

What Every

INSTRUCTIONAL LEADER



NEEDS TO KNOW

September 2019



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

STATE BOARD OF EDUCATION 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 IS EFFECTIVELY USING A WORLD-CLASS DATA SYSTEM TO IMPROVE STUDENT OUTCOMES

6

EVERY SCHOOL AND DISTRICT IS RATED "C" OR HIGHER

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Publication Overview

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In an effort to keep instructional leaders informed, the Mississippi Department of Education, through the Office of Academic Education, would like to provide this broad overview of various program offices within the agency, along with their contact information and key initiatives. It is our hope that you will find this document useful as you continue to serve students in our great state.

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What we do...

- Advanced Placement, Dual Credit, and ACT Initiatives
- Middle School Programs
- No Place for Hate Initiative
- Approved Courses for Secondary Schools
- Innovation Lab Network
- MS Virtual Public Schools
- MS Online Course Approval
- CTE & Academic Counselors
- Get2College Initiative
- School Counselor Professional Growth System
- Social/Emotional Development Programs

What you need to know...

- **Individual Success Plan** – Process Standard 14.1.4: The Individual Success Plan (ISP) is a personalized plan for all students in grades 7-12. School districts, using this document as a resource, should select activities to guide students in exploring strengths and interests, connect strengths and interests to a career pathway, and to set career and academic goals based on a chosen pathway.

- **MS Career Resource Guidance Document** – A guidance document to districts on creating a “college-going culture” and for preparing students to make postsecondary decisions. This document includes the ISP and other designated activities at grade levels 6-12. This document includes an appendix of materials related to academic success.
- **MS Career Guidance Standards: K-5 & 6-12** – These online guidance documents include objectives, lessons, and resources for all grades with an emphasis on career exploration and awareness in grades K-5 and educational and career planning in grades 6-12.
- **Career Development Education** – Career development education includes awareness of individual interests, skills, attitudes, talents and abilities, particularly as they change and develop during the educational experience. The process of educating students about career development provides the context in which students explore a variety of educational and occupational opportunities, learn the realities of the workplace, and identify both the technical skills and individual qualities they will need for success in the modern economy.
- **Academic Counseling** – The School Counselors’ Framework, developed by the MDE, is aligned with the American School Counselors National Model. School counselors have a tremendous responsibility in addressing the personal/social, academic, and career needs of every Mississippi student in Pre-Kindergarten through Grade 12 and Career and Technical Education. Academic and personal/social counseling use multiple student data sources to help students with the following: make informed academic and career choices; career and educational counseling; individual and group counseling (large/small); crisis intervention and preventive counseling; community resources awareness and referrals; educational consultations and collaboration with teachers, administrators, parents and community leaders; educational and career placement services; follow-up counseling services; and conflict resolution.
- **Counseling Education** – CTE counselors’ work responsibilities impact students directly with career and personal development training curricula. Indirect involvement includes considerable efforts by counselors to provide enhanced experiential opportunities to fine-tune workplace skills through collaborations and partnerships with local area businesses and business leaders. Career and technical counselors collaborate with instructors, academic counselors, Student Services staff, and other professional staff to provide a seamless integration of academic, career and technical and personal skills resources. They work closely with Special Education teachers and academic counselors to maximize students’ academic achievement.
- **Special Populations (Student Services)** – The purpose of instructional services rendered by special populations personnel is to enable special populations students to experience success in their chosen CTE programs. Student Services Coordinators may provide instruction for the disadvantaged career and technical student in areas like mathematics, reading, and writing in addition to any assistance needed in their career and technical classes. Instruction is coordinated with the CTE instructor and services are delivered concurrently with enrollment in a career and technical education program.
- **Career Academy** – A career academy is a small learning community comprised of students within the larger high school that take classes together for at least two years, and are taught by a team of teachers from different disciplines focused on a career pathway. The Academy delivers a college-preparatory curriculum with a career theme, enabling students to see relationships among academic subjects and their applications to a broad

field of work. Partnerships with employers, the community, and local colleges are key elements to a successful career academy.

- **Early Warning System** – The Mississippi Department of Education developed the Early Warning System (EWS) as a guide to assist school districts and schools in their efforts to help students succeed academically and emerge from Mississippi high schools well prepared for college and careers. This guide provides information on how to effectively use early warning data to identify, support, and monitor “at-risk” students in grades K-12.
- **Grants for New AP Teachers** – Districts are eligible for reimbursement for initial AP training for teachers in underserved areas. Preference is given to districts that are building a more robust AP program.
- **Project Lead the Way, CTE, and Robotics Grants** – The Office of Secondary Education periodically lists grants to enhance or implement science and engineering programs in middle and high schools. Check the website seasonally for opportunities to apply.
- **Non-traditional Grant Allocation** – This grant is awarded to Special Populations programs within school districts. The funds must be used to promote nontraditional careers. Many schools use the funding to provide college scholarships for nontraditional students who attend the Career and Technical Education Centers. The mini grant provides funds to Student Service Coordinators.
- **Social and Emotional Learning** – In partnership with CASEL, the MDE will develop Social and Emotional Learning (SEL) Standards. SEL is a process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The five components of SEL are self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
- **Early College High School (ECHS)** – A small, independent high school that is usually located on a partnering college campus or a location other than a traditional high school campus. The goal of an ECHS is for students to graduate with both a high school diploma and an Associates degree from the partnering college.
- **Middle College Program** – A middle college program is a robust dual credit/dual enrollment program run by a school district and a partnering college that offers high school students a large choice of dual credit and dual enrollment classes. Students may spend a portion of the academic day at the high school and a portion at the partnering community college, where the classes are taught. These programs are often set up in a cohort model.

Accreditation

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What we do...

- Administer the state's performance-based accreditation system for public schools and the accreditation system for nonpublic schools electing to seek accreditation from the State Board of Education
- Monitor school districts to verify compliance with applicable accreditation requirements through (1) investigative evaluations (complaints against school districts), (2) annual personnel data reports, and (3) reports from other state or federal programs
- Provide technical assistance and training on matters related to the *Mississippi Public Schools Accountability Standards*

What you need to know...

- **Accountability Standards** – School and district administrators are encouraged to access the current edition of the *Mississippi Public Schools Accountability Standards* located at <http://www.mdek12.org/accred>.

Career and Technical Education

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What we do...

- Create and maintain high school workforce readiness programs that link to high skill, high wage jobs and post-secondary education
- Oversee 10 student organizations that provide opportunities for students to learn leadership and communication skills
- Oversee all financial and audit responsibilities for Career and Technical Education

What you need to know...

- **New State Director** – The Office of Career and Technical Education welcomes Dr. Aimee Brown as the new State Director of Career and Technical Education. Dr. Brown has 21 years of experience in the field of Career and Technical Education (CTE). She has served as a CTE director/career academy coordinator, adjunct instructor and online adjunct instructor at community colleges, business and office technology instructor, educational technology trainer at the Research and Curriculum Unit, business and computer technology instructor, and graduate teaching assistant for business technology at Mississippi State University. Dr. Brown comes to MDE from serving as the CTE Director for the Madison County School District, where she has led the expansion of CTE programs and strengthened connections to high schools in the district.
- **Strengthening CTE for the 21st Century Act** – The [*Strengthening Career and Technical Education for the 21st Century Act*](#) reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) and is referred to as Perkins V. Perkins V aims to increase access to high-quality Career and Technical Education (CTE) programs that meet the changing needs of students and employers. Perkins V gives states and local communities the opportunity to build and implement a vision for CTE that uniquely supports the range of educational needs of students – exploration through career preparation – and balances those student needs with the current and emerging needs of the economy. The Mississippi Department of Education (MDE), in partnership with the Mississippi Community College Board (MCCB), is convening an advisory group of stakeholders

throughout the state to assist in writing the state's plan to be submitted to the U.S. Department of Education in April 2020.

Child Nutrition

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What we do...

- Administer USDA special nutrition programs, including the National School Lunch & School Breakfast Programs, Child and Adult Care Food Program, Summer Food Service Program, and USDA Foods distribution
- Operate the MS Statewide Purchasing System, providing over 650 high quality, student approved items at a substantial cost savings to schools and other participating organizations
- Provide training and technical assistance for participating organizations' staff

What you need to know...

- **Mississippi Recipes for Success (MRS)** – Provides hundreds of recipes for use in school food service that have been thoroughly tested for yield, flavor and quality, and compliance with all USDA nutrition standards. Visit <http://mrs.mdek12.org/> for details.
- **Summer Food Service Program (SFSP)** – The SFSP offers flexibility in meal types and service locations. Contact our office to inquire about joining the SFSP or expanding your district's participation. <https://www.youtube.com/watch?v=KkLGTofRr8w>.
- **Equipment Grants for Schools** – In partnership with the Bower Foundation, Nutrition matching funds grants are available for schools to replace deep fat fryers with combination oven steamers that provide the taste and texture of foods preferred by students. Other equipment grants may be used to purchase critical kitchen equipment.

Compulsory School Attendance Enforcement

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What we do...

- Ensure that all students between the ages of 6-17 are enrolled and attending a public, private or home school (MS. Code 37-13-91)
- Ensure that educational services are provided to youth in Juvenile Detention Centers (MS. Code 43-21-321)
- Ensure that educational services are provided for students placed in Alternative Education (MS. Code 37-13-92)
- Provide information regarding Mandated Reporting (MS. Code 43-21-353)
- Ensure that school districts comply with the Foster Care Enrollment Guidelines outlined in the Every Student Succeeds Act (ESSA)

What you need to know...

- **Equity Conference** – This conference will be held on September 18-19, 2019 at the Marriott in downtown Jackson, MS. The conference theme is Reducing Chronic Absenteeism in Mississippi. Topics include chronic absenteeism, foster care, educational services, and juvenile detention centers (JDCs).
- **Mandated Reporting** – State mandate for identifying and reporting suspected cases of abuse and neglect to the Mississippi Department of Child Protection Services

(MDCPS) to 1-800-222-8000. Individuals may also download the MDCPS Report Child Abuse app.

- **Educational Stability for Children in Foster Care** – Federal requirements for the educational stability of students placed in foster care ensuring minimal educational disruption. Each district must have two (2) points of contact.
 - **Trauma-Skilled Schools Model** – At the Improving School Outcomes for Trauma-Impacted Students Conference on September 17, 2019 educators will be able to participate in sessions on the following topics:
 - Responding to adverse happenings that are experienced, witnessed and encountered for individuals that have experienced trauma
 - Building a systemic, intentional, and consistent culture that fosters key resilience factors
 - Developing skills that team members can use in response to trauma
 - **Juvenile Detention Center (JDC) Education Programs** – Training and technical assistance meetings are held on a quarterly basis with JDC education program sponsoring school districts. These meetings will address how:
 - each district must have two (2) points of contact to retrieve and disseminate student records, if requested, by any of the detention facilities; and,
 - the sponsoring district, chosen by the youth court judge, is responsible for providing educational services to the youth detainees. All districts, including the sponsoring district, share in the total cost of the educational program.
 - **Alternative Education and High School Equivalency** – MS Code 37-13-92, State Board Policy Chapter 7, Rule 7.1 - Rule 7.2 (High School Equivalency Guidelines), and Accreditation Standards 22 & 23. The Alternative School Program provides students an opportunity to continue their education in a more restrictive environment for a specified period, until behavior requirements have been met. Alternative Education Guidance Document can be found at https://www.mdek12.org/OCSA/AE_GED
 - **Chronic Absenteeism Report** – Chronic absenteeism is defined as missing 10 percent or more (18 days or more) of the school year for any reason (unexcused/excused absences or suspensions). The current report can be found [here](#).
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District and School Performance

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What we do...

- Produce and report district and school accountability ratings that reflect performance through given indicators
- Facilitate the inclusion of all stakeholders through established methods and nationally recognized best practices
- Ensure compliance with federal and state mandated accountability standards and reporting requirements
- Assist districts and schools with data quality issues to ensure accurate measures of success

What you need to know...

- **ODSP Webpage** – For up-to-date information and resources regarding accountability measures and business rules regarding accountability, please refer to the ODSP webpage at <https://www.mdek12.org/OA/ODSP>.
- **Data Quality Improvement** – Quality data from the district is very important to many accountability measures. District and school administrators should work to ensure that the data entered in MSIS are timely and accurate. Administrators are encouraged to pay close attention to all deadlines for data entry.
- **Accountability Task Force** – The MDE has been working with the Accountability Task Force to discuss suggestions and proposed revisions to the Mississippi Statewide Accountability System. The Task Force will continue to meet regularly to work through proposed revisions to accountability rules and help to ensure that the Accountability System accurately reflects school and district performance.

Early Childhood

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What we do...

- Provide guidance, standards, and supports for public school Pre-K and Kindergarten settings
- Provide professional development and technical assistance to Pre-K and Kindergarten teachers and administrators
- Coordinate and facilitate the Early Learning Collaborative Grant Program
- Coordinate and facilitate the Blended Pre-K Grant Program

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What you need to know...

- **Early Learning Guidelines and Early Learning Standards** – The recently revised guidelines included all the NIEER benchmarks with policy changes, except the coaching component which will take time to implement. The new Early Learning Standards (for infants through four-year-old children) have been revised to include infants and toddlers which creates a cohesive alignment of standards from birth through 12th grade.
- **Brigance** – The Comprehensive Early Learning Observation Screener is a developmental screening tool to be used in Early Learning Collaborative classrooms as well as all other funded Pre-K classrooms to support early detection of delays in the development of children.
- **Classroom Assessment Scoring System (CLASS)** – CLASS is an observation instrument to assess classroom quality in preschool classrooms through three dimensions: Emotional Support, Classroom Organization, and Instructional Support. All public school and collaborative Pre-K classrooms will be monitored using this system. Public Pre-K classrooms will be monitored during the school year based on the Accreditation cyclical monitoring schedule.
- **Effectiveness Evaluation Plan** – Schools providing services to Pre-K children will receive an evaluation to ensure the quality and effectiveness of services on improving children’s learning and well-being. Evaluation occurs for the Early Learning Collaboratives, Blended Grant Programs and other Pre-K classrooms (e.g. Title I, local-funded, and tuition-based) in Mississippi public schools. Evaluation consists of two parts: rate of readiness and monitoring. Please find the complete plan included in the *Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children* at www.mdek12.org/ec.

- **Implementation of the Kellogg Pre-K Grant** – This infrastructure grant will support teachers statewide in the Early Learning Collaboratives and other funded Pre-K settings to implement high quality developmentally appropriate practices in their classrooms. Major grant activities include professional development and coaching support, Pre-K program evaluation to ensure program quality and student progress, implementation of developmental assessments for Pre-K students, and assistance with increasing family engagement.
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Educator Licensure

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What we do...

- Oversee the licensing and verification of all educators and administrators working in Mississippi public schools
- Provide resources to assist school districts in maintaining compliance with state law

What you need to know...

- **ELMS System: Paper-'less' processing** – A scanned PDF copy of original CEU certificate(s) and/or certain other supporting licensure application documentation can now be submitted electronically/uploaded directly into the educator's Educator Licensure Management Systems (ELMS) account. (This excludes official transcripts and licensure test score reports. Transcripts and test scores should continue to be submitted electronically directly from the institution and testing company, respectively.)
- **Special Non-Renewable Licenses for Non-Traditional Prospective Candidates** – On July 18, 2019, the State Board of Education approved a temporary license extension for certain prospective teacher candidates whose first-year special non-renewable license expired. The extension applies to those seeking completion of an alternate route program who have had a year one special, non-renewable license and have never held a year two or year three license. This extension is expected to impact about 1,140 prospective candidates and allows them more time to pass the newly revised Praxis Core assessments, including the Praxis Core Math, or to meet any other criteria for gaining unconditional admittance to an SBE-approved, non-traditional teacher preparation program.
- **Educator Licensure Renewal** – To expedite the renewal process, all educators should complete all licensure renewal requirements prior to the fifth year of their standard Mississippi educator license. Educators may submit their renewal documentation as soon as they have completed all requirements, including an application for renewal through the ELMS. Educators must include their Mississippi

educator identification/license number on all documents. Only standard licenses are eligible for renewal. Provisional licenses of any kind are not renewable.

- **Current Version of the Praxis Core Math to be Replaced with New Version** – The newly revised Praxis Core Math (5733) officially launched on September 1, 2019 and will replace the previous version of the assessment. Please note that the required score of 130 does not represent an adjustment of the score of the previous test. The Praxis Core Reading and Writing content have not changed. Educators can visit the ETS website to learn more about the content of the new test and resources available from Khan Academy.
-

Educator Preparation

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What we do...

- Collaborate with Educator Preparation Providers (EPPs) to ensure effective teachers and leaders for all Mississippi schools
- Coordinate national accreditation visits, conduct program reviews, and assess annual reports for EPPs
- Provide technical assistance to Mississippi EPPs to ensure compliance with MDE policies, state statutes, and state and national standards for educator preparation
- Collaborate with the Division of Educator Talent Acquisition and Effectiveness to provide support to EPPs and districts in attracting, supporting, and retaining effective educators

What you need to know...

- **State Partnership with the Council for the Accreditation of Educator Preparation (CAEP)** – The MDE partners with CAEP, national accreditor for educator preparation, to ensure high-quality preparation for teachers and leaders in the state of Mississippi.
- **Mississippi's Process and Performance Review** – The Division of Educator Preparation is revising the state's guidelines for performance review of EPPs to ensure state and national standards for educator preparation are being met.

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What we do...

- Manage the implementation and training for the Mississippi Educator and Administrator Professional Growth Systems
- Provide support to districts in attracting, supporting, and retaining effective educators
- Assist districts in the identification and implementation of strategies to eliminate barriers to equitable access to effective teachers

What you need to know...

- **Professional Growth System** – The Mississippi Educator and Administrator Professional Growth System (PGS) is designed to improve student achievement by providing teachers and administrators with feedback to inform continuous improvement. This school year classroom/school site observations using the Teacher Growth Rubric and the Administrator Growth Rubric will continue to be implemented. School districts are required to conduct the minimum number of observations and submit to the MDE ratings and reports for each teacher and administrator by the end of the school year. Currently, the MDE is piloting the student growth measure and climate survey with 15 pilot districts. During the 2020-2021 school year, all districts will implement the remaining components. Districts should be reminded that effectiveness data for teachers and leaders is due by June 30th of each year. Resources and additional information can be found at <https://www.mdek12.org/OTL/OTC/professional-growth-system>.
- **Teacher Leadership Initiative** – The Teacher Leadership Initiative is a comprehensive effort to recruit, prepare, activate, and support the next generation of teachers to shape and lead a transformed teaching profession. The goal of the Teacher Leadership Initiative is to provide effective teachers with opportunities to teach students and collaboratively lead colleagues to improve their practice. A task force of educators was assembled to develop a teacher leadership model for the state. Districts across the state are currently piloting the initiative. At the end of the pilot, a guidebook will be produced for all districts across the state to implement teacher leadership programs. The MDE is currently partnering with the

Mississippi Association of Educators to offer a year-long (October 2019 - August 2020) Teacher Leadership Initiative. Additional information is available at <https://form.jotform.com/91145756056157>.

- **Teacher Pipeline** – In an effort to address teacher shortages, this office launched the Mississippi’s Grow-Your-Own Initiative. The goals of this initiative are to 1) create a pipeline of highly effective teachers and 2) improve teacher retention in districts with high teacher attrition. The MDE’s goal is to provide guidance, strategies, and support for school districts to establish and maintain a local Grow-Your-Own initiative. The Grow-Your-Own initiative is an umbrella that includes three strategies, all aimed at developing a sustainable teacher workforce in communities with the greatest critical shortage challenges. These strategies include developing and/or strengthening the Teacher Academies and Educators Rising chapters in critical shortage school districts, developing a structured partnership between critical shortage school districts and EPPs, and the development of community college partnerships with EPPs. These programs will allow the MDE to work in partnership with local districts to place teachers in these unique programs to provide effective teachers in all of Mississippi’s classrooms. Additional information is available at <https://www.mdek12.org/OETA/Mississippi-Grow-Your-Own-Teacher-Initiative>.
- **Praxis Core and Praxis II Workshops** – Statewide Praxis workshops are available this school year. These sessions are geared towards candidates who are enrolled in both traditional and non-traditional educator preparation programs. Specific districts highlighted in the state’s Equitable Access Plan have been targeted to support those educators who have received a provisional license and have not passed exams leading to licensure.
- **Diverse Practitioners Scholarship** – Mississippi Professional Educators (MPE) will award up to 125 one-time scholarships in the amount of \$475 each to diverse candidates who wish to pursue their National Board Certification. Diversity can be described as an educator’s race, gender, ethnicity, subject(s) taught or pathway to licensure. MPE will also reimburse scholarship recipients the \$75 registration fee to the National Board for Professional Teaching Standards and will provide up to \$100 for mentoring support at a World Class Teaching Program. Additional information is available at https://www.mpe.org/page/grants_scholarships.
- **Men and Women Educators of Color Convenings** – In partnership with the Mississippi Association of Educators and Mississippi Professional Educators, this office has hosted Male Educators of Color and Women Educators of Color Convenings in recent months. These convenings brought hundreds of educators of color together from across Mississippi in an effort to seek strategies for growing the pipeline for educators of color, reduce the number of these educators exiting the education field, and strengthen educator preparation programs that prepare this population of educators.
- **TeachMS Campaign and Recruiters** – This is a statewide campaign aimed at elevating the teaching profession and attracting new teachers. Additionally, we now have five full-time teacher recruiters who will actively recruit new teachers to the teaching profession. Additional information is available at <https://teachms.org/current-educators/>.
- **The Mississippi Teacher Residency (MTR)** – The MTR is a two-year program that combines coursework and on-the-job training to prepare prospective educators for the teaching profession. The program will enroll 35 candidates for the 2019-2020 school year to work toward their undergraduate degree and Mississippi teacher certification. The MTR

is part of a statewide strategy to expand and diversify the teacher pipeline so that all students have teachers who are well-prepared, appropriately licensed, and can serve as role models.

The MTR program is designed for anyone that may want to become a teacher but is not currently enrolled in an educator preparation program. MTR applicants must have an Associate Degree or at least 60 college credits from an accredited degree program and a minimum 2.75 grade point average. Men and women of color, veterans from the Armed Forces, and junior college graduates are strongly encouraged to apply.

Each teacher resident must complete a two-year undergraduate elementary education and special education program while working alongside an experienced teacher mentor in one of four participating districts. This project is funded by the W.K. Kellogg Foundation. Residents will receive a full scholarship funded by the W.K. Kellogg Foundation and may receive a housing allowance through the AmeriCorps program.

Elementary Education and Reading

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What we do...

- Develop elementary curriculum and instructional material aligned to the MS College- and Career-Readiness Standards
- Manage Early Childhood, Intervention, Library, and Literacy services provided to schools and districts
- Provide technical assistance and PD on the effective implementation of technology tools in classroom instruction & assessment
- Develop and publish resources to support districts, schools, administrators, teachers, and parents
- Design and deliver professional development and technical assistance to Pre-K-12 grade school librarians, administrators and for Gifted Education programming
- Coordinate textbook adoption, distribution, care and use in Mississippi's schools (both public and non-public)
- Management of the Textbook Inventory Management System (TIMS)

What you need to know...

- **Professional Development** – Professional Development is offered on the effective implementation of technology tools in classroom instruction and assessment. Technology tools provided are free and easy-to-use. Trainings are provided for all content areas and grade levels.
- **SAMR** – SAMR is a model designed to help educators evaluate how they are incorporating technology into instruction and assessment. The goal is to transform learning experiences, so they result in higher levels of achievement for students.
- **School Library Guide** – Effective school libraries are dynamic learning environments that bridge the information literacy gap for all PreK-12 learners. The *2018 School Library Guide* was updated to align with and support the new Library Monitoring Rubric. It provides librarians, administrators, and teachers with the tools necessary to create and

promote an effective school library program. Additional information is available at <https://www.mdek12.org/Library>.

- **Outcomes for Gifted Education Programs** – Monthly webinars are hosted on the last Monday of the month to support the implementation of the Outcomes. Webinar recordings are available at <http://www.mdek12.org/OAE/OEER/ALGP>. A work group was established to begin the revisions of the Standards for Gifted Education Programs and Regulations for Gifted Education Programs that will go into effect during the current school year.
-

Federal Programs

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What we do...

- Provide leadership and guidance in the effective use of federal funds to improve student achievement
- Support state and local reform efforts to improve teaching and learning, student achievement, and family engagement strategies
- Facilitate on-site professional development and technical assistance to local educational agencies (LEAs), community-based organizations (CBOs), faith-based organizations (FBOs), charter schools, private schools, and other state agencies
- Monitor the implementation of program requirements and expenditures of federal funds at the local level to assure program quality

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What you need to know...

- **MCAPS** — Mississippi Comprehensive Automated Performance-Based System (MCAPS) is an online application system for the Mississippi Department of Education. It houses the consolidated federal programs application for Titles I, II, III, IV and V, Neglected and Delinquent. It also houses the IDEA application and the 1003(a) application. The system contains resource information for districts and schools in the MDE Document Library. For more information visit <https://mcaps.mdek12.org>.

- **Schoolwide Plans** — For Title I schools operating schoolwide programs, federal law and guidance requires a district-approved schoolwide plan for each school annually. Please ensure your Title I school has an approved schoolwide plan in MCAPS.
 - **Title Programs On-site Monitoring** — Monitoring federal programs of the LEA ensures compliance with federal regulations as well as assures quality programming and instructional delivery of at-risk populations. Required documentation is to be maintained, accessible, and readily available for OFP staff during the monitoring visit. Documentation should be organized in folders in the LEA Document Library, labeled, and correspond to the indicators of the consolidated monitoring instrument. District and school administrators should be available for interview by OFP staff during the monitoring visit. If technical assistance is needed, please contact this Office.
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Healthy Schools

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What we do...

- Promote student achievement and increase academic performance by improving student health - *Health is Academic!*
- Provide training, technical assistance, and resources to promote school health and compliance with the Healthy Students Act
- Collect and report critical data to improve school health
- Provide guidance to School Nurses on evidence-based practice measures to meet school health needs

What you need to know...

- **Move to Learn (MTL)** – Better grades. Better health. Studies have shown that physical activity increases children's ability to learn, and as fitness improves, test scores improve. That's why “Move to Learn” incorporates movement in the classroom through short exercise videos and healthy lesson plans. Visit <http://www.movetolearnms.org/> for free resources or to schedule a MTL Live! event at your school.
- **School Based Administrative Claiming (SBAC)** – The SBAC program offers school districts an excellent opportunity to obtain additional funding as a reimbursement for staff time spent assisting students and their families learn about Medicaid, Medicaid benefits, and other health care needs of students.
- **Menu of Services** – Professional development is available in the areas of Physical Education Curriculum and Instruction, School Nurse training and resources, framework revisions for Contemporary School Health and Physical Education, HIV/AIDS/STD/Teen

Intervention Services

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What we do...

- Provide technical assistance on the implementation of the Multi-Tiered System of Supports, Early Warning System, Dyslexia Initiatives, Early Childhood, and English Learner Supports
- Coordinate and manage the process for reviewing and awarding the 2018-2019 (Grades 1-12) dyslexia scholarships, the 2018-2021 Dyslexia Grant to districts, and the selection process of State Board of Education approved list of dyslexia screeners
- Develop and publish academic and behavioral resource documents to support districts, schools, administrators, teachers and parents with improving student outcomes

What you need to know...

- **Multi-Tiered System of Supports (MTSS)** – The Office of Intervention Services provides guidance to districts on the implementation of the essential components of MTSS for effective team-based problem solving that is data-informed, evidence-based, and flexible enough to meet the academic and the behavioral needs of all students. Professional development opportunities are offered to support MTSS implementation. Additional resources and the new editable MTSS Documentation Packet are available online at <http://www.mdek12.org/OAE/OEER/InterventionServices>.
- **MTSS Advisory Panel** – The Office of Intervention Services convenes a diverse group of educators, administrators, interventionist, and counselors to provide feedback on the establishment and implementation of MTSS policies, the development of resources, and the new MTSS Guidance Document.

- **English Learner Guidance Document** – The *Instructional Strategies and Supports for English Learners Guidance Document* provides information that will assist educators with the planning and delivery of effective instruction specifically designed to meet the needs of English Learners (EL). This document provides teachers and administrators specific evidence-based strategies to ensure EL students can achieve the same standards of performance we ask of other students. Professional development opportunities, resources, webinars, and additional information are available at <http://www.mdek12.org/EL>.
 - **Student Dyslexia Scholarships** – Students in grades 1 – 12 with a dyslexia diagnosis are eligible to apply for a scholarship to attend an MDE approved non-public school. These students must have been in attendance in a public school the previous year prior to requesting the scholarship, have a dyslexia diagnosis, and be accepted into a non-public school that meets legislative criteria. Professional development trainings are available for school districts to receive more information on dyslexia. Visit <http://www.mdek12.org/OAE/OEER/Dyslexia> for dyslexia resources.
 - **Dyslexia Grant** – The purpose of the dyslexia grant is to assist school districts in piloting programs needed to meet the needs of regular education students identified as having dyslexia and other related disorders and who are in need of multisensory, systematic language-based instruction and programming, in accordance with Mississippi Code §37-23-15. It is the intent of the MDE that these dyslexia projects support the needs of identified students in accordance with the MS College- and Career-Readiness Standards, the State Board of Education Goals, and State Board Policy 41.1 on the Intervention Process.
 - **SBE Approved List of Dyslexia Screeners** – Section 37-173-15 of House Bill 1046 mandates that each local school district screen students for dyslexia in the spring of Kindergarten and the fall of Grade 1 using a State Board of Education approved screener. Visit <http://www.mdek12.org/OAE/OEER/Dyslexia> to access the most current list of approved screeners.
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JROTC

Get in touch with us...

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What we do...

- Represent MDE's interests in the 84 Junior Reserve Officer Training Corps (JROTC) programs in Mississippi
- Coordinate statewide JROTC competitions and events
- Serve as an information conduit on JROTC matters
- Assist school districts, JROTC units, and service JROTC headquarters on issues related to the JROTC program

What you need to know...

- **The Purpose of JROTC** – The purpose of JROTC is “to instill in students of the United States secondary educational institutions the values of citizenship, service to the United States, personal responsibility and a sense of accomplishment”. It is the nation’s largest youth training and development program with over 3,400 units and 560,000 students (cadets). In Mississippi, we have 84 units, nearly 190 instructors, and over 11,000 cadets. JROTC’s focus is on character education and career preparation. It is **not** a military recruiting program.
- **The JROTC Curriculum** – JROTC has an accredited academic curriculum designed to give students the skills they need to be productive and responsible young adults. JROTC can provide a niche for students of varying interests with regional, state, and national competition in academics, drill, air rifle, orienteering, and athletics. Depending on the military service, JROTC classroom instruction supplements core curriculum in world history, physical science, civics, finance, political science, aviation, physiology, engineering, and international law. All JROTC programs emphasize character development and leadership/life skills.
- **STEM Connections** – JROTC is aligned with statewide educational initiatives which are designed to increase the exposure of our cadets to STEM-related career opportunities. Exposure occurs through classroom instruction, field trips to our state’s high technology industries, orientation flights with the Hurricane Hunters at Keesler Air Force Base, and

participation in STEM summer programs at Mississippi State University, Jackson State University, and William Carey University.

- **National Flight Academy** – Many organizations provide(d) scholarship funding to enable competitively selected JROTC cadets to attend the outstanding 6-day STEM program at the National Flight Academy at Naval Air Station Pensacola, Florida each year. In May/July 2019, nearly 120 cadets attended the NFA.
 - **State Championships** – For the past five years, the MDE JROTC Bureau has hosted all-services JROTC state championships in drill, athletics, and air rifle. All 84 units are eligible to participate.
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Literacy

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What we do...

- Facilitate the statewide implementation of the Literacy-Based Promotion Act
- Provide on-site literacy coaching support (i.e., coaching, modeling, training, etc.) to Pre-K - 3rd grade teachers in Literacy Support Schools
- Provide regional literacy PD to Pre-K- 3rd grade teachers, district support staff, and administrators
- Provide regional literacy PD to secondary content area teachers

What you need to know...

- **English Learner Literacy Tips** – The purpose of this resource is to provide administrators and teachers with the information and resources they need for supporting English Learners based on best practices and research-based strategies in literacy. Visit <http://www.mde.k12.ms.us/ESE/english-learners> for English Learner resources. Videos can also be found on YouTube through the MDE Literacy page: <https://www.youtube.com/channel/UCbqYlpyZtR63vOYpX9-ephg>.
- **Kindergarten Integrated Centers Resource** – The purpose of this MDE Literacy Coach-developed resource is to support Kindergarten teachers with identifying integrated centers for literacy, aligned to the MS CCRS and the new MDE Kindergarten Guidelines. Literacy standards, needed materials, and explicit directions for implementation are included for multiple center activities for each integrated center type named in the MDE Kindergarten Guidelines. Visit http://www.mde.k12.ms.us/docs/secondary-education/7-28-17-kindergarten-integrated-centers-for-literacy-with-standards_20170728122653_410076.pdf?sfvrsn=2 to view this resource.
- **Literacy Focus of the Month in Action (Elementary & Secondary)** – The purpose of this resource is to provide guidance to administrators and teachers for supporting a monthly, school-wide instructional focus based on best practices and research-based strategies in literacy. Visit <http://www.mde.k12.ms.us/ESE/literacy> for this and other resources for teachers, administrators, and parents.

- **Rubric for Evaluating Reading/Language Arts Instructional Materials for Grades K-5** – The tool is available at: <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4506>.
 - **Implementing Evidence-Based Literacy Practices Roadmap** – This tool was developed to help state and local education agencies implement evidence-based literacy practices in their classrooms by providing a set of resources organized into a framework for implementation. Resources include videos, infographics, and documents which can be accessed through this link: <http://fcrr.fsu.edu/literacyroadmap/>.
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Professional Development

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What we do...

- Facilitate professional development priorities for the Office of Academic Education
- Implement the Regional Service Model for professional development throughout the state
- Facilitate the Professional Development Coordinator Model by providing on-demand and online professional development to districts and schools
- Support the production of Exemplar Units and provide training for implementation
- Provide training on the *Family Guides for Student Success*

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What you need to know...

- **Fall 2019 Menu of Services** – Administrators may request face-to-face professional development from the Fall 2019 Menu of Services and educators may find information about our online courses by visiting <https://www.mdek12.org/OPD>.

School Improvement

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What we do...

- Provide oversight and ensure the implementation of state legislation for low-performing schools
- Provide support for the systemic improvement of the lowest performing schools and districts in the state of Mississippi
- Provide support and oversight to School Improvement Grant (SIG) Schools, Comprehensive Support & Improvement (CSI) Schools, Targeted Support & Improvement (TSI) Schools, Additional Targeted Support and Improvement (ATSI) Schools, and Schools At-Risk (SAR)
- Provide support through federal funds for schools to support school interventions

What you need to know...

- **Comprehensive and Targeted Support and Improvement** – Designations, for schools that will be identified for school improvement support under ESSA, will be made soon. Administrators at “identified schools” will be officially notified of their school’s designation following the State Board of Education’s release of the Final 2019 Performance Accountability Results. For more information on CSI, TSI, and ATSI identifications, please review pages 33-41 of the MS Succeeds Plan at [Mississippi Consolidated State Plan](#). Any

school that meets the criteria for TSI or ATSI as outlined in the MS Succeeds Plan will be identified. Additional details addressing the requirements for identified schools will be released at a later date.

- **School Improvement Grant (SIG)** – SIG schools have begun Year 3 implementation of their grant. Year 3 implementation follows members of the school leadership teams' participation in a two-day Leadership Institute focused on creating and fostering conditions that promote improved and sustained outcomes for students. Teams will continue this focus through quarterly meetings facilitated by the Office of School Improvement. ***All Year 1 and 2 funds should have been liquidated by September 12, 2019.**
- **Title I, School Improvement 1003(a) Funds** – The timeline for schools and districts to obligate and liquidate FY18 funds is fast approaching. Funds must be obligated on or before September 30, 2019, and liquidated on or before December 8, 2019. Please check with the Federal Programs Director or Business Manager in your district regarding any remaining balances.
- **Transiting from the MS SOARS Platform** – CSI, TSI, ATSI and SAR plans will be transitioning from MS SOARS to MCAPS beginning this school year. Guidance from the office will be provided to schools currently using MS SOARS to support this transition and maintenance of existing documentation in the platform. MS SOARS will no longer be accessible after September 30, 2019. Schools must download any documentation that will be utilized as evidence of implementation no later than Friday, September 13, 2019.
- **Monitoring Implementation of CSI Plans** – Monitoring began this school year and guidance for this process was shared during a webinar on August 16, 2019. For details shared during this webinar, please contact the office at 601-359-1003.
- **Professional Development Opportunities** – Professional development opportunities will be provided for schools and districts throughout the 2019-2020 school year. Topics will include: Transformation Academy Cohort III for CSI High Schools, strategies to support student sub-groups, identifying and selecting evidence-based resources, monitoring implementation of evidence-based interventions and implementing school plans and leveraging federal dollars. Schools supported by the Office of School Improvement will receive priority for professional development opportunities that are facilitated through the Office of Professional Development's Fall 2019 Menu of Services (see page 39 of this document). Following the identification of schools based on the 2019 Accountability Results, a convening for newly identified schools will take place. The date for this convening will be announced soon thereafter.

Secondary Curriculum and Instruction

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* legislatively funded secondary programs for
the 2019-2020 school year

What we do...

- Audit of secondary school programs, districts, and schools
- Oversight, design, and management of the Middle School Pilot Initiative Program 2020
- Develop and implement curriculum, instructional materials, and programs aligned to the Mississippi College- and Career-Readiness Standards
- Provide on-site professional development and technical assistance to teachers in core content areas and STEM-related courses
- Implementation of the High-Quality Instructional Materials (HQIM) statewide initiative for Math & ELA
- Design and assist in the national promotion, mentorship, and selection of state-level finalists for the PAEMST Award
- Evaluate programs and course offerings for the MOCA process
- Oversight, promotion, and assistance in the selection of nominations for the U.S. Presidential Scholars Program

What you need to know...

- **Middle School Pilot Initiative 2020** – The MDE is now focused on leveraging early learning gains to create a steady continuum of growth through the middle grades and to ensure equitable access to advanced courses in high school by preparing all students to be ready for high school. A main tenet in this initiative is to ensure equitable access to rigorous math courses for all students, particularly African American males and students with IEPs, in the middle grades. The Middle School Initiative Pilot 2020 will help teachers and leaders develop skills that support middle school students’ social, emotional, and academic development to improve student outcomes. Twenty public schools across the state will be supported individually and in networked communities through site visits, professional development, teacher and leadership capacity building, rigorous coursework offerings, and instructional reviews.
- **MasteryPrep Test Prep for the ACT** – In Fall 2019, MasteryPrep will select approximately 30 schools/school districts to participate in an ACT score improvement program. Through a \$75,000 allocation from the MS Legislature, MasteryPrep will collaborate with key stakeholders at each selected site to develop an “ACT Success Plan”. This individualized ACT Success Plan will take into account the needs of the rising juniors and educators at each school site and outline the products and services that best fit their ACT needs for the 2019-2020 school year.

Supports will vary by site and will utilize pre- and post-test data to identify the immediate needs and supports to help achieve maximize student performance at each site. The implementation model for support at each site may include the following:

- **Decoding the ACT Professional Development:** Comprehensive training where teachers become ACT experts by learning how to integrate college readiness in the classroom with tips, strategies, and content insights.
- **TruScore ACT Practice Testing:** Deep insights into ACT performance with 24-hour turnaround. No-hassle pencil and paper practice testing and analysis.
- **ACT Mastery Curriculum:** The first and only mastery-based ACT curriculum. Fits any schedule with minimal teacher prep time.
- **ACT Essentials Online:** Adaptive online ACT prep powered by the findings of Carnegie Mellon’s Open Learning Initiative.
- **ACT Elements Bell Ringers:** Authentic daily reinforcement of ACT essential skills and scaffolded approaches for building students’ confidence and competence.
- **ACT Boot Camp Student Workshop:** Better scores in one day. Engaging experts help students become better prepared and more confident with time management and test-taking strategies.

The application process for schools to be considered for this pilot year will be sent out statewide to principals and superintendents in the month of September 2019.

- **Mississippi Seal of Biliteracy** – On August 15, 2019, the State Board of Education (SBE) granted approval to begin the Administrative Procedures Act (APA) process to establish the Policy and Guidelines for the Mississippi Seal of Biliteracy. The Seal of Biliteracy recognizes and awards students who have attained proficiency in one or more world languages and English by high school graduation; and, demonstrates attainment of biliteracy for students, employers, and postsecondary institutions. Beginning with this school year,

the MDE shall require participating school districts to follow the award process as defined in the Mississippi Seal of Biliteracy Guidance Document. The approved policy and guidelines will be implemented during the 2019-2020 school year. For more information regarding the Policy, Guidelines and APA Notice, please visit <https://www.mdek12.org/PN/APA>.

- **High Quality Instructional Mathematics Materials Rubric** – Rubrics for evaluating current instructional resources, textbooks, and materials are available for school and district use at <https://www.mdek12.org/HQIM>. The High Quality Instructional Mathematics Materials Review Rubric (HQIM²R²) was developed in partnership with EdReports® and Student Achievement Partners for local-level use in Mississippi public schools. Similar rubrics will be developed for ELA during the 2019-2020 school year and will be used to identify resources for textbook adoption.
- **MS CCR Arts Learning Standards** – The Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are now available online at www.mdek12.org/ESE/Arts. Arts Learning Standards Teaching Guides are currently under development for Music, Theatre, and Visual Arts and will be available later this school year.
- **MS World Languages Framework and Teaching Guide** – The purpose of this guide is to help teachers and administrators understand and effectively implement the Mississippi World Languages Framework. This document is also meant to be a reference for World Language teachers as a comprehensive document which links 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 to use. This document contains research on best practices, the latest trends in presentation of material, assessment, and the use of technology. This guide is now available online at www.mdek12.org/ese/worldlanguages.
- **JumpStart Test Prep for the ACT** – In August 2019, 22 pilot schools were selected through an application process to participate in the 2nd year of implementation of the ACT Jumpstart Test Prep program. This program was made possible through a \$150,000 allocation from the legislature and will include complete Science and Reading Review courses and prepare an estimated 2,884 Mississippi 11th grade public school students prepare for the February 2020 ACT administration. The goal of this program is to help selected high schools improve ACT composite science and reading sub-score averages among their students. A comprehensive list of the awarded schools and the resources they will receive can be found at <https://www.newswire.com/news/jumpstart-test-prep-implements-newest-state-sponsored-act-reading-and-20973728>.
- **MS CCRS for Social Studies** – Mississippi districts will fully implement the 2018 MS CCRS for Social Studies beginning this school year. Support documents can be found at <http://www.mdek12.org/secondaryeducation/socialstudies>. Information on professional development can be found at www.mdek12.org/OPD.

- **2019 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) State Level Finalists** – Four MS public school classroom teachers have been selected as this year’s state level finalists for the PAEMST award. The PAEMST is the highest honor that can be awarded to K-12 mathematics and science teachers each year.

State level finalists are determined by a trained group of P-16 educators and leaders (the State Selection Committee, SSC) each year and are selected based on their virtual portfolio and videos. These submissions are rated on the Four Dimensions of Outstanding Teaching as identified by the National Science Foundation on behalf of the White House Office of Science and Technology Policy (OSTP). The Four Dimensions of Outstanding Teaching include (1) Mastery of Content, (2) Use of Instructional Methods and Strategies, (3) Effective Use of Student Assessments, and (4) Leadership in Education. The SSC forwards the state’s recommended list of state level finalists to the National PAEMST Committee for national review and final ratings. National winners are announced approximately 1.5 years after state level finalists have been identified.

Mississippi’s 2019 PAEMST state level finalists are:



Dr. Shani Bourn
7-12 Science
Hancock High School
(Hancock)



Kenneth Peagler
7-12 Science
Starkville High School
(Starkville-Oktibbeha)



Paige Cobb
7-12 Mathematics
Pass Christian High School
(Pass Christian)



LeShundra Young
7-12 Science
Germantown High School
(Madison)

- **MS CCRS for Science** – Supports for the new Science standards can be found at <http://www.mdek12.org/secondaryeducation/science> and professional development can be requested by schools and districts at <http://www.mdek12.org/OPD>. To access the Fall 2019 Professional Development Catalog and the Professional Development Request Form visit www.mdek12.org/OPD.
- **Algebra Nation** – Through a \$700,000 allocation from the MS legislature, all MS public school districts have access to the Algebra Nation platform and resources for a 4th year. All Algebra I students will receive a hard copy of the Algebra Nation workbook that accompanies the tutorial videos and online resources for this program. Regional trainings for classroom teachers will take place August – October; and, “pop-up” trainings are scheduled throughout the remainder of the school year. Individualized school and classroom assistance are also available for district set-up support, creating and understanding student reports, navigating the Teacher Resource system, developing parent night sessions, and techniques for “flipping the classroom.”

For the first time, Geometry teachers and grades 6-8 teachers in MS public schools will have access to online supports and classroom resources through Algebra Nation. For more information or to schedule technical assistance, please contact the Office at 601-359-3461 or email Shauna Hedgepeth at shauna@algebranation.com.

- **U.S. Presidential Scholars Program** – The United States Presidential Scholars Program was established in 1964, by Executive Order of the President, to recognize and honor some of our Nation’s most distinguished graduating high school seniors. Each year, up to 161 students are named as *U.S. Presidential Scholars* and they represent excellence in education and the promise of greatness in young people. High school seniors who are U.S. citizens or legal permanent residents graduating between January 2020 and June 2020 who attend public, parochial, independent, or home-school programs with the aforementioned qualities are eligible for this honor. All *U.S. Presidential Scholars* are awarded the Presidential Honors Medallion and honored for their accomplishments during the National Recognition Program in June 2020 in Washington, D.C.

Each state Superintendent of Education makes student recommendations for this honor each year to augment the list of students that have been nominated by traditional means. Applications for consideration will be sent out to guidance counselors and district administrators in the month of September regarding the process for being possibly nominated through the state superintendent process. To learn more about the *U.S. Presidential Scholars Program* and the nomination process, please visit <http://www.ed.gov/psp>.

- **Content Area Listservs** – Administrators are encouraged to have all content area educators sign up for their respective listservs. Educators may register online at www.mdek12.org/ESE.
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Special Education

Get in touch with us...

601-359-3498

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Armerita Tell
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Bobby Richardson
Office Director & District Fiscal Lead
brichardson@mdek12.org

Candice Taylor
Early Childhood Instructional Specialist & 619 Coordinator
cataylor@mdek12.org

What we do...

- Provide technical assistance to support schools and districts as they implement state and federal regulations to improve student outcomes for children with disabilities and their families
- Provide guidance to parents of children with disabilities and local school district personnel in the resolution of disputes through the formal dispute resolution process
- Develop and publish resources to support districts, schools, administrators, teachers and parents
- Support districts with effective fiscal management practices
- Host Annual Parent Conference

What you need to know...

- **Annual Parent Conference** – The Mississippi Department of Education is hosting the 11th Annual Parent Conference on October 17 -18, 2019. The event will be held at the Marriot Hotel in downtown Jackson, MS. This is a great opportunity to join a diverse group of stakeholders to cultivate resilient relationships that contribute to student success. In addition, the MDE is inviting individuals to submit presentation proposals for consideration. Some topics of interest are Early Childhood, Transition, Dyslexia, IDEA Implementation, Section 504, Advocacy and Empowerment, Dispute Resolution, and Implementing and Monitoring the Progress of IEP Goals. Please contact Dr. Armerita Tell at atell@mdek12.org or Mrs. Karen Edwards at kaedwards@mdek12.org if additional information is needed.
- **Educational Scholarship Account** – The Equal Opportunity for Students with Special Needs Act (Miss. Code Ann. §§ 37-181-1 through 37-181-21) was signed into law during the 2015 session of the Mississippi Legislature and established Education Scholarship Accounts. The Education Scholarship Account (ESA) provides an opportunity for parents of children with disabilities who wish to withdraw their child from the public school system to use scholarship money to help defray the cost of private school tuition or other specific allowable activities to educate their child.
- **Determination Reports** – The Office of Special Education has issued Special Education Performance Determination Reports. These reports can be found at www.mdek12.org/ose/spp-apr. Click on the link labeled “Special Education Performance Determination Report – 2019” and select your district file. Your State Lead will be in touch with you after September 15th to discuss your district’s determination and required actions..

Student Assessment

Get in touch with us...

601-359-3052

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Melissa Beck
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M. Pleshette Smith
MAAP-A Coordinator
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What we do...

- Collaborate with Mississippi educators to develop items aligned to the Mississippi College- and Career-Readiness Standards (MS CCRS)
- Evaluate student performance on the Mississippi Academic Assessment Program (MAAP) in grades 3 through 8 in English Language Arts (ELA) and Mathematics, grades 5 and 8 Science, Algebra I, Biology, English II, and U.S. History
- Ensure all MS students are assessed according to the *Every Student Succeeds Act* (ESSA) including English learners and students with Significant Cognitive Disabilities (SCD)
- Provide districts with valid and reliable results to guide instruction through data driven decisions

What you need to know...

- **3rd Grade MAAP-ELA Assessment** – 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.
- **5th and 8th Grade Science and Biology I MAAP Assessments** – Updated resources, assessment items, and blueprints are available at <http://www.mdek12.org/OSA/MAAP> under the Science Resources heading. Sample assessment items may be found in the same folder. Additional online sample items can be found in the DRC Online Tools (OTT) site. Students should access the OTTs prior to testing to become familiar with navigating and using the

DRC Insight testing system. The OTTs can be accessed best using a Google Chrome browser at: <https://wbte.drcedirect.com/MS/portals/ms>.

- **11th Grade U.S. History MAAP Assessments** – The assessment will correlate to the *2018 Mississippi College- and Career-Readiness Standards for the Social Studies* in the 2019-2020 school year. The assessment blueprint, guidance related to the blueprint, and a practice test may be accessed by navigating to the Office of Student Assessment MAAP homepage (www.mdek12.org/OSA/MAAP) and tapping on the Science and History Resources link located under the Additional Assessment Resources heading.
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Technology and Strategic Services

Get in touch with us...

601-359-3487

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Lee Bray
State E-Rate Coordinator
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MDE Network Helpdesk
601-359-2837
mdenet@mdek12.org

MDE Applications Helpdesk
mdeapps@mdek12.org

What we do...

- Provide technical assistance to school districts in the form of remote tech support and onsite field engineers
- Build and host online applications for district and state document sharing and collaboration (SharePoint)
- Provide guidance and consultation on networking best practices and security strengthening
- Provide data reporting services for both internal and external MDE stakeholders
- Assist school districts in ensuring the confidentiality and privacy of student data and in its use to improve student outcomes via data driven decisions
- Provide training and support for school districts reporting demographics, student, personnel and financial data into MSIS
- Assist school districts in data submission and quality related to absences, student indicators, course codes, incidents, enrollment, withdrawal, etc.
- Provide technical assistance to school districts related to data entry issues with TIMS, ELMS, and MSIS

- Provide training and support for school districts filing, responding and processing E-Rate applications submitted to USAC
- Assist school districts in the E-Rate consortium with internet bandwidth and related issues

What you need to know...

- **MDE Network Helpdesk** – Districts can request network support from the MDE. We provide, free of charge, field engineers to assist with network configuration and implementation. Contact the MDE Network Helpdesk at mdenet@mdek12.org for assistance.
 - **SharePoint** – MDE program offices provide a secured location for sharing files with school districts. For example, Special Education Directors can submit sensitive information to the Office of Special Education through this secured portal. For more information on how to gain access to SharePoint, please contact the MDE program office specific to your need.
 - **Data Request** – Members of the public may submit a Public Records Request at <http://mdek12.org/OPR/Reporting/Request>. In order to provide the most timely and efficient service, please provide a thorough description of the data being requested, including the school year, and any additional descriptors (e.g., by district, school, gender, race/ethnicity, etc.)
 - **Security and Privacy Investigations Form** – This form is for reporting security incidents related to the privacy, security, and confidentiality of student data. Any incident of cyber security you feel warrants attention may be reported here: <https://cspr.mde.k12.ms.us/TakeSurvey.aspx?SurveyID=mlKM68lK#>
 - **Information Security and Data Privacy** – Districts, schools, and MDE employees will be able to find industry standards, best practices, and a growing list of resources that pertain to protecting student data and the privacy of students, teachers, state, and district staff. For more information contact the Office.
 - **MDE Applications Helpdesk** – Districts may request assistance with the reporting of data (e.g., schedules, attendance, grades, transportation, discipline, Career and Technical Education, Gifted, Special Education and Textbooks) to meet
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state and federal requirements by visiting <https://servicedesk.mde.k12.ms.us/> or by emailing mdeapps@mdek12.org.

- **E-Rate Program** – E-Rate is a federal program that provides discounts to schools and libraries for purchases of telecommunication services and network equipment/services. The program is governed by the Federal Communications Commission (FCC) and administered by the Universal Services Corporation. OTSS assists school districts with the E-Rate process from the initial application, implementation and closeout of each year’s application. Training consists of annual roadshows prior to the application process and roundtables to assist in filing for E-Rate reimbursement. For more information visit <https://www.mdek12.org/OTSS/e-rate>.
 - **The Technology Advisory Committee (TAC)** – TAC is comprised of technology directors, coordinators, and administrators from districts across the state. These individuals serve in an advisory role to the OTSS and focus on technology needs, strategic and measurable actions for technology integration, guidelines for technology planning, and collaboration between the MDE and school districts. The committee meets every other month to share ideas and discuss relevant topics. If you are interested in becoming a member, please email dhines@mdek12.org.
 - **Website feedback** – The new official MDE website has a number of new features including built-in accessibility options. This new website also has a feedback form built into every page that allows users to report any issues with the website. All feedback is submitted to the MDE Network Helpdesk.
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Textbooks

Get in touch with us...

601-984-8273

Chauncey Spears

Director

crspears@mdek12.org

What we do...

- Textbook/Instructional materials adoption processes, policies, and procedures
- Textbook Inventory Management System (TIMS) support
- Textbook procurement support

What you need to know...

- **2019-2020 Textbook Adoption** – The subjects scheduled for textbook adoption this school year are K-12 English Language Arts (ELA) – including Handwriting – and Early Childhood/Pre-K. The Office of Textbooks will notify districts with timelines in Fall 2019.
- **High Quality Instructional Mathematics Materials Rubric** – Rubrics for evaluating current instructional resources, textbooks, and materials are available for school and district use at <https://www.mdek12.org/HQIM>. The High Quality Instructional Mathematics Materials Review Rubric (HQIM²R²) was developed in partnership with EdReports® and Student Achievement Partners for local-level use in Mississippi public schools. Similar rubrics will be developed for ELA during the 2019-2020 school year and will be used to identify resources for textbook adoption.
- **Non-State Adopted Textbook Procurement** – All non-state adopted textbook purchases are subject to state procurement rules. Please familiarize yourself with these rules when making purchases for textbook adoptions.
- **New Textbook Office** – The Textbook Office has moved. Please note the new address: 1252 Eastover Drive (Suite 301), Jackson, Mississippi 39211.

Every Student Succeeds Act (ESSA)

Get in touch with us...

601-359-3077

Website: www.mdek12.org/essa
mssucceeds@mdek12.org

Dr. Nathan Oakley
Chief Academic Officer
ESSA State Lead
noakley@mdek12.org

What we do...

- Engage with stakeholders in the development of Mississippi's response to ESSA
- Coordinate efforts across offices within the Mississippi Department of Education

What you need to know...

- **What is ESSA?** In 2015, Congress passed the Every Student Succeeds Act (ESSA), a reauthorization of the Elementary and Secondary Education Act of 1965. The federal education law is primarily focused on historically disadvantaged students. ESSA replaced No Child Left Behind (NCLB).
- **Long-term goals** – Each state has set ambitious, long-term goals and interim benchmarks of student progress based on assessment proficiency, graduation rate, and progress toward English proficiency for English learners. More ambitious goals will be set for groups that are further behind so that significant progress can be made in closing gaps.
- **Accountability** – Mississippi does not plan to make major changes to the current accountability system at this time.
- **Reporting** – ESSA requires disaggregated data be reported on factors such as achievement, graduation rate, assessment participation, discipline rates, advanced coursework access, and similar indicators.
- **School Improvement** – ESSA places the primary responsibility for improving low-performing schools on the school district, with the support of the state.
- **Teacher & Leader Quality** – States and districts must ensure that low-income students and students of color are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.
- **Evidence-Based Programs** – ESSA requires that districts and schools, particularly those identified for Comprehensive or Targeted Support and Improvement, use evidence-based practices. Evidence-based practices must provide a track record of success. ESSA's definition of "evidence-based" includes 4 levels of evidence. The top 3 levels require findings of a statistically significant effect on improving student outcomes or other relevant outcomes based on an experimental study, a quasi-experimental study, or a correlational study. Websites such as the *What Works Clearinghouse* or the *PEW Results First Clearinghouse Database* offer listings of some evidence-based programs.

NEWS RELEASE

August 15, 2019



Student Achievement on Statewide Assessments Reaches All-time High

JACKSON, Miss – The Mississippi Department of Education (MDE) released statewide results from the 2018-19 Mississippi Academic Assessment Program (MAAP), which shows student achievement has reached an all-time high in English Language Arts (ELA) and mathematics.

MAAP measures students’ progress toward academic goals that equip them with the skills and knowledge they need to succeed in college and the workforce. Mississippi teachers helped develop MAAP tests, which align with the learning goals for Mississippi classrooms. MAAP measures student performance in ELA and mathematics in grades 3-8 and in high school English II and Algebra I.

When MAAP was first administered in 2015-16, one-third of students met or exceeded grade-level expectations in ELA and mathematics. In 2018-19, closer to half of students met or exceeded expectations in each subject. ELA achievement has increased from 33.6% to 41.6% of students scoring proficient or advanced. Students scoring proficient or advanced in mathematics has jumped from 33.0% to 47.3%.

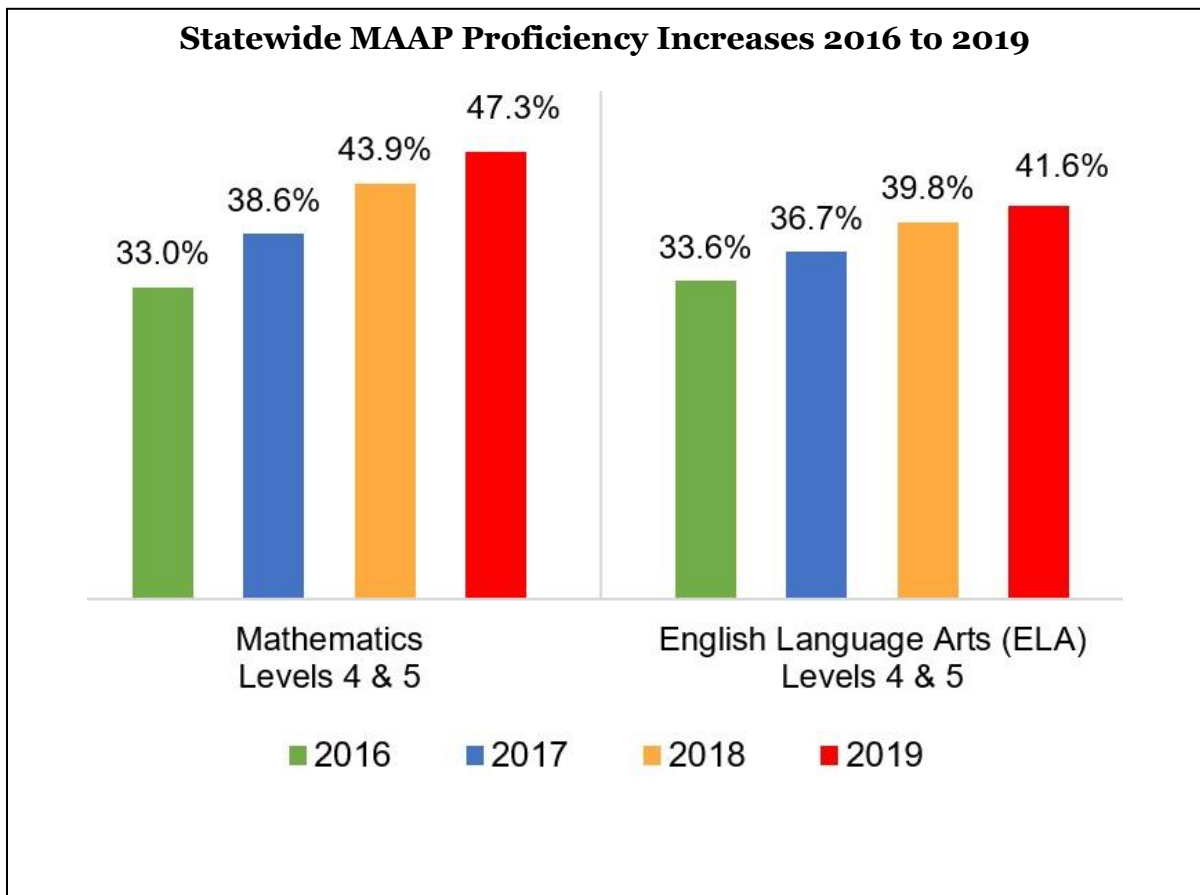
Mississippi’s plan for improving student achievement calls for at least 70% of all students to be proficient in ELA and mathematics by 2025.

“Mississippi students are outpacing the nation in learning gains thanks to their hard work and the hard work of teachers, school staff, school leaders, and parents,” said Dr. Carey Wright, state superintendent of education. “Education in Mississippi is part of our state’s success story.”

MAAP tests have five levels. Students scoring at Levels 4 and 5 are considered proficient or advanced in the subject.

Since MAAP was first administered in 2016, the number of districts with greater than 45% of students scoring proficient or advanced in ELA has more than tripled, and mathematics has quadrupled:

- 48 districts had greater than 45% of all students scoring Level 4 or 5 in ELA, compared to 40 in 2018, 22 in 2017 and 14 in 2016
- 62 districts had greater than 45% of all students scoring Level 4 or 5 in mathematics, compared to 52 in 2018, 32 in 2017 and 15 in 2016



Mississippi students made gains in all tested subjects and grades since 2016. A one-year comparison of results, from 2017-18 to 2018-19, showed students made significant gains in 12 out of 14 subjects and grades.

Comparison of Grade-level MAAP Results from 2017-18 to 2018-19

Grade	Mathematics			English Language Arts (ELA)		
	2017-18 Proficient or Advanced	2018-19 Proficient or Advanced	Change	2017-18 Proficient or Advanced	2018-19 Proficient or Advanced	Change
Grade 3	46.0%	51.4%	+5.4%	44.7%	48.3%	+3.6%
Grade 4	44.4%	48.8%	+4.4%	45.1%	48.5%	+3.4%
Grade 5	33.8%	38.9%	+5.1%	36.2%	43.1%	+6.9%
Grade 6	46.4%	47.6%	+1.2%	38.0%	33.6%	-4.4%
Grade 7	49.2%	51.1%	+1.9%	34.7%	39.0%	+4.3%
Grade 8	41.2%	44.8%	+3.6%	35.1%	35.5%	+0.4%
English II				44.5%	43.8%	-0.7%
Algebra I	46.6%	49.3%	+2.7%			
Overall	43.9%	47.4%	+3.5%	39.8%	41.7%	+1.9%

Students scoring at Level 4 or 5, the Proficient or Advanced categories, have a thorough understanding of grade-level content and are on the right track to being ready for college-level coursework.

Students scoring at Level 3 demonstrate a general mastery of the knowledge and skills required for success in the grade or course, and they are approaching expectations for that grade or course. Students scoring a Level 1 or 2 need more assistance in learning the content and are in need of greater supports.

Achievement also increased on all four required high school tests, Algebra I, English II, U.S. History and Biology. Students must score at Level 3 or above to pass these tests.

“Statewide assessments ensure that children in every school are achieving the learning goals for each grade level,” Wright said. “When students score proficient or advanced, parents can be assured their child’s school is providing a quality education that has prepared students to be successful in the next grade.”

Achievement Gains on High School Assessments

Assessment	2017-18 % Passing	2018-19 % Passing	% Difference
Algebra I	84.6%	87.1%	+2.5%
English II	76.2%	76.4%	+0.2%
Biology	76.6%	78.3%	+1.7%
U.S. History	76.2%	79.0%	+2.8%

Mississippi introduced new science tests in 2018-19, and more than half of students in each tested subject and grade scored at Level 4 or 5 on the more rigorous assessments.

Percentage of Students Scoring at Level 4 or 5 in Science

Assessment	% Passing
Grade 5 Science	55.8%
Grade 8 Science	52.7%
Biology	57.3%

Three school districts ranked in the top 10 statewide for student proficiency in all four tested subjects: Booneville School District, Ocean Springs School District, and Petal School District.


While no single test can give a complete picture of achievement, annual assessments can provide important information about student progress and areas for improvement, especially when combined with student grades and teacher feedback.

Additional information:

- [2018-19 District- and school-level MAAP results](#)
- [Family's Guide to the MAAP Results](#) to help parents understand their child's scores
- [Family Guides to Student Success](#) (Pre-K through Grade 8)
- [MAAP Communication Toolkit](#)

What Every

**INSTRUCTIONAL
LEADER**



NEEDS TO KNOW

