the necessary skills to enter the workforce in a job with a sustainable wage.
• Districts are allocated funds based on a student’s enrollment as a fulltime student.
• Making students aware of the readiness requirement will encourage initiative and involvement in meeting standards by the student and parents.

School Counselor’s Role
The School Counselor’s Role

To address the developmental needs of students through a comprehensive school counseling program in three areas:

1. Academic Development
2. Career Development
3. Personal/Social Development

When do students request a meeting with a counselor?

- When a student is very sad, confused, shy, angry, or worried
- When severe changes in a student’s behavior occur
- When a student is having difficulty dealing with family changes or situations
- When something seems to be bothering a student to the point of distraction or intense anxiety
- When a student is dealing with a loss of a family member, friend, or pet
- When stressors at home are affecting school performance or self-concept
- When a student is consistently absent from school
The referral process:

- Appointment made by the counselor to meet with a student
- Self-Referral to meet with the counselor
- Parent/Guardian Referral for a student to meet with the counselor
- Administration, Teacher, Staff Referral request for a student to meet with the counselor
- Request by a friend for a student to meet with the counselor

Types of Counseling Services

Individual Counseling:

- Student and counselor meet independently to go over any concerns or work on behavior
Types of Counseling Services

Group Counseling:

- Peer groups of 4-5 students meet to work on character development or group issues

Types of Counseling Services

Classroom Guidance:

Counselor goes into classroom and talks with students about a variety of topics
Confidentiality Concerns

- A counselor-student relationship must be built on trust and confidentiality.
- School Counselors are bound by ethical codes of the American School Counselor Association (ASCA) to keep conversations private.
- Breaking student confidentiality is appropriate/necessary when:
  - Harming Themselves
  - Harming Others
  - Abuse and/or Neglect
- Refer staff to counselors for suspected abuse/neglect

Diploma Resources

Communication

With Parents and Community
Traditional Diploma with Endorsements

Mississippi students now have the opportunity to make their high school diploma more valuable. Starting in 2016-19, all 8th graders will choose whether they want to work toward a Traditional Diploma, or take additional classes to earn an academic, distinguished academic or career and technical education endorsement.

Each diploma option will prepare students to be successful after graduation, whether that be in the workforce, a career and technical training program or college. Also, beginning with incoming 8th graders in 2016-19, students who earn an academic or distinguished academic diploma endorsement from a public high school will be accepted into any of the state’s public universities.

Students are encouraged to talk with their school counselor to learn more about Mississippi’s Traditional high school diploma and opportunities to earn endorsements.

Mississippi High School Diploma and Endorsement Options Requirements

Traditional Diploma

- Earn 3.0 credits (“C” average or higher) in a selection of required classes including English, Math, Science, Social Studies.

Mississippi High School Diploma and Endorsement Options Toolkit

Communication Toolkit for Parents and Educators

Starting in 2016-19, all 8th graders will choose whether they want to work toward a Traditional Diploma, or take additional classes to earn an academic, distinguished academic or career and technical education endorsement.

These communication tools were developed for district and school leaders to help train staff and communicate with parents and students about the Mississippi Diploma Options and Traditional Diploma with Endorsement Options. These resources can be modified and personalized to meet individual needs.

Key Messages:

- Starting in 2016-19, all 8th graders will choose whether they want to work toward a Traditional Diploma, or take additional classes to earn an academic, distinguished academic or career and technical education endorsement.

- Each diploma option will prepare students to be successful after graduation, whether that be in the workforce, the military, a career and technical training program or college.
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Office Director
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## Mississippi Diploma Options

Mississippi has two diploma options: The Traditional Diploma and the Alternate Diploma. The Traditional Diploma is for all students. The Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

### Traditional Diploma Option

<table>
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</tr>
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<td></td>
<td></td>
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<tr>
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<td>4</td>
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</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>• Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3½</td>
<td>• 1 World History</td>
</tr>
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<td></td>
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<td>• 1 U.S. History</td>
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<td></td>
<td></td>
<td>• ½ U.S. Government</td>
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<tr>
<td></td>
<td></td>
<td>• ½ Economics</td>
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<td></td>
<td></td>
<td>• ½ Mississippi Studies</td>
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<td>Physical Education</td>
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<td>Arts</td>
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<td>College and Career Readiness</td>
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<td>Technology or Computer Science</td>
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<td>5 ½</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units Required</strong></td>
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### Alternate Diploma Option

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<td>• Alternate Biology Elements</td>
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<td></td>
<td></td>
<td>• Alternate Science Elements II</td>
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<tr>
<td>Social Studies</td>
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<td>• Alternate History Elements (Strands: U.S. History and World History)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Alternate Social Studies Elements (Strands: Economics and U.S. Government)</td>
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<tr>
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<tr>
<td>Health</td>
<td>½</td>
<td>• Alternate Health Elements</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Career Readiness</td>
<td>4</td>
<td>• Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)</td>
</tr>
<tr>
<td>Life Skills Development</td>
<td>4</td>
<td>• Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units Required</strong></td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Requirements

**Traditional Diploma Option**
- Student should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:
  - Have a 2.5 GPA
  - Passed or met all MAAP assessments requirements for graduation
  - On track to meet diploma requirements
  - Concurrently enrolled in Essentials for College Math or Essentials for College Literacy

**Alternate Diploma Option**
- For early graduation, a student should successfully complete an area of endorsement.
- A student should take a math or math equivalent course the senior year.

**Recommendations**

- The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.
- All students are required to participate in the Mississippi Academic Assessment Program-Alternate (MAAP-A) with a score TBD.
- Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.
Traditional Diploma Endorsement Options

Students pursuing a Traditional Diploma should identify an endorsement prior to entering ninth grade. There are three endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement.

### CAREER AND TECHNICAL ENDORSEMENT

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Carnegie Units</th>
<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English I • English II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3½</td>
<td>1 World History • 1 U.S. History • ½ U.S. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Economics • ½ Mississippi Studies</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td>1</td>
<td>Must occur in the student’s junior or senior year, or in the student completion of a 4-year sequence.</td>
</tr>
<tr>
<td>CTE Electives</td>
<td>4</td>
<td>Must complete a four-course sequential program of study</td>
</tr>
<tr>
<td>Total Units Required</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Requirements**
- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
  - One CTE dual credit or earn articulated credit in the high school CTE course
  - Work-Based Learning experience or Career Pathway Experience
  - Earn a State Board of Education-approved national credential

### ACADEMIC ENDORSEMENT

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Carnegie Units</th>
<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English I • English II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Algebra I + two (2) additional math courses above Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Biology I + two (2) additional science courses above Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3½</td>
<td>1 World History • 1 U.S. History • ½ U.S. Government</td>
</tr>
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<td></td>
<td></td>
<td>½ Economics • ½ Mississippi Studies</td>
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<tr>
<td>Physical Education</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td>1</td>
<td>Must occur in the student’s junior or senior year, or in the student completion of a 4-year sequence.</td>
</tr>
<tr>
<td>Technology or Computer Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Additional Electives</td>
<td>7½</td>
<td>Must meet 2 advanced electives of the CPC requirements for MS IHLs</td>
</tr>
<tr>
<td>Total Units Required</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Requirements**
- Earn an overall GPA of 2.5.
- Courses must meet Mississippi IHL college preparatory curriculum (CPC).
- Earn Mississippi IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or the SAT equivalency subscore).
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
  - One AP course with a C or higher and take the appropriate AP exam
  - One Diploma Program-IB course with a C or higher and take the appropriate IB exams
  - One academic dual credit course with a C or higher in the course
  - Courses must meet Mississippi IHL college preparatory curriculum (CPC).
  - Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency subscore.
  - Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
  - One AP course with a B or higher and take the appropriate AP exam
  - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
  - One academic dual credit course with a B or higher in the course
  - One AP course with a B or higher and take the appropriate AP exam
  - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
  - One academic dual credit course with a B or higher in the course

### DISTINGUISHED ACADEMIC ENDORSEMENT

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<tr>
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<th>Carnegie Units</th>
<th>Required Subjects</th>
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<td>Biology I + two (2) additional science courses above Biology I</td>
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<td></td>
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<td></td>
</tr>
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<td>College and Career Readiness</td>
<td>1</td>
<td>Must occur in the student’s junior or senior year, or in the student completion of a 4-year sequence.</td>
</tr>
<tr>
<td>Technology or Computer Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Additional Electives</td>
<td>8</td>
<td>Must meet 2 advanced electives of the CPC requirements for MS IHLs</td>
</tr>
<tr>
<td>Total Units Required</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Requirements**
- Earn an overall GPA of 3.0.
- Courses must meet Mississippi IHL college preparatory curriculum (CPC).
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency subscore.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
  - One AP course with a B or higher and take the appropriate AP exam
  - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
  - One academic dual credit course with a B or higher in the course
Regional Principals’ Meetings (Fall 2018)

Session Title:
Impacting Instruction to Meet the Needs of All Learners

PPT (37 pages total)
Impacting Instruction to Meet the Needs of All Learners

Regional Principals’ Meetings

Fall 2018

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

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Outcomes
Session Outcomes

Principals will understand:

• how the MTSS process supports classroom instruction;
• how to align the MTSS process and key elements of the Teacher Growth Rubric to conduct classroom observations; and,
• how effective data mechanisms support instructional practices and decision-making.

Understanding the MTSS Process
State Board Policy Update

Part 3 Chapter 41: Rule 41.1 Intervention

• Three Tier Instructional Model

• School districts must complete, at a minimum, documentation as required for all students in Tier II and Tier III

• Students in Grades K-3 will be referred for a TST meeting within the first 20 days of school if a student has failed one (1) grade

• All Tier III documentation must accompany the student’s cumulative folder upon promotion or transfer to a new school

MTSS Essential Components
What is MTSS?

- Cohesive framework used to align resources and initiatives. It’s a method of improving outcomes for ALL students.
- Implemented to ensure successful academic and behavioral outcomes for ALL students.
- Includes Response to Intervention (RtI), positive behavioral supports, and opportunities for enrichment.
- Aligns the entire system of supports to ensure effective team-based problem solving.
- Is data informed, evidence-based, and flexible enough to meet the academic and behavioral needs of ALL students.

Multi-Tiered System of Supports

The MTSS Documentation Packet was revised in August 2018 and developed to:

- assist districts, schools, and educators with the process of implementing and documenting required supports for **ALL** students.
- provide the means to collect data to improve Pre-K-Grade 12 student outcomes.
Tier I

“The classroom teacher is the ‘first responder’ for students with academic delays.”

-Jim Wright

Tier I Observation Form

1. Aligned with the Teacher Growth Rubric

2. Check the box indicating traits observed.

3. Provide suggestions/recommendations, if needed.

4. Re-evaluate teacher if needed
**Tier I Questions**

- What percentage of our students are meeting expectations?
- Which students will require additional intervention?
- Is Tier I instruction meeting the needs of our students?
- To what degree is instruction implemented with fidelity?

**Tier II Questions**

- Are students receiving supplemental supports?
- Are the students that are receiving supplemental supports improving?
- How do I know if students are improving?
- Which students are still struggling despite effective supplemental instruction?
- To what degree is instruction being implemented with fidelity?
Tier III Questions

- What percentage of my students are responding to intensive intervention?
- To what degree is instruction being implemented with fidelity?

Early Warning System

How do you promote academic success for all student populations?
Conducting Classroom Observations to Evaluate Instruction

When conducting classroom observations, understanding how the MTSS process supports classroom instruction is a vital skill set that principals must have prior to conducting classroom observations.

- Knowing that **high quality instruction** is the expectation for all students.
- Looking for **evidence** that indicates sufficient supports are put in place for all students.
Directions:

1. Examine the MTSS Flowchart for PreK-12 on the next slide.
2. Place a 😊 beside each bullet you believe your teachers are the most efficient in for each Tier.
3. Upon completion, discuss with your group.
4. Be prepared to report out.
Conducting Classroom Observations

As a principal, it is expected that you:

- understand and implement the Teacher Growth Rubric (TGR) with fidelity and consistency.

- know and understand the TGR domains, standards, and indicators.

- identify the teacher’s strengths and areas for growth; and, provide specific, actionable feedback for improving practice. (Content-specific, if possible.)

understand the components of Tier I instruction that align with the TGR domains.
Why Do We Conduct Classroom Observations?

- Classroom observations provide a view of teaching practice and the opportunity to collect evidence to assess practice.
- Classroom observations serve as a snapshot of practice captured through watching teaching and providing feedback on what is observed.
- Observations, both informal and formal, should be of sufficient length so that the observer can analyze the lesson and accurately collect evidence.
- If the teacher needs support(s) to improve his/her teaching practice (i.e., coaching and professional learning opportunities), then the time between observations must be sufficient for the teacher to have had the opportunity to access appropriate supports.

**Classroom Observations**

- Minimum per school year: 3
- Informal (unannounced): 2
- Formal (announced): 1
- High-quality feedback after each observation

What Can You Learn in Just 15 Minutes?

One of the important findings of the Measures of Effective Teaching (MET) Project — sponsored by the Bill and Melinda Gates Foundation — was that 15-minute classroom observations were as effective as observations of 45 minutes.

Putting it Into Action – Pre-Observation

ELA Lesson

Directions:
1. Locate Handout #1: Examining an ELA Standard.
2. Complete this activity individually.
3. Share your responses with a partner.
4. Be prepared to share out.
Putting it Into Action – The Lesson

Directions:

Dig into your pocket, wallet, or purse and pull out the first currency you feel.

Classroom Instruction  Differentiated Instruction  Classroom Management

https://www.youtube.com/watch?v=WJVd0RmibbM
## Putting it Into Action – The Teacher Growth Rubric/Tier I Checklist

<table>
<thead>
<tr>
<th>CLASSROOM INSTRUCTION</th>
<th>DIFFERENTIATED INSTRUCTION</th>
<th>CLASSROOM MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students actively engaged in learning. Domain 3, Standard 5</td>
<td>Teacher uses activities to support instruction (i.e., advanced organizer, intro to lesson, or closure). Domain 3, Standard 10</td>
<td>Use of smooth transitions: providing transition activities for students. Domain 3, Standard 6</td>
</tr>
<tr>
<td>Content is at instructional level. Domain 2, Standard 4</td>
<td>Teacher aligns tasks to learning goals. Domain 1, Standard 1</td>
<td>Procedures and rules are clearly communicated in the classroom. Domain 3, Standard 6</td>
</tr>
<tr>
<td>Students answering questions correctly. Domain 2, Standard 3</td>
<td>Teacher engages students with variable tasks as the needs of the students differ. Domain 1, Standard 2</td>
<td>Teacher actively supervises student behavior by scanning, moving around room, and interacting with students. Domain 3, Standard 5 and Domain 3, Standard 6</td>
</tr>
<tr>
<td>Students ask questions. Domain 3, Standard 5</td>
<td>Teacher provides guided practice and modeling in learning new concepts. Domain 2, Standard 4</td>
<td>Teacher encourages students to take ownership for actions and fosters respect among all students. Domain 3, Standard 5 and Domain 3 Standard 7</td>
</tr>
<tr>
<td>Teacher communicates expectations of lesson. Domain 2, Standard 3</td>
<td>Teacher uses a variety of techniques to support students in making meaning of content. Domain 2, Standard 4</td>
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</tr>
<tr>
<td>Teacher questioning measures students’ understanding of the prerequisite concepts. Domain 2, Standard 4</td>
<td>Teacher groups students to work on instructional component. Domain 3, Standard 5</td>
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</tr>
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### Walk Across the Room & Share Out

<table>
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<th>DIFFERENTIATED INSTRUCTION</th>
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</thead>
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<tr>
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</tr>
</tbody>
</table>
Putting it Into Action – Pre-Observation

Math Lesson

Directions:
1. Examine the standard below and fill-in each section on the next slide.
2. Share your responses with your group.

5.G.2:
Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.

<table>
<thead>
<tr>
<th>Key Vocabulary Term</th>
<th>Student-Friendly Language/Definition</th>
<th>Prerequisite Knowledge</th>
<th>Conceptual Understanding</th>
<th>Evidence of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>quadrant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coordinate plane</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>interpret</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coordinate value</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Fictional Scenario:

Mrs. Jasper attended a math workshop during the summer and used one of the activities in her classroom last week. During your informal classroom observation,

- you noticed that students were seated in straight rows and the majority of the students were off-task, finished quickly, or did not finish at all.
- you were only able to mark the indicators listed on the next slide.

Prior to meeting with Mrs. Jasper, you decide to complete the student activity yourself (See Handout #2-The Bus Stop) to provide her with feedback justifying your rating and to model alternative strategies she may have used for this activity.

Please note: This is a fictional scenario for training purposes only.

### Putting it Into Action – The Teacher Growth Rubric/Tier I Checklist

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<td></td>
</tr>
</tbody>
</table>
**Directions:**

**Swap** your currency with the person on your **right**.

---

**Walk Across the Room & Share Out**

---

- **Classroom Instruction**
- **Differentiated Instruction**
- **Classroom Management**

---

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<tr>
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<td>Teacher engages with students varies as the needs of the students differ. Domain 1, Standard 2</td>
<td>Teacher encourages students to take ownership for actions and foster respect among all students. Domain 3, Standard 5 and Domain 3 Standard 7</td>
</tr>
<tr>
<td>Teacher questioning measures students’ understanding of the prerequisite concepts. Domain 2, Standard 4</td>
<td>Teacher provides a variety of techniques to support students in making meaning of content. Domain 2, Standard 4</td>
<td>Teacher encourages students to take ownership for actions and foster respect among all students. Domain 3, Standard 5 and Domain 3 Standard 7</td>
</tr>
<tr>
<td>Teacher questioning measures students’ understanding of content. Domain 2, Standard 4</td>
<td>Teacher groups students to work on introduced component. Domain 3, Standard 5</td>
<td>Teacher encourages students to take ownership for actions and foster respect among all students. Domain 3, Standard 5 and Domain 3 Standard 7</td>
</tr>
<tr>
<td>Teacher encourages students to think critically concerning previous concepts and new concepts. Domain 2, Standard 3</td>
<td>Teacher provides prompt feedback to students concerning performance. Domain 2, Standard 3</td>
<td>Teacher encourages students to take ownership for actions and foster respect among all students. Domain 3, Standard 5 and Domain 3 Standard 7</td>
</tr>
<tr>
<td>Teacher assesses prerequisite knowledge needed for the lesson in order to assure student understanding. Domain 1, Standard 2</td>
<td>Teacher provides prompt feedback to students concerning performance. Domain 2, Standard 3</td>
<td>Teacher encourages students to take ownership for actions and foster respect among all students. Domain 3, Standard 5 and Domain 3 Standard 7</td>
</tr>
</tbody>
</table>
Effective Post-Observations

- When basic **Tier I** instruction is not provided in the classroom, student performance does not reach its highest potential.

- Being somewhat familiar with the MS CCRS content standards is critical to conducting classroom observations and using the **Teacher Growth Rubric** with fidelity.

- As a principal, you have several MDE- and teacher-developed resources that support you in providing **content-specific feedback** to help **YOUR** teachers improve. They are especially helpful in content areas where you may not feel the most comfortable.
Do These Look Familiar?

Standards for Mathematical Practice

The Standards for Mathematical Practice (SMP) provide a really good opportunity for classroom teachers to elaborate on their choice of activities in the classroom AND a great way for any principal to provide content-specific feedback during the post-observation.

PRINCIPAL HINT

Change each SMP to a question! For example:

• How will students….? 
• Can you describe a time when your students… during the lesson I observed? 
• Does this activity allow students to….? 
• I noticed that student A did not….. What interventions are you using to help them….? 

- change tense as needed -
Leading With Data

The Strength of the Team

School Leadership Team
District Leadership Team
School Safety Team
MTSS Team
PBIS / School Culture and Climate Committee
Data Team
What’s the level of the team’s data drive?

Let’s Read About It… Ready, Set, Go

1. Read the article *Leadership Teams Set the Course for School Improvement.*

2. What are some significant points you noted within the article?
## What’s the **IMPACT** of your team?

<table>
<thead>
<tr>
<th>LUCKY</th>
<th>LEADING</th>
</tr>
</thead>
</table>
| • High results  
• Low understanding of antecedents  
• Replication of success unlikely | • High results  
• High understanding of antecedents  
• Replication of success likely |

<table>
<thead>
<tr>
<th>LOSING</th>
<th>LEARNING</th>
</tr>
</thead>
</table>
| • Low results  
• Low understanding of antecedents  
• Replication of mistakes likely | • Low results  
• High understanding of antecedents  
• Replication of mistakes unlikely |

### Antecedents (Adult Actions)

#### Leading High Impact Teams

- Collect, monitor, and **respond** to benchmark/interim data.
- Meet regularly to **review and adjust the school’s action plan** (based on the data)
- Embrace **courageous conversations** about the students’ academic progress
- Utilize formative (**to inform instruction**) and summative assessment (**to assess progress**).
- Focus on lesson planning that are **student-centered**.

**Use Data to Inform Instruction and for Continuous Improvement, Including Providing Time for Collaboration on the Use of Data**
Leading High Impact Teams

Ensure that teachers are effective and able to improve instruction

- Regularly participate in learning walks to observe classrooms to gauge the level of implementation of school-wide goals and to determine professional learning needs of staff.
- Regularly collaborate with peers.
- Support a self-reflective culture.

Leading High Impact Teams

- Assist in continuously monitoring and evaluating the effectiveness of curriculum, instruction, and assessment

- Ensure that resources and instruction are adapted to address learning differences of students

- Encourage students as creators/sharers of content

Strengthen the school’s instructional program based on student needs
S.W.O.T. Samples

Resource: Access For All Guide

Please note: This resource is in the development stages and will be released in the coming weeks.
Introductory Activity

Directions

1. Locate Handout #3: Introductory Activity.

2. Examine each page.

Questions to Ask Yourself

1. Is my main objective to teach ALL students in my classroom?
2. Do I want ALL students to learn the same concept from this class?
3. If a child has a limited memory, what is the MOST important thing for him/her to know?
4. Are my special needs students participating in State or Federal assessment tests?
5. How will accommodations and/or modifications benefit not only the special needs students in my class, but other disadvantaged and at-risk students as well?
Every Student Succeeds Act (ESSA)

• States must adopt academic achievement standards that include the same knowledge, skills, and levels of achievement expected of all public school students in the State, except for students identified with the most significant disabilities.

• All students must participate in the MAAP or the MAAP-A.

• States must provide appropriate accommodations and/or modifications (including assistive technology) for students with disabilities, when necessary.

Access for All Guide

The purpose of the Access for All Guide (AFA) is to provide district administrators and teachers with guidance on providing accommodations and modifications for students with disabilities and struggling learners in general education settings.

It is important to recognize that no policy exists that prohibits the awarding of Carnegie units if accommodations and modifications are used.
**Access for All Guide**

- The **Access for All Guide** will provide districts with instructional implementation strategies for ALL students in academic and social/behavioral areas.

- Developed around the principle of UDL that states what is “essential for some is good for all.”

**What The Research Says**

- Approximately 2/3 of students with disabilities are provided with accommodations/modifications

- Test scores vary for those students using accommodations/modifications due to:
  - Poorly matching accommodations/modifications to deficits
  - Not allowing enough practice before assessment
## AFA: Contents

### Access for All Guide Instructional Implementation

<table>
<thead>
<tr>
<th>Deficit Area: Academics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
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<td>Word Recognition/Decoding</td>
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<td>Auditory or Language Comprehension</td>
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<td>General Math Strategies</td>
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<td>Word Problems</td>
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<th>Deficit Area: Physical</th>
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<td>Vision</td>
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<td>Chronic Health Problems, Congenital Conditions, and Head Injuries</td>
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<thead>
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<th>Deficit Area: Speech/Language</th>
<th></th>
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<td>Language Impairments</td>
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<thead>
<tr>
<th>Deficit Area: Social/Emotional</th>
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<td>Depression and Unhappiness, Physical Symptoms and Fears</td>
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<td>Inappropriate Social Behaviors</td>
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<td>Relationships and Social Interactions, Building and Maintaining</td>
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<td>Interpersonal Relationships</td>
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<td>Trauma Induced</td>
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</tbody>
</table>

### Deficit Area: Behavioral

<table>
<thead>
<tr>
<th>Deficit: Academic Deficits</th>
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</thead>
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<td>Incomplete Classroom and Homework Assignments</td>
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<td>Avoidance</td>
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<td>Inability to Accept Constructive Criticism</td>
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<tr>
<td>Does Not Follow Written or Oral Directions</td>
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<td>Disorganized</td>
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<td>Impulsiveness and Over-Excitement</td>
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<tr>
<td>Inappropriate Social Responses</td>
<td>57</td>
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<td>Irresponsible</td>
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<td>Non-Compliant with Classroom Rules, Teachers, or Other Personnel</td>
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<td>Outbursts</td>
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<thead>
<tr>
<th>Deficit Area: Organizational Skills</th>
<th></th>
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<tbody>
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<td>Physical Organization</td>
<td>63</td>
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<tr>
<td>Time Management</td>
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<tr>
<td>Keeping Track of Assignments</td>
<td>65</td>
</tr>
</tbody>
</table>
AFA: Identifying the Difficulty

DEFICIT AREA: ACADEMICS

Reading Comprehension

Potential Areas of Difficulty for the Learner:
- Does the student have appropriate reading fluency (see fluency difficulties)?
- Does the student have the relevant background knowledge?
- Can the student make connections between prior knowledge and new information?
- Can the student identify inconsistencies between prior knowledge and new information?
- Does the student know the essential vocabulary?
- Can the student formulate appropriate/relevant questions about the text?
- Can the student make inferential connections?
- Can the student identify and differentiate several types of text structures?
- Does the student have familiarity with text features (e.g., table of contents, headings, glossary)?
- Can the student paraphrase or summarize what he or she has just read?
- Is the student aware when he or she is experiencing difficulties understanding the text?

AFA: Accommodations & Modifications

Possible Accommodations and/or Modifications
- Provide tape-recorded versions of material
- Highlight important ideas and have the student read those first
- Provide study guide for the student to follow when reading independently
- Allow the student to use textbooks written slightly below their reading level
- Provide visual/audio support for ideas in text
- Provide relevant background knowledge through multiple modalities
- Structure brainstorming activities so that relevant knowledge is activated and inaccurate knowledge is revised
- Provide advanced/graphic organizers based on text structure (may need to fill in information for some students)
- Provide the student with generic question prompts to use while reading (e.g., what did the character just do? How does this new information fit with what I already know?)
- Reduce the amount of information presented at one time
- Allow the student to reread material or practice skills/strategies on previously read text rather than on new text.
- Allow the student to take notes, highlight, or write in the text, or provide a copy of the text so that the student can mark directly on the text
- Have students draw images from text
- Provide self-monitoring checklists for comprehension
- Use simple written instructions, or provide visuals
- Provide study guides that feature the most important content
- Block out extraneous stimuli (cover all text except section being read)
- Use consumable materials so that students can highlight or mark on text
AFA: Suggestions for Instruction

Suggestions for Instruction

- Teach pre-reading strategies (e.g., activate prior knowledge, identify text structure, set purpose for reading)
- Teach note taking skills
- Provide examples and teach names of different text structures
- Compare/contrast different text structures
- Teach main idea (somebody, wanted, but, so…)
- Teach visual imagery of ideas in text
- Teach self-monitoring of comprehension
- Use flexible grouping strategies so that students can work on key skills in small groups
- Teach comprehension strategies (e.g., summarization, prediction, clarification, inferences, questioning, using high interest signs, movie, TV, car, motorcycle, sports ads)
- Teach vocabulary strategies (e.g., how to determine meaning of unfamiliar words)
- Build comprehension skills using progressively longer segments of material
- Teach key words and phrases when reading directions such as circle, underline, etc.
- Teach using context clues
- Have students verbally paraphrase reading material
- Teach students to read, stop, and summarize as they go

Dear Teacher…. 

If I don't learn the way you teach, then teach the way I learn!
Session Reflection

Directions:

1. Locate **Handout #4: Session Reflection**.

2. Fold the handout along the perforated lines. (If you stapled your handouts together, you will need to remove the staple.)

3. Using the information you learned in this session, complete the activity as indicated.

4. Be prepared to share out.
Session Reflection

Principals will understand:

✓ how the MTSS process supports classroom instruction;

✓ how to align the MTSS process and key elements of the Teacher Growth Rubric to conduct classroom observations; and,

✓ how effective data mechanisms support instructional practices and decision-making.
Instructional Supports for EL Students

• EL Literacy Focus of the Month (with classroom video and supporting resources)
• EL Instructional Strategies Checklist and Guide along with an instructional webinar
• Webinar on EL Strategies for Teacher Assistants and Tutors
• Cultural Proficiency Continuum Webinar

English Learners

Mississippi’s English Learner (EL) population is growing rapidly, with the state now serving more than 12,400 identified EL students. In response to this growth, as well as requests from districts new to serving EL students, we are launching a series of recorded webinars designed to provide administrators, general education teachers, ESL, literacy and other educators with information on how to effectively serve this population.

For questions regarding EL services, as well as requests for one-on-one or small group professional development, please email Sandy Elliot at sandieElliot@MDE. Check back often for new resources!

Tools and Supports
- Teaching and Engaging English Learners Symposium (2019)
- English Learner Guidelines, Regulations, Funding Guidance and Instructional Supports
- Language Service Plan (Revised 2016)
- EL Professional Development Request
- EL Learner ID Introduction
- Newcomer Orientation plan template
- Communication cards for elementary students
- Communication cards for secondary students
- English Language Acquisition Steps Information for Educators
- Family welcome sheet
- Sentence stem cards
- Social activities

EL Literacy Tips of the Month
- Identifying EL Students (Aug. 2017)
- Vocabulary Development (Sept. 2015)
- Comprehension (Oct. 2015)
- Phonological Awareness and Phonics (Nov. 2017)
- Planning Unit (Jan. 2018)
- Other Webinars

Parent Resources

Parent Resources

Parents’ Read-At-Home Plan (Literacy-Based Promotion Act Parent Document)

Family Guides for Student Success (Reading & Math: Grades PK-8)

Literacy-Based Promotion Act: Parents as Partners

Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA (Literacy-Based Promotion Act Parent Presentation K-3)
Office of Elementary Education and Reading
601-359-2586

Office of Professional Development
601-359-2869

Office of Secondary Education
601-359-3461

Office of Special Education
601-359-3498
Regional Principals’ Meetings (Fall 2018)

Session Title:
Impacting Instruction to Meet the Needs of All Learners

Handouts (6 pages total)
Regional Principals’ Meetings (Fall 2018)
Handout #1: Examining an ELA Standard

Directions:
1. Review the standard listed below.
2. Fill in each section provided.
3. Share your responses with your group.
4. Be prepared to share out.

RI.4.1:
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

<table>
<thead>
<tr>
<th>Key Vocabulary Term</th>
<th>Student-Friendly Language/Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer</td>
<td></td>
</tr>
<tr>
<td>Explicitly</td>
<td></td>
</tr>
<tr>
<td>Inferences</td>
<td></td>
</tr>
<tr>
<td>Prerequisite Knowledge</td>
<td>Conceptual Understanding</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>What evidence would you look for in classroom instruction that indicates the teacher has activated prerequisite knowledge?</strong></td>
<td><strong>What evidence would you look for in classroom instruction that indicates the teacher has further developed students’ conceptual understanding?</strong></td>
</tr>
</tbody>
</table>
Regional Principals’ Meetings (Fall 2018)

Handout #2: The Bus Stop

Name __________________  Seat #____  Date _________

Directions: Fill in the blanks.

Dot 1 _________  Dot 2 _________
Dot 3 _________  Dot 4 _________
Dot 5 _________  Dot 6 _________

Dot 7 _________

Please note:
This handout is part of a fictional scenario.
Modifications to the handout are expected as part of the training.
Regional Principals’ Meetings (Fall 2018)

Handout #3: Introductory Activity

From Disability Awareness Activity Packet
By Bev Adcock and Michael L. Remus
German Test

Der Deutsche hat an und für sich eine starke Neigung zur Unzufriedenheit. Ich weiß nicht, wer von uns einen zufriedenen Landsmann kenn. Ich Kenne sehr viele Franzosen, die vollstämmig ihrem Geschick, mit ihren Eriebuissen zufrieden sind. Wenn sie ein Handwerk ergreifen, so stellen sie sich die Aufgabe, durch dasselbe, wenn’s möglich ist, vielleicht bis zum 45., 50. Jahre eine gewisse Vermögensquote zu erreichen; haben sie die, so ist ihr ganzer Ehrgeiz, sich als Rentier bis zu ihrem Lebensende zurückzuziehen. Vergleichen Sie damit den Deutschen; dessen Ehrgeiz ist von Hause aus nicht auf eine nach dem 50. Jahre zu genie enden Rente gerichtet, sein Ehrgeiz ist schrankenlos. Der Bäcker, der sich etabliert, will nicht etwa der wohlhabendste Bäcker in seinem Ort werden, nein, er will Hausbesitzer, Rentier, er will nach seinem größeren Berliner Ideal schlich Bankier, Millionär werden. Sein Ehrgeiz hat keine Gemzen.

(Im Reichstag, 9.Oktober 1887)

1. Eine starke Neigung zur Unzufriedenheit hat der ____________________________.

2. Nit ihrem Geschick und ihren Eriebuissen sind viele ____________________________

3. Sie stellen sich die ____________________________ eine gewisse Vermögensquote zu ____________________________.

4. Der Ehrgeiz der Deutschen ist ____________________________.

5. Der Bäcker will Hausbesitzer, ____________________________ werden.

6. Nach seinem größeren ____________________________ Ideal will er Bankier, Millionär ____________________________


The above text is from a speech by Otto von Bismarck before the German Reichstag on 9 October 1887.
Regional Principal’s Meetings (Fall 2018)

Handout #4: Session Reflection

Directions:

1. Fold along the perforated lines.
2. Complete each section of the S.M.A.R.T. Goals template based on what you learned in this session.

GOAL(S): ________________________________________________________

S - Specific

M - Measurable

A - Achievable

R - Realistic

T - Time Bound
Regional Principals’ Meetings (Fall 2018)

Session Title:
MDE Updates

PPT (36 pages total)
MDE Updates

Regional Principals' Meetings

Fall 2018

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
MISSISSIPPI STATE BOARD OF EDUCATION

STRATEGIC PLAN GOALS

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

MDE Updates
Literacy-Based Promotion Act Overview

- The purpose of the *Literacy-Based Promotion Act (LBPA)* is to eliminate social promotion and to improve the reading skills of Kindergarten through 3rd grade public school students so that every student completing 3rd grade reads at or above grade level.

- Beginning with the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade was not be promoted to 4th grade.

- Beginning with the 2018-2019 school year, a student must score above the lowest two (2) achievement levels, or a level 3 or higher, in reading on the 3rd grade MAAP-ELA Assessment to be promoted to 4th grade.
Parental Notification

- Beginning in the 2018-2019 school year, a student must score above the lowest two (2) achievement levels in reading on the established state assessment for 3rd grade to be promoted to 4th grade (SB 2157).

- If a K - 3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the determination and plans for addressing the deficiency, including sharing strategies that parents can use to support reading at home.

- A 3rd grade student who fails to meet the academic requirements for promotion to 4th grade may be promoted for good cause.

Requirements for Public Schools – IRP

The LBPA was amended in 2016 to include the development of an Individual Reading Plan (IRP) for Kindergarten through 3rd grade students with a substantial reading deficiency and 4th grade students promoted for good cause.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Teacher/School:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Individual Reading Plan Checklist

- a. The student’s specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data.
- b. The goals and benchmarks for growths;
- c. How progress will be monitored and evaluated;
- d. The type of additional instructional services and interventions the student will receive;
- e. The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- f. The strategies the student’s parent is encouraged to use in assisting the student to achieve reading competency;
- g. Any additional services the teacher deems available and appropriate to accelerate the student’s reading skill development.

Note: The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for Tier II (Intensive Intervention). These plans may be used when meeting with the Teacher Support Team for each student that did not respond to Tier I interventions; 4th grade students requiring intensive intervention after Good Cause Repeptive promotion; or for intensive reading interventions for Special Education students (K-4) and English Language Learners (ELLs).
Who Gets an IRP?

- The IRP is for students in K-3 (and 4th grade students passed with Good Cause Exemption) who have been identified as having a reading deficiency.

- Schools/Districts should review the recommended guidelines for the locally-determined screener to determine which category constitutes a “substantial deficiency”.

- Kindergarten: You may choose to develop Kindergarten IRPs following September progress monitoring.

Literacy-Based Promotion Act Testing Timeline

<table>
<thead>
<tr>
<th>Timeline for Universal Screener Assessment (Component 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dates</strong></td>
</tr>
<tr>
<td>August 6 – September 21, 2018</td>
</tr>
<tr>
<td>December 10, 2018 – January 25, 2019</td>
</tr>
<tr>
<td>April 1 – May 17, 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline for Kindergarten Readiness Assessment (Component 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dates</strong></td>
</tr>
<tr>
<td>August 13 – September 21, 2018</td>
</tr>
<tr>
<td>April 8 – May 17, 2019</td>
</tr>
</tbody>
</table>
## Literacy-Based Promotion Act Testing Timeline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Audience</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 15 – April 26, 2019</td>
<td>All 3rd Grade Students</td>
<td>3rd Grade MAAP-ELA Assessment</td>
</tr>
<tr>
<td>May 13 – May 17, 2019</td>
<td>Retest Window #1</td>
<td>MAAP 3rd Grade Reading Alternative Assessment</td>
</tr>
<tr>
<td>June 24 – August 2, 2019</td>
<td>Retest Window #2</td>
<td></td>
</tr>
</tbody>
</table>

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**Student Intervention Services**
Dyslexia

- Schools are required to administer a SBE dyslexia screener to first graders by October 15, 2018 and to Kindergarten students by April 6, 2019. Districts must submit the documentation by April 20, 2019. Send documentation to: dyslexiadata@mdek12.org

- Currently the SBE approved screeners are Amplify, Lexercise, the Dyslexia Therapy Association Screener (William Carey), and the Mississippi College Dyslexia Screener.

Gifted

- Gifted services are required by law in grades 2-6.

- **Revisions** are in progress for Regulations for Gifted Education Programs and Standards for Gifted Education and they should be available for review and public comment in February 2019. Changes will take effect July 1, 2019.
English Learner Teacher Symposium

Keynote Speaker Linda Cavazos will speak on Culturally and Linguistically Responsive Teacher and breakout sessions will focus on instruction and support for teachers and administrators.

- December 5, 2018: North Mississippi
- December 12, 2018: South Mississippi

MTSS Upcoming Professional Development

<table>
<thead>
<tr>
<th>Location</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Region</td>
<td>October 24, 2018</td>
<td>October 25, 2018</td>
</tr>
<tr>
<td>Central Region</td>
<td>November 14, 2018</td>
<td>November 15, 2018</td>
</tr>
<tr>
<td>Northern Region</td>
<td>November 27, 2018</td>
<td>November 28, 2018</td>
</tr>
</tbody>
</table>
Arts Learning Standards and World Languages

- **MS College- Career-Readiness Arts Learning Standards** – The PreK-12, Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are now available online at: [www.mdek12.org/ESE/Arts](http://www.mdek12.org/ESE/Arts)

  Arts Learning Standards Teaching guides are being developed for Music, Theatre, and Visual Arts and will be available in the Spring of 2019.

- **MS World Languages Framework and Teaching Guide** – The purpose of this guide is to help teachers and administrators understand and effectively implement the 2016 Mississippi World Languages Framework. This document is also meant to be a reference for World Language teachers as a comprehensive document which links to multiple resources, programs, websites and research that are important and of interest to World Language teachers. It will be beneficial for the first-year teacher as well as the veteran World Language teacher. This document contains research on best practices, the latest trends in presentation of material, assessment, use of technology, etc. This guide is now available online at: [www.mdek12.org/ese/worldlanguages](http://www.mdek12.org/ese/worldlanguages)
JumpStart ACT

- In Fall 2018, 15 pilot schools were selected through an application process to participate in the inaugural implementation.

- Through a $100,000 appropriation from the MS legislature, this pilot program aims at helping selected high schools improve their ACT composite math sub-score averages.

- JumpStart ACT will impact 15 schools and approximately 1,700 juniors during the 2018-19 pilot year.

All juniors in each pilot site will have access to:

- expert content review and practice, along with test taking tips and strategies delivered in the classroom via streaming video.

- online, on-demand, 13-hour review (20 modules, approximately 35 minutes each) of math content tested by the ACT® that can be led from the classroom or used individually by students through May 2019.

- consumable student workbooks (337 pages) to be completed as lecture content is watched and later used as a student study guide.

- administrator dashboard reflecting the video module completion progress of teachers assigned to proctor the review and/or individual student progress.

- on-demand support.
Mathematics

JumpStart ACT

<table>
<thead>
<tr>
<th>Pilot School Site</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bay Springs High School</td>
<td>West Jasper Consolidated School District</td>
</tr>
<tr>
<td>Blue Mountain School</td>
<td>South Tippah School District</td>
</tr>
<tr>
<td>Bogue Chitto Attendance Center</td>
<td>Lincoln County School District</td>
</tr>
<tr>
<td>Coldwater Attendance Center</td>
<td>Tate County School District</td>
</tr>
<tr>
<td>Franklin County High School</td>
<td>Franklin County School District</td>
</tr>
<tr>
<td>Hazlehurst High School</td>
<td>Hazlehurst City School District</td>
</tr>
<tr>
<td>Lake Cormorant High School</td>
<td>DeSoto County School District</td>
</tr>
<tr>
<td>Laurel High School</td>
<td>Laurel School District</td>
</tr>
<tr>
<td>Long Beach High School</td>
<td>Long Beach School District</td>
</tr>
<tr>
<td>North Pike High School</td>
<td>North Pike Consolidated School District</td>
</tr>
<tr>
<td>Ray Brooks School</td>
<td>West Bolivar Consolidated School District</td>
</tr>
<tr>
<td>Ruleville Central High School</td>
<td>Sunflower County Consolidated School District</td>
</tr>
<tr>
<td>Salem Attendance Center</td>
<td>Walthall County School District</td>
</tr>
<tr>
<td>West Point High School</td>
<td>West Point School District</td>
</tr>
<tr>
<td>Wingfield High School</td>
<td>Jackson Public School District</td>
</tr>
</tbody>
</table>

Are you interested in having JumpStart ACT in your school? Review the flyer at the registration desk. Please note: Fees are associated for non-pilot schools.

Science

- Mississippi districts will fully implement the 2018 MS CCRS for Science beginning this school year, 2018-2019.

- Links to the new standards and support documents can be found on the MDE Science Educators homepage: http://www.mdek12.org/secondaryeducation/science

- New resources and videos will be added throughout the 2018-2019 school year.

- Information on professional development can be found on the MDE Professional Development homepage: http://www.mdek12.org/OPD
Content Area Professional Development

• On-demand professional development and supports to districts and schools in ELA, Math, Literacy, Science, Social Studies, Special Education and Cross Curricular.

• Half Day (3 hours), Full Day, and Multi-Day Workshops are available. **We are now offering courses online through CANVAS.**

• Visit the MDE homepage [www.mdek12.org](http://www.mdek12.org) and click on the “Request Professional Development” icon in the center of the page.

Content Area Listservs

STAY INFORMED!

Administrators are encouraged to have all content area teachers sign up for their respective listservs online at: [www.mdek12.org/ESE](http://www.mdek12.org/ESE)
## Curriculum & Instruction Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Marla Davis</td>
<td><a href="mailto:mdavis@mdek12.org">mdavis@mdek12.org</a></td>
<td>Bureau Director</td>
</tr>
<tr>
<td>Shauna Hedgepeth</td>
<td><a href="mailto:shauna@AlgebraNation.com">shauna@AlgebraNation.com</a></td>
<td>Assistant Director for Algebra Nation</td>
</tr>
<tr>
<td>Limeul Eubanks</td>
<td><a href="mailto:leubanks@mdek.12.org">leubanks@mdek.12.org</a></td>
<td>World Languages and Fine Arts</td>
</tr>
<tr>
<td>Jennifer Nance*</td>
<td><a href="mailto:jnance@mdek12.org">jnance@mdek12.org</a></td>
<td>Social Studies &amp; Compliance &amp; Reporting (CTE)</td>
</tr>
<tr>
<td>Ashley Kazery</td>
<td><a href="mailto:ashley.kazery@mde.k12.org">ashley.kazery@mde.k12.org</a></td>
<td>English Language Arts</td>
</tr>
<tr>
<td>Dr. Jackie Sampsell*</td>
<td><a href="mailto:jsampsell@mdek12.org">jsampsell@mdek12.org</a></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New State Director for Assessment</td>
</tr>
</tbody>
</table>

## MVPS and MOCA

Districts may now choose their own vendor for Mississippi Virtual Public School courses. Districts/Schools may use the list of Mississippi Online Course Application (MOCA) approved courses to access online options for students. Districts will be reimbursed by a formula in June of each year.
Course Code Application Deadlines

• The deadline for online course offerings for 2019-2020 is October 15, 2018. Districts should follow the guidelines and application found on the MDE Mississippi Online Course Application webpage.

• Districts that want to offer innovative, local courses, must seek approval for those course codes by December 1, 2018. The contact for course codes is Dr. Jennifer Trammell: 601-359-3461 or jtrammell@mdek12.org.

District of Innovation Application

Applications for District of Innovation and School of Innovation (including Early College High Schools) will be due at a later date this semester.

There will be an informational webinar with more details soon.
Social Studies

• On July 19, 2018, the State Board of Education voted to approve final changes to the new Mississippi College and Career Readiness Standard for the Social Studies.

• The final 2018 standards may be accessed at: http://www.mdek12.org/secondaryeducation/socialstudies

• The new MS CCRS for the Social Studies should be piloted in all grades K-12 classrooms during the 2018-2019 school year with full implementation beginning next school year, 2019-2020.

Social Studies

During the 2018-2019 school year, the U.S. History from Post-Reconstruction to Present assessment will align to the 2011 Mississippi Social Studies Framework and will include field test items aligned to 2018 MS-CCRS for the Social Studies. As districts and schools move toward full implementation of the 2018 MS-CCRS for the Social Studies in 2019-2020, the Mississippi Department of Education (MDE) will develop and implement a newly aligned assessment for the U.S. History from Post-Reconstruction to Present course. The assessment will measure the standards and performance objectives outlined in the respective course.

Questions: Contact Jennifer Nance jennifer.nance@mdek12.org
Social Studies Professional Development

Implementing the 2018 Mississippi College- and Career- Readiness Standards for the Social Studies

K-5 Social Studies Trainings:
December 6 – Hancock Leadership Center, Tupelo
February 11 - Life Church, Laurel

6-12 Social Studies Trainings:
October 25 – The Grand Hotel, Natchez
January 29 – The Capps Center, Indianola

To register, go to www.mpe.org, click on the Professional Development tab, then select the training you wish to attend.

Office of Federal Programs

Important Updates Concerning Schoolwide Plans & Data Collection
Schoolwide Plans

To begin your schoolwide plan, you should:

- Start analyzing all data available to determine your school’s needs.
- Begin developing your priorities based upon the data.
- Talk with your Federal Programs Director to determine what Goals and Strategies the district has established overall.
- Take the information gathered and begin to develop actions steps to address the school’s priorities.

Schoolwide Plans

Action steps must be:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**ime Oriented
Schoolwide Plans

• Do not forget that the Schoolwide Plan must be developed in consultation with stakeholders, including at least one parent representative.

• The portal in MCAPS to enter the schoolwide plan will be available in November, however, we will release the questions prior to the release through a webinar in late October. We will also conduct in-person trainings across the state upon the release.

Data Collection and Quality

Things to keep in mind with Data Collection and Quality:

• Data is used by educators at every level.

• Some federal and state laws require data collection.

• Data is viewed by stakeholders.

• Collaborate with your MSIS Primary User to ensure that all students are properly identified (Homeless, EL, Neglected, Delinquent, Immigrant, Title I, etc.)

• Check the accuracy of data to be submitted.
Collaboration in Data Collection

Data Integrity

Data integrity refers to maintaining the following:

- Completeness
- Consistency
- Accuracy
OSE Updates

Dr. Margaret Ellmer – Interim State Director of Special Education

Teacher Resource Guides (TRGs) for the following Alternate Diploma Courses are available:

- Alternate English Elements I & II
- Alternate Math Elements I & II
- Life Skills Development I
- Career Readiness I
Technical Assistance

• Professional Development or Coaching Support is available by contacting the Office of Professional Development.

• Special Education Director/Supervisor may contact their designated person in the Office of Special Education for other supports.

Professional Development

• Monthly Webinars Beginning in October
  o New Teacher – 2nd Tuesday
  o Instructional Support – 3rd Tuesday
  o MS Alternate Academic Achievement Standards – 4th Tuesday

• Online Courses

• Regional Trainings
Contact Information

Dr. Margaret Ellmer  
Interim State Director of Special Education  
margaret.ellmer@mdek12.org

Dr. Armerita Tell  
Bureau Director – Parent Engagement and Support  
atell@mdek12.org

Sharon Strong Coon  
Office Director  
scoon@mdek12.org

Bobby L. Richardson  
Office Director  
brichardson@mdek12.org

Career and Technical Education

Perkins Reauthorization  
Upcoming Professional Development
CTE Overview

- At the secondary level, CTE is delivered through CTE programs, which provide full integration of core academic curriculum with career-specific training.

- At the post secondary level, CTE is delivered through the state’s community colleges, which provide 2-year and certificate-level occupational and technical training programs.

Perkins Reauthorization


- Perkins is dedicated to increasing learner access to high-quality CTE programs of study. With a focus on systems alignment and program improvement, this law has been critical to ensuring programs meet the everchanging needs of learners and employers.
Perkins Reauthorization

The law includes specific formulas that take poverty and population into account to guide the distribution of funds from the federal government to states and from states to local communities.

Upcoming Professional Development

**Automotive Technical Update Workshop**  
Copiah-Lincoln Community College – Wesson Campus  
October 18-19, 2018  
Registration: [www.RCTresources.com](http://www.RCTresources.com)

**New CTE Administrator’s Academy**  
CAVS-E Center, Canton, MS  
November 8-9, 2018  
Registration: RCU @ 662-325-2510

**Perkins V Workshop**  
MS Construction Education Foundation  
November 8, 2018  
Registration: RCU @ 662-325-2510
Compulsory School Attendance

*Every Student Succeeds Act*

Educational Stability for Students in Foster Care

---

**Foster Care Terms and Acronyms**

- **ESSA** - Every Student Succeeds Act
- **LEA** - Local Education Agency
- **MDCPS** - Mississippi Department of Child Protection Services
- **POC** - Point of Contact
- **CWA** - Child Welfare Agency
- **REL** - Regional Education Liaison
- **BID** - Best Interest Determination
LEA Responsibilities

- Designate a POC who is available to collaborate with MDCPS and/or have an alternate POC
- Collaborate with the MDCPS to maintain school stability
- Ensure the best interest is determined regarding school selection
- Ensure necessary transportation is provided, funded, and arranged
- Ensure immediate enrollment & transfer of records
- Ensure school staff are trained on the provisions & educational needs of children in foster care*


Educational Stability-Immediate Enrollment

If it is not in the best interest of the foster care child to remain in the school of origin, the child is to be immediately enrolled in the new school.
Best Interest Determination (BID)

- The LEA & MDCPS must determine the best interest of a child in foster care collaboratively.
- The cost of transportation **CANNOT** be considered when determining the best interest of the child!

Chronic Absenteeism Awareness Campaign
Chronic Absenteeism

- Excused Absences
  - Truancy (Unexcused Absences)
  - Suspensions (Out of School)

Chronic Absenteeism
Key Areas of School Improvement

School Improvement Identification as:

- Comprehensive Support and Improvement (CSI),
- Targeted Support and Improvement (TSI),
- Additional Targeted Support and Improvement, or School At-Risk (SAR)
### School Improvement Status

<table>
<thead>
<tr>
<th>Designation</th>
<th>Identification Criteria</th>
<th>Duration (How long will the designation last?)</th>
<th>Supports (What will the MDE provide because of the designation?)</th>
<th>Exit Criteria (What will I need to do to be removed from the designation?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Support and Improvement (CSI)</strong></td>
<td>- Graduation rate less than or equal to 67%; OR&lt;br&gt;- Bottom 5% of Title IA schools; OR&lt;br&gt;- Previously identified Additional TSI school with 3 consecutive years of subgroup proficiency performance</td>
<td>3 years</td>
<td>- Approve, monitor, and review plan&lt;br&gt;- Provide technical assistance as requested/needed (face to face/virtual)&lt;br&gt;- Regional leadership meetings and webinars&lt;br&gt;- Provide funding to support evidence-based intervention</td>
<td>After 3 years and graduation rate above 67%&lt;br&gt;After 3 years and above the bottom 5% of Title IA schools; OR&lt;br&gt;an increase in the accountability letter grade; OR&lt;br&gt;an increase in the accountability letter grade that crosses over the midpoint of the letter grade</td>
</tr>
<tr>
<td><strong>Targeted Support and Improvement (TSI)</strong></td>
<td>- Subgroup in lowest 50% of overall accountability index; AND&lt;br&gt;- Subgroup in lowest quartile of 3-year average gap-to-goal; AND&lt;br&gt;- Subgroup scores in lowest quartile of 3-year improvement toward gap-to-goal closure</td>
<td>1 year, unless re-identified in subsequent year</td>
<td>- Provide funding to support evidence-based interventions (if available) &lt;br&gt;- Provide access to technical assistance as requested/needed &lt;br&gt;- Regional leadership meetings and webinars</td>
<td>School no longer meets criteria for identification</td>
</tr>
</tbody>
</table>

### Additional Targeted Support and Improvement (ATSI)

- 3 year average subgroup performance is at or below that of all students in the lowest performing schools (CSI)
- Subgroup performance above that of all students in the lowest performing schools
- Subgroup performance above that of all students in the lowest performing schools (CSI)
- An increase in the accountability letter grade; OR
- An increase in the accountability letter grade that crosses over the midpoint of the letter grade

### School At-Risk (SAR)

- School has accountability rating of F
- Improve accountability grade to D or higher
## School Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>CSI</th>
<th>TSI/ATSI</th>
<th>SAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Needs Assessment/Interview</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Develop Plan</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Create School Leadership Team</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reserve 20% Title IA Allocation</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>Monthly Updates to Community</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Notify Parents</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## District Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>CSI</th>
<th>TSI/ATSI</th>
<th>SAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Develop &amp; Review Plan</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Track progress quarterly</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>District Leadership Team engagement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>End of Year summative review of school’s progress</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>P16 Community Engagement Council/Engage Parents and Community Monthly</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Next Steps

- Informational Webinar – October 5, 2018
- Plan Development Webinar – October 10, 2018
- Release of CSI/TSI Plan Platform in MS SOARS
- Release of Funding Application in MCAPS
- School Improvement Convening - November 7-9, 2018
- Schedule/Participate in interview for all F-rated and CSI schools - November 14 - December 7, 2018
- Assignment of Coaching Support for CSI and SAR schools
- Approval of Plans and Funding Applications - January/February 2019

Plan and Funding – Approval Process

Release of Plan Platform and Funding Application
- October 2018

Plans
- December 2018
- CSI - Submit plan which contains evidence-based interventions to the local school board and MDE
- TSI - Submit plan, which contains evidence based interventions to the local school board for approval
- SAR - Submit plan, which contains evidence based interventions to the local school board for approval

Funding Applications
- December 2018
- TSI and CSI Only - Submit application, which contains evidence based interventions to the local school board and MDE for approval
- SAR – Funds are not awarded

Implementation of Approved Plan
- January/February 2018
School Improvement Resources

- CSI Quick Reference
- TSI Quick Reference
- Evidence-Based Programs
- MS Succeeds Plan (Consolidated State Plan)
- P16 Community Engagement Councils

Office of Teaching and Leading
Central Focus

Teacher Talent Acquisition
- Teacher Talent Acquisition and Effectiveness
- Educator Preparation
- Educator Licensure

Teacher Effectiveness
- Professional Growth System
- Mentoring and Induction
- Teacher Leadership

Teaching and Leading

The Office of Teaching and Leading will:

- strengthen efforts to support local school districts with creating a talent pool of highly effective educators.
- explore multiple pathways to licensure in collaboration with education stakeholders.
- examine the methodologies for educator preparation, support, and advancement that are attractive to a new generation of educators.
- collaborate within the MDE to ensure context-relevant professional learning opportunities for licensure renewal.
- elevate the profession.
Elevate Teaching Profession Campaign (Changing Perceptions)

- Annual Elevate Teachers Conference
- Video/Billboard Campaign
- Focus Groups – Students, Parents, Teachers, Administrators, Other Stakeholders (Title II Funded)

Targeted Recruitment Initiatives

- Minority Male Educators Initiative (MDE – Title II Funded)
- Diverse and Learner Ready Initiative (CCSSO)
- Rural Teacher Recruitment and Retention Initiative (SECC Supported)
- Grow Your Own Taskforce (Title II Funded)
- Realign Critical Teacher Shortage Act Incentives
- Deliver focused Praxis preparation in partnership with MAE
Leadership Preparation Redesign

• New standards that define effective educational leadership were released in October 2015.

• The Professional Standards for Educational Leaders (PSEL) were developed to replace the Interstate Leaders Licensure Consortium (ISLLC) standards.

• Institutions preparing leaders are collaborating with MDE to redesign leadership programs leading to licensure.

• The School Leaders Licensure Assessment (SLLA) is now aligned to PSEL.

Mississippi Department of Education

For more information, visit the Mississippi Department of Education [www.mdek12.org](http://www.mdek12.org)
Regional Principals’ Meetings (Fall 2018)

Session Title:
Statewide Assessment Data Trends:
Classroom Implications

PPT (23 pages total)
Statewide Assessment Data Trends: Classroom Implications

Regional Principals' Meetings

Fall 2018

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
MISSISSIPPI STATE BOARD OF EDUCATION

STRATEGIC PLAN GOALS

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Outcomes

Principals will be able to:

- understand the various types of assessment reports available;
- interact with sample reports to identify grade-level strengths and weaknesses at the district and school level; and,
- utilize reports to begin brainstorming on how to make additional, informed curriculum and instruction decisions at the school level.
Ice Breaker

The results are in…Now what?

• What is your current process for data analysis and determining next steps for instruction?

• What is your current process for data analysis and determining next steps for assessment?

• Was your benchmark data and/or district level assessments a good prediction of your outcomes? How?

Data Consumers

• District-level Strategic Planning Teams
• School Improvement Teams
• School-based Leadership Teams
• Professional Learning Communities (PLCs)
Crucial Questions

1. What do we want each student to learn? (Executive Functioning Skills and the MS-CCRS)
2. How will we know when each student has learned it? (Assessment)
3. How will we respond when a student experiences difficulties with learning? (Intervention)
4. How will we respond when students have already mastered it? (Enrichment)

Assessments Help to Answer Our Questions

- **Screeners** – identify students in need of additional support
- **Progress Monitoring Tools** – measure student progress toward learning goals (e.g., Formative Assessments)
- **Diagnostic Assessments** – identify strengths and deficits
- **Summative Assessments** – evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark
State-level Assessments

An Overview

What data are provided by the state?

**Kindergarten Readiness (MKAS²)**

- Computer-adaptive assessment with 27 questions
- Measures skills in foundational reading and early numeracy
- Administered to ALL Kindergarten students at the beginning and end of the year to determine readiness and growth (Senate Bill 2572)

**Mississippi Academic Assessment Program (MAAP) – Math and ELA**

- Measures student progress in Grades 3 through 8 with annual assessments in English Language Arts (ELA) and mathematics, and High School End-of-Course (EOC) assessments in Algebra I and English II
- Report student proficiency levels (minimum, basic, passing, proficient, and advanced).

* Mississippi teachers write, review, and approve MAAP assessment items.
Which students must be tested?

- All public school students in Grades 3-8 and High School that are not classified in MSIS as Significant Cognitive Disability (SCD) are required to take the MAAP ELA and mathematics assessments. This includes students enrolled in specialized treatment facilities.

- End-of-Course (EOC) Assessments are taken for the first time at the end of the subject area course (Algebra I, English II, Biology I, & U.S. History).
  - FALL Administration for 4x4 block schools and retesters only
  - SPRING Administration 4x4 block schools, traditional schedules, and retesters

State-provided data (cont.)

Mississippi Academic Assessment Program – Science and History

- MAAP is designed to measure student achievement in science and US History.
- Students are assessed in grades 5 and 8 in science and in biology and US History.
- The results of all MAAP assessments provide information to be used for the improvement of student achievement.

Mississippi Academic Assessment Program – Alternate

- The Mississippi Academic Assessment Program-Alternate (MAAP-A) is administered to students with the most significant cognitive disabilities (SCD) who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) using State Board Policy Chapter 74, Rule 74.19 established eligibility criteria.
- No student may be tested outside of his or her assigned grade level.
- SCIENCE: The science assessment should be administered the same as the general education: only for students enrolled in grade 5, grade 8, or high school.
State-provided data (cont.)

LAS Links Assessment System

• A secure, large-scale, English language proficiency test (ELPT) administered to Kindergarten through Grade 12 students who have been officially identified as English learners (ELs)

• Assesses four (4) domains: Speaking, Listening, Reading, and Writing (mandated by ESEA)

• Administered annually each spring (March 4 - April 16, 2019) to monitor English learners’ progress in acquiring academic English

*Notes:

1. Accommodations that interfere with what the test measures are not allowed for the ELPT.

2. For the online version, the read-aloud accommodation is built into the test.

SBE-approved EL Exit Policy

To officially exit EL status, English learners (EL) are required to obtain the following proficiency levels on the LAS Links ELPT:

• Overall Proficiency Level 4 or 5, and

• Reading Proficiency Level 4 or 5, and

• Writing Proficiency Level 4 or 5.

State-provided data (cont.)

**ACT**

- Contingent upon legislative funding, the state will pay for one (1) statewide ACT administration to be held in the spring for students **classified in MSIS** as juniors.
- Serves as the College- and Career-Readiness Indicator of the Mississippi Statewide Accountability System
- Assesses students in 4 content areas: English, Mathematics, Reading, and Science
- State-administered ACT data is also used to determine students’ academic readiness for college.

**National Assessment for Educational Progress (NAEP)**

- NAEP is the largest continuing and nationally representative assessment of what our nations’ students know and can do in core subjects such as reading, mathematics, writing, and science.
- A representative sample of state schools are selected to participate.
- NAEP is administered to selected students in Grades 4, 8, and 12.
- Mississippi has 264 schools selected to participate in the 2019 administration.

---

**Spring 2018 Results**

Overall Mathematics and English Language Arts (ELA)
ELA and Math Overall Proficiency Comparison

Percent of Students at Performance Level (PL) 4 & 5

<table>
<thead>
<tr>
<th></th>
<th>Mathematics Level 4 &amp; 5</th>
<th></th>
<th>English Language Arts (ELA) Level 4 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>33.0%</td>
<td>33.6%</td>
<td>33.6%</td>
</tr>
<tr>
<td>2017</td>
<td>38.6%</td>
<td>36.7%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>43.9%</td>
<td>39.8%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Algebra I and English II proficiency data have been updated to reflect first-time test takers only. Previous reports included retest results. Retest data have been removed to make Algebra I and English II results consistent with grades 3-8.

Mathematics Grades 3-8, Algebra 1

2018 Key Findings

- **111,403** of all tested students scored Level 4 or higher (43.9%) in 2018, compared to **97,073** (38.6%) in 2017.
- **52** districts had greater than 45.0% of all students scoring at Level 4 or higher in 2018, compared to **32** districts in 2017.
- **188,292** of all tested students scored Level 3 or higher (74.3%) in 2018, compared to **181,459** (72.2%) in 2017.
- **16,298** of all tested students scored Level 1 (6.4%) in 2018, compared to **15,323** (6.0%) in 2017.
**State of Mississippi**

**Mathematics Grades 3-8**

Percent of Students at all Performance Levels

![Bar chart showing performance levels for grades 3-8 across years 2016, 2017, 2018.](chart1)

**State of Mississippi**

**Algebra I**

Percent of Students at all Performance Levels

![Bar chart showing performance levels for Algebra I across years 2016, 2017, 2018.](chart2)
2018 Key Findings

- **100,748** of all tested students scored Level 4 or higher (39.8%) in 2018, compared to **93,049** (36.7%) in 2017.

- **40** districts had greater than 45.0% of all students scoring at Level 4 or higher in 2018, compared to **22** districts in 2017.

- **186,762** of all tested students scored Level 3 or higher (73.7%) in 2018, compared to **178,559** (70.4%) in 2017.

- **17,702** of all tested students scored Level 1 (7.0%) in 2018, compared to **22,220** (8.8%) in 2017.
State of Mississippi

English II

Percent of Students at all Performance Levels

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>7.5%</td>
<td>5.5%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Level 2</td>
<td>16.4%</td>
<td>14.4%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Level 3</td>
<td>32.3%</td>
<td>31.7%</td>
<td>31.2%</td>
</tr>
<tr>
<td>Level 4</td>
<td>36.1%</td>
<td>29.7%</td>
<td>29.8%</td>
</tr>
<tr>
<td>Level 5</td>
<td>9.7%</td>
<td>11.7%</td>
<td>14.7%</td>
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</table>

Subgroup Performance
## Gap to Goal: English Language Arts

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Gap to Goal* 2017</th>
<th>Gap to Goal* 2018</th>
<th>Change in Goal**</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>-33.6%</td>
<td>-30.8%</td>
<td>-2.8%</td>
</tr>
<tr>
<td>White</td>
<td>-18.7%</td>
<td>-15.4%</td>
<td>-3.3%</td>
</tr>
<tr>
<td>African-American</td>
<td>-47.6%</td>
<td>-45.0%</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>-37.9%</td>
<td>-34.6%</td>
<td>-3.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>-10.6%</td>
<td>-7.5%</td>
<td>-3.1%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>-26.6%</td>
<td>-22.2%</td>
<td>-4.4%</td>
</tr>
<tr>
<td>Native American/Pacific Islander</td>
<td>-36.7%</td>
<td>-29.6%</td>
<td>-7.1%</td>
</tr>
</tbody>
</table>

*Gap to State 2025 goal of 70% proficiency for all student subgroups  
**Green indicates gap decreased/closed.

---

## Gap to Goal: English Language Arts (continued)

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Gap to Goal* 2017</th>
<th>Gap to Goal* 2018</th>
<th>Change in Goal**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Economically Disadvantaged</td>
<td>-13.7%</td>
<td>-13.2%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>-41.6%</td>
<td>-38.0%</td>
<td>-3.6%</td>
</tr>
<tr>
<td>Students without Disabilities</td>
<td>-30.7%</td>
<td>-27.6%</td>
<td>-3.1%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>-56.5%</td>
<td>-54.1%</td>
<td>-2.4%</td>
</tr>
<tr>
<td>Not Limited English Proficiency</td>
<td>-33.2%</td>
<td>-30.4%</td>
<td>-2.8%</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>-51.3%</td>
<td>-45.3%</td>
<td>-6.0%</td>
</tr>
<tr>
<td>Male</td>
<td>-37.2%</td>
<td>-34.9%</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Female</td>
<td>-30.0%</td>
<td>-26.5%</td>
<td>-3.5%</td>
</tr>
</tbody>
</table>

*Gap to State 2025 goal of 70% proficiency for all student subgroups  
**Green indicates gap decreased/closed.
## Gap to Goal: Math

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Gap to Goal* 2017</th>
<th>Gap to Goal* 2018</th>
<th>Change in Goal**</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>-32.0%</td>
<td>-27.3%</td>
<td>-4.7%</td>
</tr>
<tr>
<td>White</td>
<td>-17.3%</td>
<td>-12.0%</td>
<td>-5.3%</td>
</tr>
<tr>
<td>African-American</td>
<td>-46.5%</td>
<td>-42.1%</td>
<td>-4.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>-30.1%</td>
<td>-24.7%</td>
<td>-5.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.5%</td>
<td>5.5%</td>
<td>-3.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>-26.0%</td>
<td>-20.3%</td>
<td>-5.7%</td>
</tr>
<tr>
<td>Native American/Pacific Islander</td>
<td>-27.6%</td>
<td>-21.7%</td>
<td>-5.9%</td>
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</tbody>
</table>

*Gap to State 2025 goal of 70% proficiency for all student subgroups
**Green indicates gap decreased/closed.

## Gap to Goal: Math (continued)

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Gap to Goal* 2017</th>
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<th>Change in Goal**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Economically Disadvantaged</td>
<td>-11.5%</td>
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<tr>
<td>Economically Disadvantaged</td>
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<td>Students without Disabilities</td>
<td>-29.0%</td>
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<td>-5.0%</td>
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<tr>
<td>Students with Disabilities</td>
<td>-54.7%</td>
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<td>-2.7%</td>
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<tr>
<td>Not Limited English Proficiency</td>
<td>-31.8%</td>
<td>-27.2%</td>
<td>-4.6%</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>-38.4%</td>
<td>-31.5%</td>
<td>-6.9%</td>
</tr>
<tr>
<td>Male</td>
<td>-33.3%</td>
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</tr>
<tr>
<td>Female</td>
<td>-30.6%</td>
<td>-25.4%</td>
<td>-5.2%</td>
</tr>
</tbody>
</table>

*Gap to State 2025 goal of 70% proficiency for all student subgroups
**Green indicates gap decreased/closed.
Turn and Talk – Deep Dive

- What did my school’s data reveal about our subgroup performance?
- If there was significant growth in a specific subgroup, what factors contributed to this growth?
- If subgroup data did not improve, what are your next steps in addressing the challenge(s)?

MAAP School-Level Reports

- School Roster Report
- School Summary Report
- School Demographic Summary Report
- School Pass/Fail Roster
ACTIVITY

Directions: View the video and take notes on the administrator’s coaching techniques to encourage a deeper dive into data analysis.

Video: Data-Driven Instruction: Leading Analysis Meetings

School Roster Report

The School Roster Report shows the scores for each student within a school who took the tests. Electronic copies are provided for each school.
School Summary Report

The **Summary Report** displays the performance of a specific population on the tests. Different levels of this report will display information identifying district and/or school.

School Demographic Summary Report

The **Demographic Summary Report** displays a breakdown of the number of students and the percentage of students at each performance level for a given subgroup.
School Pass Not Pass Report

- The **Pass Not Pass Report** displays a list of students with retest status, scale score, performance level, and a Pass/Did Not Pass Label in accordance with the x50 and higher.

- Primarily used for EOC

Standards Analysis Reports

- The **Standards Analysis Summary Report** displays information on how the students performed on the MS-CCRS that were assessed.

- Users should note that caution is required when interpreting results that are based on very few items. This is especially so when the results for a standard are only based on one item.
**ACTIVITY**

**Directions:** Using the sample reports provided, identify 2 goals for the school and/or district.

*Volunteers will share with the group.*

---

**Tips for Determining Next Steps**

- Analyze multiple data points (assessments, attendance, classroom data, discipline referrals, environmental situations, …)

- Determine if there are performance discrepancies on the different assessment pieces

- Review qualitative and quantitative data (classroom behaviors, assignment completion,…)

---

*Mississippi Department of Education*

*Focusing High Priorities Now*
Resources

Cursive Writing Recommendations
(Guidance for Implementation of Senate Bill 2273)

Integrated Kindergarten Center Activities
(Guidance for Integration of Literacy Activities)

What Every Instructional Leader Needs to Know
(Quick Reference MDE Office Updates)

Instructional Supports for EL Students

- EL Literacy Focus of the Month (with classroom video and supporting resources)
- EL Instructional Strategies Checklist and Guide along with an instructional webinar
- Webinar on EL Strategies for Teacher Assistants and Tutors
- Cultural Proficiency Continuum Webinar

English Learners

Tools and Supports
- Teaching and Engaging English Learners Symposium (July 2019)
- English Learners Guidelines, Regulations, Funding Guidance and Instructional Supports
- Language Service Plan (Revised 2018)
- EL Professional Development Request
- Microlearning Kit Introduction
- Communication cards for elementary students
- Communication cards for secondary students
- English Language Acquisition Stages Information for Teachers
- Familywelcome sheet
- Semester schedule

EL Literacy Tool of the Month
- Identifying EL Students (Aug. 2017)
- Vocabulary Development (Oct. 2017)
- Recruitment (Nov. 2017)
- English Language Proficiency and Promotion (Nov. 2017)
- February (2018)
- Other Webinars
Reference Document(s) and Link(s)

- **English Language Proficiency Test Webpage (MDE)**
  http://www.mdek12.org/OSA/SP/ELPT
- **Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports 2018**
  http://www.mdek12.org/sites/default/files/MS%20English%20Learner%20Guidelines%202018_0.pdf
- **English Language Proficiency Test FAQ**
  https://districtaccess.mde.k12.ms.us/studentassessment/DTC%20Resources/DTC_Training_Files_/1_FAQs/FAQ%20-%20ELPT%202017.pdf
- **Mississippi Testing Accommodations Manual, February 2017**
- **ELPT Quick Reference Guide**
- **English Learner Tool Kit**
  https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html
- **Proficiency Level Descriptors and Proficiency Level Definitions**

Questions

<table>
<thead>
<tr>
<th>Dr. Jackie Sampsell</th>
<th><a href="mailto:jsampsell@mdek12.org">jsampsell@mdek12.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Director for Assessment</td>
<td></td>
</tr>
<tr>
<td>Libby Cook-General MAAP and Math</td>
<td><a href="mailto:ecook@mdek12.org">ecook@mdek12.org</a></td>
</tr>
<tr>
<td>Melissa Beck-K-3 Screener/Data Coordinator</td>
<td><a href="mailto:mbeck@mdek12.org">mbeck@mdek12.org</a></td>
</tr>
<tr>
<td>M. Pleshette Smith-Accommodations and MAAP-A</td>
<td><a href="mailto:mcsmith@mdek12.org">mcsmith@mdek12.org</a></td>
</tr>
<tr>
<td>Sharon Prestridge-EL</td>
<td><a href="mailto:SPrestridge@mde12.org">SPrestridge@mde12.org</a></td>
</tr>
<tr>
<td>Jennifer Robinson-ACT and NAEP</td>
<td><a href="mailto:Jennifer.Robinson@mdek12.org">Jennifer.Robinson@mdek12.org</a></td>
</tr>
<tr>
<td>Trishon Wilson-Project Officer</td>
<td><a href="mailto:Twilson@mdek12.org">Twilson@mdek12.org</a></td>
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Office of Student Assessment
601-359-3052
Regional Principals’ Meetings (Fall 2018)

Session Title:
Statewide Assessment Data Trends: Classroom Implications

Handouts (5 pages total)
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<th>1072</th>
<th>1073</th>
<th>1074</th>
<th>1075</th>
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<th>1077</th>
<th>1078</th>
<th>1079</th>
<th>1080</th>
<th>1081</th>
<th>1082</th>
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<tbody>
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<td>10</td>
<td>10</td>
<td>10</td>
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<th>Assessment Domains</th>
<th>Total Raw Score</th>
<th>Probability and Statistics</th>
<th>Functions</th>
<th>Algebra</th>
<th>Quantitative Reasoning and Number Sense</th>
<th>Performance Level</th>
<th>Scale Score</th>
<th>Grade</th>
<th>Student ID</th>
<th>Student Name</th>
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<tr>
<td>Performance Level</td>
<td>PL1</td>
<td>PL2</td>
<td>PL3</td>
<td>PL4</td>
<td>PL5</td>
<td>PL6</td>
<td>PL7</td>
<td>PL8</td>
<td>PL9</td>
<td>PL10</td>
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</tbody>
</table>

**School Roster Report for Algebra I End-of-Course Examination**

District Name: [District Name]

School Number: [School Number]

Student Name: [Student Name]
<table>
<thead>
<tr>
<th>ASSESSMENT DOMAINS</th>
<th>651</th>
<th>638</th>
<th>652</th>
<th>651</th>
<th>659</th>
<th>697</th>
<th>641</th>
<th>645</th>
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<tbody>
<tr>
<td>PERFORMANCE LEVEL</td>
<td>PL1</td>
<td>PL3</td>
<td>PL2</td>
<td>PL3</td>
<td>PL2</td>
<td>PL3</td>
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<tr>
<td>NUMBER SYSTEM</td>
<td>RATIONALS AND EQUATIONS</td>
<td>GEOMETRY</td>
<td>NUMBER SYSTEM</td>
<td>RATIONALS AND EQUATIONS</td>
<td>GEOMETRY</td>
<td>NUMBER SYSTEM</td>
<td>RATIONALS AND EQUATIONS</td>
<td>GEOMETRY</td>
</tr>
<tr>
<td>STATISTICS AND PROBABILITY</td>
<td>RELATIONSHIPS</td>
<td>PROPORTIONALITY</td>
<td>NUMBER SYSTEM</td>
<td>RELATIONSHIPS</td>
<td>PROPORTIONALITY</td>
<td>NUMBER SYSTEM</td>
<td>RELATIONSHIPS</td>
<td>PROPORTIONALITY</td>
</tr>
<tr>
<td>TOTAL RAW SCORE</td>
<td>15</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>18</td>
<td>18</td>
<td>18</td>
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</tr>
</tbody>
</table>

**School Average**

**Number of Students Possible**

**Student Name**

**Student ID**

**Performance Level Scale Score Ranges**

**Total Raw Score**

**School Roster Report for Grade 6 MATH**

**Grade 3-8 Examination**

**Questar**
<table>
<thead>
<tr>
<th>Economic Disadvantaged</th>
<th>Gifted &amp; Talented</th>
</tr>
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<tbody>
<tr>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>1%</td>
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<td>3%</td>
<td>4%</td>
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</tr>
<tr>
<td>19%</td>
<td>20%</td>
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<table>
<thead>
<tr>
<th>English Learners</th>
<th>Students with Disabilities</th>
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</thead>
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<tr>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>3%</td>
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<tr>
<td>19%</td>
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<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
</tr>
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<tbody>
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<td>880 and higher</td>
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<tr>
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</tr>
<tr>
<td>850 - 864</td>
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<tr>
<td>820 - 816</td>
<td>9%</td>
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For Grade 8 ELA
School Demographic Summary Report
Grade 8 ELA Examination