MISSISSIPPI COMMUNITY ENGAGEMENT COUNCIL OF DISTINCTION RUBRIC

MISSISSIPPI DEPARTMENT OF EDUCATION

Introduction

The Mississippi Department of Education (MDE) Office of School Improvement is excited to offer the Community Engagement Council of Distinction (CECD) Award. The CECD is given to Community Engagement Councils (CECs) that provide exemplary leadership and action. The awardee will be recognized at a State Board of Education meeting.

The CECD application process is an opportunity for CECs to tell their story, celebrate achievement, share strategies with other CECs, and recognize efforts of CEC members toward stakeholder engagement. Applicants must show how their efforts supported improved public education in their community.

Council of Distinction Rubric

Three reviewers from the panel of judges will read each application and score them independently. Scores are then averaged together. The elementary CEC, secondary CEC, and district CEC with the highest points are then given to MDE for a final review and a site visit.

Page number references in the rubric below refer to where relevant information can be found in the *Mississippi Community Engagement Council Guidance*.

Criterion	1 point	2 points	3 points	Pts Awarded
CEC Membership List: Number of CEC Members *Page 10*	The membership list includes fewer than 10 members.	The membership list includes at least 10 members.		
CEC Membership List: Stakeholder Representation *Page 10*	The membership list includes a few different stakeholder groups but does not represent a broad spectrum of the community.	The membership list represents a broad spectrum of the community.		
Number of CEC Meetings *Page 14*	Meeting attendance sheets, agendas, and notes from four or five meetings are submitted.	Meeting attendance sheets, agendas, and notes from six meetings are submitted.		
Meeting Attendance Sheets *Pages 17, 32*	Meeting attendance sheets show uneven attendance at CEC meetings.	Meeting attendance sheets indicate that CEC members regularly attend meetings.		
Meeting Notes: Progress Over Time *Page 32*	Meeting agendas and notes show little progress over time.	Meeting agendas and notes show a clear progression over time from data review to action planning to results.	Meeting agendas and notes show a clear progression over time from data review to action planning to results. In addition, submitted subcommittee notes show additional, regular engagement of CEC members.	
Communication Efforts *Pages 17, 21, 32*	The description and samples document efforts to share information with the community using at least one method (e.g., website).	The description and samples document efforts to share information with the community in multiple ways (e.g., website, social media, and board meeting).	The description and samples document efforts to share information with the community in multiple ways and in ways that are responsive to needs of the community (e.g., translated materials, accessible materials, sessions held at multiple times to accommodate schedules).	

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Community Engagement Plan *Page 17*	The engagement plan identifies how the CEC will increase awareness of the school improvement goal and how it will involve the community in its efforts.	The engagement plan identifies how the CEC will increase awareness of the school improvement goal and how it will involve the community in its efforts. The CEC has begun implementing the engagement plan.	The engagement plan identifies how the CEC will increase awareness of the school improvement goal and how it will involve the community in its efforts. The CEC has engaged a large portion of the community.	
Student Voices *Pages 17, 19–20*	*Secondary school CEC and district CECs only:* The CEC has a plan for considering student voices or has begun to take action to include student voices (e.g., has a student focus group scheduled).	*Secondary school CEC and district CECs only:* The CEC cites at least one example of how it used student voices to inform CEC planning and work.	*Secondary school CEC and district CECs only:* The CEC cites multiple examples of how it used student voices to inform CEC planning and work.	
Progress Report: CEC Goal *Pages 5, 6, 33* *Note: CECs must report on progress to the community, but they are not required to use the template on page 33 of the guidance.*	The CEC goal identified in the CEC Progress Report is unclear.	The CEC goal identified in the CEC progress report is clear and actionable.	The CEC goal identified in the CEC progress report is clear, actionable, and aligned with school/district improvement efforts.	
Progress Report: Data Use *Pages 5, 17, 21, 33* *Note: CECs must report on progress to the community, but they are not required to use the*	The CEC Progress Report includes the school- or district-level data used to identify the CEC goal. The CEC used at least one data source identified on page 5 of the guidance.	The CEC Progress Report includes multiple sources of school- or district-level data used to identify the CEC goal.	In addition to including multiple sources of school or district-level data used to create the plan and goal, the CEC Progress Report identifies findings or themes from stakeholder and/or student engagement that helped inform the CEC goal.	

Criterion	1 point	2 points	3 points	Pts Awarded
template on page 33 of the guidance.				
Progress Report: Action Steps *Pages 21, 33* *Note: CECs must report on progress to the community, but they are not required to use the template on page 33 of the guidance.*	The CEC Progress Report includes at least one action step, but the action(s) may not be clear.	The CEC Progress Report includes at least one clear action step taken that aligns with the goal.	The CEC Progress Report includes at least one clear action step aligned with the goal. The action step(s) demonstrate the partnership with the community.	
Progress Report: Successes *Pages 21, 33* *Note: CECs must report on progress to the community, but they are not required to use the template on page 33 of the guidance.*	The CEC Progress Report reports at least one success associated with setting the goal.	The CEC Progress Report reports at least one success that demonstrates progress toward meeting the goal.	The CEC Progress Report describes attainment of the goal.	
Progress Report: Challenges and Next Steps *Pages 21, 33* *Note: CECs must report on progress to the community, but they are not required to use the template on page 33 of the guidance.*	The CEC identifies at least one challenge or next step aligned with the CEC goal.	The CEC identifies at least one challenge and at least one next step aligned with the CEC goal.		

Criterion	1 point	2 points	3 points	Pts Awarded
Letters of Support: Work Aligned with School Improvement Efforts *Pages 5, 6*	The letters confirm that the CEC has developed a CEC goal aligned with school improvement efforts.	The letters confirm that the CEC has developed and worked toward a CEC goal aligned with school improvement efforts.	The letters confirm that the CEC has attained a goal aligned with school improvement efforts.	
Letters of Support: Collaboration *Pages 17, 22*	The letters of support provide at least one example of how the CEC has worked collaboratively with the school district.	The letters of support provide multiple examples of how the CEC has worked collaboratively with the school district.	The letters of support provide examples of how the CEC has worked collaboratively with both the district and the community.	
Operating Principles *Page 29* *Note: CECs are not required to submit operating principles.*	The application includes a set of operating principles. The set is incomplete or does not include the month/year the current version was approved.	The application includes a set of operating principles that clearly identify the month and year that the CEC adopted the current version.		