

MASS 2024 Summer Conference

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mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

July 2024



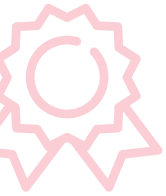
VISION

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



MISSION

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



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

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



3

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

EVERY School Has Effective Teachers and Leaders

4



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

5



EVERY School and District is Rated “C” or Higher

6



Federal Programs

Federal Programs Grant Timeline

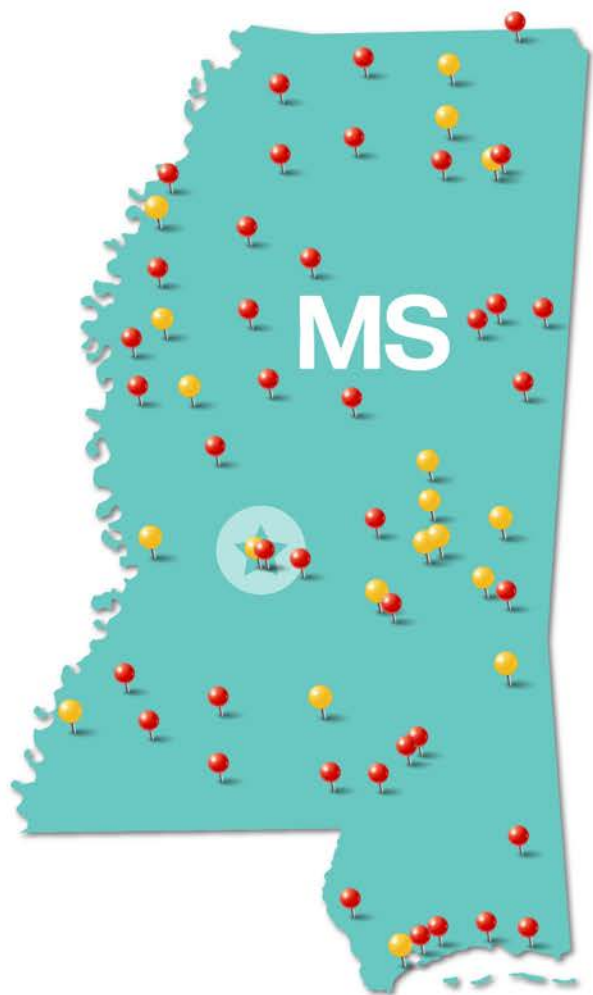
Grant Year	Grant	Obligation Deadline	Liquidation Deadline	Notes
2021	ARP ESSER	9/30/24	12/30/24*	Apply for late liquidation extension
2022	Consolidated ESEA	9/30/24	12/30/24	
2022	ARP Homeless II	9/30/24	12/30/24	
2023	Consolidated ESEA	9/30/24	12/30/24*	Apply to extend obligation
2023	McKinney Vento Homeless	9/30/24	12/30/24	
2024	Consolidated ESEA	*09/30/24	12/30/25	*85% of Title I and Title V-B must be obligated by September 30, 2024 to meet Carryover Requirement
2024	BSCA	9/30/26	12/30/26	

- ARP ESSER and ARP Homeless funds must be obligated by September 30, 2024 (NO EXTENSION).
- ARP ESSER and ARP Homeless fund must be liquidated by December 30, 2024.*
 - USDE has allowed up to an additional 14-month liquidation for ARP ESSER upon state request.
 - Upon review of appropriate and supporting documentation, USDE will approve a liquidation extension.

- If approved, LEAs may continue to liquidate funds until February 12, 2026.
 - LEAs must submit a liquidation extension request with supporting documentation of **properly obligated expenditures**.
- If approved, services may continue until January 31, 2026, on all **properly obligated expenditures**.

- USDE approved Mississippi's ESSER II late liquidation request
- Mississippi can now request reimbursement for ESSER II until March 26, 2025
- 51 LEAs requested ESSER II late liquidation
- Office of Grants Management will give guidance on requesting ESSER II reimbursements

Early Childhood



State Funded Pre-K Programs

40 Early Learning Collaboratives (ELC)

- Biloxi
- Brookhaven
- Clarke County
- Cleveland
- Coahoma County
- Corinth-Alcorn-Prentiss
- George County
- Greenwood Leflore
- Grenada
- Hattiesburg
- Hollandale
- Holly Springs
- Holmes County
- Jackson-Hinds
- Jefferson County
- Kosciusko
- Lamar County
- Lee County
- Lafayette-Oxford
- Leland
- Long Beach
- Lowndes County
- Marion County
- McComb
- Monroe
- Noxubee County
- Pass Christian
- Pascagoula-Gautier
- Petal
- Picayune
- Pontotoc
- Rankin County
- Scott County
- Senatobia
- South Panola
- Starkville Oktibbeha
- Tallahatchie County
- West Jasper
- West Point
- Yazoo City

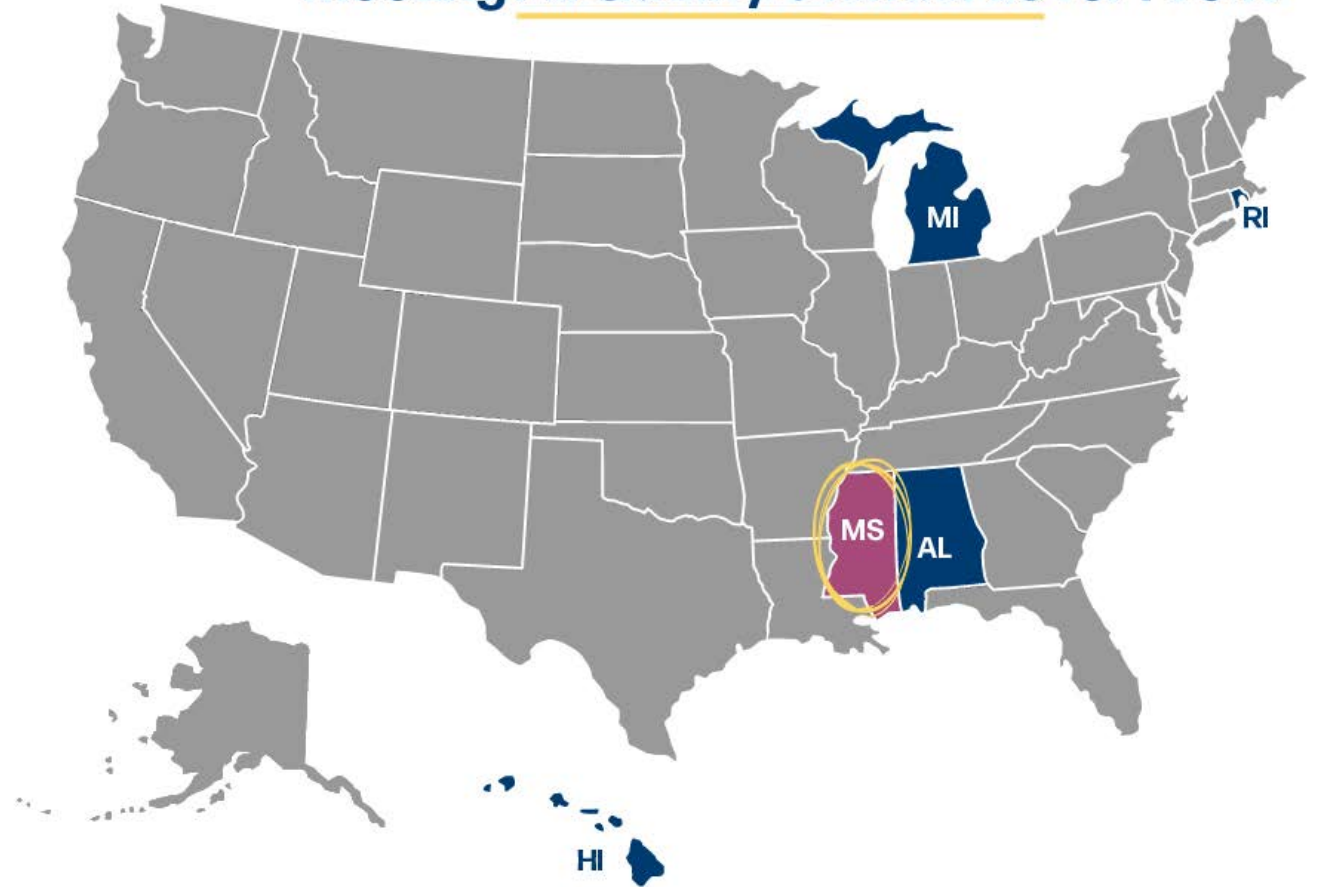
19 State-Invested Pre-K Programs (SIP)

- Bay St. Louis-Waveland
- Enterprise
- Humphreys County
- Jefferson Davis County
- Lauderdale County
- Midtown Public Charter School (Jackson)
- Natchez-Adams
- Newton County
- Newton Municipal
- North Bolivar
- Philadelphia
- Smith County
- South Tippah
- Sunflower County
- Tupelo
- Union City
- Union County
- Vicksburg-Warren
- Wayne County

National Institute for Early Education Research (NIEER) Named Mississippi One of Only Five States Meeting All Quality Standards for Pre-K in 2023

- Mississippi's Early Learning Collaboratives meet all 10 of NIEER's quality standards.
- NIEER tracks state-funded preschool access, resources and quality.
- Early Learning Collaborative students start kindergarten more prepared than students in Mississippi's other public Pre-K programs.

ONE of Only **FIVE** States Meeting All Quality Standards for Pre-K



EARLY LEARNING AND DEVELOPMENT STANDARDS



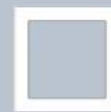
TEACHERS HAVE BACHELOR'S DEGREE

TEACHERS HAVE SPECIALIZED TRAINING IN PRE-K



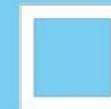
ASSISTANT TEACHERS HAVE CDA OR EQUIVALENT

PROFESSIONAL DEVELOPMENT, COACHING FOR STAFF



CLASS SIZE OF 20 STUDENTS OR LOWER

STAFF-CHILD RATIO 1:10 OR BETTER



VISION, HEARING, AND HEALTH SCREENINGS AND REFERRALS



CURRICULUM SUPPORTS



CONTINUOUS QUALITY IMPROVEMENT SYSTEM





MS Beginnings Pre-K: free, open-source evidence-based curriculum available now

- Training available
- Access materials at: <https://www.mdek12.org/EC/Mississippi-Beginnings-Curriculum>
- Contact Marisa Prewitt at mprewitt@mdek12.org

Elementary Education and Reading

2024 Academic Adoption Schedule: K-12 Mathematics, Social Studies, Arts
2024 CTE Adoption Schedule:

New HQIM titles will be posted on the MS Instructional Materials Matter website after the December 2024 State Board of Education Meeting

A webinar will be held on Thursday, December 19, 2024, at 3:00 p.m. to discuss the virtual caravan, intent to purchase, and end-of-year reports

Districts can purchase new HQIM titles starting April 1, 2025, to delivery prior to the start of the 25-26 school year

AIM Institute of Learning and Research



A Differentiated Approach to Literacy Professional Development

- | | |
|----------------|---|
| Level 1 | <ul style="list-style-type: none">• Pathways to Proficient Reading: <i>Elementary and Secondary</i>• Pathways to Literacy Leadership |
| Level 2 | <ul style="list-style-type: none">• Specialized Reading Knowledge Bundle: English Learners• Pathways to Proficient Writing |
| Level 3 | <ul style="list-style-type: none">• Pathways to Structured Literacy• Pathways to Structured Literacy - <i>practicum</i> |

- AIM offers International Dyslexia Association (IDA) accredited courses eligible for certification through The Center of Effective Reading Instruction (CERI).
- Educators completing ***Pathways to Proficient Reading*** may pursue a Structured Literacy Classroom Teacher Knowledge Certification (C-SLCT).
- AIM course offerings will be released via MDE's EdUpdate listserv at the end of July.



- Any student that received a GCE **MUST** have completed documentation on file
- School-based or district-level administrators **MUST** review all documentation
- GCE documentation **must be approved** by the **Superintendent**.
- GCE must be marked **correctly** in **MSIS** by **August 1, 2024**
- LBPA reports will be generated **September 2024**

Secondary Education

Major Clarity



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- Since Spring 2023, the MDE has made an investment in a College and Career Readiness Platform called MajorClarity.
- The program provides students, teachers and parents information on career options.
- The MDE contract ends on September 30, 2024, and without approved state funds, the MDE will not be able to secure CCR services for October 1, 2024, through June 30, 2025
- MDE will continue to seek state funding to provide a CCR platform for all districts in future years.

- Approved Course Codes website: www.mdek12.org/ESE/Approved-Courses-for-Elementary-Secondary-Schools-MS
- The 2024-2025 comprehensive [Course Code Catalog](#) is designed to assist schools, students, teachers, and parents in selecting the most suitable courses for their students' educational needs.
- Please refer to the following **Tabs in the catalog**:
 - **Guidance to CC Catalog Tab**: Directions on how to search for information
 - **Course Catalog Tab**: Opens and takes you back to the catalog
 - **Deactivate Codes Tab**: List of codes no longer available to use.
- Why are codes deactivated?
- Requests for a Course Code changes
- Should you need assistance or further information, please contact Secondary Education via email at MScoursecodes@mdek12.org.

The USDE approved 2024/2025 MS Perkins State Plan defines program size, scope, and quality on page 62.

The OCTE is committed to providing funding statewide to programs that meet/exceed these definitions.



In July 2024, the OCTE will be contacting districts that are not meeting the minimum enrollment number of 10 students as defined from program size.

STEP 3: Analysis of Programs

Part 1: Size, Scope, and Quality

Perkins V Section 134(c)(2)(B)(i)

The local needs assessment shall include...

(B) A description of how career and technical education programs offered by the eligible recipient are:

(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and...

What Information Should Locals Collect: Size, Scope, and Quality	
What does the law say? The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.	What does the law mean? The provision maintains the size, scope, and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

State Definitions:

Size:

Secondary

Program size reflects an appropriate number of students in order to be effective and meet local business and industry demand as determined by the regional needs assessment. The program size will account for physical parameters and limitations of the program. Additionally, districts must adhere to the following characteristics/requirements:

- At least one career cluster and state-recognized pathway is offered in each program/content area that is currently provided in the area district.
- Students in the district have access to a minimum of five state-approved pathways.
- A minimum program size of 10 students or continuous progress towards increased program size.



Secondary Education Policy Revisions

Miss. Admin. Code 7-3: Chapter 28, Rule 28.5

- Beginning in school year 2024-2025 LEAs shall only make credit recovery available to students within a calendar year from which the student fails the course.

State Board Policy Chapter 56, Rule 56.1

- Secondary Courses (grades 6-12) ONLY
- Courses that are reviewed and denied MOCA approval may not be resubmitted to the MDE for review for three years



MS Public and Non-Public Accountability Standards, 2024 (Secondary Education and Special Education Revisions Only)

The proposed revisions to the appendices for the 2024-2025 School year:

- Provides specificity to academic and CTE courses that meet graduation requirements.
- Articulates courses that can be substituted for required courses.
- Adds a JROTC diploma endorsement option.
- Revises College and Career Readiness Course substitutions.
- Revises language on Certificate of Completion and removes Occupational Diploma.
- Removes obsolete vocabulary from the glossary.

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I English II
Mathematics	4	Algebra I
Science	3	Biology I
Social Studies	3½	1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Art	1	
Career & College Readiness	1	See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
CTE Electives or JROTC	4	Must complete a 4-course sequential program of study
Additional Electives	3½	
Total	26	

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 dual credit course
- Work-based Learning Experience
- Earn a State Board of Education approved national credential
- One (1) AP, Diploma Program-IB, or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam
- **NOCTI/JROTC Leadership and Employability Skills Credential**

Secondary Education

The Office of Secondary Education assists district personnel in improving classroom instruction through the development, revision, and training on our Mississippi College- and Career-Readiness Standards in both Academic and Career Technical Education (CTE). Through training and development, our content area specialists and program staff help school and district personnel implement state standards, as well as best practices for improving student achievement.

Office of Secondary Education Trainings on Revisions to State Board Policy and the Accountability Standards, 2023

The MDE's Office of Secondary Education hosted several webinars to review revisions to the MS Public and Non-Public Schools Accountability Standards, 2023 as well as the following State Board of Education policies:

- State Board Policy 28.2 Approved Courses for the Secondary Schools
- State Board Policy 28.1 Curriculum Guides
- State Board Policy 28.5 Credit Recovery Policy
- State Board Policy 56.1 Distance Learning, Blended Learning, and Online Courses

To learn about revisions that may impact your district and schools in the 2024-2025 School year click below for the PowerPoint as well as TEAMS recording of the training.

- [MDE Office of Secondary Ed Webinar PowerPoint on Revision to State Board Policy and Accountability Standards 2023](#)
- [MDE Webinar Recording State Board Policy and Accountability Standards Revision Updates 2023](#)

Secondary Education

- 📞 601-359-3461
- 👤 Staff
- ❓ FAQ

Services

Academic Standards

Accelerated Programs

Approved Course Codes for Elementary and Secondary Schools of Mississippi

Arts: Dance, Media Arts, Music, Theatre, Visual Arts

- The Mississippi Department of Education (MDE), in partnership with Catapult Learning, LLC, announces an opportunity for district administrators, principals, teachers and instructional coaches to participate in a series of virtual professional development trainings in July as part of Phase II of the MDE's Moving Math in Mississippi (M3) initiative.
- These free sessions will focus on the Core Actions of Math, instructional strategies, mathematics vocabulary and student engagement for elementary (K-5) and secondary (6-12) grade levels.

Developing Lifelong Mathematicians: The Mathematical Practices

In this session, participants will distinguish the eight Student Mathematical Practices that describe the skills of mathematicians at all age levels, explore how to embed these skills in problem solving, identify techniques for questioning and teaching which develop these skills, and create differentiated tasks so students can grow.

Guiding the Process of Problem Solving

This introductory course seeks answers to two key questions: What do good problem solvers think about? How can we teach students to be better problem solvers? In this course, participants will learn to break down the process of problem solving into a protocol of questions and help students gradually develop independence as problem solvers.

Developing Math Vocabulary

Learning vocabulary is a challenge in all academic areas, but teachers of math face additional challenges. In this course, participants will identify and address the major variables in vocabulary acquisition, use root words and cognates to help students learn and remember vocabulary terms, and try out a range of other fun, structured vocabulary instructional strategies.

Strengthening Math Instruction: The Math Teaching Practices

In 2014, NCTM (the National Council of Teaching Mathematics) articulated the essential practices of strong math instruction. This course provides educators a broad but valuable opportunity to reflect on these areas.



Scan to register

- Sessions will be held:
July 9-11
July 16-18
July 23-25
- From 9:30 – 11 a.m. and 1 – 2:30 p.m.
- no limit to the number of sessions attended
- For questions, contact Rufus Hill at rhill@mdek12.org

Mississippi District National Student Clearinghouse Data

- National Student Clearinghouse (NSC) data/reports are available through MDE (downloadable in your District Accountability Folder.)
- NSC data includes postsecondary enrollment, persistence and completion – which includes traditional degrees and certifications/credentials offered your community colleges.
- Common questions answered by this data:
 - How many of my students enroll after high school graduation?
 - Do my students who get to college persist?
 - Do my students who get to college complete a degree? If so, what kind?
 - To which institutions do my students most often matriculate?
 - How long does it take my students to complete a degree?
 - When are my students stopping out?

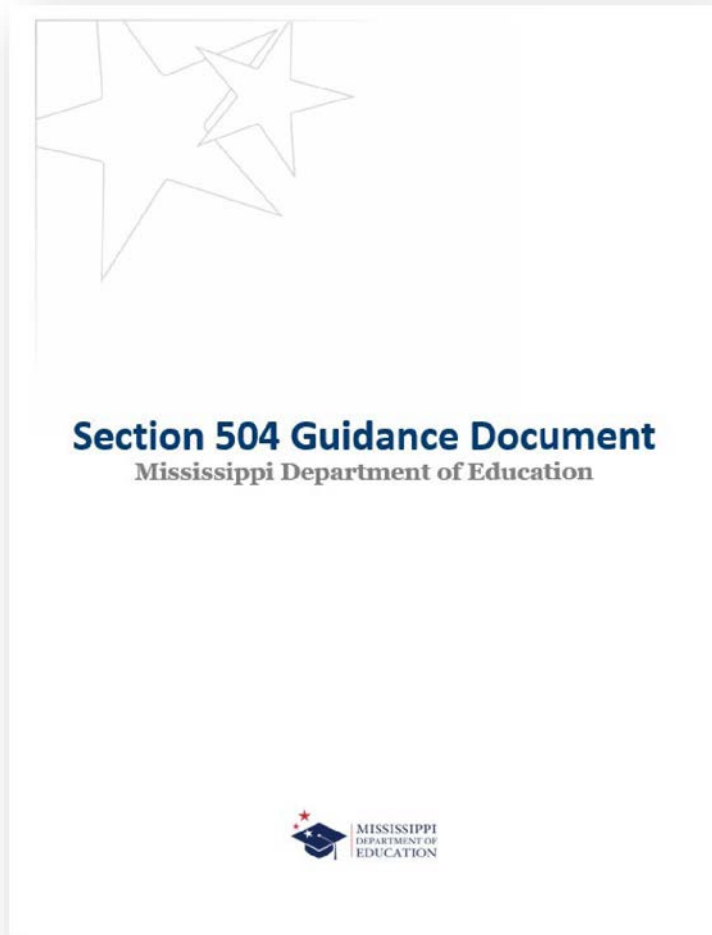




- Overview of the National Student Clearinghouse
- Using NSC data to drive action with your school and community
- Understanding changing student behaviors and areas for improvement
- District Spotlight Example of Usage & Impact

Note: Please download your data prior to the meeting, as we will have break-out sessions for specific questions and support.

Special Education



- **Contains a comprehensive overview of Section 504 requirements**
- **Provides model forms and procedural safeguards**
- **Includes a side-by-side layout of IDEA vs Section 504**

- **New easy to follow format**
- **Provides IEP Committees with a decision-making tool**
- **Breaks down adaptive skills into 3 easy to follow domains**



TESTING THE RIGHT STUDENTS

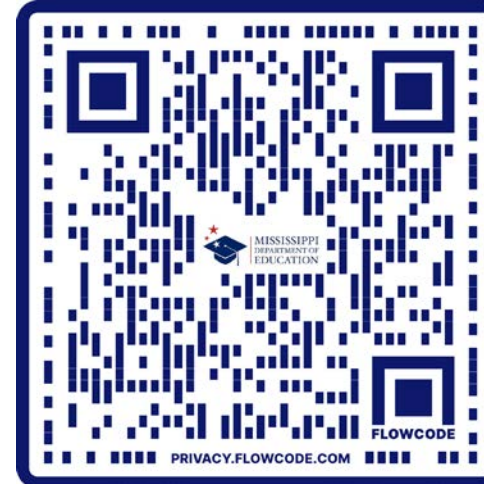
SIGNIFICANT COGNITIVE DISABILITIES AND THE 1% ASSESSMENT CAP

- Every Student Succeeds Act (ESSA 2015)
 - amended the Elementary and Secondary Education Act (ESEA 1965).
- According to ESSA:
 - a State may not assess more than 1.0 percent of students with an alternate assessment in the grades assessed
- IDEA places no such “cap” on the administration of alternate assessments
 - IDEA only requires that the IEP must include a statement of why the alternate assessment is the appropriate option *34 CFR § 300.320(a)(6)(ii)*

- Each district that assessed over 1% of their student population using the alternate assessment must submit:
 - a justification for exceeding the 1%,
 - and all districts must submit assurances that only students that meet the criteria for a significant cognitive disability are being assessed using the alternate assessment

- Assurances include:
 - the processes/procedures that staff use to determine and verify that all students participating in the MAAP-A meet the criteria for a significant cognitive disability,
 - the district's plan for lowering the number of students participating in the MAAP-A in the future, and
 - the submission of additional documentation if any student taking the MAAP-A who is eligible for special education in one of the following categories: Language/Speech Impairment, Visual Impairment, Hearing Impairment, Specific Learning Disability, Other Health Impairment, Emotional Disability.

- The purpose of these assurances is:
 - to ensure that the right students are taking the right assessment,
 - significant cognitive disabilities are accurately identified, and thus
 - students are appropriately identified for participation in the alternate assessment.
- Resources:
 - SCD Guidance Document
 - IEP Development Guidance Document



- Scheduling high school students:
 - Students with disabilities who are pursuing the Alternate Diploma should be enrolled in the corresponding course to take the MAAP-A in English, Algebra, and Biology
 - These courses are:
 - Alternate English II = MAAP-A English
 - Alternate Algebra = MAAP-A Algebra
 - Alternate Biology = MAAP-A Biology
 - These students should only take each course and associated MAAP-A **once**
 - **Unless they need to reassess to obtain a passing score*
 - Students who are not SCD cannot take MAAP-A

Student Assessment

- Appendix F has been updated in the *2024 Mississippi Public School Accountability Standards*.
- The Superintendent shall notify the Office of Student Assessment in writing (email is permissible) of DTC personnel changes. Please send an email to Dr. Jackie Sampsell, jsampsell@mdek12.org.
- 2024-2025 Statewide Testing Calendar is posted on the Student Assessment web page.

- The National Assessment of Educational Progress (NAEP) is conducting several assessments for the 2024-2025 school year. The Program for International Assessment (PISA) will be conducting assessments in Spring 2025 as well. Superintendents will be notified later this month of the schools selected for NAEP and PISA.

Update Regarding ELA and Math Assessment Results

mdek12.org



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District and School Performance

Business Rule Updates

4.4 High School participation rates will be calculated based on the Senior Snapshot. Data from all statewide end-of-course, subject area assessments and the ACT will be used in the participation calculations. Students enrolled in grades 3-8 with any month 8 enrollment will be included in participation calculations for each required assessment in the school/district of final enrollment in month 8.

~~4.4.1 For the 2013-2014 school year, the Senior Snapshot process used for calculating participation rates in end-of-course, subject area assessments will remain consistent with previous years. Beginning with the 2014-2015 school year, U.S. History will be included in the participation rate calculations.~~

~~4.6 Deleted Beginning with the 2015-2016 academic year, the ACT assessment will be included in participation rate calculations. See Section 25.~~

6.2 Additional weight in the numerator is given for the following increases:

- Staying at Advanced from one (1) year to the next will be given a weight = 1.25.
- Any increase of two (2) or more performance/proficiency levels will be given a weight = 1.25.
- Any increase to the highest performance/proficiency level will be given a weight = 1.25.

Note: ~~Because additional weight is given, it is mathematically possible for a school or district's growth value to be greater than 100 points for any/all of the four (4) growth components.~~ Although this section allows for additional weight in the student growth calculation, no accountability component may exceed the maximum allocated points for the component.

9.3 The Acceleration component will consist of a Participation and a Performance component. Each of these components will have a score calculated by dividing the numerator by the denominator and multiplying the resulting value by 50. These two (2) components scores will then be added together and reported as one (1) score worth a maximum of fifty (50) points.

9.6 For students taking and passing multiple ~~dual credit~~ accelerated courses, ~~the~~ additional weighting will be applied to the numerator consistent with Section 9.4.3 in the participation calculation. ~~used in the participation calculations will be applied.~~

9.9 ~~Deleted~~ ~~For students taking and passing accelerated courses in AP, IB, AICE, or industry certification that have a normed, end-of-course assessment, the numerator will be doubled in weight.~~

10.1 Scores of students taking Algebra I, Biology, English II, or U.S. History end-of-course, subject area tests/assessments in a grade below 10th grade will be “banked” for proficiency/achievement and growth calculations until the student is in the 10th grade and then applied to the student’s 10th grade school (if the student met FAY requirements the year he/she was assessed and met traditional schedule FAY during his/her 10th grade year). See Section 6 for additional clarification on Growth.

22.4 Charter Schools

For any charter school that does not have reading or math scores because the school does not have the required grade level, the scores from the students in the next higher grade in the tested subject within the same served area (within the boundaries of the local education agency in which the charter school operates) will be applied back to the student's school of origin. In order for the scores to be applied, the student must meet FAY at the lower grade school, the current school and if there is a gap in years, anywhere in the served area for the years in between.

- **Resetting standards for A-F letter grades**
- **Acceleration / College and Career Readiness Component**
- **EL Progress in Accountability**
- **ACT in place of End-of-Course assessments**

Standards for student, school, and school district performance will be increased when student proficiency is at seventy-five percent (75%) and/or when sixty-five percent (65%) of the schools and/or school districts are earning a grade of “B” or higher, in order to raise the standard on performance after targets are met.

Districts		
2019	2022	2023
45.5%	55.9%	71.2%

Schools		
2019	2022	2023
54.3%	61.2%	73.8%

- Performance standards answer the question, “What’s ‘good enough’ to achieve a designated score or rating?”
- Performance standards should be operationalized as a cut-score or set of decision rules to define what is minimally acceptable.
- Applies to indicators and overall performance.

- **Norm-referenced**
 - Standards are based on the desired distribution of performance for schools or districts
 - For example: Only 10% of schools should get an “A”
- **Criterion-referenced**
 - Standards are based on a performance definition or profile
 - For example: to get an “A,” 90% of students must be proficient or meet growth targets.
- **Hybrid**
 - Combines elements of both norm and criterion-referenced approaches
 - The federal requirements to determine the threshold for CSI is an example of a hybrid approach.
 - Must include all high schools with graduation rates less than 67% (criterion)
 - Must be at least 5% (normative)

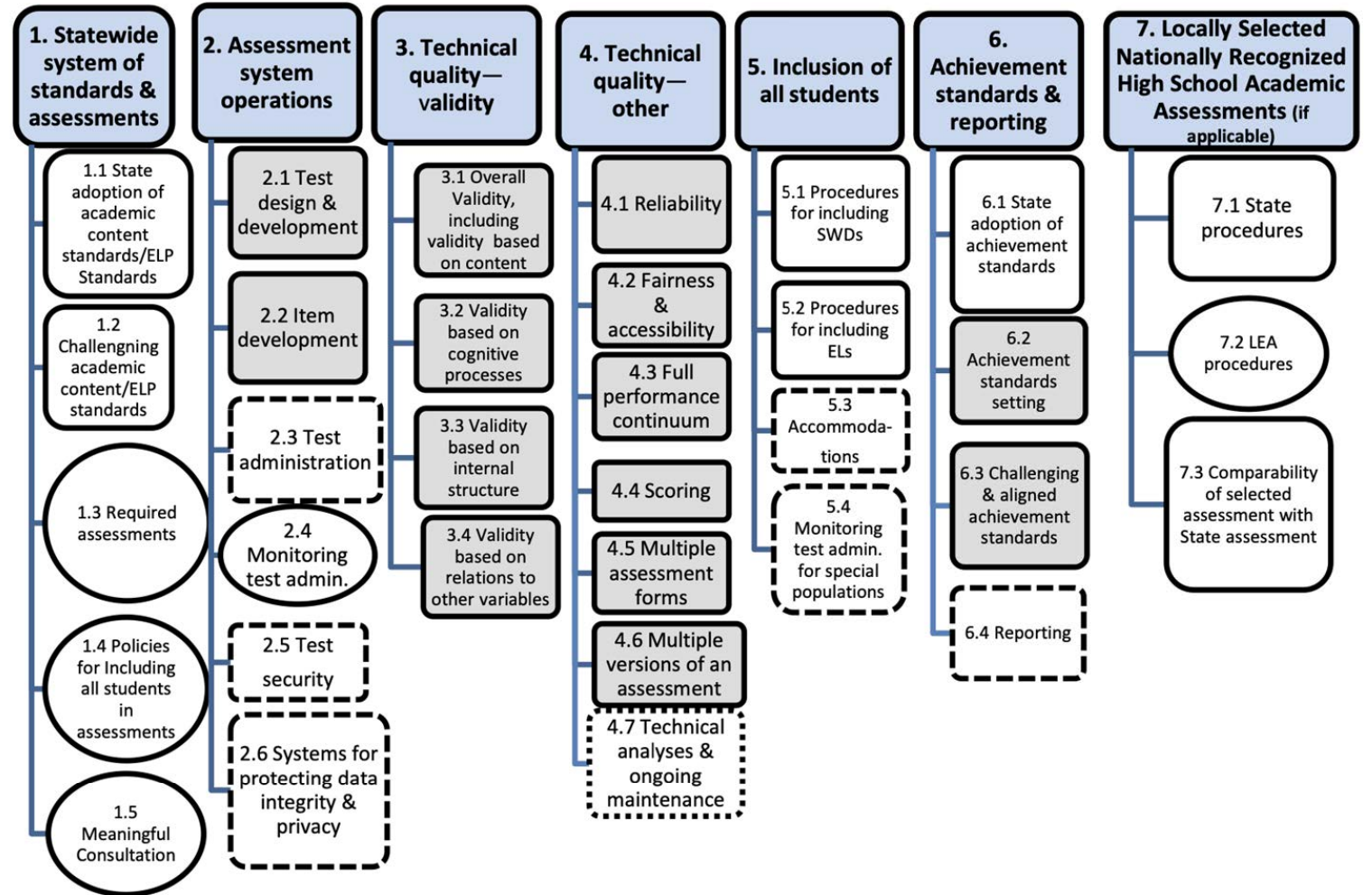
READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Science Proficiency 47.5 PTS	4-year Cohort Rate 190 PTS	Performance 23.75 PTS	ACT Performance 47.5 PTS OR	Progress to Proficiency 50 PTS
Growth All Students 95 PTS	Growth All Students 95 PTS	U.S. History Proficiency 47.5 PTS		Participation 23.75 PTS	ACT WorkKeys/ Career Pathway 47.5 PTS	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS		Dual Credit and Industry Certs		ACT WorkKeys	

	0 points	20 Points	30 Points	40 Points	Maximum
Acceleration	No evidence of advanced coursework or program participation	Student participates in qualifying course or program (AP, IB, AICE, Dual Credit, Industry Certification)	Student meets performance expectation on at least 1 qualifying course (C or better in DC; 3 on AP; 4 on IB)	Student meets performance expectation on more than 1 qualifying course or program	40
	0 points	20 Points	30 Points	40 Points	Maximum
Achievement	Does not graduate or earn GED by end of grade 12	Graduate or GED	Diploma with Academic or Career/ Technical Endorsement	Diploma with Distinguished Academic Endorsement	40
	0 points	10 Points	15 Points	20 Points	Maximum
Assessment	Does not attain qualifying assessment score	ACT 17 English OR ACT 19 Math	ACT 18 English AND ACT 22 Math	Meets ACT Benchmark in English AND Math	20
		ACT WorkKeys Silver OR ASVAB/ AFQT 31	ACT WorkKeys Silver with Industry Certification OR ASVAB/ AFQT 50	ACT WorkKeys Gold with Industry Certification or ASVAB/ AFQT 65	
College and Career Readiness Score					100

Method	Description	Example
Compensatory	Higher performance on one indicator can offset performance on another.	Index or weighted composite
Conjunctive	Performance on ALL indicators provides overall decision	NCLB methods (i.e., all groups must be proficient in all grades and content areas)
Disjunctive	Performance on ANY indicator provides overall decision	Menu approach (i.e., show college or career readiness by demonstrating one of the following....)
Profile	Define specific patterns regarded as sufficient for entry or exit into a classification	IF THEN approaches. IF proficiency meets target, THEN growth expectation is lowered

1. Help states effectively measure English learner growth towards English language proficiency.
2. Help states understand the relationship between English learner progress and EL program implementation.
3. Support participating states in refining their own growth models and using ELP assessment data to inform school improvement efforts.
4. Inform the field's understanding of effective measures of growth towards English language proficiency and provide resources that states can customize and use.

In order to receive approval from the U.S. Department of Education a wide range of technical requirements will need to be satisfied.



Some prominent policy considerations include

- What are the appropriate performance expectations?
 - If we use the ACT Benchmarks that will represent a much more rigorous performance expectation.
- What are the implications for student graduation requirements?
- What are the implications for schools and district accountability?
 - Proficiency
 - Growth
 - College and career readiness

- Accountability will be run in the old MSIS this year
- July – FAY Data, Senior Snapshot, ACT/WorkKeys
- October 27th – Summer Activity Deadline
 - No Changes to MSIS for the 23-24 school year after

Accreditation

- MECCA Accreditation Portal:
 - Provides capability to conduct virtual audits within the system for those accountability standards not requiring a physical presence in the local school district
 - Projected Launch Date of between August 2024 and September 2024
 - Accreditation Portal training opportunities and office hours to be made available at conclusion of system development process

- After much consideration and discussion amongst MDE leadership and with the Office of the State Auditor, the MDE is not proposing another hold harmless year but encourages districts to continue to work with CPA firms to ensure a timely submission of financial audits.
- The MDE is aware of district concerns, please know that letters of warning contain no additional sanctions for the violation until four (4) consecutive years of the violation are on record (excluding the FY22 audit that was due during the FY22-23 school year.)
- Note: Most of the CPA audit firms that do this work know which districts are in jeopardy of being in violation for the 4th consecutive year and work toward keeping those districts from being placed on probation by prioritizing their work.

- Enrollment in a non-public school/program (to include, but not limited to, private schools, parochial schools, home schools, virtual schools, summer schools, independent study/correspondence programs, etc.) shall not be used to circumvent participation in the Mississippi Statewide Assessment System or graduation requirements.
- Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a private school as fulfilling the requirements for a Mississippi high school diploma if the private school is not accredited regionally or by the state of Mississippi.
- Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student through home schooling as fulfilling the requirements for a Mississippi high school diploma
- The MDE does not accredit online programs or schools, but rather approves individual online courses for use in Mississippi schools.


(Excerpts from State Board Policy Chapters 36, Rule 36.2 and 56, Rule 56.1)

Safe and Orderly Schools

- \$2,000,000 was appropriated by the legislature for FY25 Mississippi Community Oriented Policing Services in Schools (MCOPS) grant funds
- All \$2,000,000 was awarded for FY25 in round one
- FY26 MCOPS for the 2025-2026 school year solicitation tentatively scheduled for release in January 2026
- nSide Inc. services to continue through June 30, 2024
- Reminder to review annually emergency operation plans and ensure they are updated for Standard 31 compliance

- SB 2695 as signed into law during the 2024 regular legislative session states with the start of the 2026-2027 school year, all districts SHALL offer Driver Education in secondary schools
- Not required to graduate, but must be offered
- SB 2695 tasks MDE along with DPS to prepare an estimated budget and fiscal report of expenses and costs related to implement mandatory driver education programs
- Additional guidance forthcoming throughout 2024-2025 school year to districts

Teaching and Leading

 **MISSISSIPPI DEPARTMENT OF EDUCATION**
Ensuring a bright future for every child

Teacher Recruitment and Retention Survey

The Mississippi Department of Education values your feedback on this anonymous survey. Your answers support our efforts to recruit and retain teachers and identify better solutions to teacher shortages in our state.

NEW TEACHER SUPPORT

8. Which of the following is most important for mentor experience?*

- The mentor has at least 5 more years of experience than the mentee
- The mentor has at least 10 more years of experience than the mentee
- The mentor has at least 15 more years of experience than the mentee
- Other

9. Which of the following is most important for mentee support?*

- The mentor provides emotional support for the mentee
- The mentor provides support on professional tasks (e.g., conferences, emails, paperwork) for the mentee
- The mentor provides observation/coaching support for the mentee
- Other

10. Which of the following is most important for mentor and mentee matching?*

- The mentee teaches the same subject area as the mentor
- The mentee teaches the same grade as the mentor
- The mentee gets to pick their mentor
- Other

WORKING CONDITIONS

11. Which of the following interruptions has the greatest impact on instruction?*

- Office announcements and/or calls
- Students' personal devices
- Notifications and emails delivered via employee or personal devices
- School assemblies and/or team events, games, etc.
- Messages delivered to the classroom regarding meetings, pull-outs, attendance, etc.
- Other

12. Which of the following is most important for ensuring a safe school environment?*

- Campus security factors
- Administrative factors
- Parental factors
- Social media factors
- Student behavioral factors
- Other



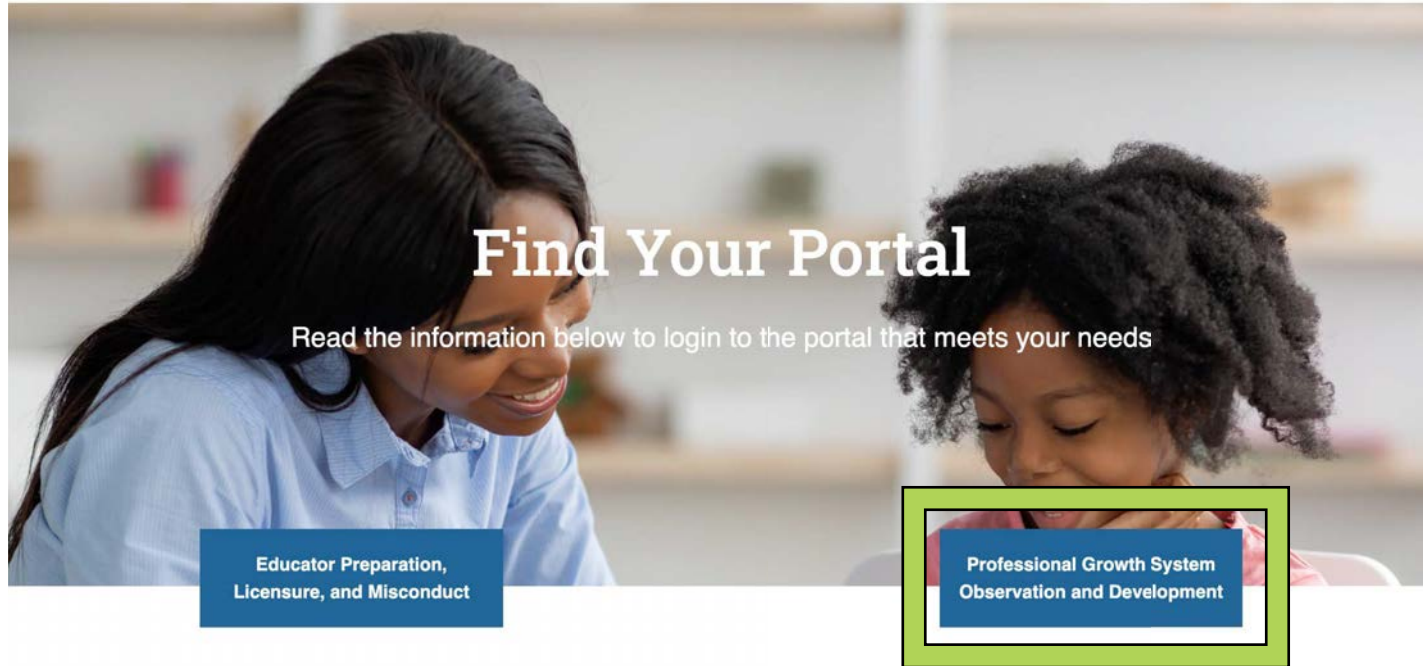
The survey is **live now** and is:

- Anonymous
- Used to inform initiatives and resources offered by MDE
- Much shorter at only 20 required questions

Please share with teachers!



Mississippi Educator Career Continuum Archive



PGS Portal Features

- MDE-approved observation tools (Optional)
- Data dashboard for trend analysis (Optional)
- PGS-aligned PD opportunities (Optional-coming soon!)
- Pre-populated files for PGS data submission (**Required by June 30, 2024**)



mecca.mdek12.org



Conference Information

- July 10-11, 2024
- MSU Riley Center, Meridian, MS
- Prioritizing new participants on a first come, first served basis
- Waitlists will then be processed on a first come, first served basis

Participants, presenters, and exhibitors may all register here:



[mdek12.org/OEE/Elevate Teachers Conference](https://mdek12.org/OEE/Elevate_Teachers_Conference)

MDE is launching a new OSL series yielding 3 OSLs with topics including:

Strengthening Instruction: MTSS, High-Quality Instructional Materials, and Inclusive Leadership

Strengthening Teams: PGS, School Culture, PLCs, and Social Media

Strengthening Schools: Accreditation, Accountability Model, and School Improvement





Questions

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