

Presentation to the Mississippi Association of School Superintendents

New Superintendents' Meeting

October 21, 2020



VISION

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

MISSION

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

MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1

All Students Proficient and Showing Growth in All Assessed Areas



2

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



3

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



4

Every School Has Effective Teachers and Leaders



5

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



6

Every School and District is Rated "C" or Higher



Agenda

- I. Introductions/Welcome
- II. Federal Programs & Grants Management
- III. Compulsory School Attendance
- IV. Special Education
- V. Accountability
- VI. Secondary and Career and Technical Education
- VII. Accreditation
- VIII. Educator Misconduct
- IX. Testing Security and Student Assessment
- X. School Improvement
- XI. Elementary Education
- XII. Closing Discussions

Federal Programs

MASS New Superintendent's Training

October 21, 2020



Offices of Federal Programs & Grants Management

Title I, Part A – Purpose Sec. 1001

The purpose of Title I, Part A is to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close the educational achievement gaps.

Factors That Determine LEA Allocations

- Formula children (poverty estimates by Census Bureau & Free and Reduced Lunch Counts)
- LEA hold-harmless
- SEA adjustments

Title I Allocations

Basic Formula Grant



Concentration Formula Grant



Targeted Formula Grant



Education Formula Incentive Grant (EFIG)

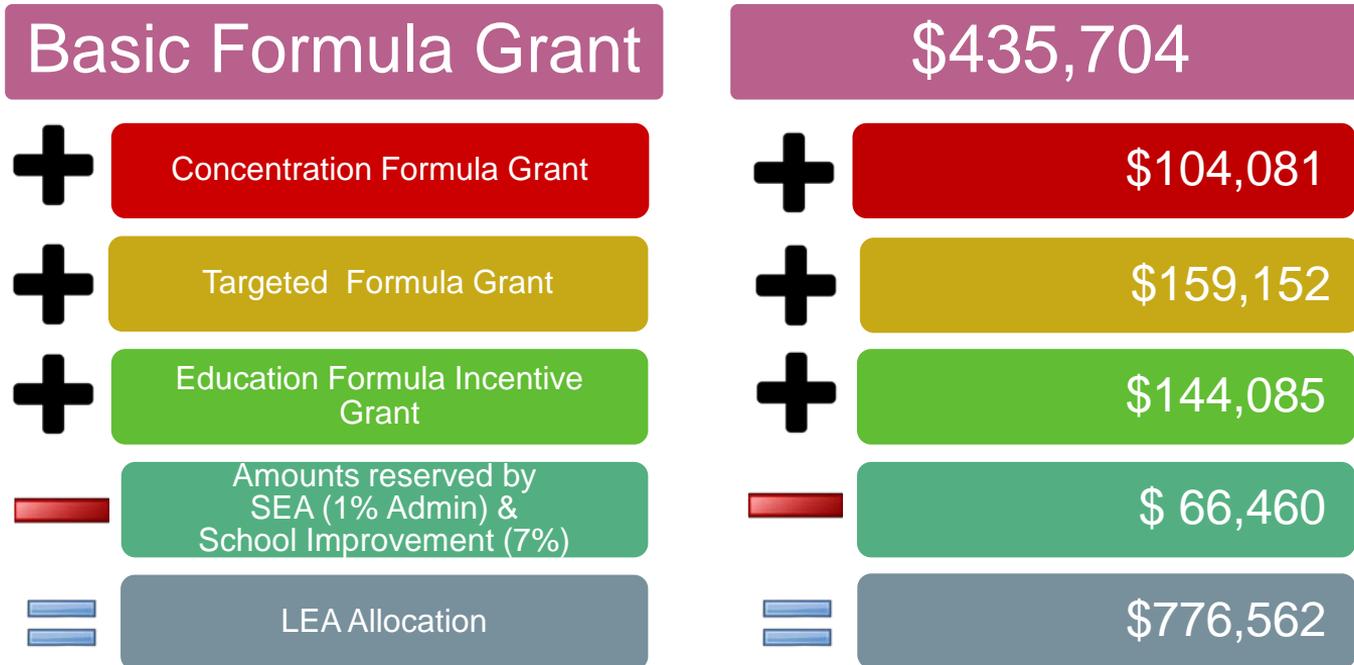


Amounts reserved by SEA (1% Admin) & School Improvement (7%)



LEA Allocations

A School District – Title I, Part A



Equitable Service

Step 2

Private School-Equitable Service Requirement

An off the top reservation that is taken prior to the LEA identifying funds for any activities in a private school.

- Consultation Requirement
- Equitable Service Plan
- Delivery of services

LEA Required Reservation

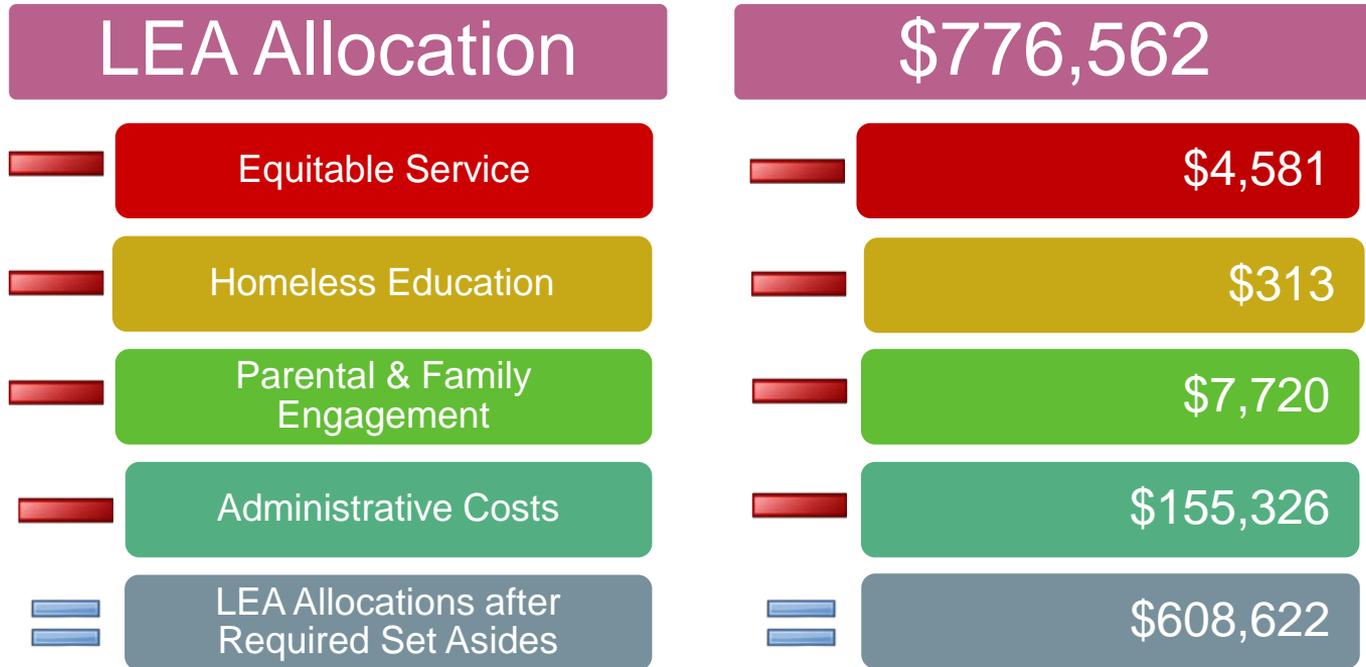
Step 3

ESSA Reservations

ESSA mandates numerous specific purposes for which LEAs must set aside funding before distributing funds to schools.

- Administrative Expenses (max 20%)
- Homeless Children & Youth
- Parent & Family Engagement (1%)
- Neglected Children (*if applicable*)

School District A



Ranking and Serving Schools within the LEA

Step 4

Ranking and Serving Requirements

LEAs must distribute its allocation to schools based on the number of low-income students. A school is eligible if:

- The percentage of children from low-income students is at least 35 percent; or
- The school's poverty rate is at least as high as the district's average poverty rate

Ranking and Serving Requirements

75 Percent Rule

Every school with a 75 percent poverty rate must be served by the Title I program. This percentage is based on poverty, which is measured by Free and Reduced Lunch.

How do we determine each school's funding?

- Comprehensive Needs Assessment
- Schoolwide Program or Targeted Assisted Program

A School District

School Name	Grade Span	Poverty Percentage
Upper School	4-5	74.11%
Northside Elementary School	2-3	71.72%
Lower Elementary	K-1	71.72%
Junior High	6-8	68.11%
High School	9-12	55.78%

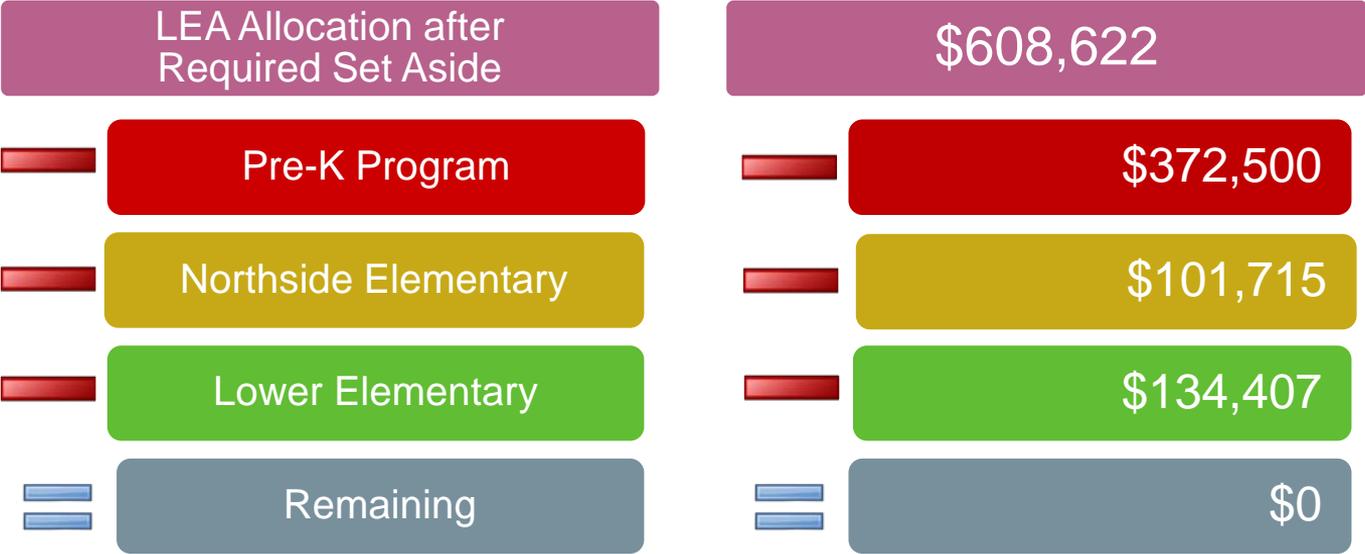
LEA Set Asides

Step 5

District-wide Initiatives

Based on a Comprehensive Needs Assessment, LEAs may reserve funds for a project; however, all Title I schools must benefit equally.

A School District



Title I, Part A – Allowable Costs

Academic Support for At Risk Students (MTSS, counseling, credit recovery, etc.):

- Certified teachers and teaching assistants
- Guidance counselors, social workers and other professionals providing supplemental services
- Proportional benefits for Title I salaries
- Equitable services for private school students
- Pre-K, summer and extended day programs
- Transportation for Title I extended day and summer programs if not otherwise available

Title I, Part A – Allowable Costs

Title I program supplies and materials:

- Supplemental instructional materials
- Computer aided instruction software for interventions
- Diagnostic and progress monitoring materials
- Title I data management software
- Technology to upgrade the educational program of a SWP

Title I Parent and Family Engagement:

- Parent Liaison or Coordinator
- Stipends for staff to plan for or participate in Title I activities outside contract hours
- Costs for activities including materials, transportation, childcare, and light refreshments

Title I, Part A – Allowable Costs

Professional Development aligned with Title I:

- Stipends and/or substitutes for staff
- Educational Consultants
- Reasonable supplies and materials for PD
- Conference costs that meet state and federal guidelines ([see FAQs on Using Federal Funds for Conferences and Meeting from the USDE December 2014](#))

Other

- Field trips aligned with academic content or to access humanities experiences
- Costs for Concurrent or Dual Enrollment Programs (tuition, fees, books and instructional materials)
- Advanced humanities courses

Title I, Part A – Allowable Costs

Other

- Field trips aligned with academic content or to access humanities experiences
- Costs for Concurrent or Dual Enrollment Programs (tuition, fees, books and instructional materials)
- Advanced humanities courses

Title I, Part A – Supplement Not Supplant

- Demonstration of Compliance
- Methodologies
- Districtwide Expenditures
- Evaluation
- Allowability and Fiscal Compliance
- Supplement Not Supplant Methodology Exclusions

(Section 1118(b)(2)-(4))

Maintenance of Effort (MOE)

Sec. 1118(a) and 8521

- MOE is a review of the combined fiscal effort per student or the aggregate expenditures of the LEA
- From state and local funds
- From preceding year must not be less than 90% of the second preceding year
- Example for your expending for FY19, your LEA must expend at least 90% of the amount expended during FY18. This will be reviewed in FY20

MAINTENANCE OF EFFORT FORMULA
TITLE I

<u>Column 1</u>	<u>Column 2</u>	<u>Column 3</u>
<p>Funds:</p> <p>1000 - 1999 General Funds 2001 Uniform Millage 2090 Extended School Year 2100 - 2199 Child Nutrition Programs 2410 EEF - Building & Buses 2420 EEF - Textbook 2430 EEF - Transportation 2440 EEF - Instructional Supply 2711 Voc. Ed. Basic</p> <p>GL Code = 900 (Expenditures)</p> <p>Expenditure Functions:</p> <p>1000 - 1999 Instruction 2000 - 2999 Support Services 3100 - 3199 Food Service Operations 3900 Other Non-Instructional</p> <p>Object Codes:</p> <p>100 - 199 Personal Serv. Salaries 200 - 299 Personal Serv. Employee Benefits 300 - 399 Purchased Services - Prof./Tech. Ser. 400 - 499 Purchases Property Services 500 - 599 Other Purchased Services 600 - 699 Supplies 740 Furniture & Equip. (Not Capitalized) 810 Dues & Fees 890 Misc. Expenditures</p>	<p>Funds:</p> <p>1000 - 1999 General Funds 2001 Uniform Millage 2090 Extended School Year 2100 - 2199 Child Nutrition Programs 2410 EEF - Building & Buses 2420 EEF - Textbook 2430 EEF - Transportation 2440 EEF - Instructional Supply 2711 Voc. Ed. Basic</p> <p>GL Code = 800 (Revenues)</p> <p>Revenue Functions:</p> <p>4000 - 4999 Federal Sources</p>	<p>Column 1</p> <p><u>LESS</u></p> <p>Column 2</p>

Maintenance of Effort (MOE) (continued)

LEAs are not subject to sanctions for failing to maintain 90% effort for one year (either combined fiscal per student or aggregate State and agency expenditures) provided it has not failed to meet MOE for one or more of five immediately preceding fiscal year.

The Secretary of Education may waive MOE if:

- Exceptional or uncontrollable circumstances, such as a natural disaster; or
- (New) a change in the organizational structure of the LEA; or
- A precipitous decline in the financial resources of the LEA

Comparability

- Comparability requires that districts be able to document the services provided with state and local funds in Title I schools are comparable to those provided in non-Title I schools in the LEA
- State and local funds must be used in participating schools to provide services that are “at least comparable” to services in schools that do not participate in the Title I programs

Section 1118(c)(1)(A)

Comparability

- If an LEA serves all schools in its district with Title I funds, the LEA must use state and local funds to provide services that are “substantially comparable” in each participating school. Section 1118(c)(1)(B)
- LEA must compare “apples to apples” when determining comparability. Section 1118(c)(1)(C)
- Comparability requirement does not apply to an LEA that does not have more than one building for each grade span and excludes any school that has fewer than 100 students. Section 1118(c)(4)

Comparability

- Demonstrating comparability is a prerequisite for receiving Title I, Part A funds
- Because Part A allocations are made annually, comparability is an **annual requirement**
- The Local Educational Agency (LEA) must perform comparability calculations every year to demonstrate that all of its Title I schools are in fact comparable and make adjustments if any are not

Reserves/Required Set Asides

- **Homeless Child** reservations are **required** for **ALL** LEAs.
- **Neglected Child** reservations are **required** for LEAs that have an **identified** facility
- **Parent and Family Engagement** reservations are **required** for **ALL** LEAs with an allocation over \$500,000.00 including transfers into Title I, Part A to set aside 1% of the allocation. A minimum of 90% of the 1% must be allocated to the school level

Parent & Family Engagement – Purpose Sec. 1116

To provide supports to the school, family, and community by:

- Conducting outreach
- Meaningful involvement
- Consultation with parent and family engagement stakeholders
- Coordinating and integrating services
- Addressing barriers
- Developing evidence-based strategies
- Developing a Parent Advisory Board

Parent & Family Engagement – Allowable Costs

Reserve at least 1% of the Title I-A for parent and family engagement activities with at least 90% of the reservation for school level activities. Funds must be used for at least one of the following activities:

- Training school staff on engagement strategies
- Programs that reach families at home and in the community
- Providing information on best practices for PFE
- Sub-granting

Title I, Part A - Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following
- There is an 15% carryover limitation at the end of the first 15 months of this grant (September 30th)
- You may request a waiver once every three years to exceed the limit

Title I, Part A Neglected – Purpose Sec. 1113

- The purpose of Title I, Part A Neglected Set-Aside is to provide comparable services to children in local institutions for neglected children
- The neglected set-aside is mandatory and determined by the Mississippi Department of Education based on the count eligible children submitted by the LEA

Title I, Part A Neglected - Allocations

Formula:

LEA Per Pupil Amount = LEA Title I, Part A Allocation divided by Formula Count

Neglected Reservation = LEA Per Pupil Amount x Neglected Count.

Allocations are based on the Neglected counts submitted during the Annual October Count. The allocations are based on the numbers reported from the second preceding year. (i.e., FY19 allocations were based on the FY17 Neglected Counts).

Title I, Part A Neglected – Allowable Costs

The Title I, Part A Neglected Set-Aside can be used for any activity allowable under Title I, Part A.

Title I, Part A Neglected - Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following
- These funds are carried over from one year to the next

Title I, Part C – Purpose Sec. 1301(1-5)

- Support high-quality and comprehensive educational programs and services that address the unique educational needs of migratory children
- Ensure migratory children are not penalized in any manner by disparities in curriculum, graduation requirements, and challenging state academic standards
- Ensure migratory children receive full and appropriate opportunities to meet the same challenging state academic standards as other children are expected to meet

Title I, Part C – Purpose Sec. 1301(1-5)

- Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit success in school
- Help migratory children benefit from state and local systemic reforms

Allocation

- This is a Three-Year Competitive Grant
- Currently, Mississippi State University, Migrant Center is in its 3rd year of the grant

Title I, Part C - Allowable Costs

- Academic, remedial, and compensatory instruction
- Bilingual and multicultural instruction
- Vocational instruction, career education, guidance counseling and testing services
- Referrals for Health, nutrition, and social services
- Preschool services and Family literacy programs
- Programs to facilitate the transition of secondary students to postsecondary education or employment

Title I, Part C – SNS Requirements

Funds made available under Title I, Part C shall be used to supplement, not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.
(Section 1118(b)(1))

Title I, Part D Subpart 2 – Purpose Sec. 1401

The purpose of Title I, Part D Subpart 2 is to:

- carry out high quality education programs to prepare children for secondary school completion, training, employment, or further education;
- facilitate the transition from the correctional program to further education or employment; and
- operate programs in local schools for children returning from correctional facilities (dropout prevention)

Allocations

Formula:

Per Pupil Allocation = Total Reservation of Title I, Part D, Subpart 2 Funds divided by the total Delinquent Count for the State

LEA Allocation = Per Pupil Allocation x Delinquent Count for LEA.

Delinquent Counts are from the second preceding year.

(i.e., FY19 Allocation is based on FY17 Delinquent Count)

Title I, Part D Subpart 2 – Allowable Costs

- Transition services
- Dropout prevention programs for at-risk youth
- Coordination of health and social services
- Career and technical education, special education, career counseling, and entrepreneurship education
- Mentoring and peer mediation programs

Title I, Part D Subpart 2 – SNS Requirements

These funds shall supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students.

Title I, Part D, Subpart 2- Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following
- These funds are carried over from one year to the next

Title II, Part A – Purpose Sec. 2001

The purpose of Title II, Part A is to:

- increase student academic achievement;
- improve educator quality and effectiveness;
- increase the number of effective educators; and
- provide low-income and minority students greater access to effective educators

Title II - Allocation

Allocations are based on an 80/20 split for USDE Census Poverty and USDE ages 5-17 Population, respectively. This information is pulled from the Title I formula.

- Poverty Per Pupil = 80% of Total LEA Award divided by the Total USDE Census Poverty Count
- Population Per Pupil = 20% of Total LEA Award divided by the Total USDE 5-17 Population Count

Title II - Allocations (continued)

Allocations are added together:

$$\begin{aligned} & (\text{Poverty Per Pupil} \times \text{LEA Poverty Count}) + \\ & + \underline{(\text{Population Per Pupil} \times \text{LEA Population Count})} \\ & \text{Total LEA Allocation for Title II} \end{aligned}$$

Title II, Part A - Allowable Costs

- Professional development for **all** educators (evidence-based)
- Teacher leadership opportunities
- Class-size reduction (evidence-based)
- Recruitment and retention of effective educators
- High-quality induction and mentorship programs
- To support the instructional services provided by effective school library programs
- To develop feedback mechanisms

Title II, Part A – SNS Requirements

Funds made available under Title II, Part A shall be used to supplement, not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.
(Section 2301)

Title II - Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following
- These funds are carried over from one year to the next

Title III – Purpose Sec. 3102(1-5)

- Ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English
- Assist all English learners, including immigrant children and youth, to achieve high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet
- Promote parental, family, and community participation in language instruction educational programs

Title III – Purpose Sec. 3102(1-5)

- Assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth
- Assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and schools to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings

Federal Definition of an EL Student

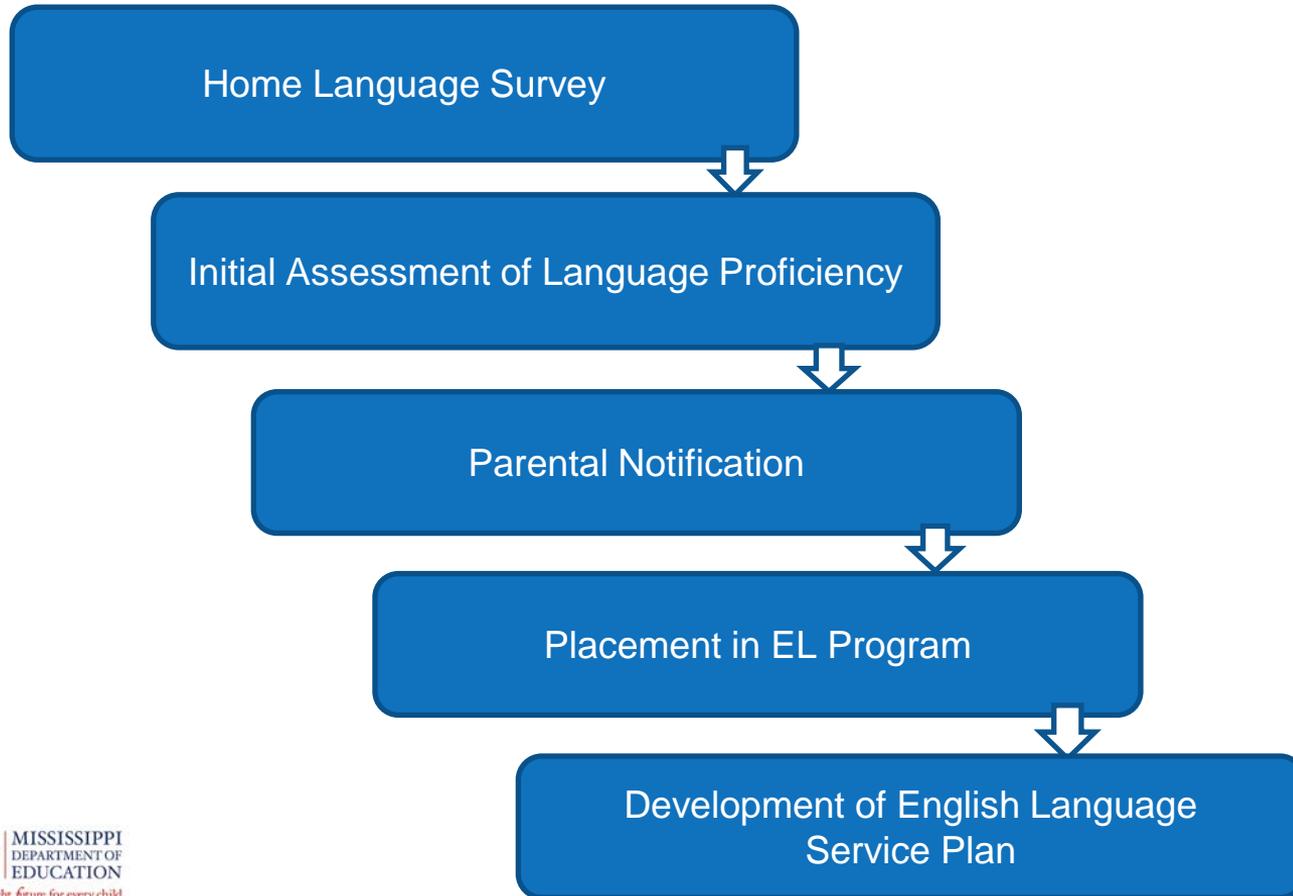
An individual-

- Who is age 3-21
- Who is enrolled or preparing to enroll in an elementary or secondary school
- Who was not born in the United States OR whose native language is a language other than English
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

Recently Arrived Students

- As stated in §1111(b)(3)(A) of the ESEA, as amended by the ESSA, a **recently arrived** EL is an EL who has been “enrolled in a school in one of the 50 States in the United States or the District of Columbia for less than **12 months**”.
- “**12 months**” has been interpreted by the United States Department of Education as the cumulative number of months (not necessarily consecutive) the child has been enrolled in any and all public schools in the U.S. as calculated from the student’s first enrollment in a school in the 50 States or the District of Columbia until the time of current enrollment.

Identification Process of an EL Student:



Home Language Survey (HLS)

- The purpose of this survey is to determine if there is a primary language other than English spoken in the home.
- The parent or guardian of all students must complete the HLS at the time of initial enrollment into a Mississippi school, and the HLS should remain in the student's permanent record through graduation.
- If any response on the HLS indicates the use of a language other than English, an assessment may need to be conducted to determine the student's English language proficiency level.

Initial Assessment of Language Proficiency

- Schools should conduct an initial assessment of English language proficiency, using the LAS Links Placement Test, to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions.
- A student must be assessed for English language proficiency within 30 days of enrollment at the beginning of the school year. Students who register after the beginning of the school year must be assessed within 2 weeks of enrollment.

Parental Notification

- Prior to the initial placement of a student in a language instruction educational program, the district must notify the student's parents or guardians in a language the parents understand.
- Parents are not required to respond to the notification in order for the student to participate in the district's language instructional program. Parents do have the right to waive the Language Instruction Educational Program.
- If a student has been classified as an EL and the parents have waived services, the student still retains the status of an EL student and must take the English Language Proficiency Test (ELPT) until the student has tested proficient in English.

Placement in EL Program

- Students identified as EL must be placed in a sound language instruction educational program in addition to mainstream classes.
- If a parent or guardian has waived EL services, the district must still ensure that the student is provided the help needed to be academically successful.

Development of an English Language Service Plan

- Once a student has been identified as an EL student, he/she must have an English Language Service Plan (LSP), which should be filed and updated annually until the student exits EL status.
- The plan should be developed and updated through the Student Evaluation Team (SET). The committee must include, at the minimum, an EL teacher, a general education teacher, a school administrator, and a parent representative. The team should meet at least quarterly.

Exit Criteria

The student is required to obtain **ALL** of the following proficiency levels on the LAS Links ELPT in order to exit the EL program:

- The student scores 4 or above on the Reading section of LAS Links.
- The student scores 4 or above on the Writing section of LAS Links.
- The student scores 4 or above on the Overall section of LAS Links.

Monitored Status

- A student must be monitored for **4 years** once they have met the criteria to exit the program.
- The student will no longer receive classroom or assessment accommodations.
- Districts must monitor the student's academic progress during this time. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, Districts should re-test the student to see if the student must be offered additional language assistance services.

Federal Definition of an Immigrant Student

The term “immigrant children and youth” refers to individuals who:

- Are aged 3 through 21
- Were not born in any state
 - “State” means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant
- Have not been attending one or more schools in any one or more states for more than three (3) full **academic** years

Title III - LEP Allocations

This allocation is based on the LEP student count from the number of students tested using LasLinks.

LEAs are eligible to receive the allocation if the number of students tested meets the minimum number needed to generate an allocation of \$10,000.

Allocations are based on the number of students that meet the requirement times the calculated per pupil rate.

Title III – LEP Allocations (Continued)

Per Pupil rate = LEP Award amount divided by the total of students from eligible LEAs

LEA Allocation = Number of students tested x Per Pupil Rate

Title III - Allowable Costs

- Upgrade program objectives and effective instructional strategies
- Improve the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Provide tutorials and academic or vocational education for ELs
- Develop and implement elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services

Title III - Allowable Costs

- Provide community participation programs, family literacy services, and parent outreach and training activities to ELs and their families
- Assist parents in helping their children to improve their academic achievement and become active participants in the education of their children
- Improve the instruction of ELs by providing for the acquisition or development of educational technology or instructional materials and access to electronic networks for materials, training, and communication
- Offer early college high school or dual/concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education

Title III - Allowable Costs

- Offer early college high school or dual/concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education

Title III – SNS Requirements

Funds made available under Title III, Part A shall be used to supplement, not supplant, **Federal, State, and local public funds** that would otherwise be used for activities authorized under this title. (Section 3115(g))

Title III - Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following
- These funds are carried over from one year to the next

Title IV - Purpose

Intended to improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to:

- provide all students with access to a well-rounded education;
- improve school conditions for student learning; and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Allocations

This allocation is given proportionately based on the LEAs Title I, Part A allocation from the previous year.

LEAs must receive a minimum of \$10,000. In order to meet this requirement, all other LEAs are ratably reduced to ensure that these LEAs receive the minimum.

Title IV - Allowable Costs

Well Rounded (Sec. 4107)	Safe and Healthy (Sec. 4108)	Effective Use of Technology (Sec. 4109)
<ul style="list-style-type: none"> • Music and the arts • Science, technology, engineering, and mathematics, including computer science (STEM) • Accelerated learning programs • American history, civics, economics, geography, social studies, or government education • Reimbursing low-income student to cover part or all the costs of accelerated learning examination fees • Other programs that support well-rounded educational experiences 	<ul style="list-style-type: none"> • Preventing bullying and harassment • Relationship building skills • School dropout prevention • Re-entry programs and transition services for justice involved youth • School readiness and academic success • Child sexual abuse awareness and prevention • Reducing use of exclusionary discipline practices and promoting supportive school discipline • Suicide prevention • Preventing human trafficking 	<ul style="list-style-type: none"> • Provide personalized learning; • Discover, adapt, and share high-quality resources; • Implement blended learning strategies; and • Implement school-and district-wide approaches to inform instruction, support teacher collaboration, and support personalized learning. • Help educators learn how to use technology to increase the engagement of English learner (EL) students;

Title IV – SNS Requirements

Title IV, Part A funds are used to supplement and not supplant state and local funds. (Sec. 4110)

Title IV - Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following
- These funds are carried over from one year to the next

Title V (REAP)- Purpose

There are two types of programs:

- Small, Rural Schools Achievement Program (SRSA)

Three (3) LEAs in the State

- Rural and Low-Income School Program (RLIS)

115 LEAs in the state

Title V RLIS - Allocation

USDE determines the eligibility of LEAs based on School Locale Codes (32, 33, 41, 42, or 43) and Percentage of Poverty below 20%.

Allocations are based on a per pupil rate that is determined by the Total LEA Award amount divided by the total ADA for eligible LEAs.

LEA Allocation = Per Pupil x LEA ADA

Title V- Allowable Costs

RLIS	SRSA
ESSA, Title V, Part B, Subpart 2, Section 5222 (a)	ESSA, Title V, Part B, Subpart 1, Section 5212 (a)
Title I, Part A (Improving Basic Programs Operated by LEAs)	Title I, Part A (Improving Basic Programs Operated by LEAs)
Title II, Part A (Improving Teacher Quality State Grants)	Title II, Part A (Improving Teacher Quality State Grants)
Title III (Language Instruction for Limited English Proficient and Immigrant Students)	Title III (Language Instruction for Limited English Proficient and Immigrant Students)
Title IV, Part A (Student Support and Academic Enrichment)	Title IV, Part A (Student Support and Academic Enrichment)
Parent Involvement Activities	Title IV, Part B (21 st Century Community Learning Centers)

Title V – SNS Requirements

Title V funds are used to supplement and not supplant state and local funds.

Title V - Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following
- These funds are carried over from one year to the next

Title IX, Part A McKinney-Vento – Purpose 42 U.S.C. 11431

The purpose of Title IX, Part A is to:

- ensure that each child experiencing homelessness has equal access to a free, appropriate public education, including a public preschool education;
- revise policies and remove barriers that impede the identification, enrollment, attendance, or school success of children experiencing homelessness; and
- ensure access to an education and other services to meet the Mississippi College and Career Readiness Standards.

Title IX - Allocations

This is a 15 month competitive grant awarded to LEAs that meet the cut score.

Allocations are based on a MDE board approved methodology that awards 50% of available funds to districts equally. The remaining 50% is allocated based on a per pupil amount.

Per Pupil amount = 50% of available funds divided by the total number of students served from qualifying LEAs in the prior year.

LEA Allocation = LEA Portion of 50% of Total + (Per Pupil x LEAs number of students served in prior year.

Title IX, Part A McKinney-Vento – Allowable Costs

- Tutoring and supplemental instruction
- Expedited evaluations of the strengths and needs of homeless children (such as gifted and talented programs, children with disabilities, EL, CTE, and school nutrition programs)
- Professional development related to the needs of homeless children
- Excess cost of transportation
- Before- and after-school, mentoring, and summer programs
- Birth certificates, immunizations or other required health records

Title IX, Part A McKinney-Vento – SNS Requirements

Services provided shall not replace the regular academic program and shall be designed to expand upon or improve as part of the school's regular academic program.

(42 U.S.C. 11433)

Title IX - Period of Availability/Carryover

- Funds are available for obligation for 15 months with a liquidation period ending one (1) month following.
- These funds are NOT allowed to be carried over from one year to the next.

21st CCLC – Purpose Sec 4201(a)(1-3)

The purpose of 21st CCLC is to provide communities to establish or expand activities in community learning centers that:

- Provide opportunities for academic enrichment activities during non-school hours or periods when school is not in session
- Offer students a broad array of additional services, programs and activities that are designed to complement the regular academic program such as: youth development activities, music, art, counseling programs, career and technical programs, physical fitness and wellness programs, financial and environmental literacy programs

21st CCLC – Purpose Sec 4201(a)(1-3)

- Offer families of students served opportunities for active and meaningful engagement in their child's education, including opportunities for literacy and related educational development

Allocations

This is a 3 year competitive grant. Funds are awarded to districts that meet the cut score based on amounts that are:

- Up to \$250,000 for Years 1 & 2
- Year 3 is 80% of Year 1

21st CCLC - Allowable Costs

- Academic enrichment learning programs
- Well-rounded education programs
- Remedial education, tutoring & credit recovery
- Limited English proficient programs
- Wellness and recreational activities
- Telecommunications & technology education programs
- Expanded library hours

21st CCLC - Allowable Costs

- Parental involvement & family literacy programs
- Truant, suspended, or expelled student programs
- Drug & violence prevention and counseling programs
- Mentoring programs
- STEM programs
- STEAM programs
- In-demand workforce and career readiness programs

21st CCLC – SNS Requirements

Funds made available under Title IV, Part B shall be used to supplement, not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.
(Section 4204(b)(2)(G)) 4110)

21st CCLC - Period of Availability/Carryover

- Funds are available for obligation for 12 months with a liquidation period ending one (1) month following
- These funds are NOT allowed to be carried over from one year to the next

Equitable Services – Purpose

- Federal educational funding is for the benefit of all students. Equitable services under ESEA sections 1117 and 8501 require the proportional sharing of federal program allocations with participating private schools, with resulting services and activities administered by the LEA
- Equitable services are applicable to Titles I-A, I-C, II-A, III-A, IV-A and IV-B, and grants under ESEA sec. 4631 in response to violent or traumatic events

Equitable Services – Allowable Costs

- In general, activities within the given program parameters are permitted at a participating private school, with some exceptions
- Equipment, including computer equipment, remains the property of the LEA, subject to its policies. The LEA must be able to control property to assure use only by the targeted audience for the program purpose. To this end, administrator tools can establish limits regarding internet access, etc.
- Any building, or installation of irremovable fixtures in a private school would create property ownership issues and are prohibited. Private school teachers may serve as contractors, but not during school hours

Equitable Services – SNS Requirements

- Supplement Not Supplant is not a statutory point of consultation for equitable services under ESEA
- USDE has clarified that the “non-Federal funds” not to be supplanted, as used in NCLB and in ESSA (ESEA), means only public State and local funds, excluding private contributions and parent fees
- For equitable services, SNS applies only to items required by State law as a prerequisite for the private school’s operation, for example: if core textbooks are required, these cannot be paid for with equitable services

Transferability of Funds Sec. 5102

The purpose is to all States and local educational agencies the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of States and localities.

Transferability of Funds Allowability

- The LEA may transfer all or any amount of their allocations into Title I, Part A; Title I, Part C; Title I, Part D; or Title III, Parts A or B. Section 5103(b)(1)(B)
- An LEA may transfer all or any amount of their allocations from Title II, Part A or Title IV, Part A. Section 5103(2)
- An LEA may **NOT** transfer any funds from Title I, Part A; Title I, Part C; Title I, Part D; Title III, Part A; or Title III, Part B. Section 5103(c)
- Once funds are transferred into another program it takes on the new program's attributes and restrictions regarding transferability

Risk Assessment

Risk Analysis

Office of Federal Programs Risk Assessment Tool:

- Assess the financial and programmatic management of all federal grants
- Identify potential problems
- Analyze or evaluate the level of risk associated with concerns and areas of noncompliance

Risk Analysis

- Identifies conditions, situations, and processes that may cause areas of noncompliance
- May determine if an LEA receives on-site monitoring annually (*if deemed “High Risk”*)

Risk Assessment Indicators

- **Audit Findings (5 points)**

- Any findings from the most recent audit of LEA/Subgrantee financial records related to the applicable Federal program

- **New Personnel (5 points)**

- Any personnel new to the LEA/Subgrantee in the most recent fiscal year responsible for Federal grants management (superintendent, federal programs director, business manager)

Risk Assessment Indicators

- **Fiscal Monitoring Findings (5 points)**
 - Fiscal monitoring findings from self-assessment, phone/desk review, or onsite review from the most recent fiscal year
- **Late Budget (5 points)**
 - Most recent consolidated budget application submitted any date after October 31st

Risk Assessment Indicators

- **Late FETS (5 points)**
 - Most recent FETS submitted any date after October 15th
- **Allocation Amount (5 points)**
 - Most recent fiscal year allocation amount in the top 10% of the Federal grant award for the state

Risk Assessment Indicators

- **Overpayments (5 points)**

- Overpayment of any amount in the most recent fiscal year (Title I, II, SIG, 21st CCLC, 1003-A, Title III, Homeless Education)

- **Lapsed/Forfeited Funds (5 points)**

- Lapsed or forfeited funds of any amount in the most recent fiscal year

Risk Assessment Indicators

- **Application Revisions (5 points)**
 - LEA/Subgrantee has ten or more budget revisions within a fiscal year (excluding MDE allocation revisions)
- **Last Fiscal Monitoring (5 points)**
 - Date of last fiscal monitoring (phone/desk review or onsite review) more than three years ago

Risk Assessment Indicators

- **LEA/Subgrantee Personnel Attend Division Training (5 points)**
 - LEA/Subgrantee personnel responsible for Federal grants management have not attended the Grants Management training in the past three years
- **Question Cost Repayment (5 points)**
 - LEA/Subgrantee had a repayment of Questioned Cost of less than \$50,000

Risk Assessment Indicators

- **Financial Concerns (25 points)**
 - Identified financial concerns in the prior fiscal year, including but not limited to financial distress, impending Charter School closure or LEA consolidation/merger, indications of fraud/abuse, Cash Management Plan assignment, award restrictions, carryover violations, and did not meeting maintenance of effort, Not Meeting Comparability, violation of prior year Single Audit Compliance, or Repayment of Questioned Cost of \$50,000 or more

Risk Assessment Indicators

- **Timely Correction of Findings (5 points)**
 - LEA/Subgrantee has not corrected all fiscal monitoring findings within given timeframe
- **Timely Submission of Data (5 points)**
 - LEA/Subgrantee has not submitted requested information within given timeframe

Risk Assessment Indicators

- **Data Quality (5 points)**
 - LEA/Subgrantee failed to submit complete and/or accurate data

Risk Assessment Scale Score

- Total = 100 Points
- High Risk: Greater than 30 (On-site Visit and Focused Technical Assistance)
- Medium Risk: 20 – 25 (On-site Visit)
- Low Risk: 15 or less (Self-assessment)

Monitoring Process and Procedures

1. The Office of Federal Programs will contact LEA/Subgrantee to establish a Primary Point of Contact for monitoring.
2. The LEA/Subgrantee Primary Point of Contact is responsible for uploading the evidence of program implementation to support compliance indicators. Documents may include a word document containing a link to the LEA's policies online, to the LEA document library in MCAPS by the specified date. The MDE/OFP contact will review uploaded documents prior to the on-site visit.

Grants Management

Indirect Cost

An LEA should have procedures in place to inform the practice of collecting indirect cost on grants.

The indirect cost rate is applied to total expenditures less any capital outlay and equipment.

This charge may be applied monthly, bi annually or annually based on your written procedures.

At no point should indirect cost be collected in its entirety until all funds have been expended from the grant.

DUNS Number

In order to receive federal funds, LEAs must have an active DUNS.

All LEAs have a DUNS, but need to verify the activation of the DUNS. This may be in the prior business managers name and will require you to contact Duns & Bradstreet for additional support. <https://www.dandb.com/>

DUNS Number (Continued)

DUNS must be reactivated annually. You can check your LEAs expiration date by searching on www.sam.gov.

The Office of Grants Management must utilize your LEAs active DUNS to make reports to the Federal Government regarding your federal awards. If your DUNS is inactive, we cannot properly report this information. Our office will send reminders, but SAM.gov will also send reminders to the contact person listed.

Written Procedures

The Uniform Administrative Requirements (EDGAR) requires several written procedures that LEAs must have in place. They are listed below:

- Cash Management ~ 200.302(b)(6) & 200.305
- Allowability Procedures ~ 200.302(b)(7)
- Managing Equipment ~ 200.313(d)
- Conflicts of Interest Policy ~ 200.318(c)
- Procurement Procedures ~ 200.319(c)
- Method for Conduction Technical Evaluations of Proposals and Selecting Recipients ~ 200.320(d)(3)
- Travel Policy ~ 200.474(b)

Written Procedures

Other procedures that should be in place:

- Time and Effort Procedures - "essential" ED, Cost Allocation Guide
- Record Retention Procedures
- Audit Procedures
- Program-specific Procedures
 - ESSA, Title I Written Methodology for distributing nonfederal funds

Program Office Contact Information

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Compulsory School Attendance Enforcement

What Every Administrator Needs to Know

October 21, 2020



Quentin Ransburg

Equity Officer
Office of Compulsory School Attendance Enforcement
601.359.3178

Compulsory School Attendance-Mississippi Code 37-13-91

Mississippi law requires children from ages 6-17 years old to attend a public school, private school, or to receive home-based instruction.



Chronic Absenteeism

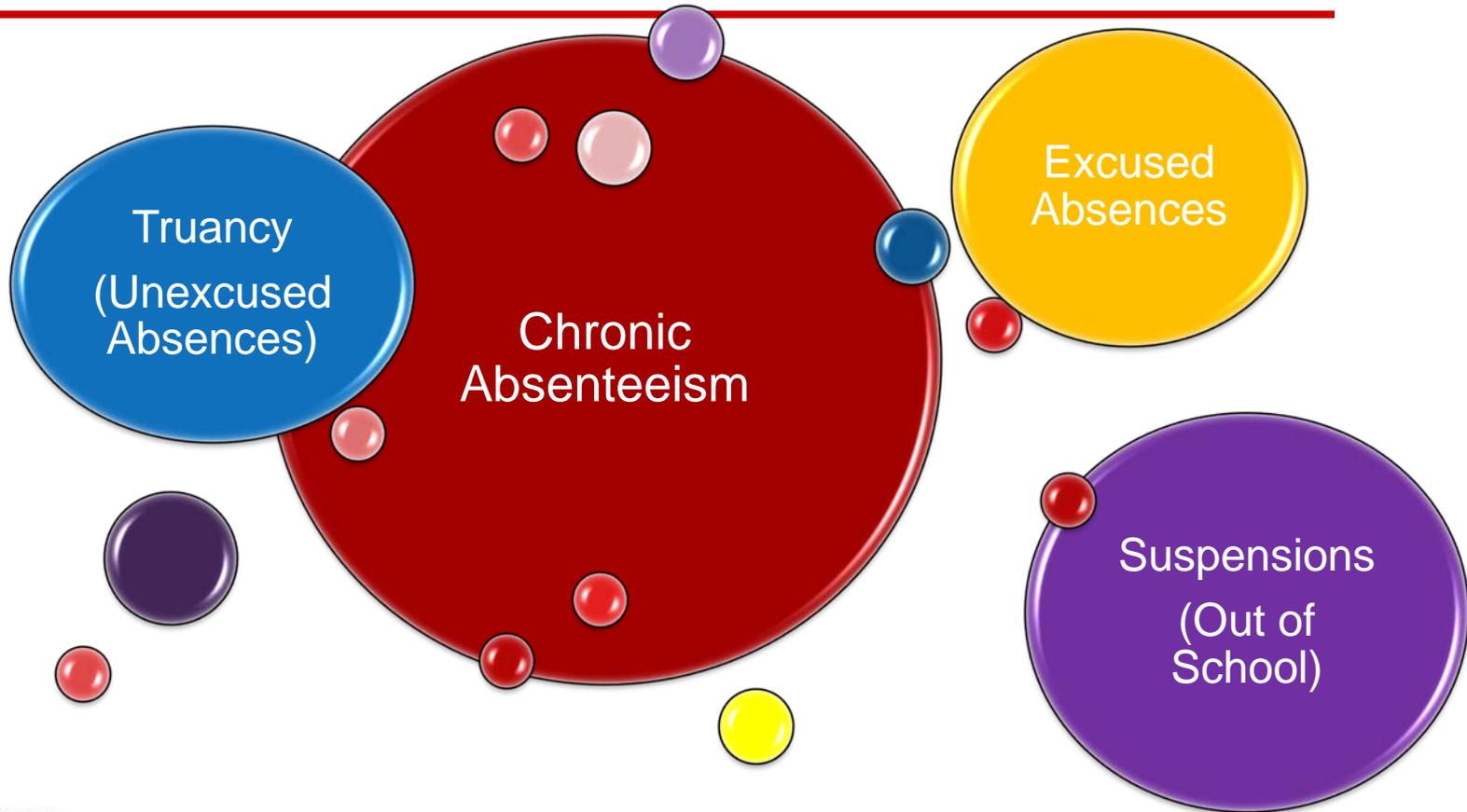
What is it?

What is chronic absenteeism?

Chronic absenteeism is defined as missing 10 percent (18 days) of the school year for any reason. This includes suspensions, unexcused and excused days. After looking at data, we have discovered that reasons for chronic absenteeism is different among communities across the state.



Chronic Absenteeism

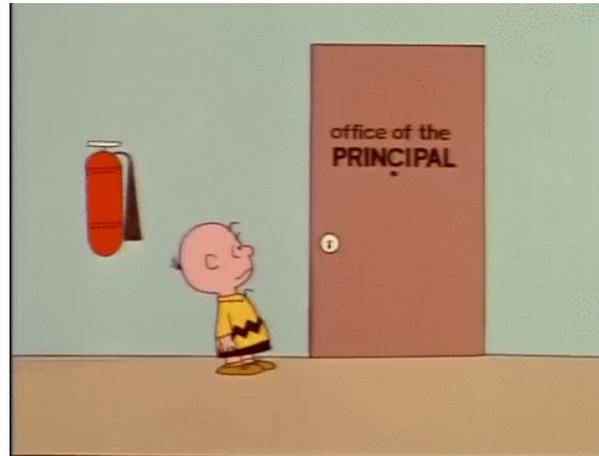


Three (3) Tardy Rule



Suspension

Suspension (also known as temporary exclusion) is a mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to ten days, during which time the student is not allowed to attend regular school lessons.



Alternative Education Placement

Any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct.



Every Student Succeeds

Foster Care Educational Stability

LEA Responsibilities

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



Educational Stability-Immediate Enrollment

If it is not in the best interest of the foster care child to remain in the school of origin, the child is to be immediately enrolled in the new school.



Educational Stability-Immediate Enrollment

If it is not in the best interest of the foster care child to remain in the school of origin, the child is to be immediately enrolled in the new school.



YOU ARE A MANDATED REPORTER



As school employee, you are a mandated reporter of child abuse. If you suspect that a child is being abused or neglected, it is your legal obligation to report it. Reporting to a principal, superintendent, counselor or other teachers does **NOT** meet your mandated responsibilities and is punishable by law.

In accordance with Miss. Code Ann. § 43-21-353(7): Any attorney, physician, dentist, intern, resident, nurse, psychologist, social worker, family protection worker, family protection specialist, child caregiver, minister, law enforcement officer, public or private school employee or any other person having reasonable cause to suspect that a child is a neglected child or an abused child, shall cause an oral report to be made immediately to the Department of Child Protection Services.

CALL NOW

Mississippi Centralized Intake
1-800-222-8000

OR SUBMIT A WRITTEN REPORT TO:
www.msabusehotline.mdhs.ms.gov



Call your local law enforcement agency or 911
if the situation is a life-threatening emergency.



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Quentin Ransburg

Equity Officer

Office of Compulsory School Attendance Enforcement

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601.359.3178

Special Education

MASS New Superintendent's Meeting

October 21, 2020



Robin Lemonis

Executive Director
Office of Special Education

Improving Outcomes

Purpose of the Individuals with Disabilities Education Act (IDEA)

- a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;

Improving Outcomes...

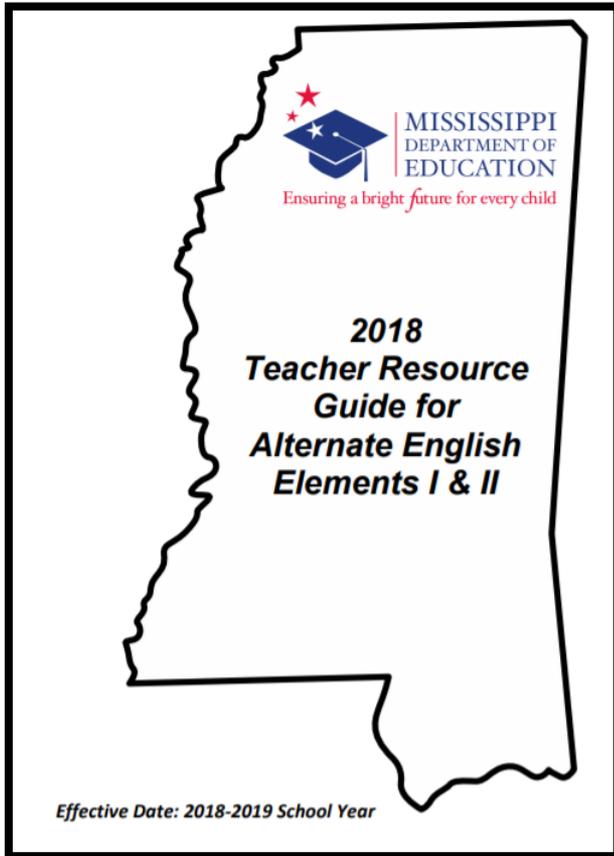
- b) To ensure that the rights of children with disabilities and their parents are protected;
- c) To assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities; and
- d) To assess and ensure the effectiveness of efforts to educate children with disabilities.

Mississippi Alternate Academic Achievement Standards

MS AAAS



Teacher Resource Guide



- Allows teachers to customize content to fit each student's needs
- Includes suggested activities, instructional strategies, sample lessons and resources
- Includes adaptations for students with varying range of disability within the classroom

Alternate Diploma

Alternate Diploma Courses

- Alternate English Elements I, II, III & IV
- Alternate Math Elements I, II, and III
- Alternate Algebra Elements
- Alternate Biology Elements
- Alternate Science Elements II
- Alternate History Elements
- Alternate Social Studies Elements
- Alternate Health Elements
- Career Readiness I, II, III, and IV
- Life Skills Development I, II, III & IV

2020 MS Public School Accountability Standards - Appendix A-10

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
MATHEMATICS	4 ²	Alternate Math I	<ul style="list-style-type: none"> • CCR Compacted Math 7 • CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) • Foundations of Algebra (grade 9 only)
		Alternate Math II	<ul style="list-style-type: none"> • CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) • Foundations of Algebra (Grade 9 only) • Advanced Technical Mathematics
		Alternate Math III	<ul style="list-style-type: none"> • Advanced Technical Mathematics (must be taken prior to CCR Algebra I) • CCR Geometry • CCR Algebra II (contingent on passing CCR Algebra I)
		Alternate Algebra	<ul style="list-style-type: none"> • CCR Algebra I
SCIENCE	2	Alternate Biology	<ul style="list-style-type: none"> • Biology
		Alternate Science II	<p>Courses worth 1 Carnegie Unit</p> <ul style="list-style-type: none"> • Physical Science • Earth and Space Science • Human Anatomy and Physiology • Foundations of Biology <p>OR</p> <p>Courses worth ½ Carnegie Unit</p> <ul style="list-style-type: none"> • Environmental Science • Genetics • Geology • Zoology I • Zoology II • Astronomy • Botany • Foundations of Science Literacy

Determination Reports

Determination Reports

- Special Education Performance Determination Reports are issued annually.
- These reports can be found at www.mdek12.org/ose/spp-apr. Click on the link labeled “Special Education Performance Determination Report” and select your district file.

Monitoring

Role of the State (General Supervision)

The primary focus of the Federal and State monitoring activities described in paragraph (1) shall be on

- a) Improving educational results and functional outcomes for all children with disabilities; and
- b) Ensuring that States meet the program requirements under this part, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

New Fiscal Monitoring System

- MDE's new fiscal monitoring system includes three differentiated levels of subrecipient monitoring:
- Universal Monitoring,
- Targeted Cyclical Monitoring, and
- Intensive Risk-Based Monitoring.

Programmatic Monitoring

- MDE's new programmatic accountability and support system system includes three levels of monitoring:
- Universal Monitoring,
- Targeted Cyclical Monitoring, and
- Intensive Risk-Based Monitoring.

Special Education Director Mentoring

New Special Education Director Mentoring

OSE has two EIRs with extensive experiences as administrators in the area of special education that:

- provide technical support throughout the school year to special education directors with three years or less experience
- For more information about this program, please contact Alice Hunter at ahunter@mdek12.org and Cindy Taylor at ctaylor@mdek12.org.

Advancing Inclusive Principal Leadership

Principal Leadership

- Through CCSSO's Advancing Inclusive Principal Leadership (AIPL) State Initiative, Mississippi will refine principal development efforts to ensure an intentional focus on supporting the academic and social success of students with disabilities.

Professional Development & Resources

Virtual Office Hours

- Offered 2-3 times a week to Special education Directors or their designee
- E-mail and link sent with times a dates
- Opportunity to ask any questions that need immediate responses
- Opportunity to collaborate with Peers

Virtual Professional Development

Training offered synchronously in 60-90-minute increments

- Classroom Management
- Instructional Strategies
- Alternate Standards Training

Follow-up coaching support provided after an initial training



Online Professional Development

Basic 	Moderate 	Advanced 
<p>Basic courses are developed using only internal Canvas features. These courses include tasks such as watching videos, downloading files, uploading assignments, quizzes, and discussion boards.</p>	<p>Moderate courses are developed using mostly internal Canvas features. These courses may include up to 2 external features, such as Padlet or Flipgrid, to engage learners.</p>	<p>Advanced courses are developed using a variety of technological tools. These courses include a range of external features, such as Padlet, Flipgrid, Google Docs, and Zoom to engage learners.</p>



PD · ON · DEMAND
SPECIAL EDUCATION



IEP on Demand

Phonics First

- Comprehensive and highly intensive multisensory Orton-Gillingham based training and course instruction
- Transforms beginning, struggling, dyslexic and learning-disabled students into skilled learners through its effective, fun, multisensory approach to reading and spelling.
- OSE offers training, free of charge, to teachers across the State.
- Due to COVID-19, we offer courses online in either a self-paced or live-stream format.
- For more information on this program, please contact Teresa Laney at tlaney@mdek12.org.

Phonics First Training

Phonics First Course	Date
Phonics First Self-Paced (K-5)	November 1, 2020
Phonics First Refresher Self-Paced	November 1, 2020
Phonics First Self-Paced (K-5)	November 15, 2020
Phonics First Refresher Self-Paced	November 15, 2020
Phonics First Self-Paced (K-5)	December 1, 2020
Phonics First Refresher Self-Paced	December 1, 2020
Level II Livestream	December 7 – 11, 2020

Access for All:

Practical Ideas for Teaching Every Student



What is the AFA Guide?

The Access for All Guide (AFA) will provide districts with instructional implementation **strategies** and **supports** for struggling learners in the following areas:

Academic

Physical

Speech/
Language

Social/
Emotional

Behavioral

Organizational
Skills

Social Emotional

Learning Standards



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SEL Domains and Corresponding Anchor Standards

<p>Domain 1: Self-Awareness</p> <p>Self-awareness is the ability to identify one's thoughts, values and emotions and recognize how these shape behavior. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.</p>	<p>Domain 2: Self-Management</p> <p>Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.</p>
<p>1A. Identify emotions and related feelings in one's self.</p> <p>1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one's strengths and areas for growth.</p> <p>1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.</p>	<p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.</p> <p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p>
<p>Domain 3: Social Awareness</p> <p>Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.</p>	<p>Domain 4: Relationship Skills</p> <p>Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.</p>
<p>3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.</p> <p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p> <p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p>	<p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> <p>4B. Develop and maintain positive relationships with others.</p> <p>4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.</p>
<p>Domain 5: Responsible Decision-Making</p>	
<p>Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.</p>	<p>5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.</p> <p>5B. Analyze outcomes of decisions including the consideration of their effects on others.</p>

- Each domain is divided into 4 grade bands (i.e., K-2, 3-5, 6-8, and 9-12) and contains measurable performance standards that students should be able to master before exiting the given grade band.

Domain 1: Self Awareness

Domain 1: Self-Awareness

Self-awareness is the ability to identify one's thoughts, values and emotions and recognize how these shape behavior. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.

1A. Identify emotions and related feelings in one's self.

1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).

1C. Determine one's strengths and areas for growth.

1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.



Domain: category of specific content



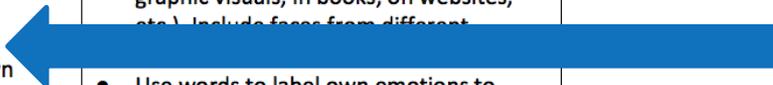
Anchor Standards: what students should know and be able to do

Domain 1: Self Awareness

1A. Identify emotions and related feelings in one's self.		
Grade Band	Performance Standards	Strategies
K-2	<ol style="list-style-type: none">1. Identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion.2. Determine the antecedents to own emotions.3. Utilize words or gestures to communicate own feelings.	<ul style="list-style-type: none">• Discuss with students what facial features are associated with various emotions using pictures (e.g., photos, graphic visuals, in books, on websites, etc.). Include faces from different cultures.• Use words to label own emotions to students.• Read/view age-appropriate books to students and discuss the emotions of the characters, labeling their emotions and discussing incidents that happened before specific emotions that may have triggered them.• Post a check-in chart for students to use to communicate their emotions by having clips with their names and pictures on them that they use to clip to a labeled graphic of an emotion.• Play games using dice, a spinner, drawing out of a hat of emotion choices and have students act out an emotion, tell what they do when they have a certain feeling, and describe a specific time when they have experienced a certain emotion.



Anchor Standard:
what students should know and be able to do



Performance Standards:
measurable skills that children should be able to master by the end of the school year



Strategies: practical teaching strategies relevant to the performance standards, concrete examples

REACH MS Supports

SPDG collaboration



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Selina Merrell, Director, selina.merrell@usm.edu

State Systemic Improvement Plan

State Systemic Improvement Plan (SSIP)

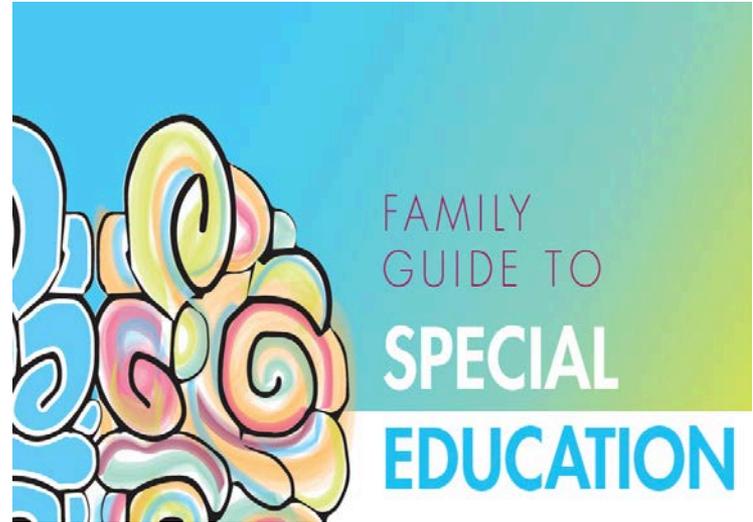
- Aligned to the strategic goals established by the SBE.
- Comprehensive, multi-year plan is based on high expectations for students with disabilities and is focused on building the capacity of local districts to implement and scale-up evidence-based practices in reading with a focus on improving third grade reading proficiency.
- Developed so that resources could be leveraged for maximum impact to improve outcomes for students with disabilities.
- Currently hiring SSIP Coaches

Additional Resources

- [MS School Guidance for the 2020 - 2021 School Year](#)
- [Dates To Remember 2020 - 2021 Administrator Calendar](#)
- [Professional Development Calendar](#)

Upcoming Resources

- Family Guides to Special Education
- Recovery Efforts: FAPE
- SDI Guidance Document
- MPB Classroom TV



Questions



OSE Staff

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Mona Spells Adou, Parent Engagement, Dispute Resolution Specialist m spells@mdek12.org

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Office of Special Education
(601) 359-3498

Robin Lemonis

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Bobby Richardson

Office Director II

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Accountability Model and Your Work

MASS New Superintendents Meeting

October 21, 2020



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Cody Shumaker

Director, Accountability Services, Phone: 601-359-1060

E-mail: cshumaker@mdek12.org

Accountability Today – Minimum Standards

The Mississippi Statewide Accountability System establishes a set of minimum standards for public schools and districts in our state to ensure that Mississippi students are prepared to compete in a national workforce or go on to post-secondary education.

Accountability Today - Reporting

The Accountability System also informs the public on how well schools and districts are performing. Mississippi's accountability system considers how well students perform on state tests, whether students are showing improvement on those tests from year to year and whether students are graduating on time.

Accountability Today – Getting Results

- Accountability systems also drive behavior of schools and districts and influence planning and interim measures of performance. This results in consistent best practices and can be seen in improvements on both statewide assessments and national assessments, such as NAEP and ACT.

National Assessment of Educational Progress (NAEP)

Mississippi National Rankings NAEP Gains



Mississippi Statewide Accountability System

- **Proficiency/Performance** – Did the student meet expectations?
- **Growth** - Did the student improve as expected?
- **Participation** – Did the student participate in assessments/classes?
- **Graduation Rates** – Did the student graduate as expected and on time?

Assessments

Mississippi Academic Assessment Program (MAAP)

The Mississippi Academic Assessment Program (MAAP) measures students' knowledge, skills, and academic growth from elementary through high school.

- Student progress is measured from grades 3 through 8 with annual tests in English Language Arts and Mathematics and in Algebra I and English II.
- Students also take tests in Science in grades 5 and 8 and Biology and U.S. History in high school.

Mississippi's Statewide Accountability Model

The Nuts and Bolts

Grade Assignments

Grade	Districts	700 Point Schools	1,000 Point Schools
A	668	442	754
B	599	377	648
C	536	328	584
D	489	269	510
F	< 489	< 269	< 510

700-Point Elementary and Middle Schools

READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency	Proficiency	Proficiency	Progress to Proficiency
Growth All Students	Growth All Students		
Growth Lowest 25%	Growth Lowest 25%		

1,000-Point High Schools and Districts

READING	MATH	OTHER SUBJECTS	ACCELERATION	COLLEGE & CAREER READINESS	GRADUATION	ENGLISH LANGUAGE PROGRESS
Proficiency	Proficiency	Science Proficiency	Performance	ACT Math Performance	4-year Cohort Rate	Progress to Proficiency
Growth All Students	Growth All Students	U.S. History Proficiency	Participation	ACT Reading or English Performance		
Growth Lowest 25%	Growth Lowest 25%					

700 Point Schools

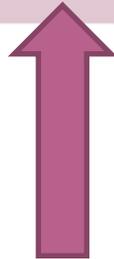
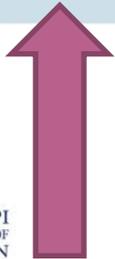
700-Point Elementary and Middle Schools

READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Proficiency 95 PTS	Progress to Proficiency 35 PTS
Growth All Students 95 PTS	Growth All Students 95 PTS	If the n-count for EL students is less than 10, then the 700-point schools will not have the EL Progress indicator and the 7 other areas will each be worth 100 points.	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS		

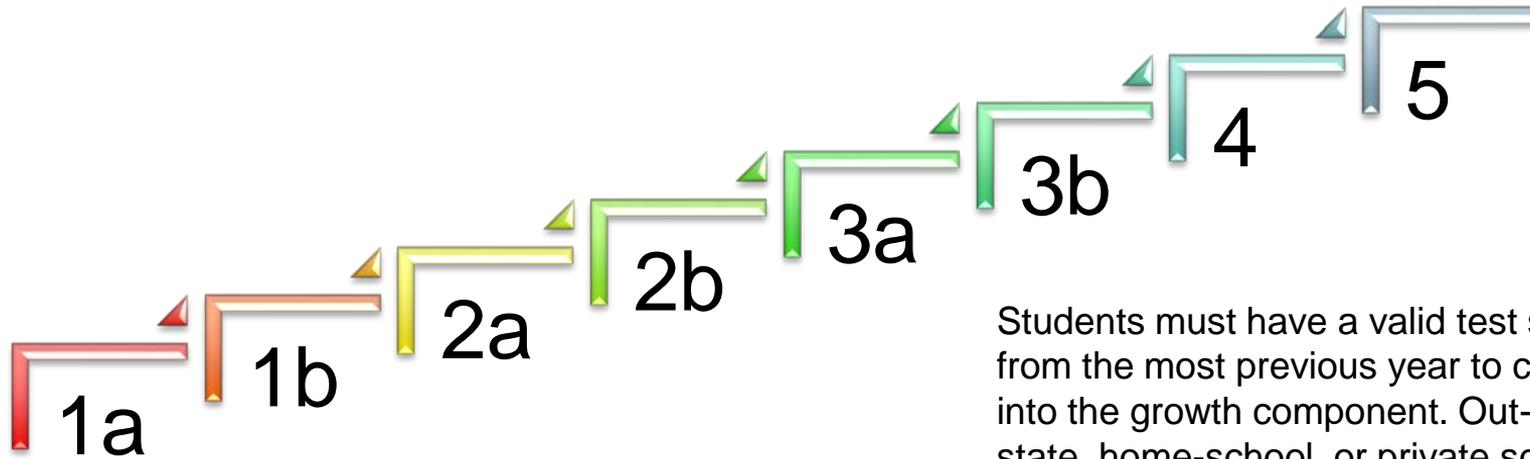
Growth Component

READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency	Proficiency	Proficiency	Progress to Proficiency
Growth All Students	Growth All Students		
Growth Lowest 25%	Growth Lowest 25%		

District leaders should be aware that they have their own LP 25% group of students.

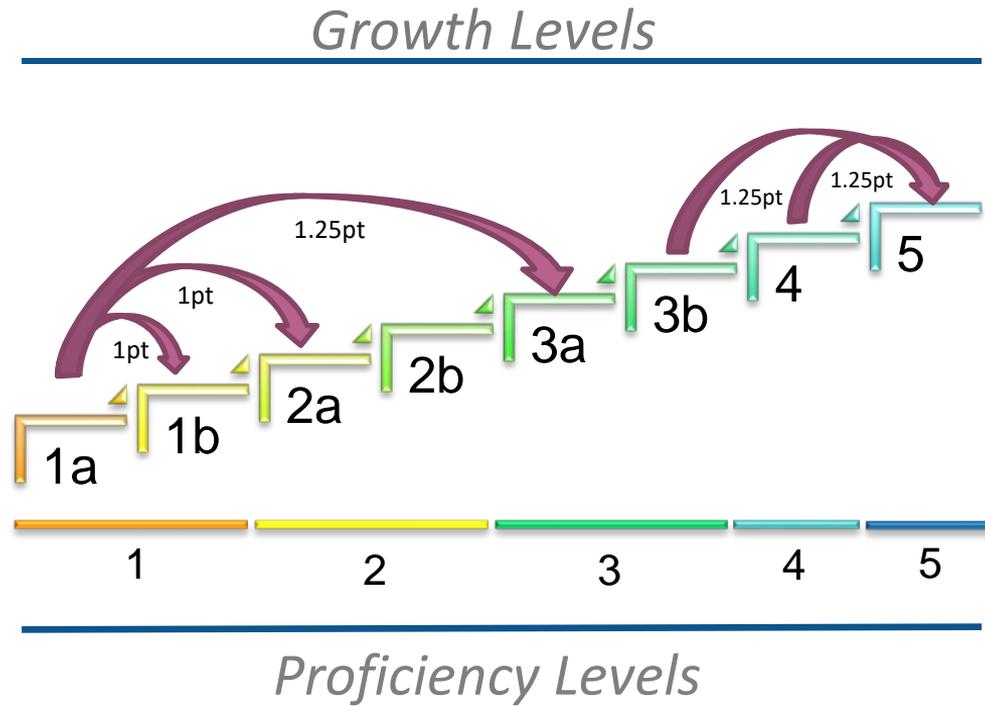


Growth Performance Levels



Students must have a valid test score from the most previous year to count into the growth component. Out-of-state, home-school, or private school students from the previous year **WILL NOT** have a valid score for growth.

Calculation of Growth



Earning Growth Points:

- Moving 1 *Growth** level = **1 pt**
- Moving 2 *Proficiency** levels = **1.25 pts**
- Moving from any lower level to level 5 = **1.25 pts**
- Staying at level 5 = **1.25 pts**

700-Point Elementary and Middle Schools

READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency	Proficiency	Proficiency	Progress to Proficiency
Growth All Students	Growth All Students		
Growth Lowest 25%	Growth Lowest 25%		

Remember! Students who are in the Lowest Performing 25% who show growth are ALSO counted in the All Growth component. If a student in the LP 25% moves into a PL4 or PL5, then that single student could count into all 3 component areas for that subject.

EL Accountability Component Score

- Only schools/districts with at least 10 eligible EL students will have an EL component included
- Meet FAY and have a prior year ELPT score
- The average of the points earned for all EL students will be calculated for eligible schools/districts

1000 Point Schools

1,000-Point Schools and Districts

READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Science Proficiency 47.5 PTS	4-year Cohort Rate 190 PTS	Performance 23.75 PTS	ACT Math Performance 23.75 PTS	Progress to Proficiency 50 PTS
Growth All Students 95 PTS	Growth All Students 95 PTS	U.S. History Proficiency 47.5 PTS		Participation 23.75 PTS	ACT Reading or English Performance 23.75 PTS	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS	If the n-count for EL students is less than 10, then the 1000-point schools or districts will not have the EL Progress indicator and the Reading and Math sections will be 100 points each, the Other Subjects will be 50 points each, the Grad Rate will be out of 200 points, and the Acceleration and CCR components will be 25 points each.				

1,000-Point High Schools and Districts

READING	MATH	OTHER SUBJECTS	ACCELERATION	COLLEGE & CAREER READINESS	GRADUATION	ENGLISH LANGUAGE PROGRESS
Proficiency	Proficiency	Science Proficiency	Performance	ACT Math Performance	4-year Cohort Rate	Progress to Proficiency
Growth All Students	Growth All Students	U.S. History Proficiency	Participation	ACT Reading or English Performance		
Growth Lowest 25%	Growth Lowest 25%					

Basic components of the elementary and middle school Statewide Accountability Model are continuous into the high school model.

1,000-Point High Schools and Districts

READING	MATH	OTHER SUBJECTS	ACCELERATION	COLLEGE & CAREER READINESS	GRADUATION	ENGLISH LANGUAGE PROGRESS
Proficiency	Proficiency	Science Proficiency	Performance	ACT Math Performance	4-year Cohort Rate	Progress to Proficiency
Growth All Students	Growth All Students	U.S. History Proficiency	Participation	ACT Reading or English Performance		
Growth Lowest 25%	Growth Lowest 25%					

There are 4 additional components to the 1,000 Point Model for our high schools and districts.

1,000-Point High Schools and Districts

READING	MATH	OTHER SUBJECTS	ACCELERATION	COLLEGE & CAREER READINESS	GRADUATION	ENGLISH LANGUAGE PROGRESS
Proficiency	Proficiency	Science Proficiency	Performance	ACT Math Performance	4-year Cohort Rate	Progress to Proficiency
Growth All Students	Growth All Students	U.S. History Proficiency	Participation	ACT Reading or English Performance		
Growth Lowest 25%	Growth Lowest 25%					

There are 4 additional components to the 1,000 Point Model for our high schools and districts.

1,000-Point High Schools and Districts

READING	MATH	OTHER SUBJECTS	ACCELERATION	COLLEGE & CAREER READINESS	GRADUATION	ENGLISH LANGUAGE PROGRESS
Proficiency	Proficiency	Science Proficiency	Performance	ACT Math Performance	4-year Cohort Rate	Progress to Proficiency
Growth All Students	Growth All Students	U.S. History Proficiency	Participation	ACT Reading or English Performance		
Growth Lowest 25%	Growth Lowest 25%					

There are 4 additional components to the 1,000 Point Model for our high schools and districts.

Acceleration Component (Business Rule 9)

- Participation: Accounts for the percentage of students in the school that are taking advanced or accelerated courses (Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Credit, or SBE-approved industry course).
- Performance: Accounts for the percentage of the success rate of these courses/exams.

Acceleration (School/District)

Participation 50%

Numerator:

All students taking accelerated courses (AP, IB, AICE, dual credit/enrollment, industry certification)

÷

Denominator:

All students enrolled in grades 11 and 12, plus 9th and 10th grade students taking and passing accelerated courses

=

25 Points Possible:

e.g., $60 \div 110 = 0.55$

$0.55 \times 25 = 13.75$ pts

Performance 50%

Numerator:

All courses/exams meeting performance standards by student (e.g., C grade in dual c/e, 3 on AP exam, or 4 on IB)

÷

Denominator:

All courses/exams taken by participating students in AP, IB, AICE, dual credit/enrollment, industry certifications

=

25 Points Possible:

e.g., $45 \div 60 = 0.75$

$0.75 \times 25 = 18.75$ pts

32.5 points total

Note: This example assumes each student is taking only one course and none are doubled.

1,000-Point High Schools and Districts

READING	MATH	OTHER SUBJECTS	ACCELERATION	COLLEGE & CAREER READINESS	GRADUATION	ENGLISH LANGUAGE PROGRESS
Proficiency	Proficiency	Science Proficiency	Performance	ACT Math Performance	4-year Cohort Rate	Progress to Proficiency
Growth All Students	Growth All Students	U.S. History Proficiency	Participation	ACT Reading or English Performance		
Growth Lowest 25%	Growth Lowest 25%					

There are 4 additional components to the 1,000 Point Model for our high schools and districts.

College- & Career-Readiness Component (Bus. Rule 25)

- Based upon ACT scores of students in Mississippi taken prior to Month 9 of their Senior year.
- The denominator uses the Senior Snapshot (B.R. 26).
- Highest sub-score available. Could be from different test administrations.
- Could be from statewide (junior year) administration or non-statewide administration.
- There is an indicator for Reading/English and an indicator for Mathematics.

College and Career Readiness (CCR)

CCR
(from ACT)
includes:

50% English
or Reading;
+
50% Math

Numerator:

All students meeting ACT
benchmark of 18 in English or
22 in Reading.

Denominator:

All students from Senior
Snapshot who participated in
ACT (both statewide and non-
state administration)

Example: Our school has 50
students who participated in
ACT and 18 met English/
Reading benchmark.

English/Reading (25 pts for
Non-EL; 23.75 pts for EL):

$$18 \div 50 = 0.36 \times 25 = 9$$

$$18 \div 50 = 0.36 \times 23.75 = 8.6$$

Same done for Math ACT of 22+

1,000-Point High Schools and Districts

READING	MATH	OTHER SUBJECTS	ACCELERATION	COLLEGE & CAREER READINESS	GRADUATION	ENGLISH LANGUAGE PROGRESS
Proficiency	Proficiency	Science Proficiency	Performance	ACT Math Performance	4-year Cohort Rate	Progress to Proficiency
Growth All Students	Growth All Students	U.S. History Proficiency	Participation	ACT Reading or English Performance		
Growth Lowest 25%	Growth Lowest 25%					

There are 4 additional components to the 1,000 Point Model for our high schools and districts.

Graduation and Completion Rates

In accordance with 34 C.F.R. 200.19(b) and MS Code Ann. 37-17-6, graduation rates are calculated following the four-year adjusted cohort method.

- **Four-Year Cohort:** a group of students who enter 9th grade in MS for the first time, adjusted for students transferring into and out of the cohort, and are expected to graduate within four years
- **Graduate:** a student receiving a standard high school diploma in four years
- **Completer:** a student receiving an occupational diploma, certificate of attendance, or GED within the district
- **Still Enrolled:** a student still enrolled as September 1 of the year after the cohort's expected completion date
- **Dropout:** a student who leaves school during the cohort period without a diploma or certificate from the district

Graduation Rate Component (Business Rule 8)

- Comes from the PREVIOUS year's 4-year cohort (lags by one year).
- Students assigned to the school and district of longest enrollment during their 4-year window.
- Numerator: Number of students who graduate in 4 years with a regular high school diploma or a state-defined alternative diploma.
- Denominator: Number of students who entered 4 years prior as 1st-time ninth graders (repeaters stay in original cohort) with adjustments for deaths, emigration, and transfers.

District Accountability Model

READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency 3-8, English II	Proficiency 3-8 th , Algebra	Science Proficiency 5 th , 8 th , HS Biology	4-year Cohort Rate Previous Seniors	Performance UPPER CLASS [^]	ACT Math Performance Senior Snapshot+	Progress to Proficiency 1-12 [~]
Growth All Students 4-8, English II*	Growth All Students 4-8, Algebra*	U.S. History Proficiency High School		Participation UPPER CLASS [^]	ACT Reading or English Performance Senior Snapshot+	
Growth Lowest 25% 4-8, English II*	Growth Lowest 25% 4-8, Algebra*					

Context for your Districts

- As a district-level leader, a general understanding of the components of the Accountability Model should be foundational, but a deeper understanding of the two different point models and each component will be essential.
- Understanding the Accountability Model should inform district-level decisions. For example:

*School configuration

*District Goals

*ACT performance

*District programming

*Budget needs

*College/Career Readiness

*Personnel (for successes!)

*Acceleration track

*Opportunities for innovation

Questions or Additional Training?

Follow up meetings can be made at the following link:

<https://calendly.com/shumakermde/officehours>



MISSISSIPPI
DEPARTMENT OF
EDUCATION

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Executive Director

District and School Performance

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Cody Shumaker

Director

Accountability Services

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mdek12.org



Secondary Education

MASS New Superintendent's Meeting

October 21, 2020



Wendy Clemons

Executive Director
Office of Secondary Education

Essentials for College Transition Courses

At the September 2020 State Board of Education (SBE) Meeting, the SBE approved the request to suspend the ACT sub-score enrollment requirement for the 2020-2021 school year due to COVID-19 assessment restrictions nationwide during the Spring and Summer 2020.

Suggested guidance for student enrollment in light of this one-year suspension:

- Fourth Year Course Needed
 - Parental Notification
 - Prior Course Performance
- Recent MAAP Achievement Level

Note: The educator licensure requirements were not requested for suspension due to the fact the MDE hosted a 5-day virtual training July 2020.

College and Career Readiness Course

- New course required for graduation beginning with incoming high school freshmen of 2018-2019 – **current junior class.**
- The Mississippi College and Career Readiness course (CCR) was developed to support the vision and mission of the Mississippi Department of Education that **all students graduate from high school prepared for college, career, and active citizenship.**
- The CCR course curriculum outlines the knowledge secondary students should obtain and the types of **skills relevant for a successful transition to postsecondary and the workforce.**

College and Career Readiness Course Units

- Postsecondary Selection and Transition
 - Applying for Financial Aid
 - Preparing for a Career and Internship
 - Financial Literacy
 - Student Portfolio and Community Service
 - Digital Literacy and Citizenship
-
- Additional information about the course curriculum, including a recording of the virtual summer training, is located on the Secondary Ed CCR webpage:
 - <https://www.mdek12.org/ese/College-and-Career-Readiness>

College and Career Readiness Course Sequencing

The CCR course may be taught in one of the following sequences:

- Senior year only
- Junior year only
- 1 semester in either freshman or sophomore year with the remaining semester taught in junior or senior year
- $\frac{1}{4}$ Carnegie unit per year beginning with the freshman year

College and Career Readiness Course Substitutions

The following courses are approved substitutions for the CCR course:

- JROTC III and IV
- Advanced Placement Capstone: Completion of both AP Seminar and AP Research or equivalent International Baccalaureate and Cambridge International Courses
- Career and Technical Work Based Learning Course
- Dual Credit SmartStart (contact your partnering CC)
- Freshman, Sophomore, Junior and Senior College and Career Readiness Seminar courses for Early College High Schools

Additional requests for substitution must be submitted to the Office of Secondary Education for review and approval

Reimbursement for Accelerated Assessment

The MS Legislature appropriated \$1,000,000.00 (HB 1643) to reimburse for the expense of WorkKeys, Advanced Placement, dual credit, International Baccalaureate and Cambridge.

Priority will be given to WorkKeys for both CTE and academic students.

Visit <https://mdek12.org/ESE/MDE-Reimbursement-for-Accelerated-Assessments-and-Courses-Application>

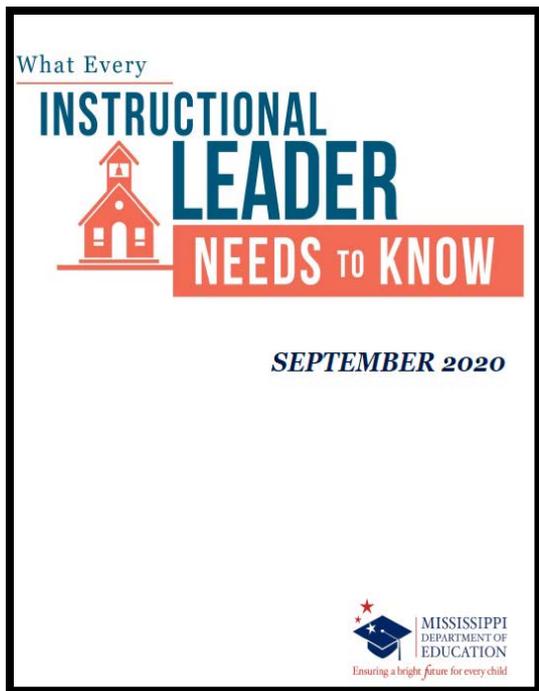
Contact Wendy Clemons at wclemons@mdek12.org for more information

Advanced Placement

- In order to reduce barriers to access, in consideration of the AP course syllabus audit process, and in light of available online resources, the State Board of Education eliminated the additional licensure requirement to teach AP courses.
- Effective with the 2020-2021 school year, teachers may teach an AP course with the appropriate secondary education content area endorsement. The additional endorsement will no longer be required.

What Every Instructional Leader Needs to Know

PURPOSE & DESIGN:

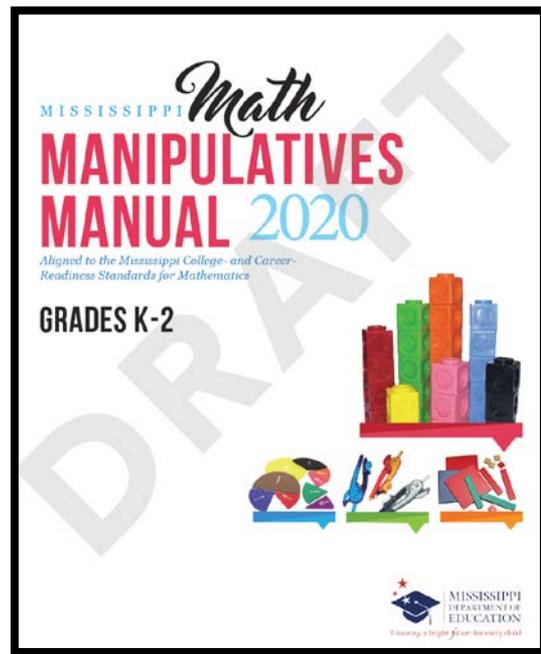


- To keep instructional leaders informed at the local level
- Serves as a broad overview of program offices across the agency
- Includes office phone numbers, staff email addresses and roles within each office
- Highlights important key initiatives, resources, and deadlines
- Released in September of each year (currently: 4th edition)

Mississippi Mathematics Manipulative Manual

PURPOSE & DESIGN:

- Beginning the first week of November 2020, the MDE will begin releasing suggested activities for grades K-12 Mathematics teachers to use to support students' conceptual understanding of key math concepts through the use of manipulatives
- One activity per month for each grade band will be released
- Will be disseminated through EdUpdates and to the MS Mathematics Teachers listserv; and, housed on the MDE Mathematics homepage
- For teacher and student preparation of the MAAP
Spring administration



New Television Channel – MDE + MPB

How to WATCH



On TV

Cable Subscribers

The MPB Classroom TV channel is not available on cable or satellite. If you are a cable or satellite subscriber, you will need to purchase an antenna from a local retailer for your TV. Using the "input" button on your remote control, you will select "antenna" to receive and watch this channel.



Antenna Users

If you do not have cable or satellite and currently watch TV by using an antenna, you may need to rescan your TV and then find the MPB Classroom TV channel based on where you live in the state. Determine the city closest to your home and you can find the MPB Classroom TV channels using this guide:

- Biloxi 19.5
- Booneville 12.5
- Bude 17.5
- Greenwood 23.5
- Jackson 29.5
- Meridian 14.5
- Miss. State 2.5
- Oxford/Univ 18.5

On YouTube

The videos of lessons taught by certified teachers will be available on MPB's YouTube channel on a playlist called MPB Classroom TV.

Online

Visit MPB Classroom TV web page at education.mpbonline.org. Some content from the channel will be available here.

MPB
Mississippi Public Broadcasting

For more information call 601-432-6565

PURPOSE & DESIGN:

- In partnership with the MPB
- Pre-recorded 25-minute lessons taught by certified teachers
- Aligned to the Mississippi College and Career Readiness Standards
- Accessible state-wide and online
- Programming from 7a to 8p to support students that are in a virtual classroom setting or in-need of interventions

Legislatively Funded ACT Support Programs (2020-21 SY)



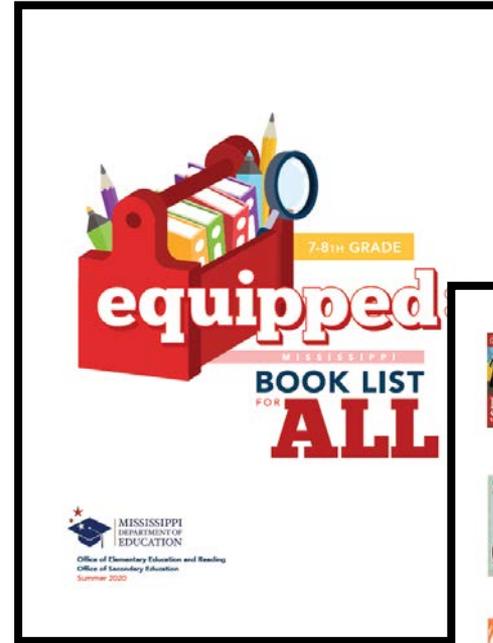
For MS Public High Schools



- Applications being accepted until November 1, 2020
 - Customizable Program based on data analysis of school needs
 - Suite of supports in all 4 content areas
 - To support approximately 4,700 juniors
 - Year 2 of state support
- Application cycle closed September 30, 2020
 - Preference given to schools that were not awarded in Years 1 and 2
 - ELA focus of supports for this year
 - Year 2 of state support

Equipped Book List – Grades K-12

- Assists educators as they make purposeful instructional decisions around the MS CCRS for ELA
- Promotes literacy and acknowledges a variety of text types.
- Includes lists of recommended texts across multiple grade bands
- Was curated and vetted with the support from teachers and educational leaders



Professional Development

MASS New Superintendent's Meeting

October 21, 2020



Dr. Lea Johnson

Director

Office of Professional Development

Professional Development Opportunities

Office of Professional Development

AVAILABLE SUPPORTS  MISSISSIPPI DEPARTMENT OF EDUCATION

Face-to-Face PD	Professional development offered on-site for half-day or full-day sessions https://mdek12.org/OPD/RPD	Requesting Person Administrator Participants 15-50
Online Courses	Professional development offered through Canvas https://mdek12.org/OPD/Online	Requesting Person Self Sign-up Participants Courses Vary
Virtual PD	Professional development offered through Zoom in 90-minute increments https://mdek12.org/OPD/RPD	Requesting Person Administrator Participants 5-35
Coaching Support	Follow-up support (either face-to-face or virtually) provided after an initial training https://mdek12.org/OPD/RPD	Requesting Person Administrator Participants No Limitations
PD on Demand	Bite-sized professional development that can be accessed directly from the OPD website at any time https://mdek12.org/OPD/PDOD	Requesting Person Not Required Participants No Limitations



MDE PD Calendar

Table List Month Tile

SEP OCT

◀ ▶

All

OCTOBER 2020

Date	Time	Event
<input type="checkbox"/> Oct 5	10am	FY21 Comparability Training
<input type="checkbox"/> Oct 6	10am	Maintaining Effective P16 Community Engagement Councils
<input type="checkbox"/> Oct 6	3:30pm	Shift 1: Text Complexity for 3-5 Teachers Event is Full
<input type="checkbox"/> Oct 6	3:30pm	Shift 1: Text Complexity for 6-12 Teachers Event is Full
<input type="checkbox"/> Oct 6	3:30pm	Shift 1: Text Complexity for K-2 Teachers Event is Full
<input type="checkbox"/> Oct 15	3:30pm	The Successful VI Classroom Part IV: The Expanded Core Curriculum: How to Use It! Event is Full
<input type="checkbox"/> Oct 19	9am	Mississippi Cross-State High School Collaborative Schools Networked Virtual Meeting
<input type="checkbox"/> Oct 19	12:30pm	Evidence-Based Interventions: Part One
<input type="checkbox"/> Oct 20	3:30pm	Recipe for Success in the SCD Classroom Part IV: Center Instruction Event is Full
<input type="checkbox"/> Oct 22	2:30pm	BRIGANCE 3-5 years Screen III/OMS Recap for Mississippi Pre-K Educators
<input type="checkbox"/> Oct 23	9am	Evidence-Based Interventions: Part Two
<input type="checkbox"/> Oct 27	9am	The Four Domains: A Framework for Rapid School Turnaround -The Power and Impact of District Support
<input type="checkbox"/> Oct 29	12:30pm	SIG Leadership Meeting

www.mdek12.org/opd/calendar

For More Information



Visit: www.mdek12.org/opd

Contact: klivingston@mdek12.org

Mississippi Connects - PD

Fall 2020

- Train Coaches & Instructional Leaders on Google Tools
- Offer consultant services to every district to build out a more-robust 3-year training plans from a district view
- Pilot Google, Microsoft, Apple and LMS training offers to educators across the state

2021

- Build out training offers for educational coaches and leaders (in district)
- Scalable differentiated offers for every educator in the state
- Evaluation and feedback to guide our work

2022 -
20203

- Build out local capacity for ongoing district trainings
- Innovation project PD to support prioritized projects
- Full professional learning communities to ensure sharing and support across the state

Career and Technical Education

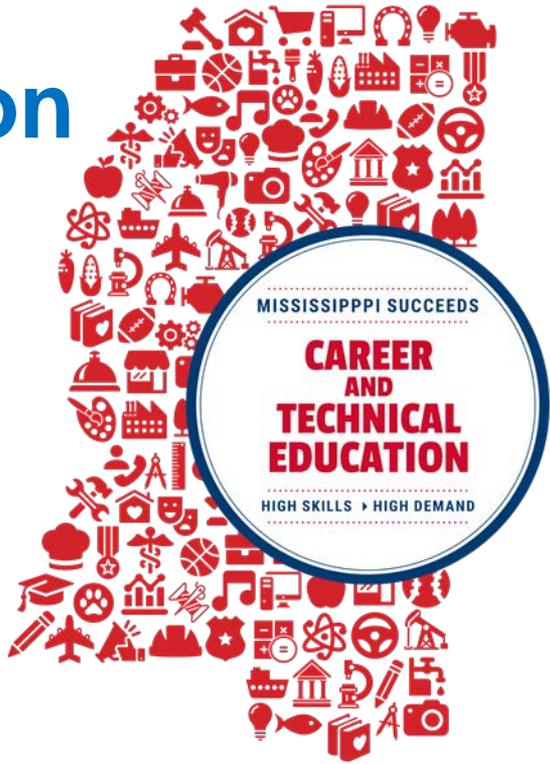
MASS New Superintendent's Meeting

October 21, 2020



Aimee Brown, Ph.D

Director
Office of Career and Technical Education



Career and Technical Education (CTE)

Career and Technical Education (CTE) provides rigorous and relevant training for both youths and adults for a wide range of high-wage, high-skill and high demand careers.

CTE features clear career pathways that highlight the partnerships developed between high school, post-secondary and industry that lead to degrees and industry certifications.

CTE Industry Certification Incentive Grant Program

The Mississippi Legislature appropriated funding \$500,000 for the Office of Career & Technical Education to provide grants to public schools for each CTE student who earns a qualifying industry certification.

- Districts will be awarded \$600 per student; however, the final grant award will be based on the statewide total of students who earn certifications
- The State Workforce Investment Board identified the eligible industry certifications

Reimbursement for CTE Industry Certification Incentive Grants

- CTE will notify districts when LotusNotes is opened to submit requests
- The listing of eligible certifications will be emailed via LotusNotes
- Deadline for requesting grant funds in LotusNotes is June 15, 2021
- Districts will be sent notice of their grant award



2020-2021 CTE Deadlines

Date	Requirements
October 26, 2020	Submit the final FY21 Local Application Tool (LAT; formerly LPU) through Lotus Notes
October 31, 2020	Enter 2019-2020 student placement data into the placement module in MSIS
November 9, 2020	Submit FY21 Perkins equipment plan through Lotus Notes
December 3, 2020	Complete all MAEP/TU edits for CTE instructors
January 8, 2021	Submit needed changes to the FY21 Perkins equipment plan through Lotus Notes
May 21, 2021	Submit the preliminary FY22 Local Application Tool (LAT) through Lotus Notes
June 1, 2021	Submit Perkins equipment and other costs reimbursements through Lotus Notes

Monthly Requirements for CTE Directors

CTE directors should generate and verify the following MSIS reports on a monthly basis:

- Teacher Budget Reimbursement Report
- Teacher Budget Slot Usage Report
- CTE Student Rosters (Months 1-9)
- MAEP TU Edit Reports (October - December only)

Contact Information

Wendy Clemons, Executive Director

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601.359.3461

Dr. Aimee Brown, Director

Office of Career and Technical Education

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601.359.3974

Dr. Lea Johnson, Director

Office of Professional Development

lea.johnson@mdek12.org

601.359.2957

Accreditation

MASS New Superintendent's Meeting

October 21, 2020



Jo Ann Malone, Ed.D.

Executive Director
Office of Accreditation

Major Functions

- To continuously monitor and report compliance with accreditation standards [See Miss. Code Ann. § 37-17-6(7) and Accreditation Policy 5.0]
- To implement the State Accountability System and Performance-Based Accreditation System for:
 - 142 Public School Districts
 - 4 SBE Governed Schools
 - 63 Nonpublic and State Agency Schools

Major Duties

- Serve as Staff for the Commission on School Accreditation
- Publish Regulations: *Mississippi Public School Accountability Standards, Non-Public School Accountability Standards, Standards for SBE Governed Schools, Manual for Cumulative Folder & Permanent Records*
- Monitor Compliance with Accreditation Standards and Report to the Commission on School Accreditation and State Board of Education
- Report to the Commission on School Accreditation and State Board of Education the degree of compliance
- Provide Technical Assistance to board members, administrators, teachers, parents, students, legislators, and general public

Resources

- Regulatory office within the Mississippi Department of Education
- Primary responsibility is administering the state's performance-based accountability system for public school districts and nonpublic schools seeking accreditation
- Public School Accreditation: Miss. Code Ann. § 37-17-6
- Non-Public School Accreditation: Miss. Code Ann. § 37-17-7
Operates under the umbrella of the State Board of Education (SBE) and the Commission on School Accreditation (CSA)

Resources

- Miss. Code Ann. § 37-17-6
- *Mississippi Public School Accountability Standards, 2020*
- Accountability Resource Manual
<https://districtaccess.mde.k12.ms.us/Accreditation/Documents/Forms/AllItems.aspx>
- *MS Cumulative Folders and Permanent Records Manual*
<http://www.mde.k12.ms.us/accred>
- *How to Complete the Mississippi Cumulative Folder and Permanent Record Tutorials* <http://www.mde.k12.ms.us/accred>

Why Accreditation?

- Ensures Quality and Consistency
- The school district and individual schools meet a set of established educational standards
- Transfer of Carnegie Unit Credits
- Enrollment in Post-Secondary Programs
- Eligibility for Athletic Programs
- Employment

Accreditation Monitoring

The Office of Accreditation fulfills the objectives and duties through a number of processes:

- Conducting public school audits;
 - Comprehensive on-site audits
 - Investigative, unannounced audits
 - Test security audits
- Analyzing annual reports submitted to the MDE; and
- Reviewing reports from other state or federal program offices.

MS Public Schools Accountability Standards, 2020

- Federal Laws
- State Laws
- State Board of Education Policies
- Commission on School Accreditation Policies and Standards
- <http://www.mde.k12.ms.us/accreditation>

Accreditation Policy 2.0

The State Board of Education, acting through the Commission on School Accreditation, is required to establish and implement a process for accountability at the public school district level. School districts are held accountable for Accreditation Policies and Process Standards and receive an annual accreditation status. Standards of the performance-based accreditation system recommended by the Commission and adopted by the State Board of Education are contained in the current edition of *Mississippi Public School Accountability Standards*.

2.1 Assignment of District Accreditation Statuses

The Commission on School Accreditation determines the annual accreditation status of all public school districts in the fall of each school year based on verified accreditation data from the previous school year. An annual district accreditation status is assigned based on compliance with Process Standards. Information concerning district compliance with Process Standards is reported to the Commission on an annual basis. (See Policy 2.2.)

Policy 2.1 (con't)

The district superintendent and school principals are responsible for ensuring that all data reported to the Mississippi Department of Education are true and accurate as verified by supporting documentation on file in the school district. **Reporting false information is a violation of the accreditation requirements set forth by the State Board of Education and is one of the violations that may result in the immediate downgrading of the district's accreditation status.**

2.2 Process Standards

Process standards address accepted educational principles and practices that are believed to promote educational quality. These include the basic operation of the school, including school board policies, state and federal laws for educational programs, staffing, resources, facilities, and instructional management.

Policy 2.2 (con't)

Any verified violation of a Process Standard is noted on the record of a school district at the time of discovery within any school year, but does not affect the current accreditation status of the district. (See Policy 2.5 for the exceptions.) If a noted violation of a Process Standard has not been corrected by the following school year when accreditation statuses are assigned, the violation is reported to the Commission for appropriate action.

2.3 Annual Accreditation Statuses

In the fall of each year, every public school district will be assigned an annual accreditation status based on compliance with Process Standards and Accreditation Policies.

ACCREDITED is assigned to a district that complies with Accreditation Policies and 100% of the Process Standards. (See exceptions in Appendices F and H.)

PROBATION is assigned to a district that complies with fewer than 100% of the Accreditation Policies and Process Standards. The district will be required to develop and implement a Corrective Action Plan (CAP) with defined timelines to address the deficiencies. (See Policy 2.8.)

WITHDRAWN is assigned to a district that has previously been assigned a PROBATION status and still does not comply with its Corrective Action Plan (CAP). Any school district placed in conservatorship may have its accreditation withdrawn. The district will be required to develop and implement a Corrective Action Plan (CAP) with defined timelines to address the deficiencies. (See Policy 2.8.)

2.5 District Accreditation Policy

The State Board of Education, acting through the Commission on School Accreditation, is required to establish and implement a process for accountability at the public school district level. School districts are held accountable for Accreditation Policies and Process Standards and receive an annual accreditation status. Standards of the performance-based accreditation system recommended by the Commission and adopted by the State Board of Education are contained in the current edition of the *Mississippi Public School Accountability Standards*.

Accreditation Policy 2.5.1

Districts in violation of any of the following standards will be presented to the Commission on School Accreditation for action. That action may include downgrading the district's accreditation status to **Probation**.

- Accreditation Policy 2.1, reporting false information,
- Standard 1.1 and 1.3, failure to implement appropriate standards of governance,
- Standard 1.2, failure to comply with school board policies that meet
- state and federal statutes, rules, and regulations,
- Standards 4 and 5, failure to comply with financial accountability
- requirements,
- Standard 14, failure to comply with graduation requirements,

Accreditation Policy 2.5.1 (con't)

- Standard 16, failure to comply with test security procedures required by the Mississippi Statewide Assessment System,
- Standards 17.1-17.8, failure to comply with state/federal regulations, or
- Standards 29, 30, and 31, failure to comply with standards that sustain a safe school climate.

Accreditation Policy 2.5.2

Districts in violation of any of the following standards will be presented to the Commission on School Accreditation for action. That action may include **withdrawal** of the district's accreditation.

- Accreditation Policy 2.1, reporting false information
- Standard 1.1 and 1.3, failure to implement appropriate standards of governance,
- Standard 1.2, failure to comply with school board policies that meet state and federal statutes, rules, and regulations,
- Standards 4 and 5, failure to comply with financial accountability requirements of a serious nature,
- Standard 14, failure to comply with graduation requirements specified in Standards 14.1, 14.2, and 14.5,

Accreditation Policy 2.5.2 (con't)

- Standard 16, failure to comply with test security procedures required by the Mississippi Statewide Assessment System in Appendix F, numbers 8 and 9,
- Standards 17.4-17.6, federal programs whose regulations call for strong sanctions for continued patterns of noncompliance, or
- Standards 29, 30, and 31, failure to comply with standards that pose life-threatening conditions for students and staff.

Accreditation Policy 2.9

2.9.1 Declaration of State of Emergency

The State Board of Education may request the Governor to declare a state of emergency in any school district when **any** of the following emergency situations occur. Upon the declaration of the state of emergency by the Governor, the State Board of Education may take all such action for dealing with the school districts as authorized under subsection (11) or (14) of Miss. Code Ann. § 37-17-6, including the withdrawal of the district's accreditation.

Accreditation Policy 2.9 (con't)

2.9.1.1 Emergency Situation

The State Board of Education and the Commission on School Accreditation determine that an extreme emergency situation exists in a school district which jeopardizes the safety, security, **or** educational interests of the children enrolled in the schools in that district, and such emergency situation is believed to be related to a serious violation or violations of accreditation standards or state or federal law. For purposes of this paragraph, the declarations of a state of emergency shall not be limited to those instances when a school district's impairments are related to a lack of financial resources, but also shall include serious failure to meet minimum academic standards, as evidenced by a continued pattern of poor student performance. {Miss. Code Ann. § 37-17-6(11)(b)}

Accreditation Policy 2.9 (con't)

2.9.1.2 Failing School District

A school district meets the State Board of Education's definition of a failing school district for two (2) consecutive full school years. {Miss. Code Ann. § 37-17-6(11)(b)}

2.9.1.3 Schools At-Risk

A school continues to be designated a School At-Risk after three (3) years of implementing a school improvement plan, or in the event that more than fifty percent (50%) of the schools within the school district are designated as Schools At-Risk in any one (1) year. {Miss. Code Ann. § 37-18-7(2)} (See Policy 3.4.1 for Schools At-Risk designation.)

Accreditation Policy 2.9 (con't)

Policy 2.9.2 will become effective one (1) calendar year following the Withdrawal of Accreditation by the Commission on School Accreditation and the State Board of Education. **The withdrawal of a school district's accreditation by the Commission on School Accreditation will result in the following:**

- A school or schools within a district shall be limited to participation in no more than fifty percent (50%) of the regular season of any interscholastic activity, which shall include division/district/regional games,
- The interscholastic season schedule for a school or schools within a district shall not include the opening day of season or any type of post season participation, as determined by the Office of District Accreditation, and
- Cheerleading, drill and dance squads, speech and debate, choral music, and band may participate in district or state contest, but shall not be eligible to receive ratings.

Performance Classification Policy 3.0

- The State Board of Education, acting through the Commission on School Accreditation, is required to establish and implement a process for accountability at the individual public school level and district level. **Individual schools and districts are held accountable for 1) student achievement, 2) student growth, and 3) graduation**, if applicable, and receive an annual School Performance Classification and District Performance Classification.
- When the district establishes a new school and/or the district reconfigures the specific grades or students assigned to an existing school(s) within the district, the student achievement data used to assign school performance classifications will follow the guidelines established in the School Performance Standards and School Performance Model.

School Board Governance

Mississippi Department of Education Accreditation Standards that directly impact school board governance are **Standards 1 and 3**. Boards are cited most frequently for

- failing to properly “govern by policy,”
- becoming overly involved in the day-to-day operations of the school system which often leads to board and superintendent conflict,
- issues with board minutes, and
- violations of the *Mississippi Open Meetings Law*.

Governance

Process Standard 1. The local school board and the superintendent of schools shall exercise due diligence in performing the respective duties of each office in accordance with applicable law. **The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include, but are not limited to, such duties as those relating to personnel and management decisions.** Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5. {Miss. Code Ann. § § 25-41-1 et al.; § 25-61-1 through 17; § 37-3-4(5); § § 37-6-7, 9, 11, and 15; § 37-7-306(1-4); § § 37-9-1 through 75; § § 37-9-101 through 113; § 37-7-301(p)(w); § 37-6-3(3-4); § 37-9-7, 13, 14; § 37-61-9; § 37-151-5(h); and Federal Civil Rights Act of 1964.}

Superintendent

Process Standard 1.1. The school board assigns all executive and administrative duties to the superintendent, who is properly licensed and chosen in the manner prescribed by law. {Miss. Code Ann. § 37-6-3(3-4); § 37-9-7, 13, 14; § 37-61-9; and § 37-151-5(h)}

Role of the Superintendent

Executive and Administrative Duties of the Superintendent (Miss. Code Ann. § 37-6-11, 37-9-3, 37-9-15, 37-9-17, and 37-61-19)

- The school board shall delegate the responsibility for the administration of the schools to the superintendent.
- The application of policies shall be an administrative task to be performed by the superintendent and his staff who shall be held responsible for the effective administration and supervision of the entire school system.

Role of the Superintendent (con't)

- The superintendent shall have the power and authority to make assignments to the various schools in the district of all non instructional and non-licensed employees and all licensed employees and to make reassignments of such employees from time to time; however, a reassignment of a licensed employee may only be to an area in which the employee has a valid license issued by the State Board of Education.
- The school board shall select all school district personnel in the manner provided by law.

Role of the Superintendent (con't)

- All matters to be submitted to the school board shall first be brought before the superintendent for investigation. If these matters require school board action, the superintendent shall present them to the school board.
- All employees of the school district must first be recommended by the superintendent to the school board for employment. {Miss. Code Ann. § 37-9-3, § 37-9-15, and § 37-9-17}

Role of the Superintendent (con't)

- As the executive officer of the school district, the superintendent of schools shall interpret the policies of the board and shall establish administrative procedures and regulations necessary for implementation of said policies.
- In cases where action by the superintendent is warranted, and in the absence of policy, the superintendent of schools is authorized to act; however, the superintendent's decision(s) shall be subject to review and action by the school board at its regular meeting.

Role of the Superintendent (con't)

School boards are required by law to delegate the responsibility for the administration of the schools to the superintendent. It is the responsibility of the school board to oversee the management of the district, to set policy, to delegate executive, supervisory and instructional authority to its employees and to appraise the results achieved in light of the goals of the school district.

Role of the Superintendent (con't)

The role of the superintendent is to function as the chief administrator of the district and implement the policies established by the school board for the day-to-day operation of the school district. The superintendent's role is management; management of district programs, policies, daily operations, fiscal resources, and human resources.

Role of the Superintendent (con't)

Effective and efficient operation of the school district requires that a positive relationship exist among the superintendent, local school board members, principals, faculty, and the community. This must be a relationship that promotes trust, honest communication, and sincerity.

Role of the Administrators

Superintendent, Principals and other Administrative Staff implement the policies approved by the board.

Policies are used as the basis for day-to-day operation of the schools.

School Board Policies

Process Standard 1.2. School board policies that comply with state and federal statutes, rules, and regulations serve as the basis of operation for the district, and current copies (print or electronic) of school board policies are published and available for public review. {Miss. Code Ann. § 25-41-7; 25-61-1 through 17; 37-9-1 through 75; 37-9-101 through 113; 37-7-301(p)(w); and Federal Civil Rights Act of 1964}

School Board Policies (con't)

School boards are required to maintain current, updated board policies, and to govern in compliance with these policies. **School boards that do not comply with their board policies or do not have updated policies will risk having their accreditation status adversely affected.**

School Board Policies (con't)

School board policies must serve as the basis of operation for the school district. The operation of the school district must be based on approved school board policies and procedures that are *current and that comply* with state and federal statutes, SBE policies, and standards. School board members must base their decisions on approved board policies.

School Board Policies (con't)

- Policies must be developed, implemented, and practiced by all district personnel in accordance with the highest educational, financial, and ethical standards.
- The school board must not react to outside influence and must apply policies fairly and equitably. Policies must not be modified, changed, or overturned when making board decisions nor must decisions be made based on personal relationships.

School Board Policies (con't)

The school board must follow and enforce rules and regulations of the SBE and state laws for their own governance and for the governance of the schools.

School Board Policies (con't)

The school board must adopt, maintain, and implement policies that are current and clearly define and ensure that the necessary plans, procedures, programs, and systems are in place to effectively implement a system that supports principals and teachers and ensures decisions are made consistently for all students.

School Board Policies (con't)

Policy development should be aligned with the strategic plan and should support improved student achievement and organizational effectiveness. The student handbook and other documents must function under the authority of the approved board policy, as a means of communicating directives and operational procedures to the administrative staff, students, and parents.

School Board Policies (con't)

School board members must ensure that local school board policies are **reviewed and revised annually**. All policies must be properly indexed with the dates of school board adoption, and those dates must be consistent with board action as recorded in the official board minutes of the school. A system for ensuring that the policy manual is kept current should be instituted.

School Board Members

Process Standard 1.3. School board members complete required basic and continuing education programs in order to effectively perform their duties in the manner prescribed by law. {Miss. Code Ann. § § 25-41-1 et. al; § § 25-61-1 through 17; § 37-3-4(5); § 37-6-7, 9, 11, and 15; and § 37-7-306(1-4)}

Open Meetings Law {Miss. Code Ann.§ 25-41-1}

It being essential to the fundamental philosophy of the American constitutional form of representative government and to the maintenance of a democratic society that public business be performed in an open and public manner, and that citizens be advised of and be aware of the performance of public officials and the deliberations and decisions that go into the making of public policy, it is hereby declared to be the policy of the State of Mississippi that the formation and determination of public policy is public business and shall be conducted at open meetings except as otherwise provided herein.

Licensed Professional Staff

Process Standard 2. All district professional positions requiring licensed staff are filled by staff who are properly licensed and endorsed as required by state law and federal requirements of the Elementary and Secondary Education Act (ESEA).

{Miss. Code Ann. § 37-9-7} (7 Miss. Admin. Code Pt. 3, Ch. 80, R. 80.1, R. 80.2, and ESEA, and Federal Code)

Miss. Code Ann. § 37-9-7: It is unlawful for the district to employ any professional staff, including contractual staff, unless they are properly licensed and endorsed.

Principal

Process Standard 2.1. The school district employs an appropriately licensed full-time principal at each school. **The principal may not have any other job duties assigned in areas that require a specific work area code unless a waiver is granted by the Commission on School Accreditation.**

5% FTE Out-of-Field

Process Standard 2.2. With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided that they do not act in the place of the principal. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.

5% FTE Out-of-Field (con't)

Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, **provided that they do not act in the place of the principal.**

Note: It would be a liability for the district to assign staff to supervise employees or serve in place of the principal at any time without an administrative license to perform such duties.

Licensed Librarian

Process Standard 2.3. The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth ($\frac{1}{4}$) of the workday to library/media administrative activities. {Miss. Code Ann. § 37-17-6(3)(a-e)}

- **Process Standard 2.3.1** If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.
- **Process Standard 2.3.2** If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

Student Support Services

Process Standard 2.4. Student support services (appraisal, academic, and/or personal advisement, and educational, and/or career planning and referral) are provided in each school by qualified student support personnel. Student support personnel may only provide those services and activities in the area(s) that each individual is specifically qualified to provide and will use only job titles that reflect same. {Miss. Code Ann. § 37-9-79}

School Business Officer

Process Standard 2.5. The school district employs a school business officer/administrator whose qualifications meet the criteria established by the Mississippi Department of Education and whose primary job responsibilities are conducting, supervising, and/or directing the financial affairs and operations of the school district. (7 Miss. Admin. Code Pt. 3, Ch. 71, R. 71.1, R. 71.2)

COVID-19 Impact

On June 11, 2020, the SBE suspended several policies to give local school districts scheduling flexibility for the 2020-21 school year to deal with the impact of COVID-19.

On August 6, 2020, the SBE gave some districts authority to waive up to ten (10) required instructional days for COVID-related school closures. On August 27, 2020, the SBE extended the waiver to all school districts.

On August 27, 2020, the SBE approved State Board Policy Chapter 9, Rule 9.2 *Reporting Attendance for Virtual Learning*. A Q&A has been posted.

On August 27, 2020, the SBE suspended strict compliance with specific state statutes related to gifted education, deadlines for the kindergarten readiness assessment and K-3 screeners, Literacy-Based Promotion Act (LBPA) good cause exemption documentation for spring 2020, LBPA reporting requirements, and school safety officer training.

MDE COVID webpage: <https://www.mdek12.org/guidance2020-21>

Weather-Related School Closures

- Mississippi Code Ann. § 37-13-63 requires school districts to operate no less than 180 days. However, the Mississippi Department of Education (MDE) developed guidelines in response to conflicting state laws concerning make-up days following school closures for inclement weather. In 2015, the MDE requested and received an opinion from the Attorney General's Office (attached), which states based on the authority granted in one statute, the Board can decide how districts are to make-up missed school days for weather emergencies, unless the local school board has given the district superintendent the authority to decide whether to make up missed days, as outlined in another statute (Mississippi Code Ann. § 37-13-64).

Weather-Related School Closures

For districts without a policy granting the superintendent the authority, the MDE requires school districts to make-up each day of school missed, up to four days. If more than four days are missed, the district must make-up those days but have the option of adding a minimum of one hour of instructional time to existing school days rather than adding days to the calendar.

For districts with a policy granting discretion to the superintendent, the school district must provide, upon request, true and accurate, supporting documentation to the Office of Accreditation that the local school board has empowered the superintendent of their district with the authority to declare a weather emergency prior to the closure of any school or schools within the school district. That policy must have been in local board policy prior to any weather events in recent years.

Non-Weather Related School Closures

While some districts have local policies granting the superintendent the authority to cancel school for reasons in addition to inclement weather, state statute only provides for the exemption to the 180-school day requirement for inclement weather emergencies. Therefore, if a district cancels school for reasons other than extreme weather conditions, the days may need to be made up.

When inquiring as to whether or not days that are not weather-related emergencies must be made up, superintendents should make decisions based on the best interest of the students. Immediate answers from MDE as to whether or not the days will have to be made up may not be available.



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Educator Misconduct

*Mississippi Educator Code of Ethics
and Standards of Conduct*

October 21, 2020



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Brian McGairty

Director, Office of Educator Misconduct

OEM Responsibilities

The Office of Educator Misconduct (OEM) has the following responsibilities:

- Providing professional development to promote ethical conduct by all licensed, public school educators in Mississippi, as detailed in the *Mississippi Educator Code of Ethics and Standards of Conduct*.
- Providing technical assistance to Districts on *Best Practices for Conducting Investigations*.
- Managing cases of educator misconduct complaints/allegations.

OEM Responsibilities, continued

- Reviewing investigations, follow-up investigations, and investigating cases regarding allegations of educator misconduct.
- Conducting hearings before the Commission on Teacher and Administrator Education, Certification and Licensure and Development when an educator has acted unethically.
- Communicating with courts, districts, and educators, when violations of the *Mississippi Educator Code of Ethics and Standards of Conduct* and/or Miss. Code Ann. § 37-3-2 (11) or (12) are reported.

OEM Responsibilities, continued

- Evaluating licensure applications from applicants who have violated Miss. Code Ann. § 37-3-2 (11) and scheduling hearings if needed.
- Reporting Mississippi educators/applicants whose licenses have been surrendered, suspended, revoked, and/or denied to other state agencies.

Documentation Needed

- Appendix C Form – Report from Superintendent of Education for Reporting Infraction under Miss. Code Ann. § 37-3-2.
- Notarized affidavit stating the facts of the case.
- All district communication to the employee regarding the investigation.
- Employee Contract.
- Written statements/complaints from all parties involved, including the educator.
- Any law enforcement reports/records, if applicable.

Documentation Needed

- Notarized board minutes of the school board's approval of the employee's resignation/termination, if applicable.
- Documentation of resignation/termination, if applicable.
- District policy that may be pertinent to case.
- Transcript from termination hearing including exhibits, as well as final order, if applicable.

Why Conduct an Investigation?

- An investigation is conducted when there is reasonable information that there may have been wrongdoing, misconduct, or a violation of the *Mississippi Educator Code of Ethics and Standards of Conduct*.
- An investigation may also be appropriate when allegations are made regarding an educator or employee. The investigation is intended to exclude the possibility that wrongdoing occurred.

Mississippi Code Ann. § 37-3-2

Certification of Teachers and Administrators

Miss. Code Ann. § 37-3-2 shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators.

Standard 1: Professional Conduct

An Educator should demonstrate conduct that follows generally recognized professional standards.

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

Standard 3: Unlawful Acts

An educator shall abide by federal, state, and local laws and statutes and local school board policies.

Standard 4: Educator/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Standard 4: Educator/Student Relationship, continued

4.1. Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students.
- Nurturing the intellectual, physical, emotional, social and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Standard 4: Educator/Student Relationship, continued

4.2. Unethical conduct includes, but is not limited to the following:

- Committing any act of child abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.
- Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with a student.

Standard 4: Educator/Student Relationship, continued

Examples of these acts may include but not be limited to:

- sexual jokes
- sexual remarks
- sexual kidding or teasing
- sexual innuendo
- pressure for dates or sexual favors
- inappropriate touching, fondling, kissing or grabbing
- rape
- threats of physical harm
- sexual assault
- electronic communication such as texting
- invitation to social networking
- remarks about a student's body
- consensual sex

Standard 5: Educator Collegial Relationships

An educator should always maintain a professional relationship with all colleagues, both in and outside the classroom.

Standard 6: Alcohol, Drug and Tobacco Use of Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Standard 7: Public Funds and Property

An educator should not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 8: Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or business when accepting gifts, gratuities, favors, and additional compensation.

An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardizes test results, and other information covered by confidentiality agreements.

An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

Violations of the *Code of Ethics* to Report to MDE

- Violations of Standard 1.2 (Misuse or mismanagement of tests or test materials) that affect the validity of mandatory uniform test results as provided in Section 37-16-4 (1)
- Violations of Standard 2 (Trustworthiness) that result in a felony conviction
- Violations of Standard 3 (Unlawful Acts) (felony and sex offense convictions)
- Violations of Standard 4 (Educator/Student Relationships)
- Violations of Standard 7 (Public Funds and Property) that result in a felony conviction

Failure to report sexual involvement of a school employee with a student as required by Miss. Code Ann. § 97-5-24 may result in the revocation or suspension of a license.

Violations of the Code of Ethics to Report to MDE

- Violations of Standard 6 (Alcohol, Drug and Tobacco Use or Possession) that result in termination and/or a felony conviction
- Violations of Standard 9 (Maintenance of Confidentiality) that affect the validity of mandatory uniform test results as provided in Miss. Code Ann. § 37-16-4 (1)
- Violations of Standard 10 (Breach of Contract or Abandonment of Employment)
- All other violations of the Educator Code of Ethics should be addressed by the local school district



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Questions?

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Student Assessment & Test Security

New Superintendents Meeting

October 21, 2020



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Dr. Jackie Sampsell

State Assessment Director
jsampsell@mdek12.org or
601-359-3052

Michael Martin

Director of Test Security
mcmartin@mdek12.org or
601-359-3995

OSA Staff

- Dr. Jackie Sampsell – State Assessment Director
- Melissa Beck - K-3 Screener/Data Coordinator
- Elizabeth "Libby" Cook - MAAP Coordinator & Math Content Specialist
- Sharon Prestridge - EL Program Coordinator and Accommodation Specialist
- Michael Martin - Director of Test Security
- Tiffany Jones- NAEP & ACT State Coordinator
- Vacant- MAAP-A State Coordinator
- Dr. Jackie Sampsell - Mississippi Academic Assessment Program - Biology & U.S. History
- Trishon Wilson - Special Projects Officer III

Office Number – 601-359-3052

What We Do

General Information

- The Office of Student Assessment (OSA) administers all state and federally mandated assessments for students in Mississippi's public schools.
- The OSA works closely with District Test Coordinators (DTCs) and provides updates to the districts on a regular basis.
- The OSA utilizes Student Assessment SharePoint and Microsoft Teams for document sharing between the OSA and the DTCs.
- New DTC Training was held on Sept. 18 and Fall DTC virtual training for all DTCs was held October 1 – October 20 using Microsoft Teams.

General Information

- Superintendents must submit a request to the OSA when a NEW DTC is named for the district. Please submit any changes to jsampsell@mdek12.org. A DTC Update form will be sent to the new DTC so he/she can have access to the DTC Listserv, Student Assessment SharePoint > DTC Resources, Caveon Core access along with vendor portals.
- DTCs may have many assistants as needed. However, the MDE requires one main contact for each district to be designated as the District Test Coordinator.

MAAP 2020- 2021 End-of-Course (EOC) Testing

MAAP-EOC Biology and U.S. History

- Who will test EOC 2020-2021? Who received the waiver from testing?

This SBE Summary is found on the Accreditation home page.

[https://www.mdek12.org/sites/default/files/documents/MBE/MDE-2020\(6\)/tab-01-sbe_statute_waivers_final.pdf](https://www.mdek12.org/sites/default/files/documents/MBE/MDE-2020(6)/tab-01-sbe_statute_waivers_final.pdf)

Process Standard 14.2 on page 15 starts the language pertaining to End-of-Course (EOC) tests.

- (1) Any student **enrolled** in school during SY 2019-2020 who was taking and **passed** Algebra I, Biology, English II, or U.S. History receives a waiver from EOC.
- (2) Any student **enrolled** in school during SY 2019-2020 that had already **passed** a required course and was **retesting** during fall or could have enrolled in the spring testing windows receives a waiver.
- (3) Any student that was **not enrolled** in school for SY 2019-2020 but had passed the EOC class, does **NOT receive a waiver**. The student had to be enrolled during the COVID crisis to receive this waiver.

Assessment Requirements

What's required under federal law?

- Annual statewide assessments are required in reading and math in grades 3-8 and once in high school; science assessments are required once each in elementary, middle, and high school.
- Assessments must be aligned with state standards and provide information on whether a student is performing at grade level.
- Our English Language Proficiency Test (ELPT) is for all English learners from K-12 (not just 3-8 and high school).
- No more than 1 percent of all students in the state can take an alternate assessment for students with the most significant cognitive disabilities.

Summary of Required Assessments

Required Assessments	State Board		
	State Law	Federal Law	Policy
Kindergarten Readiness Assessment	✓		
MS Dyslexia Screener - Kindergarten & Grade 1	✓		
Universal Screener - K-3	✓		
3rd Grade Reading for promotion (currently MAAP)	✓		
MAAP Reading & Math - Grades 3-8		✓	
Science - Grades 5 & 8		✓	
English Learner (for speakers of other languages)		✓	
Algebra I	✓	✓	
English II	✓	✓	
Biology	✓	✓	
U.S. History			✓
Pre-K Assessment (if school offers pre-K)			✓
Brigance Pre-K (if school offers pre-K)			✓
ACT in Junior Year	✓ *		✓ **

* Funded by the Legislature

** Part of the Accountability Model

Testing Dates – 2020-2021

Testing Calendar for 2020-2021

- The Testing Calendar link is on the Student Assessment (OSA) Home page on the MDE website under **Resources**.

The screenshot shows the Mississippi Department of Education (MDE) website. The header includes the MDE logo with the tagline "Ensuring a bright future for every child" and navigation links for ABOUT, NEWS, REPORTS & DATA, SERVICES, and DIRECTORY. Below the header is a horizontal menu with four categories: COMMUNITY, FAMILY, EDUCATORS, and ADMINISTRATORS. The main content area is titled "Student Assessment" and contains introductory text about state and federal assessments. On the right side of the page, there is a "Student Assessment" sidebar with a phone number (601-359-3652), search options for Staff and FAQ, and a "Services" dropdown menu.

This close-up screenshot focuses on the right-hand navigation menu. It lists several options: "Share/Post Site (Login Required)", "Self Service Password Reset Portal (Login Required)", "Teaching and Learning", and "Testing Hotline Form". Below these is a "Documents" dropdown menu, followed by a "Resources" dropdown menu which is highlighted with an orange box. The "Resources" menu is open, showing a "Testing Calendar" link circled in purple, along with "FAQ for DTICs (Login Required)", "2017 Mississippi Testing Accommodations Manual", and "2017 Mississippi Testing Accommodations Manual".

2020 Fall Testing Dates

Assessment	Testing Windows
Kindergarten Readiness Assessment (KRA) Pre-test	August 3– October 2, 2020
MAAP – EOC (English II & Algebra I)	November 9, 2020 – January 15, 2021
MAAP – EOC (Biology & U.S. History)	November 9, 2020 – January 15, 2021
MAAP-A for 4 x 4 block SCD students	December 6 – December 10, 2020

2021 Spring Testing Dates

Assessment	Testing Windows
English Language Proficiency Test (K-12)	March 1 – April 9, 2021
MAAP – A (Alternate) SCD students (Grades 3-8 Math, ELA, Algebra, English; Science 5 & 8, Biology)	March 15 – May 7, 2021
Kindergarten Readiness Assessment (KRA) Post-test	March 8 – April 30, 2021
3 rd Grade MAAP (LBPA Reading) Initial Test	March 29 – April 30, 2021
Early Graduate/Senior Retest Opportunity	March 29 – April 23, 2021
MAAP – ELA and Math (Grades 3-8; English II & Algebra I)	March 29 – May 14, 2021
MAAP – EOC (Biology & U.S. History)	March 29 – May 14, 2021
MAAP- SCI (Grades 5 and 8)	March 29 – May 14, 2021

All dates are subject to change.

2021 ACT Spring Testing Dates

Administration	Testing Windows
Test Window 1 - Paper Administration	February 23, 2021
Test Window 1 - Accommodations - Paper	February 23-26 & March 1-5, 2021
Test Window 1 - Online Standard and Accommodations	February 23 – March 4, 2021
Test Window 2 - Paper Administration	March 23, 2021
Test Window 2 - Accommodations - Paper	March 23-26, 29-31 & April 1-2, 2021
Test Window 2 - Online Standard and Accommodations	March 23-26, 29-31 & April 1, 2021
Test Window 3 - Paper Administration	April 6, 2021
Test Window 3 - Accommodations - Paper	April 6-9 & 12-16, 2021
Test Window 3 - Online Standard and Accommodations	April 6-8 & 13-15, 2021

OSA Updates

Office of Student Assessment Updates

- **MAAP U.S. History:** For 2020 fall and 2021 spring testing, U.S. History will be based on the 2018 *Mississippi College- and Career-Readiness Standards for the Social Studies*. The updated U.S. History blueprints, supporting documents, and new practice tests, have been posted on <https://www.mdek12.org/OSA/MAAP> > [Science and History Resources](#)
- **MAAP-A:** The OSA is working with the Office of Special Education to release guidance about the MAAP-A retest opportunity for students seeking the Alternate Diploma.

Office of Student Assessment Updates

- **ACT:** Students who tested during on February 25, 2020 administration have received their score reports. We provided an opportunity for the students who missed the test in March 2020 to participate in a Fall test. Results will be provided by December 2020.
- **NAEP:** The National Assessment of Educational Progress plan to administer tests in 56 districts and 86 schools in Mississippi during the assessment window (January – March 2021).

Office of Student Assessment Updates

The OSA is looking for ways to make things easier for the DTCs and districts. Some of our goals for spring 2021:

- Roll out a new Test Security Plan Guidance document
- Create a new Office of Student Assessment Handbook with a Test Security section
- Update Accommodation Manual to be more streamlined and easier to understand.
- Update Appendix F in the Accountability Standards



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Ensuring a bright *future* for every child

Dr. Jackie Sampsell

State Assessment Director

jsampsell@mdek12.org

601-359-3052

Test Security

New Superintendents Meeting

October 21, 2020



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Ensuring a bright future for every child

Michael Martin

Director of Test Security

mcmartin@mdek12.org or 601-359-3995

Why Should You Care?

Security Equals Integrity

- Test Security = Exam Integrity
- Exam Integrity = Validity
- A Test Security Incident threatens the integrity of the assessment and could undermine or damage the **VALIDITY** of the assessment results and all decisions based upon those results.

Standard 16 *Appendix F*

Appendix F

- The District Test Coordinator or a designated representative of the school district must attend applicable training sessions sponsored by the Office Of Student Assessment. (*Appendix F, Section IV, 1.*)
- A District Test Security Plan must be prepared each new school year. (*Appendix F, Section IV, 2.*) The District Test Security Plan must be uploaded to the district's Caveon Core folder no later than **October 31, 2020**. Addendums should be uploaded to Caveon Core.
- The District Test Security Plan is signed by the District Superintendent, the District Test Coordinator, and the Chairman of the School Board. (*Appendix F, Section IV, 2. b.*)

Appendix F – Security Plans

- The School Test Security Plan, which is a part of the District Test Security Plan, is signed by the School Principal, School Test Coordinator and the District Test Coordinator. (*Appendix F*, Section IV, 2. b.)
- The district conducts professional development training on proper assessment administration procedures and test security for all individuals involved in the handling and administration of each test. (*Appendix F*, Section IV, 5.)
- Anyone who serves in the capacity of District Test Coordinator, School Test Coordinator, or Test Administrator must be a licensed school district staff member. (*Appendix F*, Section IV, 4.)

Appendix F

- The district has documentation that training related to the administration of assessments included information on test security violations and the consequences of violations. (*Appendix F*, Section IV, 5e, and 5.f.)
- Anyone with knowledge of or information regarding a possible testing irregularity or alleged security violations reports the alleged irregularity/violation to the appropriate authority. (*Appendix F*, Section IV, 14.)
- The school prohibits the possession and/or use of **any** electronic communication device, during the administration of statewide tests except the districts assigned IT responder and the DTC. (*Appendix F*, Section IV, 19.)

Testing Irregularity Forms

- The STC shall immediately notify the DTC of all testing irregularities.
- The STC shall complete the form, gather documents and submit the form and documents to the DTC.
- The DTC must immediately notify Test Security of the testing irregularity by emailing mcmartin@mdek12.org.
- The DTC shall upload the irregularity form and relevant documentation within 24 hours of notifying the Office of Student Assessment of the irregularity.

Mandatory Principal Certifications

Principal Certification Forms

Within five (5) days of completing the administration of a statewide test, the principal of the school where the test was administered shall certify under oath to the State Department of Education that the statewide test was administered in strict accordance with the Requirements of the Mississippi Statewide Assessment System as adopted by the State Board of Education. The principal's sworn certification shall be set forth on a form developed and approved by the Department of Education. If, following the administration of a statewide test, the principal has reason to believe that the test was not administered in strict accordance with the Requirements of the Mississippi Statewide Assessment System as adopted by the State Board of Education, the principal shall submit a sworn certification to the Department of Education setting forth all information known or believed by the principal about all potential violations of the Requirements of the Mississippi Statewide Assessment System as adopted by the State Board of Education. Submitting a false certification to the Department of Education may result in licensure disciplinary action pursuant Section 37-3-2 and criminal prosecution pursuant to Section 37-16-4.

Penalties for False Principal Certifications

Any person submitting a false certification to the State Department of Education that each statewide test in a school was administered in strict accordance with the Requirements of the Mississippi Statewide Assessment System as adopted by the State Board of Education, and without the requirement of willful intent, is guilty of a felony and upon conviction thereof shall be fined not more than Twenty-five Thousand Dollars (\$25,000.00), or be imprisoned for not more than three (3) years, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

State Takeover Authority

State Takeover of Statewide Assessments

The Department of Education may, in its discretion, take complete control of the statewide test administration in a school district or any part thereof, including, but not limited to, obtaining control of the test booklets and answer documents. In the case of any verified testing irregularity that jeopardized the security and integrity of the test(s), validity or the accuracy of the test results, the cost of the investigation and any other actual and necessary costs related to the investigation paid by the Department of Education shall be reimbursed by the local school district from funds other than federal funds, Mississippi Adequate Education Program funds, or any other state funds within six (6) months from the date of notice by the department to the school district to make reimbursement to the department.

Test Audits

Test Audits

- At least one school from every school district will be audited each year. Some districts or schools may be audited several times in a school year.
- All auditors receive training before they are sent on site visits.
- Auditors may enter testing rooms at any time during the audit.
- Auditors should be informed of all testing rooms.
- Attempts to harass, intimidate or prevent the auditor from completing the audit can result in the Mississippi Department of Education taking complete control of the statewide test administration in a school or district.

Data Forensic Analysis

Data Forensics

- We currently utilize Caveon Test Security to conduct multiple types of data forensic analysis on assessments.
- Examples include extreme similarities, unusual answer changes, timing patterns, and substantial gains or losses from one testing event to another.
- Invalidated Test Scores will be reported on the Individual Score Report (ISR).
- If a student's score is invalidated due to statistical inconsistencies, the district can appeal if they choose.
- A district's appeal and documentation should provide evidence that provides an **extremely high** degree of certainty that a testing irregularity **did not occur**.

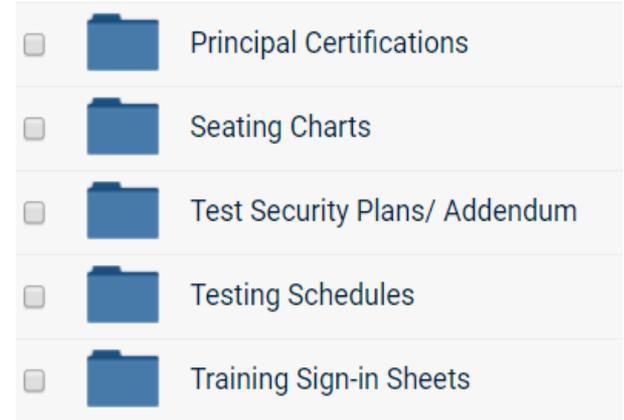
Caveon Core

Caveon Core

- Caveon Core is an online platform that will be used to manage test security incidents.
- This platform will be used to upload test security information rather than uploading the information into SharePoint.

Caveon Core – What is uploaded?

- Test Security Plans (due October 31)
- Testing Schedules
- Testing Irregularities*(as needed)
- Test Security Certification Form+ (due within two weeks after test admin - previously Certificate of Shredding)
- Principal Certification Letter (due within 5 days after test admin)
- Training Sign-in Sheets
- Seating charts (due within two weeks after test administration)



Caveon Core – What is kept on file

- Confidentiality Agreements
- Electronic device agreements (students)
- Training handouts

These documents must be kept on file in the district and submitted to MDE upon request.

Medical Monitoring

Background

Medical monitoring is requested each year due to various conditions such as diabetes. Previously most medical monitoring devices were worn on the student, but recent technology provides medical monitoring through applications on cellular devices. In accordance with Appendix F of the *Mississippi Public School Accountability Standards*, cellular devices are prohibited from the testing environment; however, the MDE does not want to risk a medical emergency during testing due to failure to monitor a potential life-threatening condition. After consulting with multiple states that have policies related to medical monitoring, the Office of Student Assessment is providing the following guidance effective with spring 2020 testing.

Medical Monitoring

- The student must have documentation of a medical condition that requires monitoring in either an IEP or a 504 plan. If either plan is not available, one must be written and include the appropriate documentation from a medical professional.
- The IEP or 504 plan, including all pertinent information, must be kept on file at the school/district and be available to MDE upon request.
- Testing procedures must be included in the Test Security Plan for each school that has a student requiring a cellular phone application device. An addendum should be completed if this is not currently included in the Test Security Plan.

Medical Monitoring

- Any student using a cellular device application for medical monitoring may not have the device in his/her possession during MAAP or MAAP-A testing for security reasons. However, the device may be in the testing room in close proximity to the student.
- The cellular device must have all long-range connectivity, such as cellular or Wi-Fi functions, turned OFF if it will not interfere with the medial function. Bluetooth may be left on to communicate with the monitoring device.
- For test administrations, the student may be tested following one of these guidelines:
 - A student requiring medical monitoring may test in a small group or in a regular testing session with a test administrator, proctor, and an individual to monitor the device, or
 - A student requiring medical monitoring may test individually with a test administrator and a proctor.

Medical Monitoring

- The MDE highly recommends assigning a person to monitor the device who is specifically trained to do so. This individual must sign a confidentiality form prior to testing.
- The student(s) should be seated near the device so that the readings and/or contact with the medical monitor can be maintained.
- It is recommended that the student test near the rear of the room with the cellular device behind the student. Avoid drawing attention to the cellular device, due to other student's concerns that cellular devices are now allowable in the testing area.

Questions?



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School Improvement Overview

New Superintendents – MASS 2020

October 21, 2020



Office of School Improvement

Dr. Sonja Robertson

Today's Focus Points

- To Provide an Overview of School Improvement
 - ❑ Schools Identified under ESSA
 - ❑ Framework for School Improvement
 - ❑ Support Structure for Identified Schools

Background

By federal law (ESSA) we are required to identify schools that are identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), & Additional Targeted Support and Improvement (ATSI) schools beginning with the 2018-19 school year.

The MS State Consolidated Plan, also known as MS Succeeds provides the specific criteria for identifying and addressing schools as required by ESSA.

Identification

MS Succeeds

Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

School Improvement Identification Criteria

CSI (Three Year ID Cycle)

- Graduation rate less than or equal to 67%; **OR**
- Bottom 5% of Title IA schools; **OR**
- Previously identified Additional TSI school with 3 consecutive years of subgroup proficiency performance (no improvement)...***ID begins in the 2021-22 School Year***

TSI – Consistently Underperforming Subgroup (Annual Identification)

- Subgroup in lowest 50% of **overall accountability** index; **AND**
- Subgroup in **lowest quartile** of 3-year average gap-to-goal; **AND**
- Subgroup scores in **lowest quartile** of 3-year improvement toward gap-to-goal closure
- Results **are rank-ordered** and bottom 5% are identified for TSI

ATSI – Low Performing Subgroup (Annual Identification)

- 3-year average subgroup performance is **at or below** that of all students in the lowest performing schools (CSI)

School At-Risk – State Designation (Annual Identification)

- School level accountability grade of F

Exit Criteria

Designation <i>(What is my label?)</i>	Duration <i>(How long will the designation last?)</i>	Exit Criteria <i>(What will I need to do to be removed from the designation?)</i>
Comprehensive Support and Improvement (CSI)	<input type="checkbox"/> 3 years	<input type="checkbox"/> After 3 years graduation rate above 67% <input type="checkbox"/> After 3 years (3-year average subgroup performance is above the bottom 5% of Title IA schools; AND <input type="checkbox"/> an increase in the accountability letter grade; OR <input type="checkbox"/> an increase in the accountability letter grade that crosses over the midpoint of the letter grade
Targeted Support and Improvement (TSI)	<input type="checkbox"/> 1 year, unless re-identified in subsequent year	<input type="checkbox"/> School no longer meets criteria for identification <input type="checkbox"/> 3-year average growth in <u>subgroup proficiency</u> exceeds <u>target proficiency growth rate</u> projected for the <u>same statewide subgroup</u>
Additional Targeted Support and Improvement (ATSI)	<input type="checkbox"/> Same as TSI	<input type="checkbox"/> Subgroup performance above that of all students in the lowest performing schools AND <input type="checkbox"/> an increase in the accountability letter grade; OR <input type="checkbox"/> an increase in the accountability letter grade that crosses over the midpoint of the letter grade
School At- Risk (SAR)		<input type="checkbox"/> Improve accountability grade to D or higher

Mississippi's

School Improvement Framework

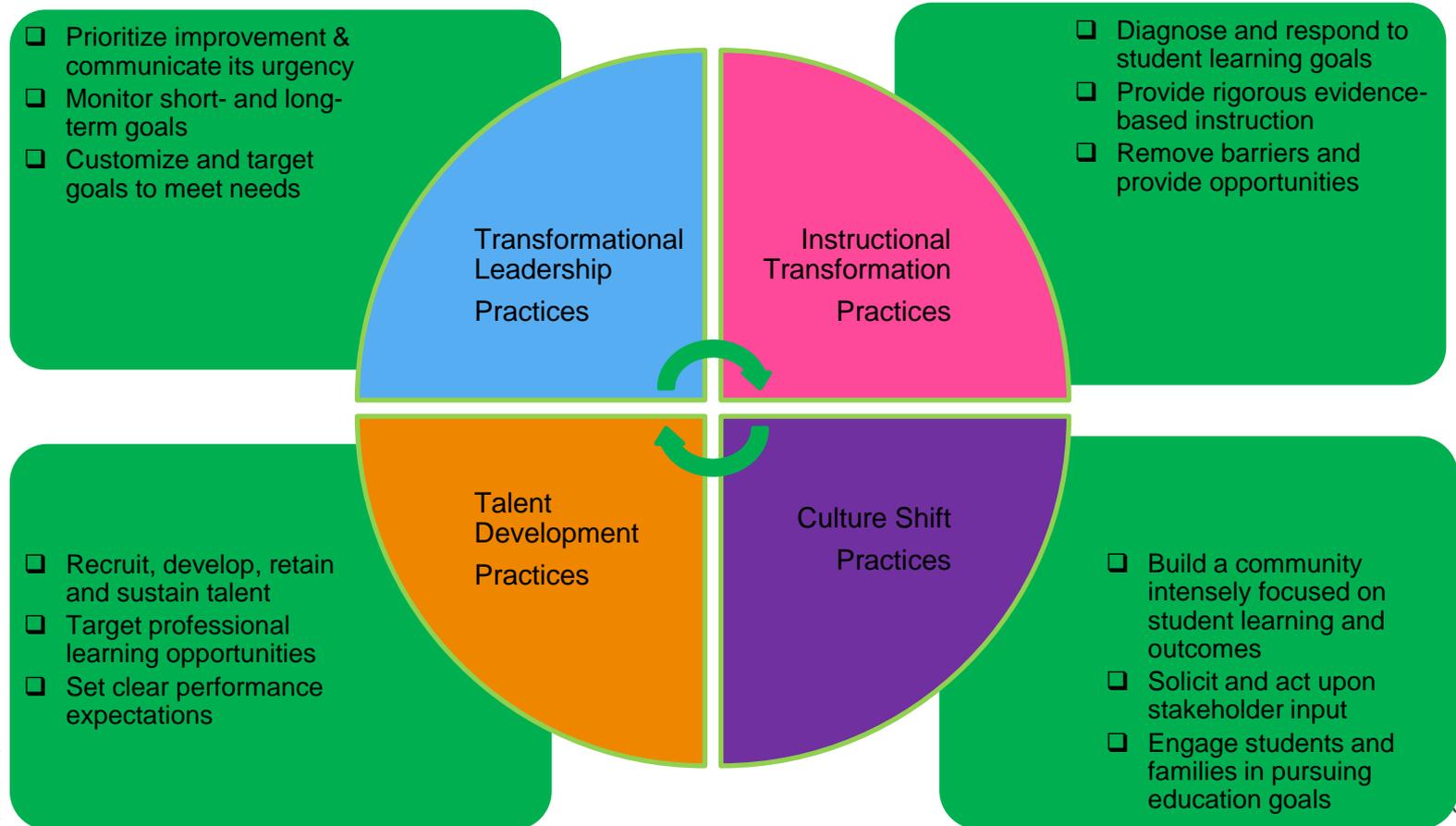
Theory of Action

Domains Of Rapid Improvement

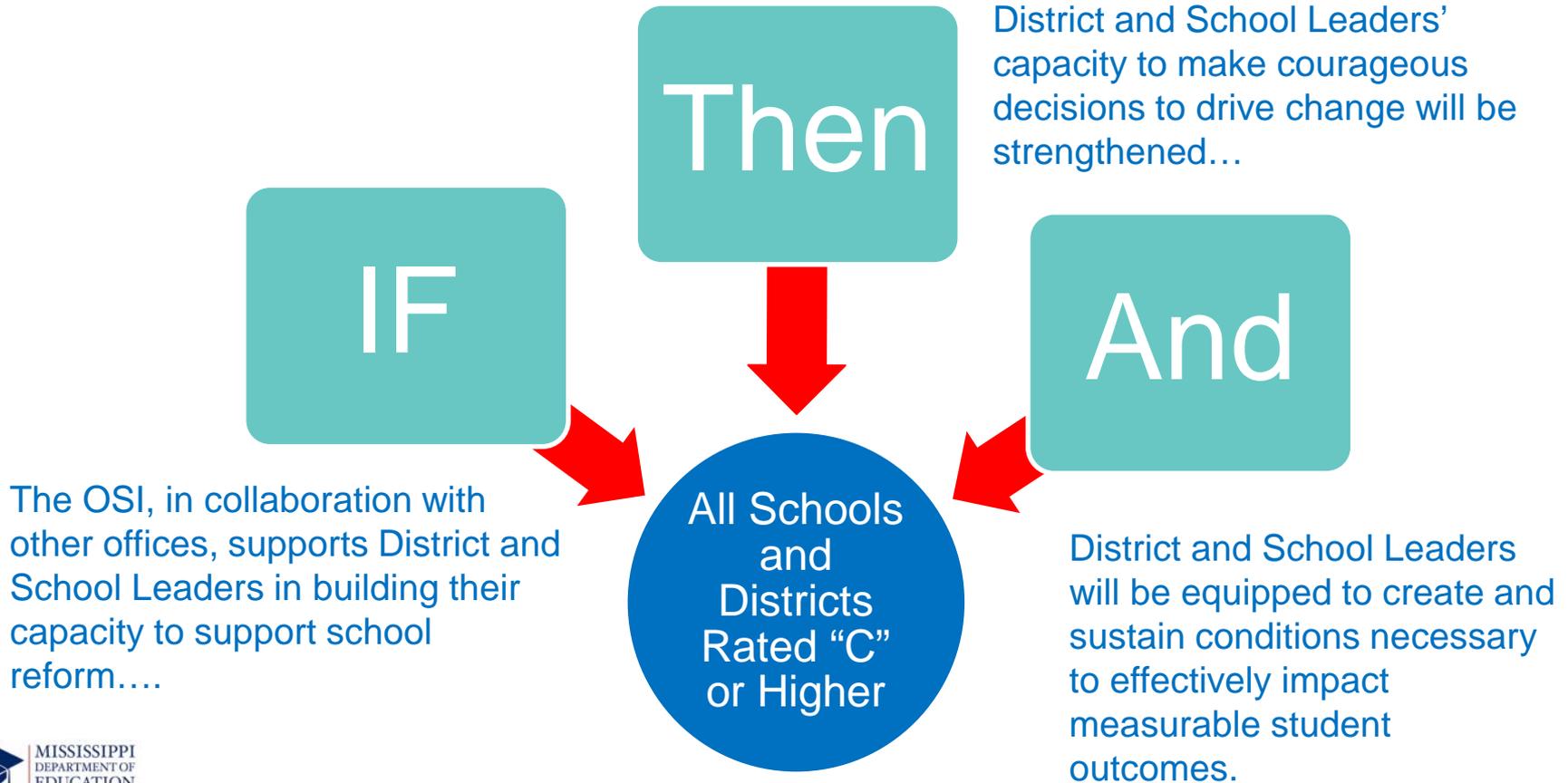
Continuous Improvement Cycle



Center on School Turnaround at WestEd – 4 Domains Framework



Theory of Action



Indicators of Effective Practice

Domain 1 Transformational Leadership

Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.

LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation.

School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system

The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.

Domain 2 - Talent Development

Professional development of individual teachers includes an emphasis on indicators of effective teaching.

The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.

Indicators of Effective Practice

Instructional Transformation

Domain 3

Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies

The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs

Instructional Teams develop standards-aligned units of instruction for each subject and grade level

The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness

Domain 4 - Culture Shift

School implements strategies and practices to improve school culture and climate.

The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).

What is our Strategy/Intervention?

What is our school improvement strategy for identified schools?



1. Coaching Administrators/Leadership Teams/Teachers
2. Federal Funding
3. Professional Learning Opportunities
4. Technical Assistance

What does our strategy/intervention look like?



Principal Support

Work collaboratively with principals to examine and understand data to inform instructional direction for the school (for example: Data meetings, classroom observations, feedback loop, learning walks, scheduling)

School Leadership Team Support

Work collaboratively with the decision-making leaders in the school to use current and relevant data to inform plans and processes being implemented that are based on evidence (for example: action plans, leveraging funds coordination of efforts across the school and district).

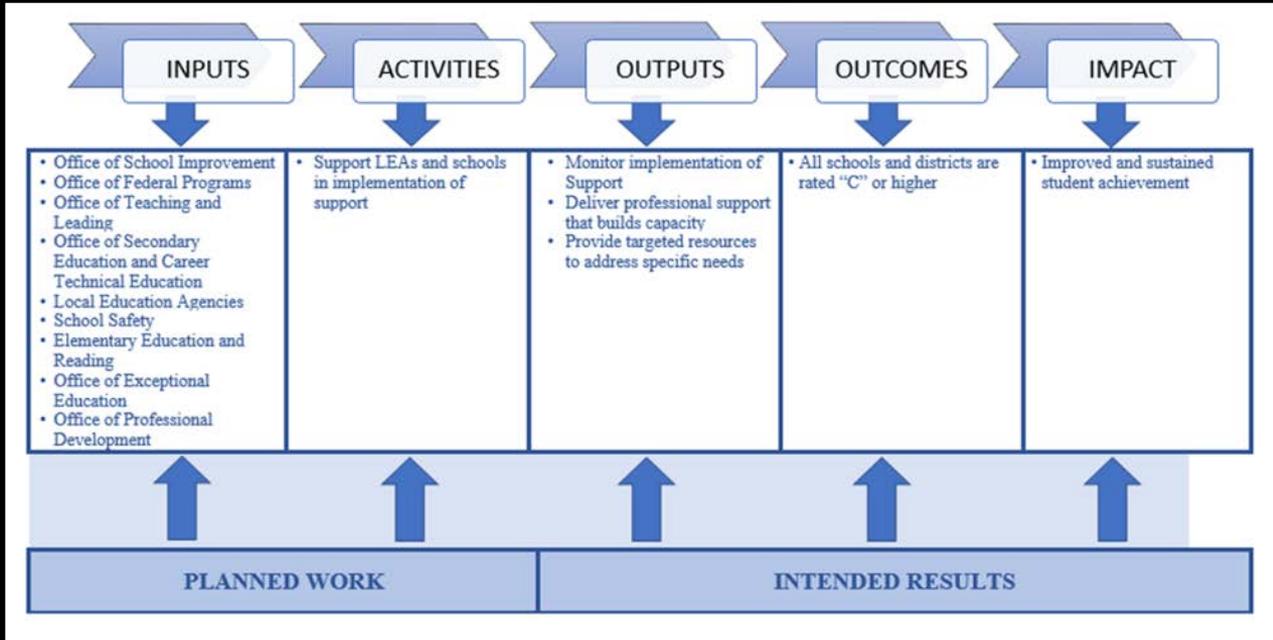
Teacher Support

Work collaboratively with teachers through and with the principal to identify and implement effective instructional strategies (lesson planning, differentiation, intervention practices)

Professional Learning Support

Support the principal and teachers through professional learning opportunities (facilitating PLCs, providing topic specific PD, and providing support with identifying and selecting services through the Professional Development Catalog).

Logic Model



In the world of education, evidence-based practices have been referred to as effective practices, research-based practices, or best practices. People use the terms interchangeably, yet the terms are not the same. Table 1 provides distinct definitions for each term (Cook, et al., 2008. p. 495).

Table 1: Distinctions Between Best, Research-Based, Effective, and Evidence-Based Practices

Best Practices	Research-Based Practices	Effective Practices	Evidence-Based Practices
Instructional approaches recommended by experts or others that may or may not be supported by specific evidence of effectiveness	Educational approaches consistent with bodies of research rather than specific studies	Practices that actually result in meaningful outcome gains for the vast majority of students	Instructional approaches shown by high-quality research to result reliably in generally improved student outcomes

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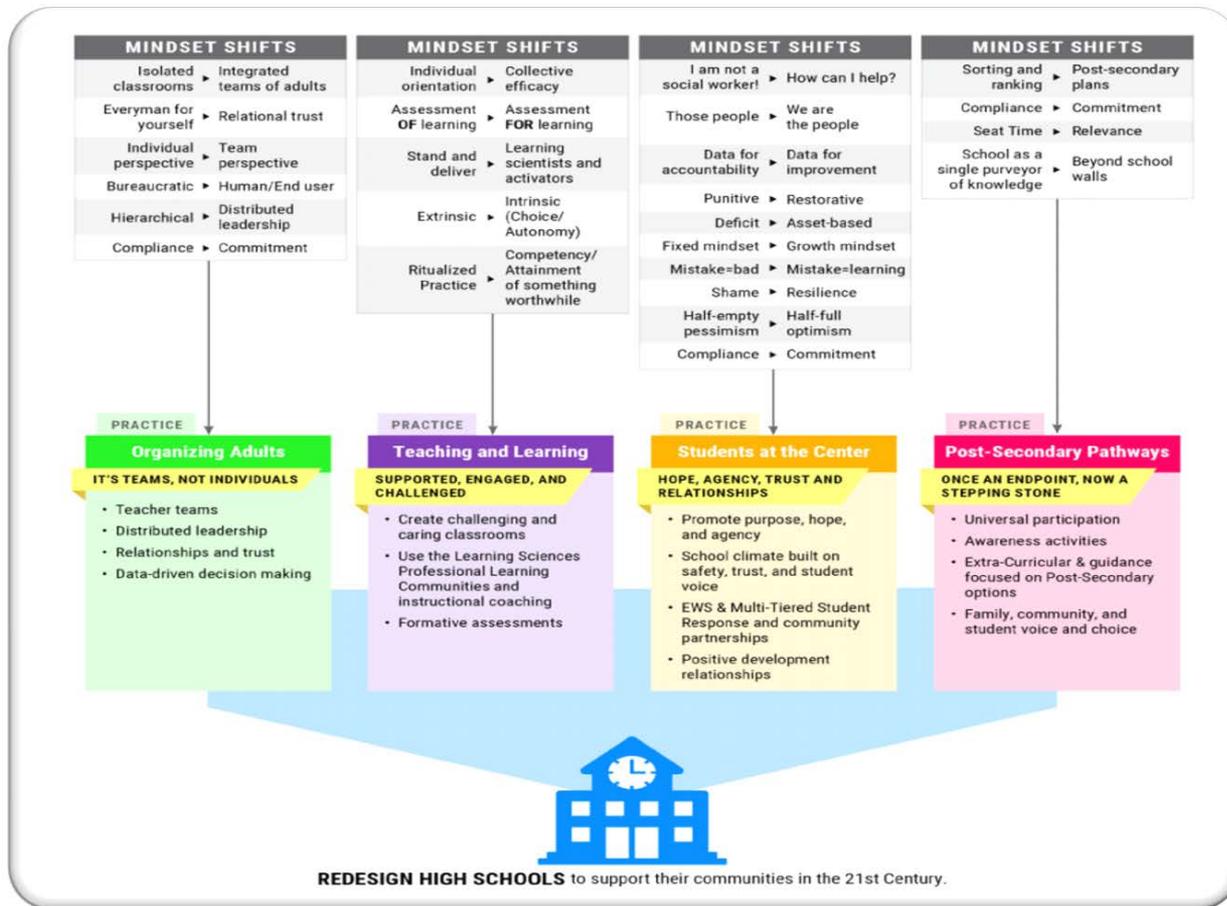
Evidence-based Requirements

By **state law we are** to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).

By **federal law** we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

By **State Board of Education expectations**, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of **SUCCESS**.

Cross State High School Collaborative



Evidence-based Requirements

Evidence-Based Resources

- [What Works Clearinghouse](#): developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
- [Results First Clearinghouse Database](#): developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- [Best Evidence Encyclopedia](#): developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
- [Evidence for ESSA](#): developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- [RAND report on school leadership interventions under ESSA](#): (categorized in ESSA evidence tiers)
- [Next Generation High Schools](#): developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
- [Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools](#), developed by the Every Student Graduates Center at Johns Hopkins University
- [Results for America](#): RFA advocates for programs and practices that use evidence and data to improve quality
- [Preschool Curriculum Report](#): developed by the National Center on Quality Teaching and Learning
- [SERP Institute](#): Strategic Education Research Partnership
- [SIG Network](#): a library of relevant tools and resources
- [Synthesis of Evidence Resources](#): a synthesis of resources and literature on evidence-based practices in school improvement
- [National Center for Education Evaluation and Regional Assistance](#): NCEE conducts unbiased, large-scale evaluations of education programs supported by federal funds
- [Ed Reports](#): educator-led, evidence-based reviews of K-12 instructional materials
- [Implementing Evidence-Based Literacy Practices](#): developed by the Florida Center for Reading Research
- [Evidence Provisions within ESSA](#): MDE PowerPoint Presentation, March 2017
- [High-Performance Leadership: Darden/Curry Partnership for Leaders in Education \(PLE\)](#), is a joint venture of the University Of Virginia Darden School Of Business and the Curry School of Education
- [Effective Practices: Research Briefs and Evidence Rating](#), is a new publication for district support for school success written by the Center on Innovations in Learning (CIL) is a national content center established to work with regional comprehensive centers and state education agencies (SEA) to build SEAs' capacity to stimulate, select, implement, and scale up innovation in learning

- [Evidence-Based Programs](#)
- ["Evidence-Based" Defined](#)
- [USDE Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)
- [Identifying Evidence-Based Programs](#)

School Improvement

- ☎ 601-359-1003
- 👤 Staff
- ❓ FAQ

Services

[Evidence-Based Programs](#)

[Revision Request](#)

[School Improvement](#)

Links

[School Improvement Convening](#)

[2018-19 CSI, TSI, ATSI, and SAR Schools](#)

[Mississippi Succeeds Plan](#)

[Chronic Absenteeism](#)

[MS SOARS](#)

[Important Dates](#)

[Webinars](#)

[Cohort IV Renewals](#)

[School Improvement Grants \(SIG\) Information Center 1003 \(g\)](#)

Resources

Improvement Plan

& Funding Application

Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

Who is Eligible to Receive Funding?

- Title I Identified CSI, TSI, & ATSI Schools
- Non-Title I Identified CSI, TSI, & ATSI Schools
- Schools At-Risk (SAR) are not eligible to receive funding unless they **also have a federal designation.**

How can Funds be Utilized?

- Funds must address what caused the identification
- Funds must be used to support evidence-based interventions (strong, moderate, or promising)*
- Funds must be budgeted/expended in accordance with EDGAR, Uniform Administrative Requirements, State Purchasing Requirements*

Considerations:

- How is this expenditure addressing what caused the school to be identified?*
- How will the expenditure have a positive effect on directly improving student outcomes?*
- Is this expenditure demonstrative of being a highly impactful lever for improving performance of the students in my school?*
 - Food purchases*
 - Incentives*
 - Parental Engagement*

MCAPS

Mississippi Comprehensive
Automated Performance-
based System

Improvement Plan & Funding Application



• APPLICATION COMPONENTS

Part I: District Application for Section 1003 School Improvement Funds

Part II: Vision, Mission, Goals, Evidence-Based Action Plan

Part IIA: Use of Funds

Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools (20% of each identified school's Title I, Part A allocation)

Reservation Requirement (20%)

All Title I Schools with a designation of CSI, TSI, or ATSI

20% of the **School's Title I, Part A** allocation must be reserved for addressing areas that caused the school to be identified.

1. This will be addressed in the district's Title I, Consolidated Application
2. Title I (CSI, TSI, and ATSI Identified) Schools – *Must Reserve*
3. Non-Title I (CSI, TSI, and ATSI Identified) Schools – *Will not* reserve because they do not receive Title I funds

Period of Availability – 1003 Funds

FY19 (Awarded 2018-19 School Year)*

- ✓ **Obligation** by September 30, 2021
- ✓ **Liquidation** by December 8, 2021

FY20 (Awarded 2019-20 School Year)*

- ✓ **Obligation** by September 30, 2021
- ✓ **Liquidation** by December 8, 2021

FY21 (Awarded 2020-21 School Year)

- ✓ **Obligation** by September 30, 2022
- ✓ **Liquidation** by December 8, 2022

Overview – OSI Programmatic and Fiscal Monitoring

The Office of School Improvement **Programmatic and Fiscal Monitoring** provides oversight of the **Title I – 1003 formula grant** and the **School Improvement Grant (SIG) 1003g funds** to ensure compliance with:

- Federal and state laws
- Regulations
- Regulatory guidance

Overview – OSI Programmatic and Fiscal Monitoring

Monitoring may be implemented through the following methods:

- On-site review
- Virtual review
- Desk review

Districts to Be Monitored - Fall 2020

1. Clarksdale
2. Cleveland
3. Greenwood-Leflore
4. Jackson Public Schools
5. Jefferson County
6. Lee County
7. Madison County
8. North Bolivar
9. Noxubee County
10. Pascagoula-Gautier
11. Pontotoc County
12. South Pike
13. Vicksburg Warren
14. Tate County

Criteria Used to Select Districts:

- ✓ Scheduled to be monitored by OFP/OGM 2018-19 (originally from February – June 2020)
- ✓ Multiple CSI Identified Schools
- ✓ Cohort IV School Improvement Grant (SIG) Schools
- ✓ 1003 implementation will also be monitored in SIG districts that have CSI, TSI, or ATSI schools

OSI Landing Webpage

School Improvement

601-359-1003

Staff

FAQ

Services

Evidence-Based Programs

Mississippi Instructional
Materials Matter

Revision Request

School Improvement

Links

COVID-19 Frequently Asked
Questions

School Improvement
Identifications

School Improvement 1003
Allocations

MCAPS District Contact List

Conferences

Mississippi Succeeds Plan

Chronic Absenteeism

Virtual Meetings

Cohort IV - SIG Competition

School Improvement Grants
(SIG) Information Center 1003
(g)

Resources

Comprehensive and Targeted
School Improvement Schools

CSI Quick Reference

TSI Quick Reference

Sharing What Works

Identifying Evidence-Based
Programs

P-16 Community-Based Council

Four Domains: A Framework for
Rapid School Turnaround

2019 Access for All Guide

Documents and Forms

Archives

Questions





MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Dr. Sonja Robertson

Executive Director –
School Improvement
srobertson@mdek12.org

Office of Elementary Education and Reading

Early Childhood
Instructional Technology
Intervention Services (MTSS)
Library Services
Literacy
Textbooks

Office of Early Childhood

Dr. Jill Dent, Director of Early Childhood
jdent@mdek12.org



Office of Early Childhood

- 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
- Web page: mdek12.org/ec

Early Childhood

The Office of Early Childhood is committed to accelerating student achievement for every child in Mississippi. We accomplish this goal by helping school districts and families improve the readiness and reading achievement of Mississippi students starting in preschool.

Back-to-School Resources

[Teacher Certification and Suspension of Praxis for Early Childhood](#)

[Social Distancing Strategies in the Classroom](#)

[Back-to-School Family Guide](#)

[Virtual Teaching and Learning Strategies for Early Childhood](#)

[Family Engagement Calendar](#)

[Family Enrichment Activities](#)

Program Administration and Evaluation

[Guidelines and Standards](#)

[Effectiveness Evaluation Plan](#)

[Best Practices Checklists and Observational Checklists](#)

[Classroom Assessment Scoring System \(CLASS\)](#)

[Tools and Supports](#)

[Early Learning Collaboratives](#)

Supporting Students and Families

[Pre-K English Learner Resources](#)

[Transition to Kindergarten](#)

[Family Engagement Framework and Toolkit](#)

[Parent Pre-K and Kindergarten Informal Observation Checklist](#)

Professional Development and Training

[Professional Development](#)

[Early Childhood Education Bootcamp](#)

Elementary Education and Reading

[601-359-2586](#)

[Staff](#)

[FAQ](#)

Services

[Academic Standards](#)

[Arts: Dance, Media Arts, Music, Theatre, Visual Arts](#)

[Business & Technology \(Academic\)](#)

[Career and Technical Education](#)

[Driver Education](#)

[Early Childhood](#)

[English Language Arts](#)

[Health](#)

[Mathematics](#)

[Physical Education](#)

[Science](#)

[Social Studies](#)

[World Languages](#)

Links

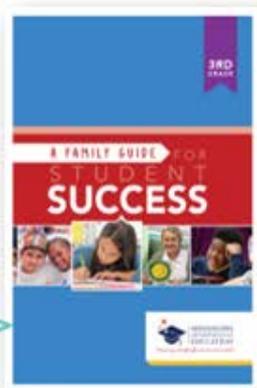
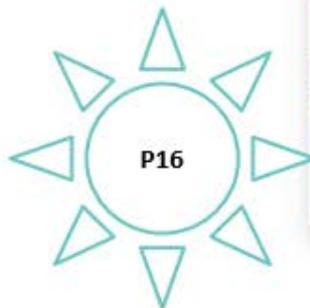
[Academic and Career Counseling and Support Services](#)

[Dyslexia](#)

[English Learners](#)

[Gifted Programs](#)

Family and Community Engagement



MISSISSIPPI LITERACY SUMMIT

**SHARED
COMMITMENT**
— TO —
Literacy
Improving Literacy
Outcomes for **ALL**
FROM BIRTH TO THE WORKFORCE

*Parent and Family Guide to
Understanding
Response to Intervention*

2019 REGIONAL MEETINGS FOR FAMILIES:

Strategies to Improve Reading for K-3 Students

The Mississippi Department of Education sponsors a series of regional meetings across the state for families of students in kindergarten through grade 3. At the meetings, families will receive an overview of the state's new reading literacy standards, as well as strategies that can be used at home to help students improve their reading skills. The state law, known as the Strong Reader Promotion Act (SB 23), focuses on prevention and intervention to help children develop the reading skills required for 9th grade. Family engagement is also a central component of students' reading success.

SESSIONS

Sessions times at all locations: 6pm - 7pm | No registration is required

- Tuesday, October 8: Stone Elementary | 2000 W. McDowell Rd., Cor., Jackson
- Thursday, October 10: Wallace Elementary | 4915 M.W. Co., Jackson
- Thursday, October 10: Rankin High | 208 Sargent Parkers Dr., Rankin
- Thursday, October 10: Pinson Leadership Center | 1810 Star Ridge Rd., Tupelo
- Thursday, October 17: Henry J. Smith Conference Center | Highway 9 W., Cleveland
- Thursday, October 17: Nova State Magnet | 1205 Dr. Martin Luther King Ave., Laurel
- Monday, October 21: Governors Center | 603 Deaconsboro St., Starkville
- Wednesday, October 23: Stone Point Family Educational Center | 3217 Pleasant Ave., Moss Point

CHECK OUT FAMILY RESOURCES

<http://strongreadersms.com/resources>



*What to Look for When
Observing a Kindergarten and
Pre-K Classroom Checklist*

Instructional Technology

Designing Resources for Teachers and Administrators

Melissa Banks, Director of Instructional Technology
mebanks@mdek12.org

Making the Move to Digital Learning

Teachers will explore features of a digital classroom and examine how to organize their digital classroom, assess learning, create instructional content, and build relationships with parents and students in a digital learning environment.

- **Canvas course** (new dates coming soon)
- **Virtual synchronous sessions** with the office of Professional Development (available by [appointment](#))
- **PD on Demand** (available anytime)

Making the Move to Digital Learning

PD on Demand

- Self-paced
- Asynchronous
- PLC meetings
- Coaching support
- Individual growth



PD · ON · DEMAND
CROSS-CURRICULAR



MAKING THE MOVE TO DIGITAL LEARNING

Becoming Comfortable

-  [Note Page](#) for Direct Instruction Video
-  [Direct Instruction Video](#)
-  [LMS Scavenger Hunt Activity](#)
-  **Additional Resources:**
 - [EdTech Basics: Glossary and Models](#)
 - [Learning Management System Exploration](#)

Plan and Organize

-  [Note Page](#) for Direct Instruction Video
-  [Direct Instruction Video](#)
-  [Digital Learning Plan Template and Example](#)
-  **Additional Resources:**
 - [Teacher Schedule for Distance Learning](#)
 - [Screen Time Recommendations for Students](#)

-  [Note Page](#) for Direct Instruction Video

Google Trainings with friEd Technology

October 12-29

- 60-90 minute webinars for teachers and administrators
- Morning and afternoon sessions available
- Topics include Google Meet, Screencastify, and Digital Interactive Notebooks
- During the sessions, participants are given information to continue their learning by signing up for a free online asynchronous courses provided by friEd Technology
- CEUs/SEMIs available for completing free online asynchronous courses

Register:



Google Trainings with friEd Technology

October 2020

Click the **SESSION TIME** to REGISTER.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<i>October 12, 2020</i>	<i>October 13, 2020</i>	<i>October 14, 2020</i>	<i>October 15, 2020</i>
FULL DAY of learning for staff 	* Google Utility Belt (for administrators) 9:00-10:00	* Google Utility Belt (for administrators) 3:30-4:30	* Google Utility Belt (for administrators) 1:00-2:00
	Google Meet (for teachers) 3:30-5:00	Digital Interactive Notebooks (for teachers) 2:00-3:30	Screencastify (for teachers) 4:00-5:30
	<i>October 20, 2020</i>	<i>October 21, 2020</i>	<i>October 22, 2020</i>
	Digital Interactive Notebooks (for teachers) 4:00-5:30	Screencastify (for teachers) 2:00-3:30	Google Meet (for teachers) 3:30-5:00
	<i>October 27, 2020</i>	<i>October 28, 2020</i>	<i>October 29, 2020</i>
	Screencastify (for teachers) 4:00-5:30	Google Meet (for teachers) 2:00-3:30	Digital Interactive Notebooks (for teachers) 3:30-5:00

Register:



Mississippi Connects: Family Resources

The screenshot shows the Mississippi Department of Education's website for Mississippi Connects. The page is titled "Mississippi Connects: Information for Families". It features a navigation bar with "COMMUNITY", "FAMILY", and "EDUCATORS" tabs. The main content area includes a description of the program, a list of benefits, and a list of components. A central graphic shows a map of Mississippi with icons of diverse students. On the right, there are sections for "Communications & Government Relations", "Services", and "Links".

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

ABOUT NEWS REPLY

COMMUNITY FAMILY EDUCATORS

Mississippi Connects: Information for Families

Mississippi Connects is a program to provide every public school student in Mississippi with the technology to learn at school and at home. The unexpected need for distance learning provided Mississippi with an opportunity to reimagine the digital learning experience and create an innovative approach to getting students what they need to learn, whether in a classroom or at home. Mississippi sees the urgent need for technology and is ready to meet that need to ensure every student can succeed. Contact your local school district for details about its plan for Mississippi Connects.

Benefits

- Students will be able to easily transition from in-person to distance learning.
- Students will have access to telehealth and teletherapy services for their physical, social and emotional health.
- Students will be prepared for digitally advanced careers.
- The divide between students with and without digital access will be narrowed, increasing equity among students.

Components

- ✓ Computer Devices
- ✓ Internet Access
- ✓ High-Quality Instructional Materials
- ✓ Training and Support
- ✓ Background

MISSISSIPPI CONNECTS

Communications & Government Relations
800-359-3019
Staff

Services

- Blog and Publications
- Government Relations
- How To Access Communications Services
- MDE Login
- Mississippi Schools, Due for the 2020-21 School Year

Links

News Releases

- 2020
- 2019
- 2018

- Program information
- Resources
- Tips for families
- Videos

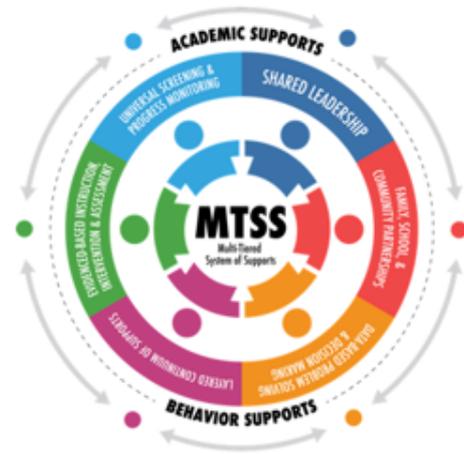


mdek12.org/MSConnects



Intervention Services

Multi-Tiered Systems of Support/ Gifted Services



Laurie Weathersby, Director of Intervention Services
lweathersby@mdek12.org

MTSS/Dyslexia

- Released MTSS Guidance Document and Webinar Series
- Offer MTSS Virtual Hours every Wednesday at 10:00
- Academic and Behavior Interventions
Response for Qualifications
- Dyslexia Information Videos



English Learners

- Released Progress Checklist for English Learners
- Released English Learner Parent Guide
- English Learner Check-in Meetings and 3-Part Webinar Series
- MS Seal of Biliteracy



LIBRARY SERVICES

Grades P-12

Elizabeth Simmons, Library Specialist

esimmons@mdek12.org

Equipped Booklist: *The Purpose*

Mississippi strives to develop students that are not only college and career ready but also **CULTURALLY** ready.

This resource intends to **EQUIP** educators to make purposeful instructional decisions around the Mississippi College-and Career-Readiness Standards while promoting literacy that acknowledges a variety of text types.



Equipped Booklist: *Understanding the List*



LEGEND

- Award Winner
- Bilingual Format(s) Available
- Curriculum Connection: Social Studies
- Curriculum Connection: STEAM and Health Sciences
- Graphic Novel Format Available
- Digital Format Available

School Library Updates



APA Review: November

CCR Learning Standards for Libraries

- Supports national library standards and the Mississippi curriculum standards
- Includes reading engagement and digital literacy skills

Pilot Districts: January

School Librarian PGS Rubric Revision

- No more than 10 standards and four domains on the new rubric
- Aligned with national library standards



Textbooks

Adopting High-Quality Instructional Materials

Chauncey Spears, Director of Textbooks

crspears@mdek12.org

- MDE, in partnership with Mississippi First, has launched a new website for Mississippi teachers to increase teacher access to high-quality instructional materials (HQIM).
- The site, [Mississippi Instructional Materials Matter](#), offers a centralized location for Mississippi math and social studies teachers to review high-quality, standards-aligned materials that have been evaluated and adopted by other Mississippi teachers and school districts.
- The new website provides resources about the materials selection process at the state and district levels. It also identifies the materials the MDE has reviewed and adopted as high-quality.

- Mississippi teachers can use this site to evaluate their current materials and [find tools](#) to encourage their district leaders to provide access to and training for standards-aligned materials.
- The MDE will finalize its high-quality instructional materials list and rubric for English Language Arts (ELA) by the end of 2020. Once formally adopted, the ELA materials will be uploaded to the site.
- Visit Mississippi Instructional Materials Matter at msinstructionalmaterials.org.





MISSISSIPPI
DEPARTMENT OF
EDUCATION

Office of Elementary Education and Reading

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mdek12.org

