

Stakeholder Engagement for Continuous Improvement

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Office of School Improvement

mdek12.org



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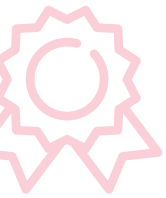
VISION

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



Stakeholder Engagement

The process by which an organization involves people who may be affected by the decisions it makes or can influence the implementation of its decisions.

Who are our stakeholders (educational community)?

6

Students

Parents

Teachers

Administrators

Support Staff

The wider
Community



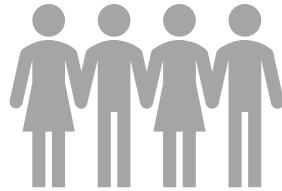
Informed Decision Making

Stakeholders provide valuable insights helping schools and districts make more informed and well-rounded decisions.



Accountability and Transparency

Promotes accountability and transparency in decision-making leading to greater trust in school and district actions.



Diversity and Inclusivity

Including all stakeholders ensures that the school and district decisions reflect the needs and values of a diverse community.



Long-Term Success

Stakeholder engagement is not only about short-term goals but also about building a foundation for long-term success and sustainability of the district.

How do we engage parents and communities?

9



Communicate regularly using multiple channels



Provide them with learning and development opportunities



Involve them in decision making and planning



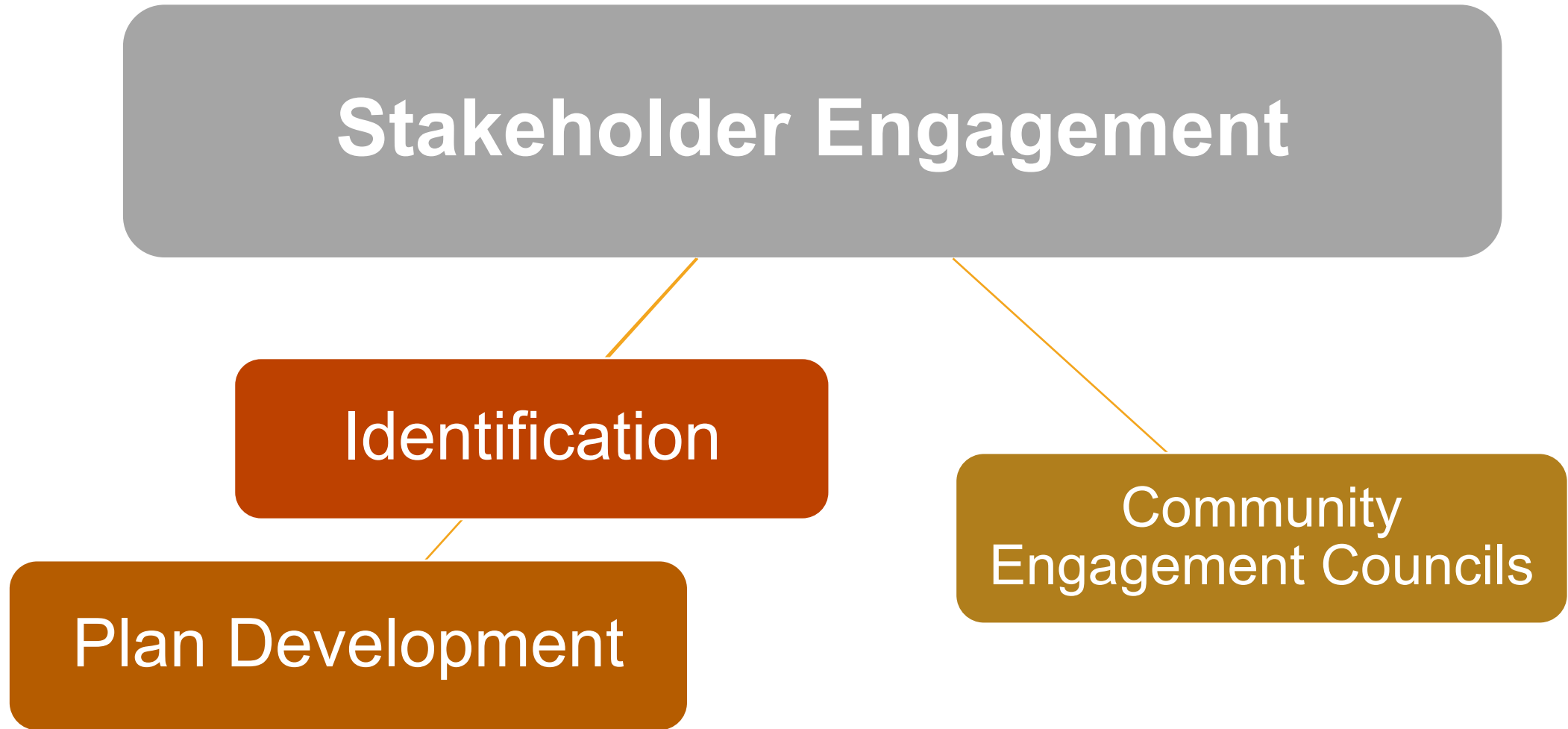
Collaborate with them on project and initiatives



Celebrate their contributions

School Improvement Stakeholder Engagement







Please describe what the school will do with stakeholders to develop and implement a school-level TSI plan.

Indicator TT-4 – TSI Stakeholder Engagement (Sec. 1111(d)(2)(B))



Please describe how the LEA will support developing or implementing TSI/ATSI plans.

Indicator TT-5 – Development of TSI Plan(s) (Sec. 1111(d)(1)(B)(i))



Any district with a grade of D or F shall establish a CEC.



Any school rated D or F shall establish a CEC.



Districts with several schools rated D or F may choose to have one district CEC instead of multiple school CECs.

Community Engagement Council

What is a Community Engagement Council (CEC)?

Community-led
group focused on
improving a school or
district.

Includes parents,
educators, students,
and community
members.

Self-governed and
members
are responsible
for running meetings.

The CEC and
schools/districts must
work together to be
successful.

The CEC is not the
same as
the school board and
does not have the
authority to set policy.

Each year CECs should set goals based on a review of the following data:

DISTRICT-LEVEL CEC	SCHOOL-LEVEL CEC
District strategic plan	School improvement plan, if applicable
District report card	School report card
District climate data (i.e., discipline, attendance, staff turnover rate, etc.)	School climate data (i.e., discipline, attendance, staff turnover rate, etc.)

CEC members will...

- Meet a minimum of six times per year in open meetings.
- Run CEC meetings.
- Hold open meetings so other community members can attend.
- Select and work towards a goal aligned with school/district improvement efforts.
- Work closely with the school/district and community.
- Publicly report progress.

School and district leaders will...

- Establish and ensure continued implementation of a CEC, ideally with the support of CEC members.
- Work closely with the CEC to ensure its success.
- Meet MDE reporting requirements.

The MDE will...

- Provide guidance related to CECs.
- Provide on-site and virtual trainings.
- Be available for additional support on an as-needed basis.
- Hold schools and districts accountable for CEC requirements.

CEC

Establishing Councils

Step 1: Communicate information about CECs

- Describe what a CEC is
- Share opportunities to get involved in CECs
- Schedule and publicize upcoming information session
- Use a variety of communication methods throughout the community

Step 2: Hold an information session about CECs

- Emphasize the importance of CECs in the community
- Offer multiple sessions at a variety of times to accommodate varying work schedules

Step 3: Gather interest forms or nominations

- Collect forms/nominations
- Provide options of submitting forms electronically, by mail, or in person

Step 4: Host elections to select CEC members

- Provide adequate notice (at least two weeks' notice) of the elections prior to the event using a variety of communication methods
- Community votes to select members (not teachers and school/district staff)
- CEC members will select officers

The CEC shall include a broad spectrum of the community

- Elected officials
- Business leaders
- Faith-based leaders
- Social services
- Nonprofit organizations
- Law enforcement officials
- Parents
- School attendance officers
- Health department officials
- Daycare providers
- Librarians
- Local industry workers
- Retirees
- College students
- Volunteers
- PK-12 educators

- Districts and schools do not govern CECs
- District leadership, including the superintendent, may engage in discussions with the CEC; however, CECs are responsible for running their own meetings.
- Each CEC should set its own principles to govern how meetings will run (See Appendix C in the Guidance).
- CECs can select officers or identify specific roles to ensure that meetings are productive.

Example:

Officer/Role	Responsibilities
Chair/Facilitator	<ul style="list-style-type: none">• Co-creates meeting agendas with Vice-Chair• Leads meetings• Ensures CEC members feel comfortable sharing information• Identifies next steps• Ensures the CEC publicly reports progress to the community
Vice-Chair/Co-Facilitator	<ul style="list-style-type: none">• Assumes responsibilities of the Chair when Chair is absent
Secretary/Notetaker	<ul style="list-style-type: none">• Sends the agenda at least three days prior to the meeting• Takes attendance• Takes notes during meetings• Sends notes to CEC members
Communications Liaison	<ul style="list-style-type: none">• Serves as liaison between CEC and school/district• Shares information about the CEC with the community• Creates and maintains CEC social media pages

Activities should complement rather than duplicate school or district efforts

Examples:

- Working with the district to help identify after-school supports for students within the community
- Hosting book or school supply drives to collect materials for distribution to students within the community
- Connecting faith-based organizations with students in need of support.

- **CECs do not have the authority to set policy.** However, CECs can recommend policies or policy changes. CEC leadership should share policy recommendations with school/district leadership and/or the school board.
- ***Example:*** Student tardiness has been identified as a concern by the CEC. As a result, the council has decided to move forward with recommending a change to school start times.

CEC

Planning for FY25 CEC Implementation

- Evaluate Needs
- Review Data and Set Goals
- Relationship building between new and veteran CEC members/chairs

- MDE recommends that established CECs meet at least six times per academic school year.
- The CEC should establish a meeting schedule at the beginning of the academic school year.
- All meetings should be open to the public.
- MDE recommends that meetings be between 60 – 90 minutes.

CEC Reporting Requirements



Districts are accountable for setting up CECs and ensuring they meet regularly (MS Public School Accountability Standard 12).



Districts should submit all required evidence through the Mississippi Comprehensive Automated Performance-based System (MCAPS). Deadline to submit **June 30, 2025**

Required Information	Examples of Supporting Evidence
Date(s) communications shared about the opportunities to serve on the CEC	<ul style="list-style-type: none">• Copies of flyers• Screenshots of social media postings• Minutes from CEC meetings highlighting information shared
Date(s) of CEC information sessions	<ul style="list-style-type: none">• Sign-in sheets• Meetings agendas
Date range during which interest/nominations forms were solicited and collected	<ul style="list-style-type: none">• Copies of forms submitted by interested community members
Membership list	<ul style="list-style-type: none">• Names of CEC members and roles if applicable• Email addresses for members
Meeting calendar	<ul style="list-style-type: none">• Meeting calendar
Meeting details	<ul style="list-style-type: none">• Meeting attendance sheets and agendas
Date(s) of public reports from the CEC to the community	<ul style="list-style-type: none">• Reports, presentation recordings, videos, etc.

CEC Guidance Resources

Guidelines for Community Engagement Councils

Community Engagement Councils (CECs), formerly referred to as P-16 Community Engagement Councils or P-16 Councils, are required under Miss. Code Ann. § 37-18-5. The purpose of CECs is to implement broad-spectrum community-based support for schools and districts implementing improvement plans to improve outcomes for learners. For a list of schools and districts meeting the CEC implementation requirement please click [here](#).

Mississippi Community Engagement Council Guidance

CEC Regional Trainings ([PowerPoint](#)) ([Webinar](#))

CEC Resources

[Communications Toolkit](#)

[Information Session Agenda](#)

[Interest Form](#)

[Ballot](#)

[Sign-In Sheet](#)

Setting Agreements



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Why set agreements?



Agreements...

- Answer the question: What do we need to work productively as a group?
- Build trust
- Clarify group expectations
- Provide a point of reflection

Quiet Thinking and Writing

Make a list! What do you need to work productively in a group?

Share-Out

Name one thing from your list.

Clarification

If you do not understand something someone said, ask a question.

Discussion

Review our draft agreements and modify as needed.

- Be present.
- Respect time and people.
- Come ready to share.
- Listen actively.
- Speak your truth.
- Ask questions.
- Be brave.




Revisit agreements at the beginning of the meeting to set focus.

Use reminders or review agreements again if participants are not adhering to agreements.

Revisit agreements regularly and revise as needed.



Why Community Engagement Matters



A teacher, Mrs. Dickerson, stands in a classroom pointing to a digital screen. The screen displays several multiplication problems: $(5 \times 4) \times 3$, $5 \times (4 \times 3)$, 12×5 , $(5 \times (4 \times 3))$, and $(3 \times 5) \times 4$. The teacher is wearing a tan jacket and has her hands raised in a gesture. Several students in the foreground have their hands raised, indicating an interactive lesson. The classroom has a whiteboard with a calendar and a list of names on the left, and a digital screen on the right.

$$(5 \times 4) \times 3$$
$$5 \times (4 \times 3)$$
$$12 \times 5$$
$$(5 \times (4 \times 3))$$
$$(3 \times 5) \times 4$$



“Equitable community engagement [is] an ongoing, two-way process of building relationships, working collaboratively to support all students, and sharing power [that] can results in transformative benefits for schools and school districts.”

Source: <https://www.greatschoolspartnership.org/resources/equitable-community-engagement/the-case-for-community-engagement/>

5 Conditions



- 1) Common agenda
- 2) Shared data and measurement system
- 3) Mutually reinforcing activities
- 4) Continuous communication
- 5) Community and industry partners

- We can do more together than we can alone.
- A collective approach benefits from the expertise and experience of multiple stakeholders.
- Systems-level changes are more likely to endure.



Creating Strong Foundations for Community Engagement Through Asset Mapping





- Search for strengths and resources within your community.
- Recognize and celebrate what makes your community special.
- Unlock potential to support school improvement.



Individuals

- YOU!
- Older adults
- Youth
- Parents and caregivers
- Business owners
- Artists



Groups and Associations

- Support groups
- Neighborhood associations
- Faith-based organizations
- Interest-based groups

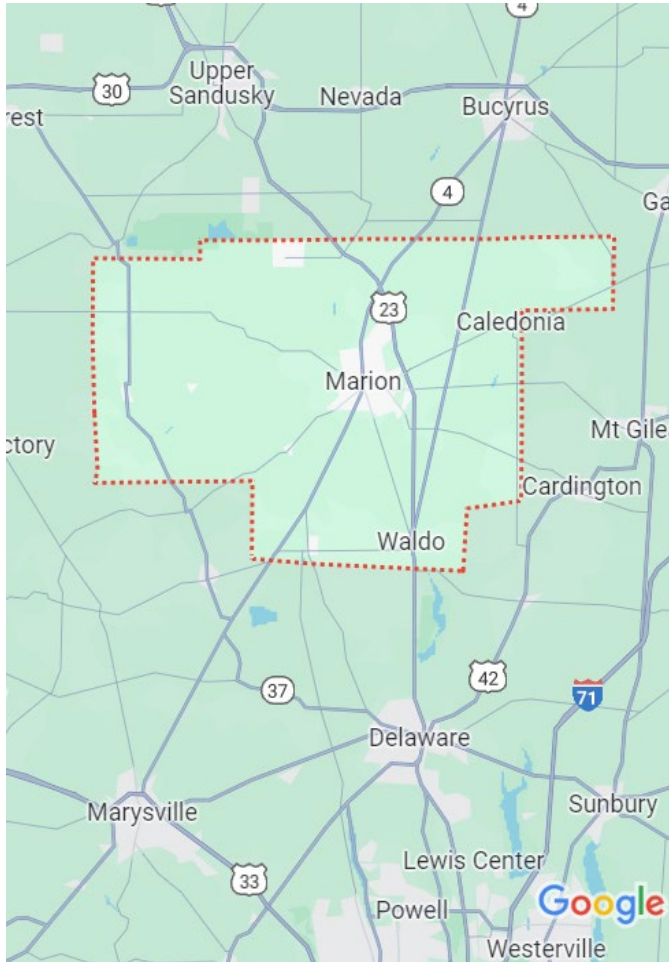


Institutions and Places

- Schools
- Libraries
- Parks
- Health and human service agencies
- Non-profit organizations
- Business and industry



- 1) To identify stakeholders to join the Community Engagement Council
- 2) To identify current and potential resources and partners to support a project or initiative
- 3) To connect with the community on a broader scale
- 4) To identify all possible services for students and families
- 5) To identify opportunities for college and career pathways



Individuals

- Families
- Older Individuals
- Community Leaders
- Business Owners
- Industry Leaders
- Policy Makers
- Social Service Providers
- Help Me Grow

Groups or Associations

- Boys and Girls Club
- United Way
- Good Will Industries
- Turning Point Women's Home
- Marion Area Counseling Center
- Ohio Health General Hospital

Institutions and Places

- Marion Industries
- NUCOR Steel
- Wyandot Foods
- Anderson Windows
- Whirlpool Industries
- Correctional Institution
- Marion Technical College
- Ohio State Marion Campus
- Tri-Rivers Career Center
- Job and Family Services

What's missing from this asset map?



Individuals

- Older adults
- Parents and caregivers
- Small business owners



Groups and Associations

- Anytown Chamber of Commerce
- Anytown Community Foundation



Institutions and Places

- Anytown Park and Bike Path
- Library
- School district & charter school
- Community College
- Auto plant

What's missing from this asset map?

Quiet Thinking and Writing

Write down some assets in your school/district community.

Drafting

As a group, start creating an asset map.

Discuss

What assets are missing from our map? Why?

What connections do we already have?

How can we deepen existing relationships?

How can we begin to engage with new individuals or organizations?



- Ensure there is a diverse set of community members engaging in the process.
- Asset mapping is a continuous process.
- Keep your eyes out for new gems!
- Share your findings and involve others.
- Remember every asset, no matter how small, can make a difference!

3 things you learned

2 things you will try after this meeting

1 question you still have

Accessing and Using Data

What makes your community unique?



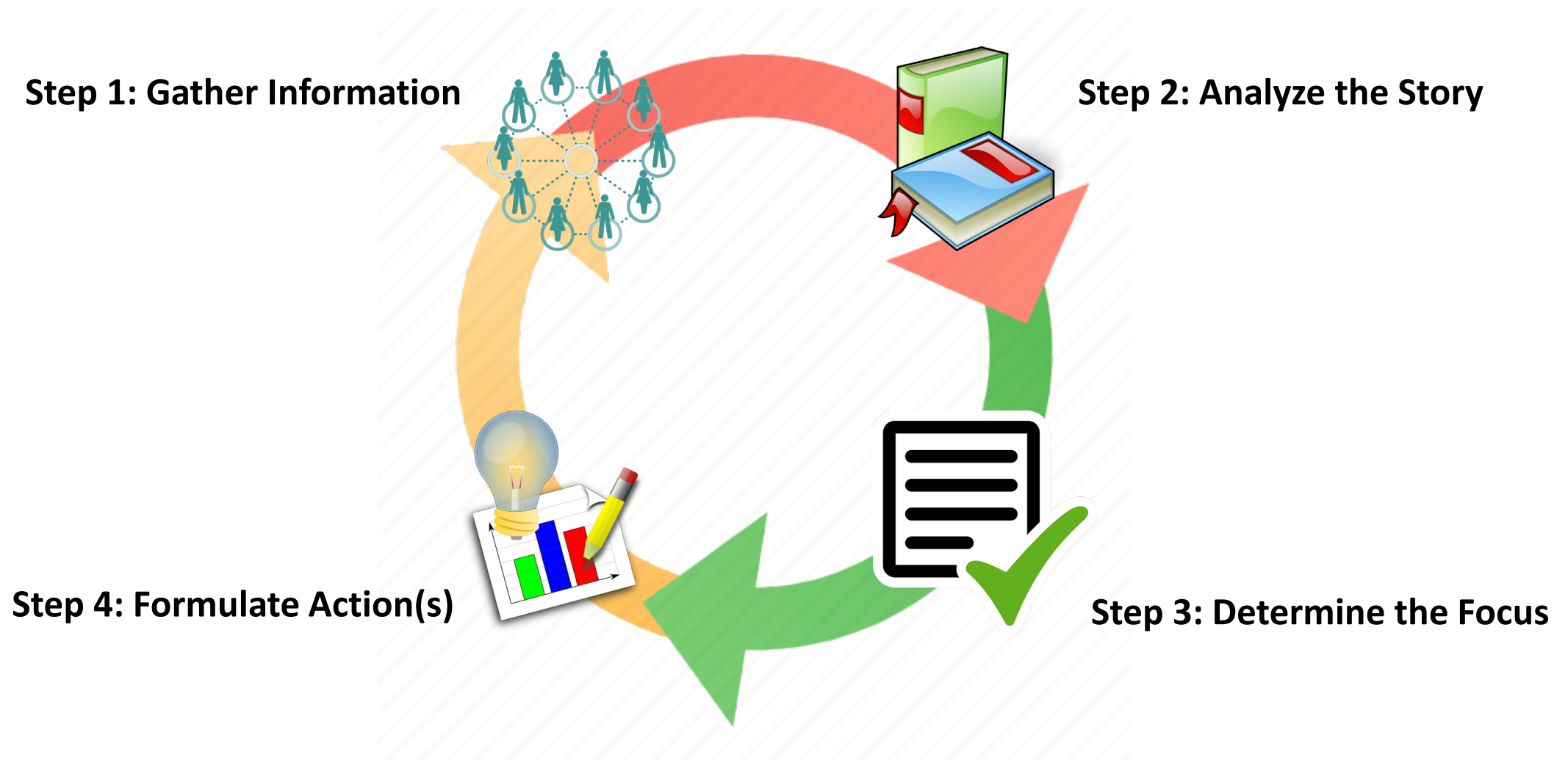


<https://strongreadersms.com/reading-score/>

How might CECs support this effort?

Participants will work together to utilize a process that can be replicated in their community to review information, determine findings, and identify next steps.

CECs can use this process to help determine their goal.



Step 1: Gather Information

Review the school and community data.



Step 2: Analyze the Story

Discuss the story that the data is revealing.



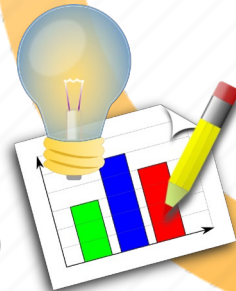
Step 3: Determine the Focus

Discuss concerns that arise within the story.



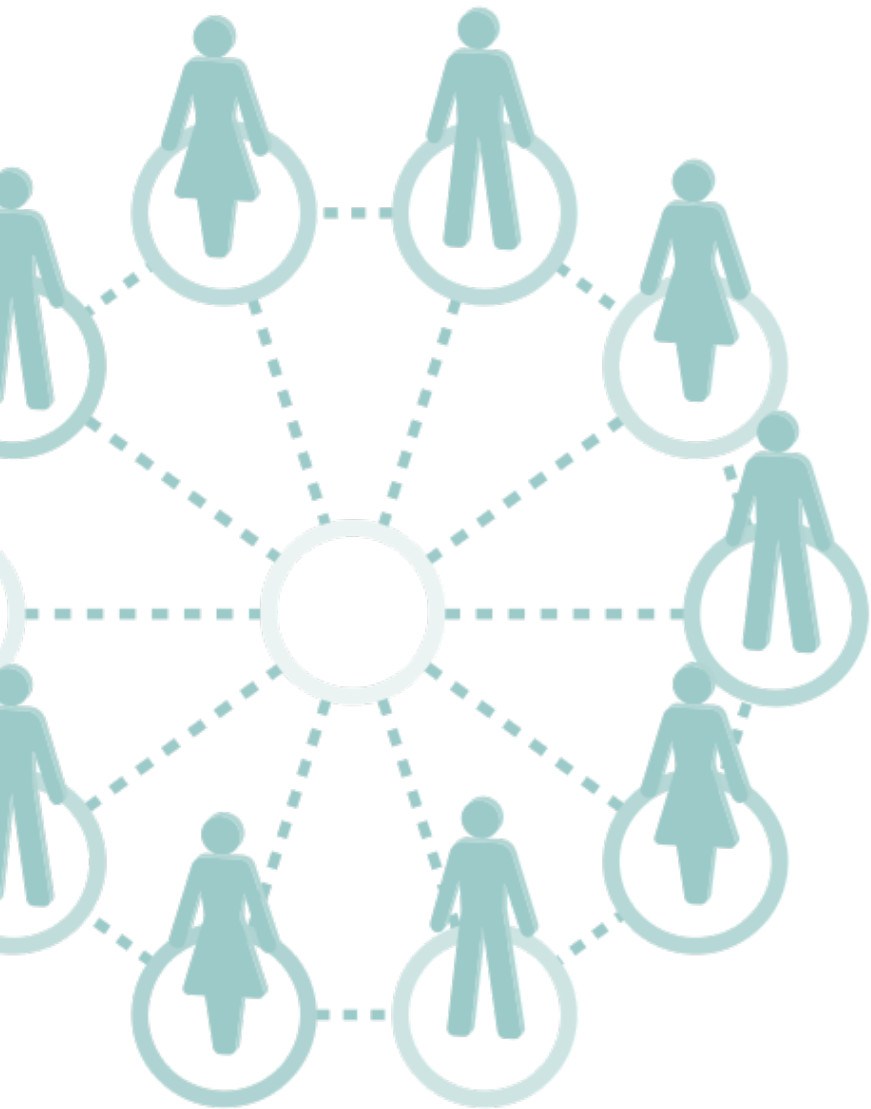
Step 4: Formulate Action(s)

Determine possible actions to address the concerns.



Step 1: Gather Information

Review the school and community data.



- Community background information
- Population and employment
- School or district demographics
- School or district academics
- School or district culture
- Other considerations

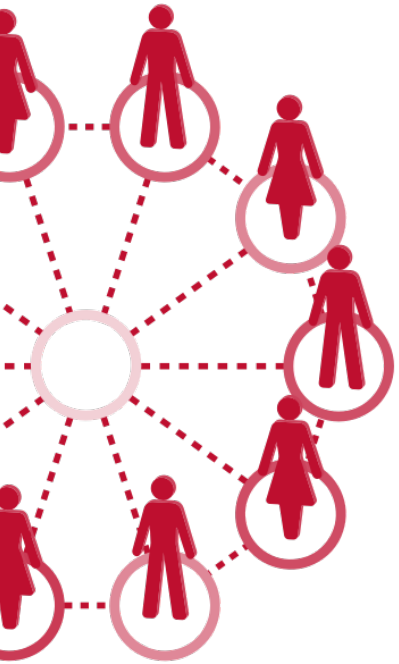
- What are your general reactions to the data?
- What questions do these data raise for you?

Sunshine City: Community Background Information

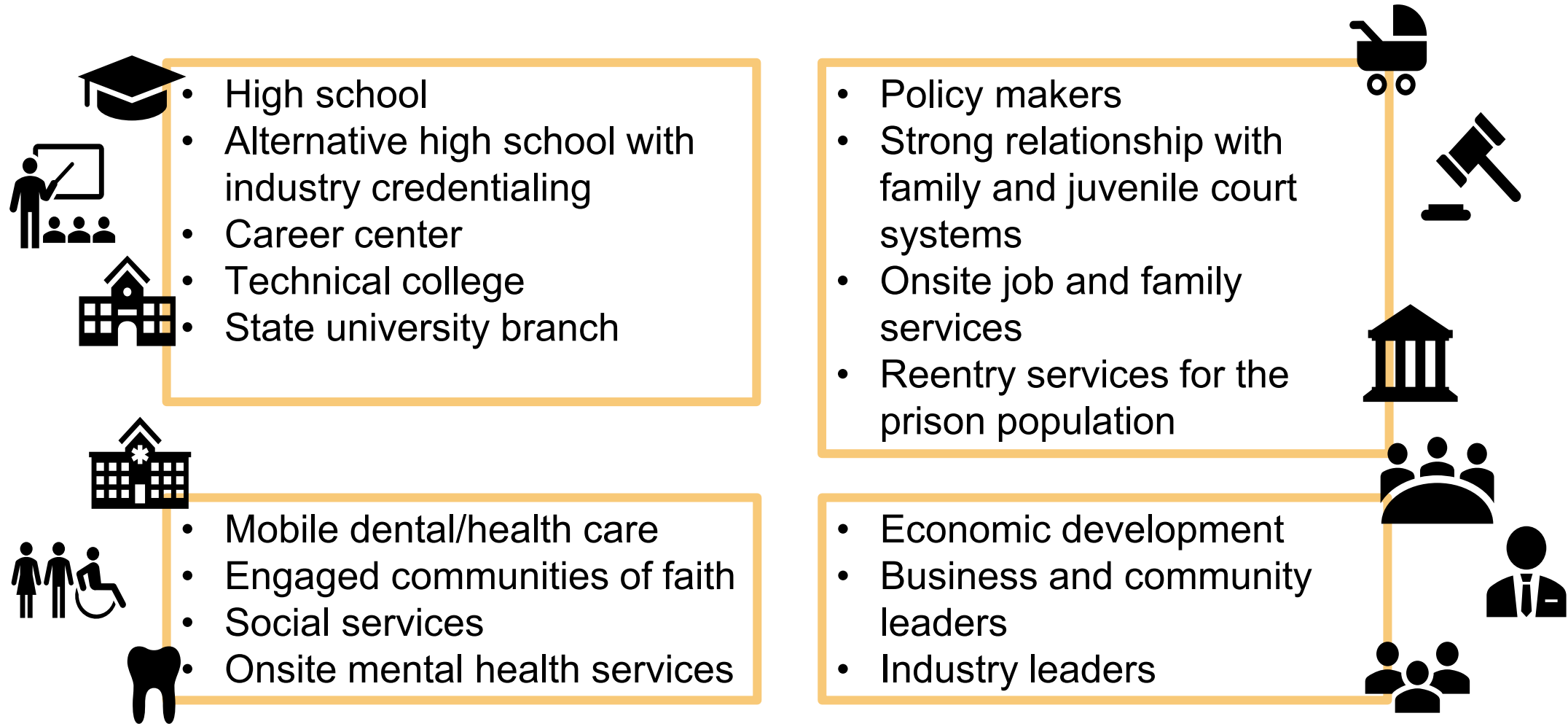
- Midsize urban community surrounded by farmland
- 45 minutes north of a thriving metropolitan area
- Once a thriving industrial center but experienced a decline in the economy in late 1990s
- Past 5 years Sunshine has seen new industries settling in the area
- Correctional facilities and juvenile detention centers located in the community

Sunshine City Population Employment

- Higher than average unemployment rate
- Manufacturing, educational services, health care, and social assistance industries provide the most opportunity for employment.



Community Services and Resources



District Demographics

Total Students Enrolled	4,289
Economically Disadvantaged	100.0%
Students with Disabilities	18.6%
Black, Non-Hispanic	17.1%
White, Non-Hispanic	67.7%
Hispanic or Latino	6.6%
Limited English	1.6%

District Leadership Considerations


In the past two years, several shifts in leadership occurred:

- New superintendent hired
- New human resources, student services, and operations directors were hired
- New high school principal and two of three assistant principals were hired.
- New middle school principal and two of three new assistant principals were hired.
- Four out of six new elementary principals were hired.

School culture survey surfaced the following challenges:

- Students do not feel that educators respect them equally.
- Students do not think educators understand their problems.
- Students do not feel that curricular materials reflect their instructional materials reflect their background or lived experience.
- Families feel communication from the teachers and school leaders is insufficient or unclear.

Pause and Reflect

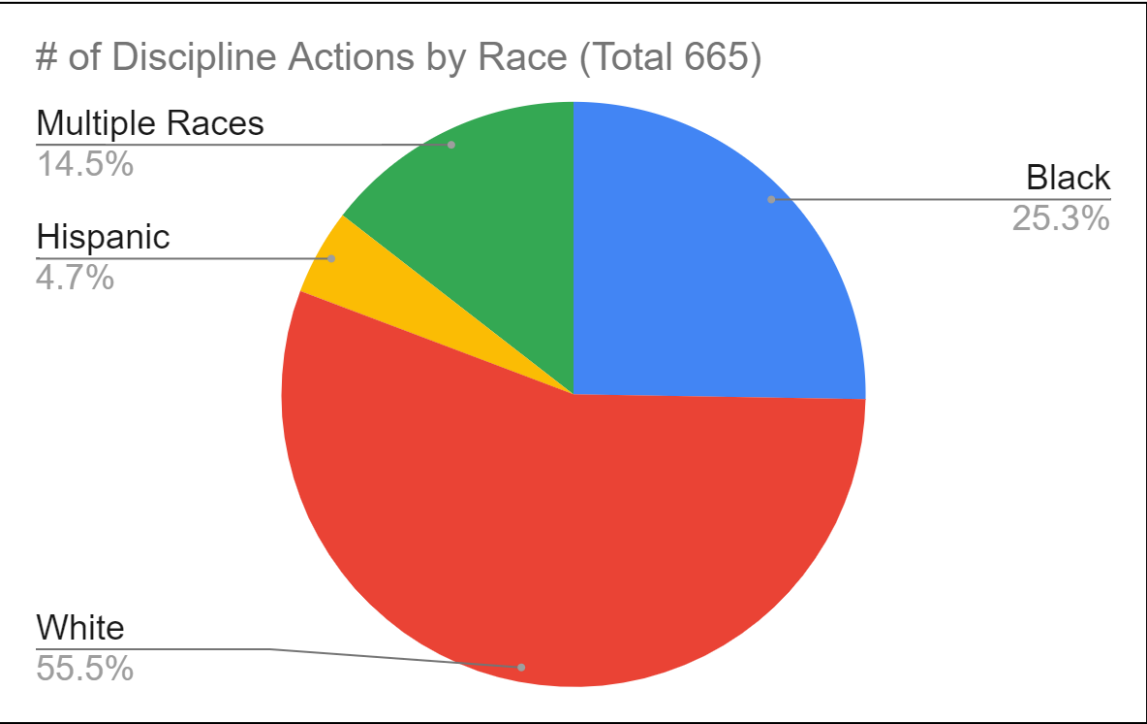
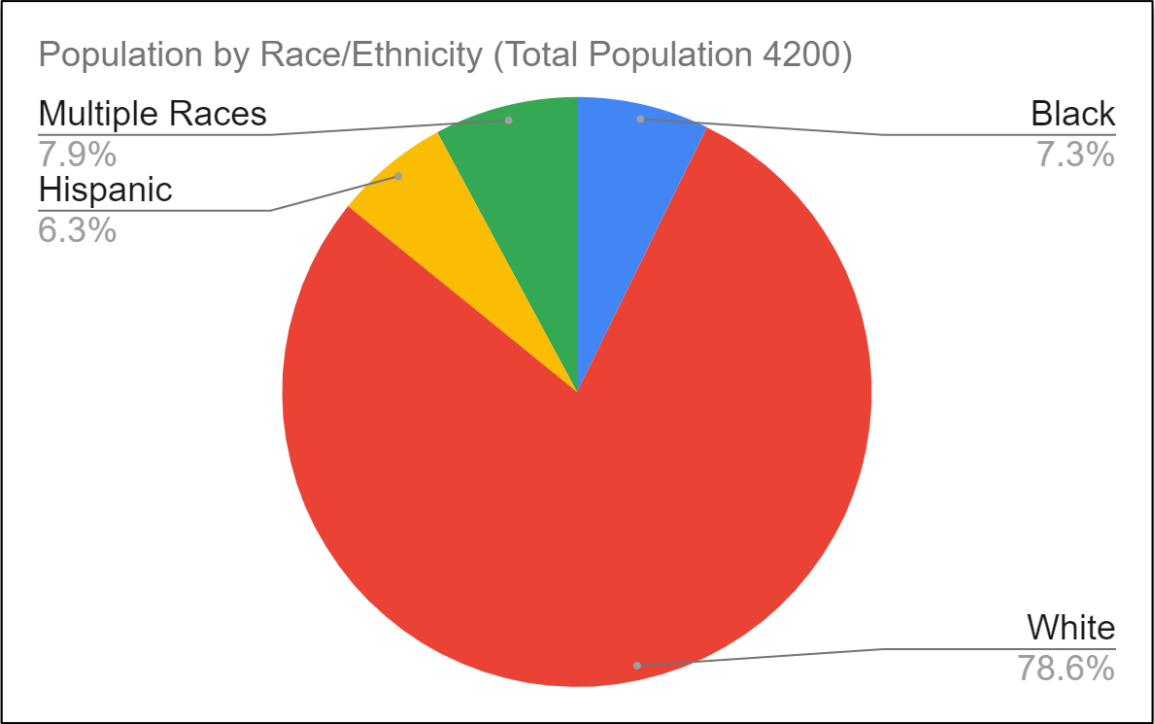


A teacher in a tan trench coat stands in front of a classroom, pointing to a digital screen. The screen displays several multiplication problems: $(5 \times 4) \times 3$, $5 \times (4 \times 3)$, 12×5 , $(5 \times (4 \times 3))$, and $(3 \times 5) \times 4$. The teacher is gesturing with her hands, and several students in the foreground have their hands raised, indicating an interactive lesson. The background shows a whiteboard with a class list and a calendar.

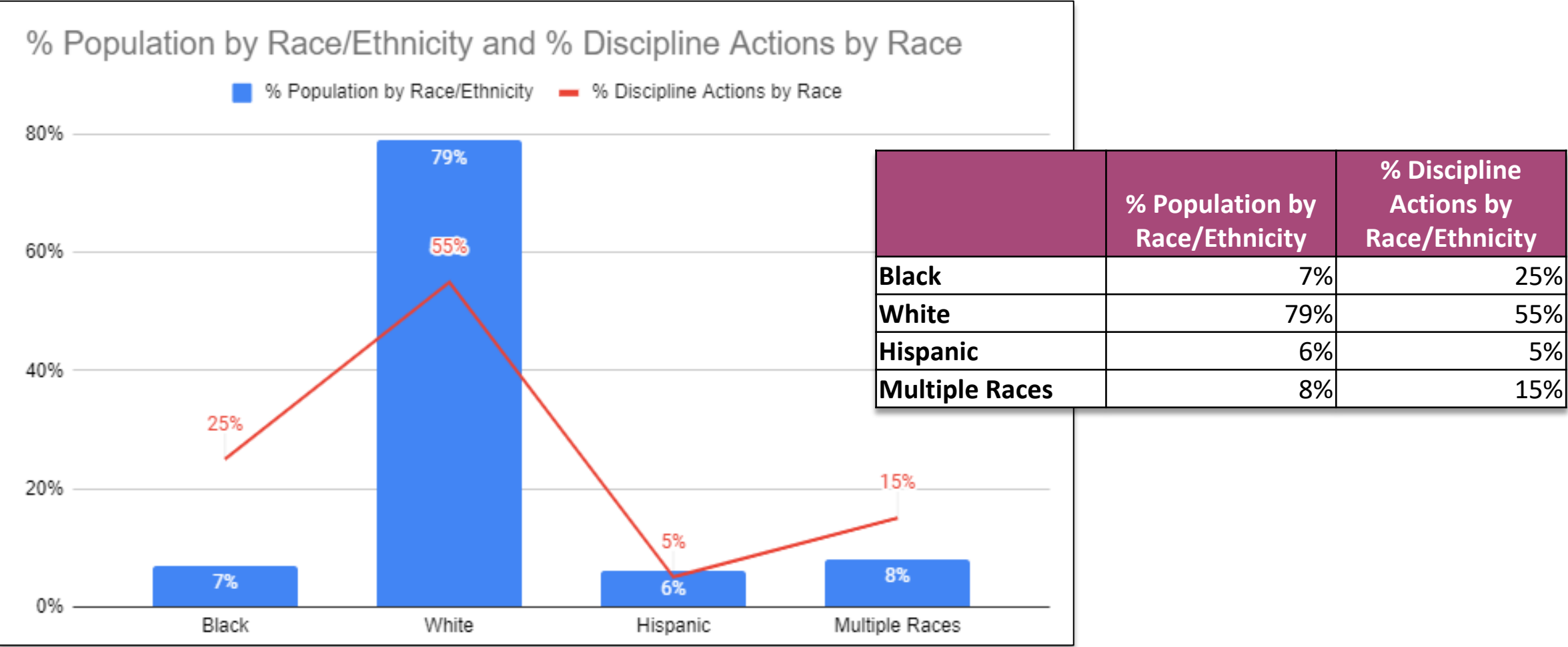
$$(5 \times 4) \times 3$$
$$5 \times (4 \times 3)$$
$$12 \times 5$$
$$(5 \times (4 \times 3))$$
$$(3 \times 5) \times 4$$



Discipline by Ethnicity



Discipline by Ethnicity



Percent Proficient in Math

Black or African American

Goal: 70%

37.1%

White

Goal: 70%

66.6%

Hispanic or Latino

Goal: 70%

53.4%

Two or More Races

Goal: 70%

57.3%

Economically Disadvantaged

Goal: 70%

42.5%

Non Economically Disadvantaged

71.6%

Students with Disabilities

Goal: 70%

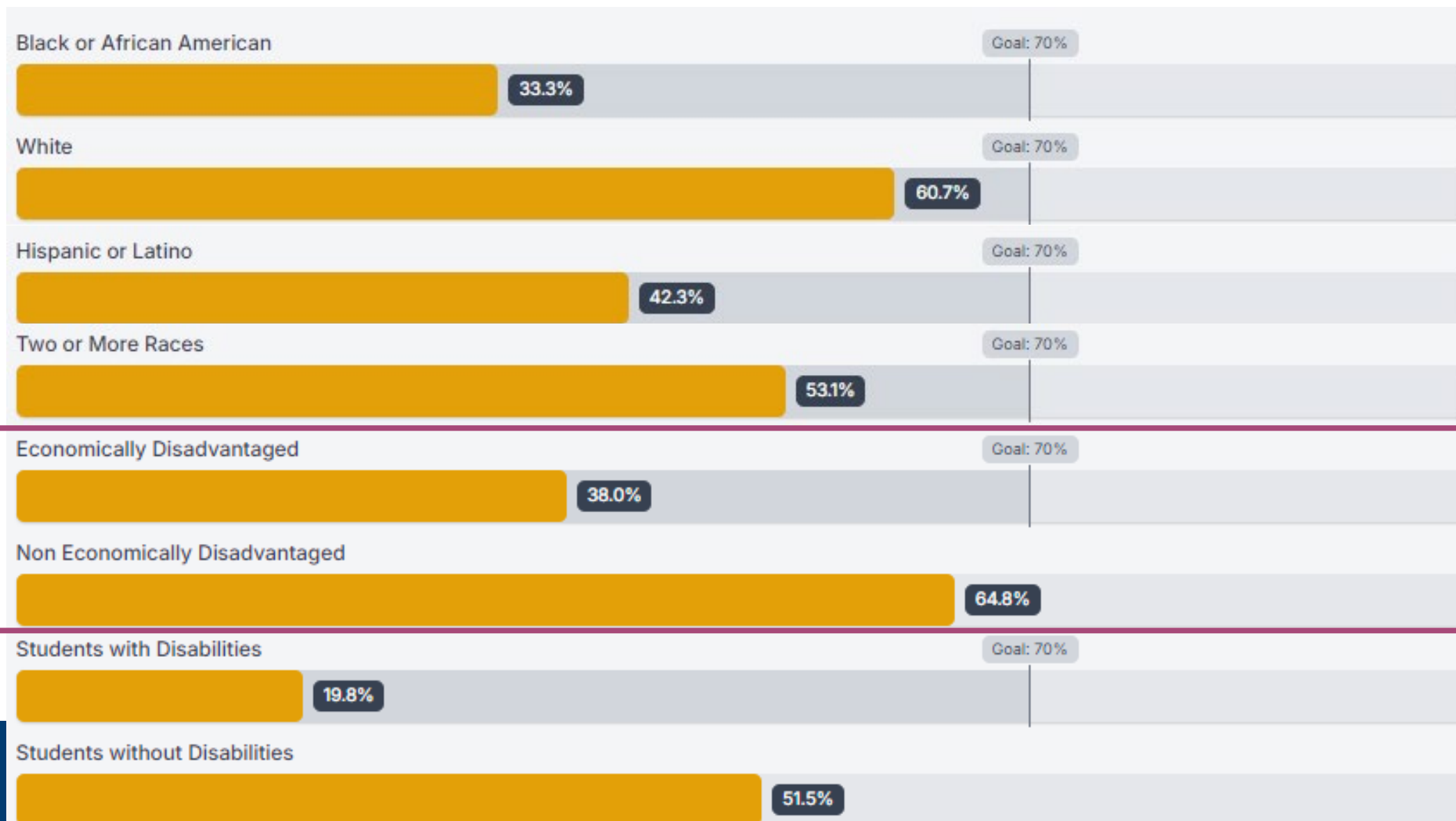
24.8%

Students without Disabilities

56.8%



Percent Proficient in ELA



Pause and Discuss



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Step 2: Analyze the Story

Discuss the story that the data is revealing

Step 3: Determine the Focus

Discuss concerns that arise within the story

Step 4: Formulate Actions

Determine possible actions to address concerns

Reflection and Discussion



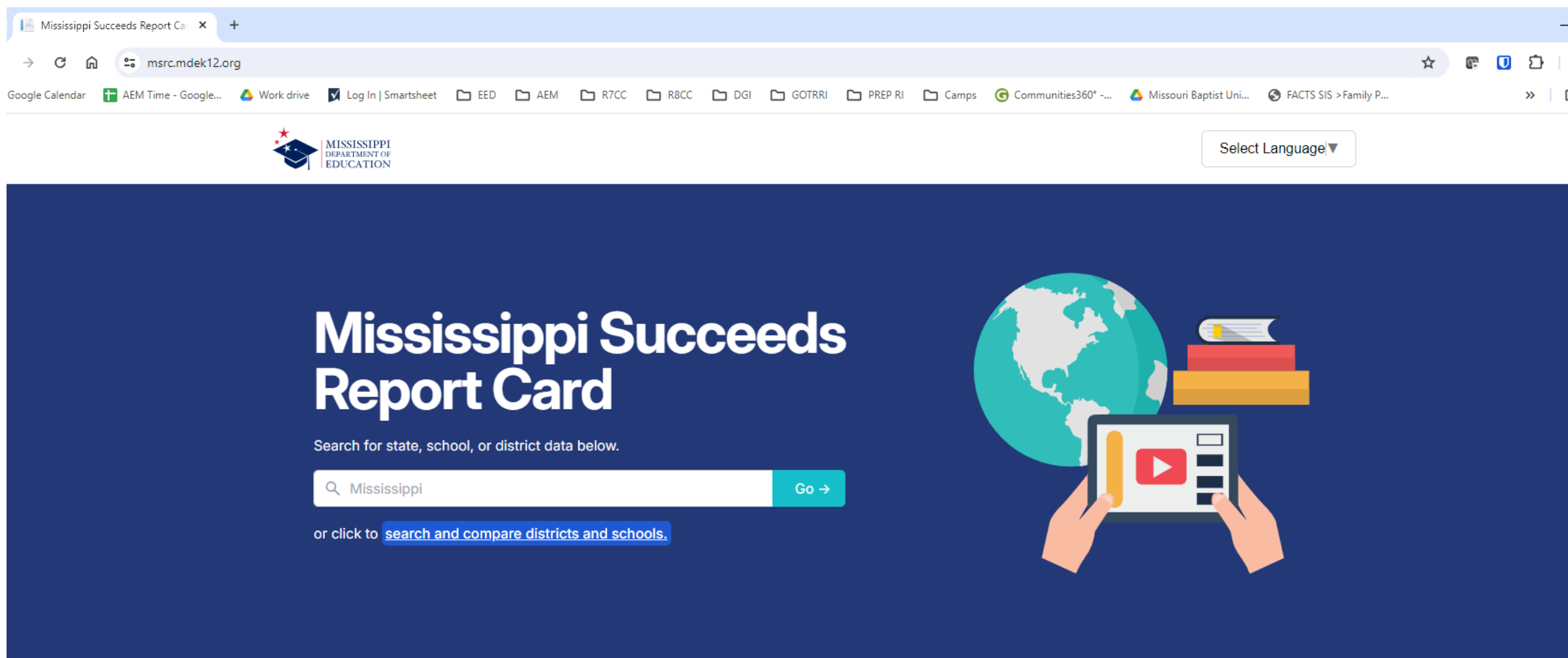
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1. How might this process be useful in your context?
2. What other data sources might you draw upon in your own context?



At a minimum, CECs should review the following:

District-level CEC	School-level CEC
District strategic plan	School improvement plan, if applicable
District report card	School report card
District climate data (i.e., discipline, attendance, staff turnover rate, etc.)	School climate data (i.e., discipline, attendance, staff turnover rate, etc.)



The screenshot shows a web browser window with the address bar displaying `msrc.mdek12.org`. The browser's address bar and tabs are visible at the top. Below the browser window, the website header features the Mississippi Department of Education logo on the left and a "Select Language" dropdown menu on the right. The main content area has a dark blue background. On the left, the title "Mississippi Succeeds Report Card" is displayed in large white text. Below the title, a search bar contains the text "Mississippi" and a "Go →" button. A link "or click to [search and compare districts and schools.](#)" is positioned below the search bar. On the right side of the main content area, there is an illustration of a globe, a stack of books, and a tablet held by two hands, displaying a play button icon.

Mississippi Succeeds Report Card


Search for state, school, or district data below.

Mississippi Go →


or click to [search and compare districts and schools.](#)

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Select Language▼





Select Language▼





Mississippi

 359 N West St
Jackson, MS 39201

 Current contact:
Dr. Ray Morgano

 **Report Card Summary**

 Data Map

 Student Group Data

Home > Mississippi

Select a school year:
2022-2023

Accountability Data

The Mississippi Statewide Accountability System is a single "A" through "F" school and district accountability system. Click any chart to get detailed information on the measure.



1. How might the district/school support the CEC with gathering information?
2. How might the CEC lead/facilitate this conversation?
3. What challenges have you experienced in the past, or what challenges do you foresee?

Why Does Student Voice Matter?



**What's
happening
in this
photo?**



Step 1: Gather Information

Review the school and community data.



Step 2: Analyze the Story

Discuss the story that the data is revealing.



Step 3: Determine the Focus

Discuss concerns that arise within the story.



Step 4: Formulate Action(s)

Determine possible actions to address the concerns.



“Using data to make students’ experience visible is ultimately about equity. When data reveals the student-learning experience rather than just an achievement level, [we] have the opportunity to check [our] assumptions about student learning against what is actually happening in the data.”

- Carrie Wilson, 2020

Cited in Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin: New York.

- Students are the ones most directly impacted by the work of CECs. They have valuable perspectives to contribute.
- A recent study found that responsiveness to student voice was related to higher GPAs, fewer absences, and less chronic absenteeism (Kahne et al., 2022).

Kahne, J., Bowyer, B., Marshall, J., & Hodgins, E. (2022). Is Responsiveness to Student Voice Related to Academic Outcomes? Strengthening the Rationale for Student Voice in School Reform. *American Journal of Education*, 128(3), 389-415.

Strategies for Seeking Student Voice



What is your hope?

Protocol: Chalk Talk for Youth Engagement

Adult-run

- Surveys
- Interviews
- Focus groups
- Informal conversations

Student-run

- Student-organized town hall
- Student-led community walks
- Shadow a student

Adult-run with shared decision making

- Student representatives with decision making power

Student-run with shared decision making

- Student advisory group

REL Pacific. (2020, December). Including voice in education: Empowering student voice in school design.

<https://ies.ed.gov/ncee/rel/Products/Region/pacific/Resource/70108>

- Student participants on CECs must be at least 12 years of age and have consent to participate from their parent or guardian.
- Elementary, middle, or high school students can share their experiences in conversations with CEC members at the school. Parental consent is required prior to participation.
- Districts may already have some survey data to share. If a CEC would like to administer a different survey, the school/district will need to help vet the survey content, and the CEC will need to follow school/district survey protocols for administration.

Pages 19-20 of

https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSI/Documents/ms_community_engagement_council_guidance_final_updated_12.9.2022_pdf.pdf



Cognitive

Pay attention to all information, including nonverbal cues.

Ask questions.

Seek to understand.



Emotional

Convey warmth and care.

Manage emotional reactions.

Avoid becoming defensive.

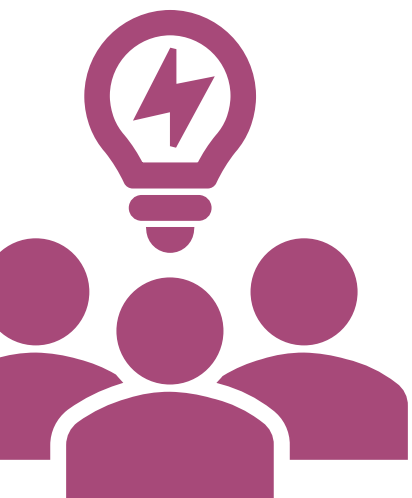


Behavioral

Convey interest and comprehension verbally and through body language.

Capture notes in a culturally appropriate way.

Abrahams, R. & Groysberg, B. (2021, December). How to become a better listener. Harvard Business Review. <https://hbr.org/2021/12/how-to-become-a-better-listener> and Safir, S. & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin: New York.



Think about your own CEC:

- What is your focus this year?
- Who is most impacted by the challenge you are focusing on as a CEC?
- Which student voices are mostly unheard?
- Which student voices may be instrumental to solving challenges?
- How will we listen deeply to their voices and experiences?

Modified from Safir, S. & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin: New York.

Promising Practices



Be clear on roles and responsibilities.

What is the student's role, and what isn't?

Offer diverse and accessible forms of participation.

How can you invite students to participate in a variety of ways?

Identify adult allies.

Who can students go to for encouragement, answers, and advice related to their role?

Foster relationships between students.

How can you help students build relationships and feel more confident in their role?

Offer students professional learning.

What learning can you provide to students to help them better engage in their role?

Resist tokenization.

What steps will you take to listen to students and include them in decision-making?

Remove barriers to participation.

What supports do students need to fully participate?

REL Pacific. (2020, December). Including voice in education: Empowering student voice in school design.

<https://ies.ed.gov/ncee/rel/Products/Region/pacific/Resource/70108>

Scenarios



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Sunshine City Middle School's CEC is focusing on reducing chronic absenteeism. The CEC has reviewed data and brainstormed multiple potential strategies to support students but is not sure which strategy would be most useful to students.

Four middle school students serve on the CEC. Three students have won attendance awards for the past two years. The other student is a teacher's child.

What are some things the school and CEC could do to help the CEC prioritize next steps?

Foggy Day High School has two students on the CEC. The students actively participate. One student is captain of the soccer team, President of the Student Council, and taking most of his courses at the local college. The second student is Student Body President, first in her class, and is active in music and drama productions. Both students have been involved in student voice activities since elementary school.

- **What thoughts do you have about the representation of student voice on this committee?**
- **What might you recommend for this CEC?**

- Does anyone have any successes with student voice they would like to share?
- Does anyone have any challenges they are dealing with related to student voice?

Reflection and Discussion



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1. Student voice matters!
2. There are multiple ways to involve student voices, even at the elementary school level.
3. There are important safeguards to consider when seeking student voice.
4. Collaboration between the CEC and the school/district is key.

What would be most helpful to you?

Is there something not listed here that would help you next month?

1. Welcome and Review
2. Additional Protocols to Support CEC Facilitation
3. Information about CEC Closing

Putting It All Together



Why Community Engagement Matters

- Setting Agreements
- **Why Community Engagement Matters**
- **Asset Mapping**

Why Engage Communities in School Improvement?

Family and community engagement is associated with:

- Improved academic outcomes
- More positive school climates
- Reduced absenteeism
- Long-term academic success

Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Palo Alto, CA: Learning Policy Institute.

Why Use Data?

- Education data is community data.
- Communities often have questions that data can answer.
- Data helps engage communities in the decision-making process.

Strive Together and Data Quality Team. (2015). *Data Drives School-Community Collaboration: Seven Principles for Effective Data Sharing*. [StriveTogether-data-drives-school-community-collaboration.pdf](#)

Including Student Voice

- **Strategies and Considerations**
- **Promising Practices**

Why Does Student Voice Matter?

Students are the ones most directly impacted by the work of CECs. They have valuable perspectives to contribute.

A recent study found that responsiveness to student voice was related to higher GPAs, fewer absences, and less chronic absenteeism (Kahne et al., 2022).

Kahne, J., Bowyer, B., Marshall, J., & Hodgin, E. (2022). Is Responsiveness to Student Voice Related to Academic Outcomes? Strengthening the Rationale for Student Voice in School Reform. *American Journal of Education*, 128(3), 389-415.

What is one thing you want to try or improve next year?

Next Steps



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Strengthening Your CEC



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