ESEA FLEXIBILITY REQUEST

FEBRUARY 24, 2012

U.S. Department of Education
Washington, DC 20202

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Paperwork Burden Statement

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LABEL	LIST OF ATTACHMENTS	PAGE
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Mississippi Department of Education	Requester's Mailing Address: Post Office Box 771 Jackson, MS 39205-0771
State Contact for the ESEA Flexibility Request Name: Lynn J. House, Ph.D. Position and Office: Deputy State Superintendent Instructional Enhancement and Internal Operations Contact's Mailing Address: Mississippi Department of Education Post Office Box 771 Jackson, MS 39205-0771 Telephone: 601/359-3077 Fax: 601/359-2566 Email address: lhouse@mde.k12.ms.us	
Chief State School Officer (Printed Name): Tom Burnham, Ed.D.	Telephone: 601/359-1750
Signature of the Chief State School Officer: X Tom Burnham	Date: February 24, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

MISSISSIPPI DEPARTMENT OF EDUCATION

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its Priority and Focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's Priority and Focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's Reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's Priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibility:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☒ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify Priority and Focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of Reward schools, Priority schools, and Focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its Reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The Mississippi Department of Education (MDE) has taken a variety of steps to engage input and support from teachers and their representatives while developing the ESEA Flexibility Request. As noted in Assurances 11 and 12 above, prior to submitting the ESEA Flexibility Waiver request, the Mississippi Department of Education provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (**Attachment 1**) as well as copies of any comments received from LEAs (**Attachment 2**). Additionally, prior to submitting the request, the Mississippi Department of Education provided notice and information regarding the request to the public on the MDE website and has attached a copy of that notice (**Attachment 3**). The MDE has intentionally reached out to teachers, not only through their districts and schools, but also through the Mississippi Association of Educators and the Mississippi Professional Educators organizations, both of which includes teachers as their primary membership.

The information regarding the waiver has been posted on the MDE website at www.mde.k12.ms.us since mid-November, with the documents in **Attachment 1** available for input and review. Additionally, at each of the regional ESEA Flexibility Waiver Stakeholder (Town Hall) Meetings, input was gathered on-site through presentations, discussion, and feedback forms. The MDE has a dedicated email address for stakeholders to submit input (nclbwaiver@mde.k12.ms.us), which is checked on a daily basis.

In addition to the regional Stakeholder Meetings, the Mississippi Department of Education (MDE) has taken every opportunity available to present the Waiver information to stakeholder groups that included teacher representatives. The first discussions on the waiver with school superintendents and other district staff occurred through a webinar held October 6, 2011, and presentations at the Mississippi Association of School Administrators' Fall Conference on October 18, 2011. The first public dissemination of information began with the State Board of Education Meeting on October 20, 2011, followed closely by other educational advocacy groups that included teachers in their membership. The MDE garnered input with the following teacher-inclusive stakeholder groups on the dates indicated below:

- Commission on School Accreditation, October 26, 2011, and February 2, 2012
- Educator Licensure Commission, November 4, 2011
- Federal Programs Committee of Practitioners, November 9, 2011
- Mississippi Professional Educators Advisory Board, November 10, 2011
- State Board of Education Meeting, November 17, 2011
- 21st Century Advisory Committee, December 1, 2011
- Special Education Advisory Council, December 7, 2011, and February 15, 2012
- ESEA Flexibility Waiver Stakeholder Meetings
  November 15, 2011: Meridian, Riley Center
  November 30, 2011: Biloxi, Biloxi High School
  December 1, 2011: Ellisville, Ron Whitehead Tech Center
  December 5, 2011: Oxford, Oxford Conference Center
  December 6, 2011: Cleveland, DSU, Jobe Hall
  December 8, 2011: Summit, Southwest CC (added after handout was posted)
  December 13, 2011: Pearl, HCC, Muse Center
- Mississippi Association of School Superintendents/Alliance Winter Conference, January 23-25, 2012
- Statewide Teacher Appraisal System Focus Groups
  January 31: Jackson, Universities Center
  February 15: Meridian, MSU-Meridian Campus

  Additionally, the following dates are planned post-submission, where input will continue to be garnered from teachers regarding teacher appraisal:
  February 27: Oxford, Oxford Conference Center
  March 6: Cleveland, DSU, Ewing Hall
  March 20: Gulfport, Handsboro Community Center
  March 26: Hattiesburg, PRCC Lowery Woodall Advanced Technology Center

Focus group meetings will also be held in February and March 2012 to gain input on the Principal Evaluation System.

Included in **Attachment 2** are all the comments and feedback received through these various meetings, emails, and the public comment process. The following changes were made to the waiver request based on input from teachers and their representatives:

- Addressed ways to simplify teacher appraisal system
- Determined how to identify Reward schools and incentivize schools at all levels
- Included interventions that make lasting improvements for instruction and the resources needed to make quality improvements

- Increased transparency of accountability and made the system more understandable for all constituents

Other components of the waiver were impacted by stakeholder feedback, primarily through affirmation of the plan.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

The Mississippi Department of Education (MDE) has engaged a variety of stakeholders in meaningful ways to garner perspectives, input, and commitment throughout the planning and implementation process.

The Mississippi Department of Education (MDE) continues the ongoing effort to acquire meaningful input from all communities in the state. In addition to the presentations listed in item 1 above, the MDE reached out to the community members at large through the following member groups:

- Regional Federal Programs Consortium, Gulfport, November 4, 2011
- Regional Federal Programs Consortium, Tupelo, November 18, 2011
- Regional Superintendent's Meetings
  November 1, 2011, Jackson and Meridian
  November 7, 2011, Biloxi and Hattiesburg
  November 8, 2011, Tupelo
  November 9, 2011, Senatobia and Cleveland
- Stakeholder Roundtable Discussion, December 9, 2011, and February 13, 2012

Attachment 2 includes feedback from parents and community leaders who attended the Regional ESEA Waiver Stakeholder Meetings, hosted by Mississippi's six Regional Educational Service Agencies (RESAs).

The Special Education Advisory Council is a standing council for the MDE Office of Special Education that includes parents of children with disabilities, individuals with disabilities, teachers, representatives of Institutions of Higher Education, and other key stakeholders. A complete list of the Advisory Panel Membership may be found on the MDE website at http://www.mde.k12.ms.us/special_education/advisory_board.html. The MDE reached out to the group on two separate dates to receive feedback on the ESEA Flexibility Waiver.

The MDE has been intentional in efforts to ensure active, quality engagement of the civil rights advocacy community. One such effort was the waiver-specific Roundtable Discussion held December 9, 2011, to which the MDE invited representatives of various stakeholder groups, including the following:

- National Association for the Advancement of Colored People (www.naacp.org)
- Southern Echo (http://www.southernecho.org; a leadership development, education and training organization working to develop effective accountable grassroots leadership in the African-American communities in rural Mississippi and the surrounding region)
- Mississippi Economic Council (www.msmec.org; the State Chamber of Commerce)
- Children's Defense Fund-Southern Regional Office Headquarters (http://cdf.childrensdefense.org; a non-profit child advocacy organization working to ensure every child a *Healthy Start*, a *Head Start*, a *Fair Start*, a *Safe Start* and a *Moral Start* in life and successful passage to adulthood with the help of caring families and communities)
- Southern Poverty Law Center (http://splcenter.org/)
- Mississippi Center for Education Innovation (http://mscei.com; an agent for sustainable change in communities where poverty, low educational attainment and a lack of infrastructure intersect thus, leading to a low quality of life; funded by the WK Kellogg Foundation to focus on improving education in Mississippi)
- Mississippi Association of Educators (http://maetoday.nea.org/)
- Parents for Public Schools (http://www.parents4publicschools.com/sts.html)
- Mississippi PTA (http://www.misspta.org/)

The Roundtable participants were so engaged in the waiver process that the MDE elected to host a follow-up meeting on February 13, 2012, to provide the group with the opportunity to react to a completed draft of the ESEA Flexibility Waiver. Activity feedback was recorded from these Roundtable meetings and utilized in the development of the Waiver Request.

Dissemination of documents and requests for feedback included listservs for advocacy groups that reached literally thousands of stakeholders throughout the state, including parents, community based organizations, businesses, and other stakeholders.

The Mississippi State Board of Education reviewed the final draft of the ESEA Waiver Request on February 17, 2012. Prior to the review, the Mississippi Department of Education posted the Mississippi ESEA Flexibility Request to the MDE's ESEA Waiver webpage on January 30, 2012, along with a request for public comment through February 10, 2012. All public comments were collected for State Board consideration. The MDE recognizes the importance of including all stakeholders in the development of the Waiver Request. Additionally, stakeholder engagement will continue to play an important role in the implementation and refinement of the Waiver components.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ *Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.*

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. *explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and*
2. *describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.*

Comprehensive Approach to Implementing the Waivers and Principles

Vision

The Mississippi State Board of Education (SBE) has as its vision "To create a world-class education system that gives students the knowledge and skills that will allow them to be successful in college and the workforce and flourish as parents and citizens," with its mission statement indicating that the SBE is "to provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community." With this vision and mission in mind, the SBE selected Dr. Tom Burnham as the State Superintendent of Education in November 2009. In January 2010, Dr. Burnham began his tenure as State Superintendent of Education, and his goal has been to systemically attack all barriers that impede success for every student in the state.

Further, Mississippi's Governor Phil Bryant adopted **Rising Together** as his 2012 inaugural theme. Through his inaugural address, he identified education as one of the four opportunities for his work in Mississippi:

> *... And if we are to rise together, we must do so with the inherent characteristics of Mississippi. We are a people of character who value hard work and treasure loyalty to our families, state and country.... every Mississippian should have the opportunity to actually learn from the best educational system we can offer...*

For the first time in recent memory, policy makers across the state agree on the importance of education and the need to support comprehensive reform efforts. The unification of the legislative body, Governor's office, and the heads of the education sectors has presented a unique opportunity for Mississippi to work toward a common goal: *Ensuring a bright future for every child.*

Barriers to Implementation

The Mississippi Department of Education (MDE) began developing the waiver request by identifying and addressing barriers to learning across the state:

- strong, consistent leadership at the district and building level,
- completing high school ready for college and careers,
- sound literacy and numeracy for students by the end of third grade,
- instructional quality for all students, and
- safe and appropriate learning environments in all schools.

All of these barriers are focal points for the improvement strategies being implemented under Dr. Burnham's leadership. The educational leadership of decision makers at the school and district level is crucial to overcoming these barriers. To that end, the MDE asked a variety of stakeholders, advocates, and educators to give input on these barriers and other areas of education that needed to be addressed through the waiver.

Enhancing Quality Instruction through the Flexibility

Through the various areas of input and support, specific strategies emerged:

- Redesigning teacher and leader preparation programs and linking the redesign to the evaluation of practitioners
- Devoting appropriate resources to implementation of the Common Core State Standards, assessments, and multiple opportunities for high school completion
- Identifying those schools with the greatest needs and then providing differentiated interventions to meet those needs

- Intentionally restructuring the services offered by the MDE to ensure that accountability and improvement are at the forefront of expectations and to reduce duplication and redundancy

Through the flexibility of the waiver, MDE will hold schools more accountable for addressing learning gaps while providing high quality, differentiated, on-going interventions, technical assistance, and support to ensure that practitioners have the knowledge and skills needed to meet the needs of a growingly diverse student population. By increasing the focus on quality instruction through the redesign of practitioner preparation and the evaluation of implementation, while increasing content and performance standards to align with career and college-ready standards, Mississippi will meet Governor Bryant's education goal: *every Mississippian will have the opportunity to actually learn from the best educational system we can offer.*

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

The Mississippi Department of Education has adopted college- and career-ready standards, as evidenced by the June 2010 and August 2010 minutes of the Mississippi State Board of Education. **Attachment 4** includes minutes indicating the approval for immediate adoption and to begin the period of public comment for the State Board of Education to adopt fully the Common Core State Standards (June 2010–**Attachment 4a**). After the public comment process was completed, the Common Core State Standards received final approval with the August 2010 meeting of the State Board of Education (**Attachment 4b**), and the timeline for statewide training and implementation of the Common Core State Standards began (**Attachment 4c**).

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled ESEA Flexibility Review Guidance, or to explain why one or more of those activities is not necessary to its plan.

General Information:

The Common Core State Standards initiative is underway in Mississippi to help students compete on a level playing field and to ensure that all students have the opportunity to meet internationally benchmarked standards that are clear, understandable, and consistent, as evidenced through aligned assessments. Mississippi recognizes the Common Core State Standards as college- and career-ready standards that will improve outcomes around college attendance and completion, as well as prepare students for success in the workplace. Mississippi's Education Achievement Council, established by the state legislature, encompasses representatives from the Mississippi Department of Education, the Mississippi Institutions of Higher Learning, and the Mississippi Community College Board, as well as legislators. The Council's focus is on creating a state in which all students exit high school adequately prepared to be successful in college and careers. The results of the Council's work will be evidenced through data captured in the State-wide Longitudinal Data System, as well as surveys to provide employer feedback regarding career readiness.

Adoption of the Common Core State Standards

The State Board of Education in Mississippi took action for final adoption of the *Common Core State Standards for Mathematics* and the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* in August of 2010. This decision was a bold move that is consistent with the State Board of Education's vision and mission "to create a world-class education system that gives students the knowledge and skills that will allow them to be successful in college and the workforce, compete in the global community, and flourish as parents and citizens." See **Attachment 4d** for the State Board of Education's vision, mission, and goals, as adopted in November 2009.

Implementation of the Common Core State Standards

Since 2005, the state has been working to increase the rigor and relevance of standards and assessments, thus preparing practitioners for the transition to the Common Core State Standards (CCSS). Mississippi began

providing awareness sessions and training on the CCSS in October 2010, after the SBE's final adoption of the standards. As a part of the initial awareness sessions, practitioners gave feedback on the quality of the standards, timelines for implementation, and training needs for school staff. Feedback from awareness sessions and trainings indicated that educators are very receptive to the state's decision to adopt the Common Core State Standards; in fact, most teachers and administrators are enthused that Mississippi will be using a common set of rigorous standards.
Upon approval of the CCSS, the MDE began statewide awareness and overview sessions for schools and districts to ensure that multiple constituencies were familiar with the CCSS and to garner input on the timeline for implementation. The K-2 grade band was selected as the initial implementation grade span for multiple reasons:

1. Participant feedback from overview sessions was highly favorable to begin with grades K-2.
2. 2011-2012 kindergarten students will be the first 3rd graders to participate in the CCSS Assessments for grades 3 - 11 during the 2014-2015 school year.
3. High stakes testing does not occur at the K-2 grade levels, which creates a more receptive environment for new initiatives.

The CCSS stakeholder group suggested that MDE implement grades 3-8 in the 2012-2013 school year because the CCSS for Mathematics in the middle grades are much more rigorous than the current Mississippi standards for mathematics, thus providing middle school teachers with more time to prepare for implementation.

Through the feedback from the awareness sessions, the CCSS Suggested Implementation Timeline for Mississippi was created:

2011 - 2012	**Grades K-2**
2012 - 2013	**Grades 3-8**
2013 - 2014	**Grades 9-12**
2014 - 2015	**Full Implementation of CCSS and PARCC Assessments**

MDE staff members are helping school districts to think of implementation as a multi-year process of weaving the Common Core State Standards into the fabric of classroom instruction until the CCSS replaces the Mississippi Curriculum Frameworks for mathematics and English language arts.

Practitioner's reception of the CCSS has been so great that educators are already making adjustments at the local level by examining existing resources and revising pacing guides to align with the CCSS. Several districts in the state are moving beyond implementing CCSS in the suggested grade levels K-2 during the 2011-2012 school year to beginning the implementation process in grades K-12.

In an effort to support school districts during the transition to the CCSS, the Mississippi Department of Education (MDE) requested and received funding to employ curriculum content specialists, develop training materials, and conduct training sessions throughout the state. School districts are given many opportunities to provide input through a dedicated email address for Common Core, email to MDE staff, presentation feedback forms, and electronic surveys. The MDE utilizes feedback and suggestions from educators to make improvements along the way. The response from other stakeholders such as higher education, early childhood educators, etc., has also been very positive. As a result, the MDE is working tirelessly to involve thousands of educators and stakeholders during the transitional period.

Mississippi has a high-quality plan to transition from the current Mississippi Curriculum Frameworks to college- and career-ready standards, as embraced in the Common Core State Standards.

Alignment of current state standards to the CCSS

In October 2010, the MDE worked with SEDL's Southeast Comprehensive Center to conduct an alignment study, which revealed that the overall alignment between the Mississippi Language Arts Framework and the *CCSS for English Language Arts and Literacy* is strong and that the rigor is comparable. The alignment study revealed that the overall alignment between the Mississippi Mathematics Framework and the *CCSS for Mathematics* is not tightly aligned because many specifics in the *CCSS for Mathematics* are addressed at a lower grade level(s). The *CCSS for Mathematics* are more rigorous than the Mississippi Mathematics Framework objectives, which will make the transition to the *CCSS for Mathematics* challenging for Mississippi educators. The alignment study, being used during the transition to the CCSS, was posted to the MDE website in March 2011 to help school districts determine how to realign local resources to support curriculum and instruction. The alignment results are being used by the MDE to inform decisions such as revising the timeline for the textbook adoption process to ensure that materials that are aligned to the CCSS are available by full implementation in the 2014-2015 school year.

Additionally, to support teachers, particularly in grades/subjects where the teacher may not have a thorough content knowledge base, SEDL has developed videos for each grade level on the *CCSS in Mathematics*. Each grade level video begins with an in-depth introduction of a featured *CCSS for Mathematics*. The on-line videos for mathematics provide support for teachers by clarifying vocabulary, identifying prerequisite skills, and recommending instructional strategies. The videos are being incorporated

into the MDE trainings to help teachers with standards that may be challenging in terms of teacher content knowledge. Each training participant receives a thumb drive that includes the videos. These videos, available online at http://secc.sedl.org/common_core_videos/, will continue to be updated by SEDL.

The MDE has developed instructional materials aligned with the CCSS grades K-2, grades 3-5, and grades 6-8. MDE staff members are currently developing training and materials for grades 9-12, along with professional development modules on the improvement of writing instruction. The materials are designed to help teachers with the implementation of the CCSS. The materials include examples of how the CCSS can be unpacked or deconstructed, writing teaching tools, alignment documents, teaching strategies for standards identified as being difficult to teach, and suggestions for starting points based on the Partnership for Assessment of Readiness for College and Careers (PARCC) model content frameworks. The training materials are provided in hard copy and electronic format by grade band.

All documents related to CCSS are available on the MDE website at http://www.mde.k12.ms.us/ACAD/ID/Curriculum/ccss.htm.

Mississippi, through participation in the WIDA Consortium, intends to analyze the linguistic demands of the State's college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners (EL) will have the opportunity to achieve to the college- and career-ready standards on the same schedule as all students.

The Mississippi Department of Education, as a member of the **World Class Instructional Design and Assessment (WIDA)** Consortium, is committed to implementing English language proficiency (ELP) standards that are aligned to the Common Core State Standards. In November 2011, the USDE approved Mississippi's revised Title III Plan for Annual Measureable Achievement Objectives (AMAOs), based upon the WIDA achievement standards, to ensure that English Learners (EL) have the opportunity to achieve college- and career-ready standards. The commitment of the WIDA project is clear from **Attachment 4e WIDA News**.

The WIDA ELP Standards are designed for the many audiences in the field of education who impact ELs. These audiences include ELs and their family members; teachers; principals; program, district and regional administrators; test developers; teacher educators; and other stakeholders in the educational lives of ELs. By developing the ELP standards, the WIDA

Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1) Pedagogy, 2) Assessment, and 3) Educational Policy.

The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation. First, the vision of language proficiency has expanded to encompass both social contexts associated with language acquisition and academic contexts tied to schooling in general, and particularly to standards, curriculum and instruction. Second, the WIDA ELP Standards have been designed, in part, to guide the development of test blueprints, task specifications and ELP measures. Thus, the language proficiency standards are envisioned as the first step in the construction of reliable and valid assessment tools for ELs. Finally, the federal No Child Left Behind Act of 2001 (NCLB) and corresponding state statutes currently mandate that states administer a standards-based English language proficiency test annually to all ELs in Kindergarten through grade twelve in public schools.

In fall 2011, the MDE conducted four regional trainings on WIDA. Over 300 participants, including district test coordinators, content area teachers, and teachers of English Learners, received training focused on scaffolding academic language. The agenda from this training is attached as **Attachment 4f**.

The MDE has analyzed the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-ready standards; and the results of this analysis is informing the on-going training and support for students with disabilities in accessing the college- and career-ready standards on the same schedule as all students. *(Please see related PARCC definitions on the following page.)*

The Mississippi State Board of Education will require all teachers, including special education teachers, to use the Common Core State Standards (CCSS). Instruction for students with disabilities will be designed according to the students' individualized education plan (IEP). The MDE's adoption of the CCSS, along with the participation in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, has facilitated the analysis of learning and accommodation factors for students with disabilities. PARCC is committed to providing all students with equitable access to high-quality, 21st century PARCC assessments. Through a combination of Universal Design for Learning principles and computer embedded supports, PARCC intends to design an assessment system that is inclusive for all participating students by considering accessibility from the beginning of initial design through item development, field testing, and

implementation, rather than trying to retrofit the assessments for students with disabilities and English language learners. Accessible assessments will allow all individuals taking the assessments to participate and engage in a meaningful and appropriate manner, with the goal being to make valid inferences about the performance of students with diverse characteristics and to allow students to demonstrate what they know and can do.

In order to ensure the development of an accessible and fair assessment system, PARCC has created the following two working groups: The Accessibility, Accommodations, and Fairness Operational Working Group (AAF OWG) and AAF Technical Working Group (AAF TWG). The AAF OWG, comprised of governing and participating state representatives, manages the day-to-day work stream while the AAF TWG, comprised of national experts, provides expert guidance to the OWG and the Technical Advisory Committee on technical issues related to accessibility and fairness.

The working groups are guided by the following principles:

1. Minimize/eliminate features of the assessment that are irrelevant to what is being measured and that measure the full range of complexity of the standards so that students can more accurately demonstrate their knowledge and skills;
2. Design each component of the assessment in a manner that allows ELs and students with disabilities to demonstrate what they know and can do;
3. Use Universal Design for Learning for accessible assessments throughout every stage and component of the assessment, including items/tasks, stimuli, passages, performance tasks, graphics and performance-based tasks; and
4. Use technology for rendering all assessment components in as accessible a manner as possible.

PARCC Definitions:

- Universal Design for Learning Principles: principles guiding the design environments, products, and communications in a way that is inherently accessible to all intended users.
- Universal Design for Assessment: refers to principles that support a flexible design approach for test items such that all participating students are able to demonstrate what they know and can do regardless of physical, sensory, behavioral, or cognitive impairment, and recognizing that no single model will meet all students' needs.
    - Accessible development includes consideration of questions such as:
        - Does the item or task measure what it intends to measure?
        - Does the item or task respect the diversity of the assessment population?
        - Does the item or task material have a clear format for text?

- Does the item or task material have clear directions indicating what the student is supposed to do to answer the item or task?
- Does the item or task material provide enough information for the students to respond to the item or task?
- Does the item or task material have clear visuals (when essential to the item?)
- Does the item or task material have concise and readable text?

- Embedded Support: Any tool, support, scaffold, link, or preference that is built into the assessment system with the explicit expectation that the feature will help many diverse students; some whom cannot be predicted in advance will use and benefit from the support. Embedded supports will be readily available on-screen, stored in a tool palette, or accessible through a menu or control panel as needed. To the extent possible, supports will be consistent through subtests. When an embedded support is made available to all users, it is considered a function of Universal Design. When a support is made available to only a subset of users based on their learner profile, it is considered an accessibility feature.

Three Tier Instructional Model

Mississippi has a State Board of Education Policy on intervention (**Attachment 4g**) that requires all school districts to utilize a three tier instructional model to meet the needs of every student.

Tier 1

Tier 1 is *quality classroom instruction* and describes the school-wide efforts and practices that are available to all students. Students who are successful at Tier 1 are making expected progress in the general education curriculum and are demonstrating behavioral expectations. With Tier 1 school-wide practices in place, data should indicate when and where a student is experiencing difficulty.

Tier 2

Tier 2 is strategic/targeted intervention and supplemental instruction designed for those students who are not progressing or responding to Tier 1 efforts as expected. In these cases, instruction and/or behavior management within the general classroom setting may not be sufficient for these students, and additional strategic/targeted intervention and supplemental instruction may be necessary.

Tier 3

Tier 3 focuses on intensive interventions through academic and behavioral strategies, methodologies, and practices designed for students who are having significant difficulties with the established grade-level objectives in the general education curriculum or who demonstrate significant difficulties

with behavioral and social competence. Tier 3 interventions are more intensive than those in Tier 2 and are introduced when data suggest that a student has failed to make progress or respond to the interventions in Tier 2 or the rate of progress or growth and level is such that the student is unlikely to narrow the performance gap. Students may receive Tier 3 interventions by "skipping" Tier 2 when the school can demonstrate through data that the students' current level of performance is highly discrepant from peers. Finally, State Board Policy 4300 states specifically which students should be referred to the Teacher Support Team (TST) to determine if Tier 3 interventions are needed.

MDE recommends progress monitoring of all Tier 2 and Tier 3 students in the target area(s) of the supplemental instruction or intervention. Because a trend line must be determined from the established baseline, progress monitoring twice a week is recommended. At a minimum, there should be one assessment per week. The district has the flexibility to select appropriate progress monitoring assessments based on the interventions being used. The results of the assessment are used by the TST to recommend student placement in the tiered process.

Training on Response to Intervention

In an effort to support school districts with meeting the needs of **all** students, including students with disabilities, the MDE has trained approximately 3,000 school staff, including district and school level administrators, interventionists, behavior specialists, counselors, teachers, and school psychologists, in the area of Response to Intervention (RtI). The in-depth training was conducted over three years to address universal screening, effective instruction, differentiated instruction, planning, teaming, data based decision making, and positive behavior intervention and support (PBIS). The training was offered through collaboration with the MDE's Office of Special Education and Office of Curriculum and Instruction. The training sessions provided at six locations throughout the state include the following topics (lengths indicated are per training site):

- General Overview sessions of RtI (half-day)
- Training on Tier 1 (8 days)
- Training on Tier 2 (2 days)
- Training on Tier 3 (2 days)
- Principal Institutes (included Tier 1, Tier 2, and Tier 3) (5 days)
- Positive Behavior Intervention and Support (2 days)

The MDE has a website with materials and resources related to the Three Tier Instructional Model and RtI for practitioners to utilize as well: http://www.mde.k12.ms.us/RtI/index.html.

The MDE has conducted outreach on and dissemination of the college- and career-ready standards, which is planned to reach all appropriate stakeholders, to increase awareness of the State's college- and career-ready standards.

The State Board of Education has made a tremendous commitment to prepare Mississippi children to compete on a national and international level by adopting the Common Core State Standards (CCSS) in June 2010. In January 2012, the state approved early learning standards for programs serving three-year old children and four-year old children that are aligned with the CCSS for kindergarten in mathematics and English language arts. As the state implements the CCSS, there will be alignment across early childhood education, K-12 education, and postsecondary education.

The Board is also devoted to committing resources to ensure the standards are reaching all educators. The timeline below provides an overview of the dissemination process, in addition to the information provided in the proceeding sections.

Timeline for statewide outreach and dissemination

August 2010: Posted the CCSS to the MDE website and notified all stakeholders (institutions of higher learning, school district superintendents, curriculum coordinators, principals, teachers, parent advocacy groups).

November 2010: Posted a list of ten quick facts about the CCSS.

November 2010: Conducted first webinar to provide overview of the CCSS and assessments.

Oct 2010-June 2011: Conducted awareness sessions and institutes throughout the state. The MDE solicited feedback from participants on training needs and scenarios for transitioning to the CCSS.

February 2011: Conducted a meeting with a CCSS stakeholder group to review the findings of the alignment study, make recommendations for the high school courses that will be based on the CCSS, and identify standards that will be most difficult for teachers.

Webinars and awareness sessions have already been conducted to provide stakeholders with more details on Common Core. These sessions have greatly increased awareness of the CCSS. Initial feedback from Mississippians has been very positive. The MDE has developed a plan to transition to the Common Core over the next few years with assessments expected to be in place in 2014-15. Presentations on the CCSS have also been made at state conferences and meetings for stakeholder groups and

organizations such as the Mississippi Parent Teacher Association, the MDE Special Education Parent Advisory Council, Mississippi Association for Mathematics Teachers Educators, Mississippi Association for School Superintendents, Mississippi Association for School Administrators, Mississippi Association of Secondary School Principals, Mississippi Association of Elementary School Administrators, Head Start Directors, Mississippi Council of Teachers of Mathematics, Parents for Public Schools, State Literacy Team, School District Communication Directors, Institutions of Higher Learning, Community College Presidents Council, and the Higher Education Literacy Council. In an effort to ensure parents are well informed, access to the national PTA's parent guides for the CCSS is available via the MDE website.

November 2011: **CCSS Training** sessions for **higher education faculty** (community college and four-year university faculty) occurred in two regional sites for 200 participants. The next phase of training on CCSS for higher education faculty, providing a deeper understanding of the standards, is planned for March-April 2012.

On-going: The MDE has **a dedicated webpage** that houses all training materials regarding the Common Core State Standards initiative at http://www.mde.k12.ms.us/ACAD/ID/Curriculum/ccss.htm.

The MDE has provided professional development and other supports to prepare teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new standards. The professional development and supports prepare teachers to teach to the new standards, use instructional materials aligned with those standards, and use data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) to inform instruction.

The State Board of Education has a clear expectation that teachers will ensure that all students have an opportunity to meet the high expectations established through the Common Core State Standards. Instruction for students with disabilities will be designed according to the students' individualized education plan (IEP). See training timeline below for the CCSS Training of the Trainers (TOT) sessions. Each school district sends a team to be responsible for training at the local level. The Regional Educational Service Agencies (RESAs) help with the facilitation of the training sessions. Training materials in print and electronic form and video resources are being provided. Training content includes an overview of the CCSS and the Partnership for Assessment of Readiness for College and Careers (PARCC), activities on how to unpack the CCSS and scaffold instruction for all learners, videos to help with understanding the CCSS,

and an overview of the alignment between the CCSS and the current Mississippi standards. Materials also include practical classroom activities, instructional planning materials, and guidelines for developing quality formative assessments. Follow-up sessions will be conducted to help districts facilitate problem solving, implement support mechanisms, and use data to drive instruction.

Training on the CCSS

- **CCSS Grades K-2 Training-of-the-Trainers** sessions occurred in June-July 2011 in three regional sites for 600 participants.
- After the initial training for grades K-2, a follow-up session was provided on November 29, 2011, via webinar for participants to identify and discuss challenges and opportunities related to implementation as well as hear from a panel of practitioners about their school's implementation through the professional learning community model.
- **CCSS Grades 3-5 Training of the Trainers** sessions occurred in October-November 2011 at three regional sites for 500 participants.
- **CCSS Grades 6-8 Training of the Trainers** sessions will occur in January-March 2012 in three regional sites for 500 participants.
- **CCSS Grades 9-12 Training of the Trainers** sessions will occur in June-July 2012 in three regional sites for 500 participants.

It is anticipated that the training for all grades will follow the same basic pattern of training with improvements that are learned along the way. All grade levels will be trained by summer 2012 and will have completed follow-up activities by the summer of 2013, well before starting the new assessments in the 2014-15 school year. Additional training will be provided as details related to the PARCC assessment are released.

Evaluations are conducted after each training session to collect information that will be used to design future training and to develop resources.

In June 2010, the MDE released a publication to help school districts with the continuous implementation of State Board Policy 4300 on Intervention (**Attachment 4g**). The publication was developed around three general themes regarding RtI.

1. RtI provides opportunities for educators to learn new and different ways to provide quality services to children.
2. RtI is a process that involves the early identification of students who need assistance with academics or behavior, provides scientifically research-based efforts to help students, and monitors progress of their responses to those efforts.
3. Finally, RtI is not a linear process but is a recursive process in that any student may move throughout the three tiers several times in his or her educational career.

Additionally, the Office of Special Education (OSE) provides on-going training for schools and districts in appropriate learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to access the college- and career-ready standards on the same schedule as all students. These training sessions have included the following on-going opportunities:

- **Accommodating Students in an Inclusive Classroom** (provided at seven regional locations across the state during the 2010-11 School Year)
- **IEP and Inclusionary Practices** (provided at six regional locations across the state during the 2010-11 School Year)
- **Accommodating Students in an Inclusive Classroom** (provided at four regional locations across the state during the 2011-12 School Year)
- **Basic IEP Practices** (provided at six regional locations across the state during the 2011-12 School Year)
- **Response to Intervention** (provided at five regional locations across the state during the 2011-12 School Year)

During the 2008-2009 school year, OSE provided all districts with *Tool Kits for Success*, a set of professional development resources designed to help foster effective educational practices for all students. The tool kits include resources on inclusion, accommodations, RtI, co-teaching, differentiating instruction, classroom management and more. Training on effectively using the resources was provided by OSE regionally during the 2009-2010 and 2010-2011 school years. OSE has continued to identify and add resources to the tool kits. The tool kits are available on the website at (http://www.mde.k12.ms.us/special_education/Tool%20Kit/tool_kit_list.pdf).

The MDE has provided professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards.

The MDE continues to take opportunities to provide professional development and support on instructional leadership, including the following activities:

- **Overview Sessions** on the Common Core State Standards (CCSS) and Assessments both "live" and via webinar have been offered throughout the state to over 3000 participants, including **principals**.
- **Two Day K-12 Institutes** delving deeper into the Common Core State Standards and Assessments have taken place at six regional sites for 1200 district administrators, including superintendents, curriculum coordinators, **principals**, and lead teachers. The Regional Educational Service Agencies (RESAs) helped with the facilitation of the training sessions.
- **Presentations** on various aspects of Common Core State Standards and Assessments have been made to **principals,** local **school district staff,**

professional organizations, and **conference breakout sessions** across the state as mentioned in the section on outreach and dissemination. School districts continue to support the effort by actively including principals and lead teachers in the Train-the-Trainers model of professional development being used by the state to disseminate all CCSS information.

iTunes U: Professional Development to Principals and Teachers
The MDE envisions iTunes U becoming the communication hub for professional development for educators in the state of Mississippi. As the Mississippi Department of Education is launching a new web site, logo and branding in spring 2012, iTunes U will be an integral part of this massive public relations effort.

From a programmatic standpoint, iTunes U will dramatically accelerate Mississippi's efforts in implementing the Common Core State Standards. As the MDE seeks to engage every teacher and administrator in the state, all available media will be leveraged. Undertaking this immense training challenge for over 32,000 teachers will be virtually impossible without an intuitive and robust content delivery model like iTunes U.

The portal will also serve as a central storehouse for all professional development efforts of the MDE, providing practitioners with a single platform for all training resources offered by the MDE, including webinars, training materials, and event registration.

The Mississippi Department of Education stands ready to launch the initiative and usher in a new era of collaborative teaching and learning opportunities that Mississippi's students, teachers, and administrators so desperately want, need, and deserve.

The MDE has developed and disseminated high-quality instructional materials aligned with the new standards. These materials were designed with the purpose of supporting the teaching and learning of all students, including English Learners, students with disabilities, and low-achieving students.

The MDE has developed instructional materials aligned with the CCSS for grades K-2, grades 3-5, and grades 6-8. The materials are designed to help teachers with the implementation of the CCSS. The materials include examples of how the CCSS can be unpacked or deconstructed, writing teaching tools, alignment documents, teaching strategies for standards identified as being difficult to teach, and suggestions for starting points based on the PARCC model content frameworks. The training materials include printed materials and video clips, and are provided in hard copy and electronic format by grade span. All documents related to CCSS are available on the MDE website at http://www.mde.k12.ms.us/ACAD/ID/Curriculum/ccss.htm.

The MDE is working with SEDL's Southeast Comprehensive Center to provide video clips on the teaching of the CCSS for Mathematics. In order to support the teaching and learning of all students, including English Learners, students with disabilities, and low-achieving students, the MDE is developing a list of scaffolding objectives that will help students to reach the learning outcomes in the CCSS.

As noted on page 28, Mississippi is launching iTunes U, a platform to provide practitioners with a variety of tools to support learning. Among these materials are the **Mississippi ELL Guidelines** (http://www.mde.k12.ms.us/innovative_support/TitleIII/ELL-Guidelines-January-2011%20Final-revised-3-21-11.pdf), the **Special Education Tool Kits for Success** (http://www.mde.k12.ms.us/special_education/Tool%20Kit/tool_kit_list.pdf), and the **What Works Clearinghouse** (http://ies.ed.gov/ncee/wwc/) resources.

Further, Mississippi's textbook adoption timeline has been revised in order to have materials aligned to the CCSS available prior to the 2014-2015 school year. As directed through state law, a review panel including practitioners and content experts review texts for alignment with CCSS and make recommendations to the State Board of Education for only the texts that meet the criteria for inclusion in the state adoption list. During the 2011-2012 school year, textbooks will be adopted in the area of Reading and Literature. During the 2012-2013 school year, textbooks will be adopted in the area of Mathematics. During the 2013-2014 school year, textbooks will be adopted in the area of English Language Arts. These materials will be available for teachers to meet the needs of all students, including English Learners, low-achieving students, and students with disabilities.

Mississippi is making great strides to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities, in an effort to lead to more students having access to courses that prepare them for college and a career.

With the idea that students and schools need options for success, the State Board of Education and State Superintendent have worked with legislative groups to determine any barriers to a variety of pathways to success for Mississippi's students. As further reiterated in Governor Bryant's recent inaugural address, "*We must also attack the dropout rate by allowing children to take standard high school classes and workforce learning in community colleges at the same time. A dropout who would otherwise be preordained as a societal failure could be valued as a craftsman with such programs.*"

Statewide decision makers clearly understand that postsecondary skills are required for the highly competitive economy in the world today. A strong

predictor of college credential completion is the accumulation of the first 20 credits within the first year of college. The return on investment suggests significant financial benefits to students and their families, to communities, and to states based on greater high school and college completion rates. The Mississippi Department of Education has enacted several initiatives to expand access to college preparatory course work and experiences and has plans to add further options for success.

Existing Options for Success

Advanced Placement

Advanced Placement (AP) is a rigorous academic program of the College Board that allows high school students to earn college credit through rigorous courses taught at their local high school. Students have the opportunity to submit AP exam results to colleges and universities for consideration for accepting the course work in lieu of college course requirements for graduation. Since 1955, the AP Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement while still in high school.

A 2008 study found that AP students had better four-year graduation rates than those who did not take AP. For example, graduation rates for AP English Literature students were 62 percent higher than graduation rates for those who took other English courses in high school. Taking AP also increases eligibility for scholarships and makes candidates more attractive to colleges:

- 31 percent of colleges and universities consider a student's AP experience when making scholarship decisions.
- 85 percent of selective colleges and universities report that a student's AP experience favorably impacts admissions decisions.

In 2006, MDE established State Board Policy 2903, the *Access to a Substantive and Rigorous Curriculum Policy*. It mandates that every high school offer at least one Advanced Placement (AP) course in each of the four core academic subject areas: Mathematics, English/Language Arts, Science, and Social Studies. Mississippi participates in the Federal Advanced Placement Test Fee Grant program that subsidizes the Advanced Placement Test Fee for students who qualify for the Federal Free and Reduced Lunch program. These steps have proven successful in expanding opportunities for students to gain access to courses that would prepare them for college success. Since 2006, the number of students taking AP exams has grown 49%. In the 2009-2010 school year, a total of 5,483 public school students took AP exams in Mississippi. In spring 2010, 39% of the AP exam takers were minorities.

International Baccalaureate
The International Baccalaureate (IB) aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, lifelong learners who understand that other people with their differences can also be right.

The IB works in four areas.
- Development of curriculum
- Assessment of students
- Training and professional development of teachers
- Authorization and evaluation of schools

Upon successful completion of the IB program, students are issued a certified IB program designation certificate that, along with their regular high school diploma, signifies to prospective colleges and universities that these students are well prepared for successful matriculation in even the most selective colleges and universities around the world.

While Mississippi has supported the development and expansion of the International Baccalaureate (IB) Program, during the years from 1996 to 2007 only one school district in the state implemented an IB program. In 2008, three additional school districts embraced the program and now offer IB coursework and experiences to their students. The MDE has worked with these school districts to remove any barriers to successful implementation of the IB course of study.

Dual Enrollment
Mississippi offers opportunities for students to be enrolled dually in high school and postsecondary education programs. Dual Enrollment allows students the opportunity to earn both high school and college credit for college level courses taken while still enrolled in high school. School districts enter into agreements with public four-year colleges and universities or community colleges to allow for students to take courses taught by college faculty. The students earn credit towards high school graduation and a college degree while in the program. The strong partnership between and among two- and four-year colleges and high schools in Mississippi has allowed the program to flourish. This program was recently revised to allow for smoother transition from high school to community college and on to a four-year college. Mississippi plans to expand Dual Enrollment opportunities for Mississippi's students through a variety of outlets.

Pathways to Success

The Mississippi Department of Education, through the leadership of the Office of Career and Technical Education, is committed to improving the success for all students and is implementing the Pathways to Success system, combining high academic standards with career exploration. The components of the Pathways to Success model include the following:

- Career Clusters for Schools: A strong career cluster system transcends all K-12 schooling and links to postsecondary education and the workplace. It focuses on career awareness and preparation in elementary school, high school, and beyond.
- Career Pathways: Each cluster is divided into Career Pathways, which represent more specific slices of the job market. In a comprehensive cluster system, each high school student, by the 10th grade, has chosen a career major on which to focus his or her studies and career planning. Completion of a major usually requires at least four units of study in that area as well as complementary electives.
- Organize Curricula and Courses around Career Clusters: In a comprehensive cluster system, schools or districts reorganize curricula and other elements of education around the careers students will pursue after graduation. Rather than focusing just on traditional disciplines, career cluster systems combine rigorous academics with relevant career education. The programs of study include opportunities for dual or articulated credit at the postsecondary level for all students and meet college and career readiness standards. They may also lead to an associate's or a bachelor's degree, a certificate at the postsecondary level, or an industry-recognized credential. Alignment to national academic and career and technical education standards is required.
- Require Individual Graduation Plans for All Students: Working with school guidance personnel, each student in a cluster system, along with his or her parents or guardians, develops an individual Career and Academic Plan (iCAP) in middle school. The plan is reviewed and updated annually. The iCAP records the student's career cluster, career major, planned or completed courses from 9th to 12th grade, postsecondary objective, planned and completed extracurricular activities, and work-based learning experiences.
- Align K-12 Schooling, Postsecondary Education, and Workplace: An effective cluster system offers all students clear pathways for K-12 schooling, as well as into college or other postsecondary options and into employment. Educational institutions use articulation agreements to align programs and seamlessly transition students as they accumulate the knowledge and skills needed for independent adulthood.

Pilot Programs

Excellence for All

As one of several new options being piloted in Mississippi to afford students with multiple pathways for successful exit from high school, three school districts in Mississippi are piloting Excellence for All, formerly known as the Mississippi State Board Examination System. Through this program, districts will offer students rigorous coursework during the 9th and 10th grade year that would allow them to then take the State Board Exam. Depending on performance on the exam, students could progress to IB, AP, or career and technical education programs during the 11th and 12th grade year, exit high school to begin a community college program, or pursue employment. The curricula for the Excellence for All program in Mississippi incorporates the Cambridge International Secondary Curriculum and the ACT Quality Core Curriculum.

Cambridge International Secondary Curriculum

- The Cambridge International General Certificate of Secondary Education (IGCSE) curriculum is designed for 14-16 year olds and has two sub-components:
  - Cambridge O Level is an internationally recognized qualification equivalent to the UK General Certificate of Secondary Education (GCSE). Cambridge O Level provides learners with excellent preparation for academic progression to Cambridge Advanced including Cambridge International AS and A Levels and Cambridge Pre-U.
  - Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE) and requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognizing the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.
- Cambridge International AS and A Levels are internationally benchmarked qualifications providing excellent preparation for university education. They are part of the Cambridge Advanced stage. This level is primarily for 16-19 year olds. It is also divided into 2 subgroups:
  - Cambridge Pre-U is an exciting new post-16 qualification. It prepares learners with the skills and knowledge they need to make a success of their subsequent studies at university
  - Cambridge AICE (Advanced International Certificate of Education) Diploma provides a high-quality English-medium qualification, which prepares young people for honors degree programs.

ACT Quality Core

The Quality Core is part of the ACT College and Career Readiness System that uses periodic summative assessments in order to gauge student preparedness of college and career. ACT's College and Career Readiness System provides a longitudinal approach to educational and career planning through assessment, curriculum support, and student evaluation. The research-based solutions are designed to help schools, districts, and states prepare every student for college and career by focusing on academic and non-cognitive measurement and instructional improvement. The quality core program is aligned to the ACT College and Career Readiness Standards and Benchmarks. Quality Core offers five flexible components to improve and align the current high school curriculum and instructional materials: English, science, mathematics, writing, and reading.

Early College High School and Mississippi Diploma High School

Additional options to be planned in 2012-13 and piloted in the 2013-14 school year are the Early College High School and the Mississippi Diploma High School.

An Early College High School (ECHS) is a small, autonomous school, operated on a college campus or in close connection with a postsecondary institution that targets low-income youth, first-generation college students, students of color, and other young people underrepresented in higher education. However, ECHS campuses are open to all students. The schools are designed so that students have the opportunity to earn an associate's degree or up to two years of transferable college-credit along with a high school diploma. Local school districts operate the early college high schools, which may start in Grade 9. An ECHS must have approval for operation from the State Board of Education, as the school functions as a separate school located on a college campus and operated in cooperation with a postsecondary institution through a memorandum of understanding. An ECHS provides support services necessary to prepare for and complete college-level work successfully. The postsecondary partners provide college courses as substitutes for some high school classes. Opportunities exist for students to earn up to 60 college-credit hours, all at no cost to the student. Clearly, at the core of every ECHS program is the opportunity of dual-credit courses and greater success in the postsecondary environment.

One such opportunity will be piloted during the 2012-2013 school year. Hinds Community College and Rankin County School District are partnering to implement an Early College model funded through the Gates Foundation. The program, a part of the Gateway to College National Network, will provide students who would potentially drop out of high school with a fulfilling educational experience.

The Mississippi Diploma High School (MDHS) provides students who have dropped out or who are about to withdraw with an opportunity to gain a high school diploma, while being dually enrolled in a career and technical education program. MDHS is a program of instruction offered collaboratively by local school districts and community colleges and operated as a means to help students who are between the ages of 16 and 21 needing credits for graduation. The typical student entering the Diploma High School will need course work usually provided during the last two years of study at a traditional high school. Upon completion of state requirements, these students will be issued a standard diploma as approved by the Mississippi State Board of Education.

The legislature enacted House Bill 1163 in 2011 to have a report on the feasibility of these options presented to the legislature in January 2012. Based upon the reception of the January 2012 report, Mississippi anticipates implementing ECHS in three or four pilot sites.

The MDE has worked with the State's IHEs and other teacher and principal preparation programs to better prepare incoming teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new college- and career-ready standards; and incoming principals to provide strong, supportive instructional leadership on teaching to the new standards.

Understanding the linkage between quality instruction and appropriate preparation programs, the MDE is in the midst of redesign efforts for both teacher and leader preparation programs, as noted in the information for Principle 3. Additionally, higher education faculty from both two- and four-year institutions have participated in overview sessions and training opportunities for Common Core State Standards and assessments, including strategies to ensure teachers can meet the needs of all students.

CCSS Training sessions for higher education faculty occurred in November 2011 in two regional sites for 200 participants to provide an overview of the CCSS. Training sessions will be offered in the spring of 2012 specifically for higher education faculty, two days for mathematics and two days for English language arts.

The MDE has reviewed current assessments to identify areas of alignment with the State's college- and career-ready standards. In order to better prepare students and teachers for the upcoming PARCC assessments, the MDE has implemented the following strategies:

- ***Coordinating with the Institutions of Higher Learning (IHL) through representation of higher education faculty and system staff in PARCC assessment planning***
- ***Revising the statewide writing assessment***
- ***Partnering with IHL, State Board of Community and Junior Colleges, and the Governor's Office on College Readiness issues***

Increasing the rigor of the state standards and assessments

Since 2006, Mississippi has been working to raise the rigor and relevance in state standards. Each objective for the 2007 Mississippi Mathematics Framework Revised and the 2006 Mississippi Language Arts Framework Revised has been assigned a Depth of Knowledge (DOK) level based on the work of Norman L. Webb. DOK levels help administrators, teachers, and parents understand the objective in terms of the complexity of what students are expected to know and do. Standards (i.e., competencies and objectives) vary in terms of complexity. Teachers must know what level of complexity is required by an objective in order to ensure that students have received prior instruction or have had an opportunity to learn content at the level students will be expected to demonstrate or perform. External reviewers have recognized the improved of the state curriculum. Based upon the 2012 Quality Counts report from *EdWeek*, Mississippi's standards, assessments, and accountability rating of *A* is in the top 12 ratings for the nation, tied with California and North Carolina at number 10.

Mississippi has worked to revamp the state's assessment system by developing assessment items in English language arts and mathematics to ensure that what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the objectives. The transition from the Mississippi Curriculum Test to the Mississippi Curriculum Test, Second Edition (MCT2) took place in 2007. The transition from the Subject Area Testing Program (SATP) to SATP2, which includes Algebra I, Biology I, English II, and United States History, began in 2007 and was completed in 2011. This transition will help schools as the state moves towards full implementation of the Common Core State Standards.

Further, the MDE has revised the state's science and social studies standards with rigor and relevance. Dr. Norman Webb conducted a DOK analysis for these standards as well. As a result, the state is implementing

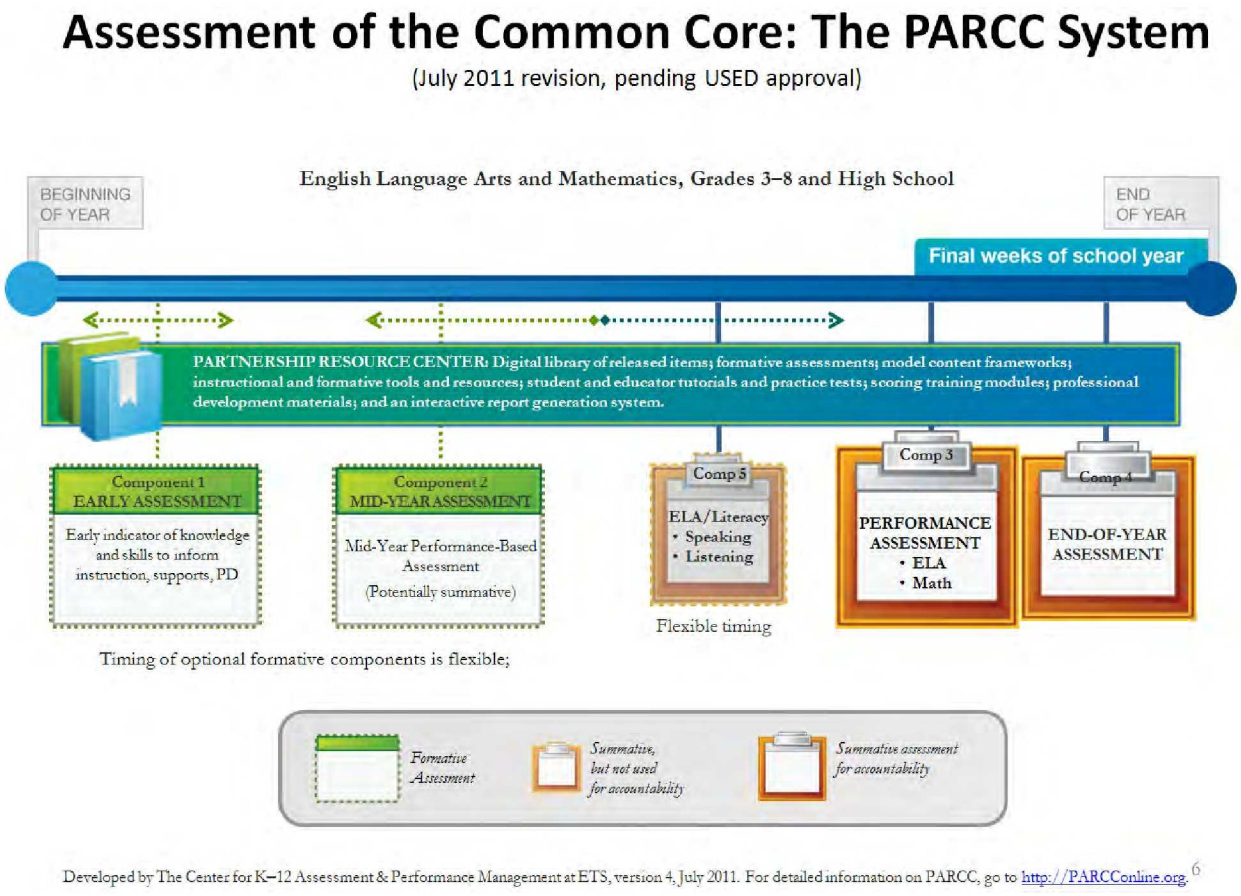
a revised assessment for science (grade 5, grade 8, and Biology I) and social studies in the area of United States History, all with increasing rigor.

During the transition years to the PARCC assessments (2011-2013), Mississippi will continue to administer the current state assessments, the MCT2 and SATP2. Due to the increased instructional rigor associated with the CCSS, the MDE believes that implementation of the CCSS will have a positive impact on the results of the current state assessments.

Partnership for the Assessment of Readiness for College and Careers (PARCC)

Mississippi recently became a governing state in the Partnership for the Assessment of Readiness for College and Careers (PARCC) Consortium. PARCC is developing an assessment for grades 3-11 that will be aligned to the CCSS. The new assessments will be implemented during the 2014-2015 school year. Mississippi is scheduled to participate in the field test of the next generation assessments in 2012-2014.

As noted in the graphic below, the planned PARCC assessments include formative and summative assessments, some with performance-based components.



Developed by The Center for K–12 Assessment & Performance Management at ETS, version 4, July 2011. For detailed information on PARCC, go to http://PARCConline.org. [6]

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The MDE has reviewed the factors that need to be addressed in preparing teachers of students with disabilities participating in the State's alternate assessment in order to ensure these students can participate in the assessments that will be aligned with college and career-ready standards.

The MDE Offices of Special Education and Student Assessment have collaborated to provide regional and statewide high-quality technical assistance and training for district and school staff on Mississippi's current Alternate Assessment. Participants, including special education directors, district test coordinators, building principals, and classroom teachers, have received written guidance, manuals, and suggested forms for quality implementation, as well as a series of webinars for on-going support. The MDE Offices of Special Education and Student Assessment will continue to collaborate to provide training and assistance as the state transitions to the common core.

Dynamic Learning Maps Alternate Assessment System Consortium (DLM)

Mississippi is a governing member of The Dynamic Learning Maps (DLM) Alternate Assessment System Consortium. DLM is a multi-state consortium awarded a grant by the U.S. Department of Education, Office of Special Education Programs (OSEP) to develop a new alternative assessment system. DLM is led by The Center for Educational Testing and Evaluation (CETE) and includes experts from a wide range of assessment fields as well as key partners, such as The Arc, the University of Kansas, Center for Literacy and Disability Studies at the University of North Carolina-Chapel Hill, and Edvantia).

The Dynamic Learning Maps Alternate Assessment (DLM-AAS) differs from the current alternate assessments in several ways. First, DLM-AAS will be based on learning maps. Learning maps allow students to demonstrate their knowledge, even when they take alternate pathways to achieve that knowledge. These alternate pathways give students more opportunities to show that they can learn challenging content linked to the Common Core State Standards.

Second, DLM-AAS provides an instructionally embedded assessment integrated into the teaching process, thus allowing the teacher to know what students can do and make adjustments to instruction in real time. A stand-alone summative assessment will also be available.

Third, DLM-AAS will incorporate instructionally relevant item types. These items will be similar to what students actually do during instruction. These item types will also utilize technology tools such as drag-and-drop, hot spots, keyword lists, numerical responses, as well as other types to be

determined. These new item types will allow the rigor and challenge of the assessment to be aligned with the Common Core State Standards.

There are two types of assessments that are being developed for DLM. The first is a stand-alone adaptive, summative assessment, to be given in the spring of the year to assess the knowledge and skills learned throughout the year. The second is an instructionally embedded assessment that will take place throughout the year. Regardless of which assessment is used, students, parents, and teachers will be given detailed information to help guide learning. The timeline for administration is currently aligned with the PARCC implementation.

Mississippi is implementing additional activities in its CCSS transition plan to support implementation of the standards.
In addition to the Career Pathways and college transitions options discussed earlier in this section, the Mississippi Department of Education, in collaboration with literacy experts and practitioners, has developed a Statewide Literacy Plan to guide efforts in the literacy of students from birth through grade 12. Even though the state did not receive federal funding for literacy, the MDE is committed to working with school districts, parents, other state agencies, and private partners to implement the plan. As reinforced through Governor Bryant's Rising Together inaugural address, Mississippi "*must re-focus our efforts on the most important factor in education: a child's ability to read. We know a child who cannot read at a standard level by the fourth grade is almost always destined to failure. We cannot continue to stand-by and allow this failure. The future our children live in will be written, and I want every child in Mississippi to be able to read it.*"

Efforts to address actions in the State Literacy Plan are already underway. The Mississippi Department of Education's Office of Curriculum and Instruction, in collaboration with the Early Childhood Institute at Mississippi State University, has developed early learning standards. The *2012 Mississippi Early Learning Standards for Classrooms Serving Three-Year Old Children* and the *2012 Mississippi Early Learning Standards for Classrooms Serving Four-Year Old Children* represent the expertise and experience of a task force of early childhood professionals.

While the *2012 Mississippi Early Learning Standards for Classrooms Serving Four-Year Old Children* are aligned to the kindergarten Common Core State Standards (CCSS) for English Language Arts (ELA) and Mathematics, the standards for four-year old children serve as the basis for the standards for three-year old children. Each document defines what young children should understand and be able to do before entering kindergarten. The standards correspond to the CCSS for ELA strands for Reading, Writing, Speaking and Listening, and Language and the CCSS for Mathematics Domains.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**	**Option C**
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014-2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

Attachment 6 is the Mississippi Department of Education's Memorandum of Understanding for the Partnership for the Assessment of Readiness for College and Careers (PARCC) Consortium.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

The MDE's accountability system provides differentiated recognition, accountability, and support for all districts in the state and for all Title I schools in those districts based on student achievement, graduation rate, and school performance. The Mississippi plan includes measures to address the achievement gap between the lowest and highest achieving subgroups, as measured by the state's performance assessments, and will be implemented beginning with 2012-13 school year.

The MDE is requesting a waiver so that it and its LEAs will no longer be required to make AYP determinations. Instead, the MDE and its LEAs will report on their report cards, for the "all students" group and for all subgroups identified in ESEA section 1111(b)(2)(C)(v) in each LEA and school, respectively, achievement at each proficiency level, performance against the Annual Measurable Objectives, or AMOs (*e.g.*, "met" or "not met"), participation rate, and graduation rate for high schools or the other academic indicator for elementary and middle schools (which is attendance rate for Mississippi). In addition, the MDE and its LEAs will continue to comply with all other reporting requirements in ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), including, for example, reporting information on achievement at each proficiency level disaggregated by gender and migrant status.

The MDE, as part of the optional waiver, will not make an annual AYP determination for its LEAs, and its LEAs would not need to make an annual determination for their schools. In addition, any element of ESEA flexibility that is linked to making AYP would instead be linked to meeting AMOs, the 95 percent participation rate requirement, and the graduation rate goal or targets for high schools or the attendance rate goal for elementary and middle schools. For example, the definition of "reward schools" provides that "a highest-performing school must be making AYP for the 'all students' group and all of its subgroups." For Mississippi's model, a highest-performing school must be meeting the AMOs, the 95 percent participation

rate requirement, and the graduation rate goal or target for a high school or the attendance rate goal for an elementary or middle school for the "all students" group and all subgroups.

Overview

The proposed Differentiated Accountability (DA) model uses both the scale score distribution for a state assessment and the four defined proficiency levels (Minimal, Basic, Proficient, and Advanced) for the assessment, eschewing the reduction of the student achievement information into crude categories that impede the ability of the models to use sensitive measures of student achievement and growth.

Each student's scale score is used to determine his/her exact position within the score distribution and to classify students into "highest" and "lowest" performing groups for purposes of accurately assessing achievement gaps.

Each student's assigned proficiency level is incorporated into a formula for calculating each achievement index, based on the full range of proficiency levels and is called a "Quality of Distribution Index" or QDI. A Quality of Distribution Index (QDI) value is calculated using data from the state assessments. The QDI value ranges from 0 (100% of students scoring in the lowest proficiency level on the assessments) to 300 (100% of the students scoring in the highest proficiency level on the assessments). The QDI is based on a relatively simple concept—if more students score in the higher proficiency levels on the test, the distribution of scores is more "positive." No credit is given for students scoring in the Minimal (lowest) proficiency level and the greatest credit is given for students scoring in the Advanced (highest) proficiency level. The QDI value can range from 0 (100% of students scoring Minimal) through 300 (100% scoring Advanced), and is calculated using the following formula:

QDI = (1 x % Basic) + (2 x % Proficient) + (3 x % Advanced)

The QDI value has been used within the State Accountability System since the 2008-2009 school year and is known to school and district staff, parents, the public and other stakeholders within Mississippi.

QDI Values used in the Differentiated Accountability (DA) Model are the following:

QDI Overall (QDI_O) -The QDI value calculated using all of the students within a school, district or state and represents overall achievement (the "all students" group)

QDI High (QDI_H) -The QDI value calculated using only the "Highest Performing Students" within a school, district or state

QDI Low (QDI_L) -The QDI value calculated using only the "Lowest Performing Students" within a school, district or state

QDI Gap (QDI_Δ) -The QDI value calculated by subtracting the achievement index for the lowest performing students (**QDI_L**) from the achievement index for the highest performing students (**QDI_H**); The **QDI_Δ** represents a measure of the achievement gap at the school, district, or state levels.

As noted previously, each student's scale score is used to determine his/her exact position within the score distribution and to classify students into "highest" and "lowest" performing groups for purposes of accurately assessing achievement gaps.

The new achievement measures and their use within ESEA Flexibility Principle 2 (DA)

The four QDI values for each school and district (as well as the state)—along with measures based on the new AMOs—provide all the student achievement information necessary for implementing an accurate and reliable accountability model reflecting the principles established by the USDE Waiver documents.

QDI_O is necessary for creating the school rankings for identifying Title I schools falling within certain areas of the performance distribution.

In addition to QDI measures for school accountability, the MDE will also use, as directed through the ESEA Flexibility Guidance, the graduation rates over a period of three years to identify schools for differentiated accountability levels. Mississippi's current graduation rate uses the USDE-approved cohort graduation rate. In an effort to remove barriers to college- and career-readiness, the MDE proposes to waive CFR section 200.19(b) regarding the calculation of graduation rate. The proposed definition of a "regular high school diploma" would include successful completion of the GED (General Educational Development test) option either at the high school or in partnership with local community colleges in the graduation rate calculations. The strong community college system in Mississippi and its close working relationship with local school districts offers a robust GED partnership, eliminating virtually all barriers to high school completion.

Combining additional accurate and reliable information (e.g., graduation rates) with the achievement information (overall achievement improvement and closing achievement gaps) allows the assignment of Title I schools to the categories specified and defined in the USDE Waiver documents. The MDE is still exploring a valid student growth model for use in the Differentiated Accountability system and for use in the educator evaluations discussed in Principle 3.

Characteristics of the Proposed Model

The proposed model complies fully with the following requirements for ESEA flexibility approval.

(1) The proposed system represents a fair, flexible, and focused accountability and support system with incentives for continuously improving the academic achievement of all students, closing persistent achievement gaps, and improving equity.

(2) The proposed system of differentiated recognition, accountability, and support [DA] … looks at student achievement in … reading/language arts and mathematics for all students and [for the students in] all subgroups … identified in ESEA section 1111(b)(2)(C)(v)(II); graduation rates for all students and [for the students in] all subgroups; and school performance and progress over time, including the performance and progress of [the students in] all subgroups.

(3) The proposed amendment to the state's AYP model sets new ambitious but achievable AMOs in … reading/language arts and mathematics for the State and all [districts], [all] schools, and [all of the students in all] subgroups, that provide meaningful goals and are used to guide support and improvement efforts.

(4) The proposed amendment to the state's AYP model includes an algorithm (similar to that used in the state's currently approved AYP model) that ensures that proficient and advanced scores of students with the most significant cognitive disabilities (SCD) based on alternate academic achievement standards included for AYP proficiency calculations do not exceed 1% of all students in the grades assessed within a district.

(5) The proposed system of Differentiated Recognition, Accountability, and Support (DA) includes appropriate and statistically valid measures of student achievement (and cohort graduation rates) that allow for reliable and accurate classifications of Title I schools as:

a) Reward Schools
b) Priority Schools
c) Focus Schools
d) Other Title I schools <u>not making progress</u> in improving student achievement and narrowing achievement gaps, based on the State's new AMOs and other measures

(6) While the proposed system of Differentiated Recognition, Accountability, and Support (DA) includes all of the specific [required] components, the system was designed to incorporate innovative characteristics that are tailored to the needs of the state, [districts], schools, and students. The proposed DA system is designed to improve student achievement, close achievement gaps … and support continuous improvement for all schools.

(7) The state's annual [NCLB] report card will be revised to delete information related to "Title I Improvement Status" (based on NCLB

§1116) and add the DA School Category (Reward School, Focus School, Priority School).

(8) Reward Schools, Focus Schools, and Priority Schools under the proposed DA system will be identified (using achievement and graduation data from SY 2010-2011 and earlier years) and the list of identified schools will be included in the state's waiver request.

(9) The proposed system of Differentiated Recognition, Accountability, and Support [DA] will take into account student growth once high-quality assessments have been adopted. The student level growth model will be developed and pilot tested using the 2013-2014 pilot and 2014-2015 live administrations of the state's high quality assessments.

Ensuring Improvement for Students in all NCLB Subgroups

It is possible to ensure that students in each NCLB subgroup make progress and that the achievement gaps among students in those subgroups are closed without actually including all of the separate subgroups within an accountability model. The proposed DA system outlined in the Mississippi Statewide Accountability Technical Document **(Attachment 8a)** uses sensitive and reliable measures of student achievement and reliable measures of school and district level achievement within a contrasting achievement group paradigm to meet the NCLB goal of ensuring that students in each subgroup make progress and that the achievement gaps among students in those subgroups are closed.

Mississippi's accountability system requires an n-count of 40 for data to be included in a given subgroup, as supported by research. Under the old AYP model, 74% of the schools in Mississippi were not held accountable for the IEP subgroup, due to having an n-count fewer than 40; likewise, 98% of the schools were not held accountable for the LEP subgroup. Under the proposed model only 2% of schools would have fewer than 40 students in the "lowest performing" subgroup (0.4% of the lowest performing students). See **Attachment 8a** for more data on this issue.

Under the proposed system, "Quality of Distribution Index" (QDI) values are calculated for the overall achievement at the school, district, or state (**QDI_O**), the achievement of the "Lowest Performing Students" (**QDI_L**), and the achievement of the "Highest Performing Students" (**QDI_H**). A measure of the achievement gap at the school, district, or state (**QDI_Δ**) is calculated by subtracting the achievement index for the lowest performing students (**QDI_L**) from the achievement index for the highest performing students (**QDI_H**).

Separate sets of QDI values are calculated for the current school year and for several earlier school years. Once the QDI values have been calculated, they are used for making determinations and for identifying schools under the DA system using the steps described on the following pages.

As shown in **Attachment 8a**, schools and districts must improve overall student performance and close the achievement gaps between the highest and lowest performing students (including the performance of students in all NCLB subgroups) in order to reach the AMO goal. If students in some of the NCLB subgroups are allowed to perform poorly, the achievement gap cannot be closed and the "lowest performing students" subgroup will not reach the AMO goal.

Although the proposed amended DA model incorporates only two achievement subgroups to accomplish the goals of closing achievement gaps and ensuring improved performance of the students in all NCLB subgroups, supplemental analyses will be run to determine the percentages of students in each NCLB subgroup with scores in the high and low contrasting achievement subgroups. Interventions for each subgroup not performing will be established for each school.

In summary, the proposed model is designed to improve student achievement, close achievement gaps and support continuous improvement for all schools.

Mississippi's differentiated recognition, accountability, and support system creates incentives and provides support to close achievement gaps for all subgroups of students.

Incentives:
To actively encourage schools to close achievement gaps for all subgroups of students, the MDE plans to recognize schools that reach Reward status. While financial incentives are desirable, due to current economic and fiscal restraints, the MDE is pursuing other avenues of recognition, including banners, recognition at board meetings, designations noted on the website and/or included in a publication, staff serving on councils of excellence, flexibility on some state requirements, and other areas of encouragement, as identified by district personnel, which may include additional funds as available. The MDE is actively working with school and district personnel, through focus groups and on-line surveys, to identify additional supports and incentives. Further, information will be gathered through research such as the *Closing the Expectations Gap* annual report from Achieve, Inc.

Current state accountability procedures include incentives for overall school performance. Section 4 of the *Mississippi Public School Accountability Standards, 2010* includes the following items on recognition and rewards that incentivize schools and districts to improve:

> 4.0 RECOGNITION AND REWARDS
> The State Board of Education shall provide special recognition and/or rewards to individual schools or school districts meeting the highest levels of accreditation standards as defined by the State Board of

Education. A school or district with a QDI in the top two ranges will be identified as meeting the highest level of accreditation standards.

4.1 RECOGNITION

Special recognition will be provided to all schools meeting the highest levels of accreditation standards. Examples of recognition include, but are not limited to the following:

- Public announcements and events;
- Special recognition of student progress and effort;
- Certificates of recognition and plaques for teachers, principals, superintendents, support and classified personnel and parents; and
- Media announcements utilizing the services of the Mississippi Educational Television.

4.2 REWARDS

Rewards may be provided for schools and school districts assigned the highest levels of performance as defined by the State Board of Education as follows:

4.2.1 Exemptions for Schools Meeting the Highest Levels of Performance.

Schools meeting the highest levels of performance may be exempted from citations of noncompliance with [certain] process standards.

4.2.2 Exemptions for School Districts Meeting the Highest Levels of Performance.

School districts assigned the highest levels of performance may be exempted from citations of noncompliance with [certain] process standards.

4.2.3 Financial Rewards

If funds are appropriated by the legislature, schools meeting the highest levels of performance may apply to the State Board of Education for monetary incentives to be used for selected school needs, as identified by a vote of all licensed and instructional personnel employed at the school.

Support:

Mississippi has been working since 2008 towards a statewide system of support (SSOS). Early efforts involved conducting a thorough evaluation of existing support, identifying gaps for informing strategic planning, exploring a tiered model for district assistance, and collaborating across MDE offices. Due to change in MDE staff and reorganization of the agency in 2010, the work on the SSOS was placed on hold. Just recently, the MDE established the Office of Instructional Enhancement to focus on developing and implementing a statewide system of support. The next step will be to select external stakeholders and MDE representatives to serve on a SSOS Roundtable to determine how to coordinate support services with a unified delivery system. Also recently, the MDE conducted a survey of district-level staff to solicit insight and recommendations for how the agency can improve services, reduce duplication, and increase efficiency. Results from the survey will be used to initiate the dialogue with the SSOS Roundtable about

areas such as collaborating with offices on deadlines for multiple projects, providing consistency across offices, and improving communication. The SSOS Roundtable will also provide feedback on the best way to provide support for all schools based on needs.

In order to better support the needs of school districts and schools in Focus, Priority, and Reward status, and schools not in the identified school categories, as well as to reduce duplicated services and paperwork burdens, the Mississippi Department of Education is undergoing another review of the staff, offices, and support mechanisms to realign MDE's capacity and structure to most effectively address gaps, at-risk populations, and "bubble schools" or those near to entering the Focus and Priority status.

One of the key components of flexibility to be garnered through the waiver is the ability to leverage funds from a variety of state and federal sources. With approval of the waiver request, the MDE plans, as part of the review and realignment noted above, to include Title I, Part A, 1003a, and Consolidated Federal Cost Pool funds to support a streamlined effort of support for schools identified as Priority or Focus. Through the flexibility of coordinated funding, services from the MDE will ensure that all schools will receive the support needed to address the needs of all subgroups, including schools that have overall high performance, but lagging scores for one or more subgroups. To reduce duplication and paperwork expectations, offices across the MDE will coordinate submissions of plans and district monitoring, including activities from accreditation, federal programs, special education, school improvement, and school recovery, to ensure that support efforts are reaching each subgroup in the state and targeting continuous improvement.

All of these plans and initiatives will continue to be implemented in districts and schools during the 2012-13 school year and beyond.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☐ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify Reward, Priority, and Focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify Reward, Priority, and Focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

The Mississippi Department of Education is proposing the inclusion of student achievement on science assessments (currently Biology I and 5th and 8th grade Science) in the Mississippi differentiated accountability system, in addition to reading language arts and mathematics. The table below includes the percentage of students in the "all students" group that performed at each performance level on the 2010-11 administration for each assessment.

2010-2011 Student Level Proficiency Distributions[2]

Test[1]	N-Count	% Minimal	% Basic	% Proficient	% Advanced
MCT2 Language	212,463	12.8	33.8	43.6	9.8
MCT2 Math	212,341	14.4	24.3	47.0	14.3
Science Test 5/8	68,073	16.8	27.5	38.2	17.4
English II	32,074	21.0	21.7	39.3	18.0
Algebra I	33,422	6.9	15.5	43.6	34.0
Biology I	32,037	13.6	30.7	45.4	10.3

[1] Test results in this table are collapsed across grades.
[2] N-Counts and results include students enrolled for a full academic year only.

The MDE's weighting of the included assessments will result in holding schools accountable for ensuring all students achieve the

State's college- and career-ready standards. Given the importance of science, along with all areas of STEM, in a student's overall educational program, the decision to include state science assessment results in the DA model will send a strong message: Mississippi makes the right choices for its students. Working with various STEM partnership initiatives, including collaborative efforts between Career and Technical Education, the US Navy, and postsecondary education, Mississippi has set an example following the national focus on STEM. By including science in the on-going focus on assessment and accountability, the state supports the instructional practices that are necessary to take students to the next level of instruction and truly ensures that all students achieve college- and career-ready standards.

Assurance 6 of the ESEA Waiver is checked, and as it indicates, the MDE proposes to include student achievement on science assessments (currently Biology I and 5th and 8th grade Science) in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system. The achievement on all the assessments will be used to identify Priority, Focus, and Reward schools, and the MDE has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

Method for Setting AMOs

For every school in the state, the 2010-2011 data were used to set a baseline. A trajectory was calculated that represented decreasing the percentage of non-proficient students by half by 2017. Separate AMOs were established for the "all students" group and "lowest performing students" subgroup—the same QDI-Overall (**QDI_O**) and QDI-Low (**QDI_L**) subgroups identified for the overall DA model.

The proficiency target QDI for "all students" (**QDI_O**) and "lowest performing students" (**QDI_L**) subgroups is 200. Therefore, each **QDI_O** and **QDI_L** are subtracted from 200, then divided by two to establish the growth measure needed to cut the proficiency gap in half by 2017. This value is then divided by six and rounded to the nearest integer to determine the annual increase in QDI required to meet Annual Measurable Objectives. The annual increase is then added to the current year's QDI to establish the next year's objective.

For the statewide average, the "all students" subgroup (**QDI_O**) is 158. The information below works through the formula for establishing the annual increase required for the statewide **QDI_O**:
200 minus 158 = 42
42 divided by 2 (cut in half) = 21
21 divided by 6 (for annual goal) = 3.5, rounded to 4
The table below includes the annual measurable objectives established for the statewide average.

For the statewide average, the "lowest performing students" subgroup (**QDI_L**) is 58. The information below works through the formula for establishing the annual increase required for the statewide **QDI_L**:
200 minus 58 = 142
142 divided by 2 (cut in half) = 71
71 divided by 6 (for annual goal) = 11.8, rounded to 12
The table below includes the annual measurable objectives established for the statewide average.

Details of the calculations are included in **Attachment 8a**.

Mississippi's Proposed AMOs for the State

QDI for AMOs OPTION A	2011 (baseline)	2012	2013	2014	2015	2016	2017	*annual growth rate*
All Students (QDI_O)	158	162	166	170	174	178	**182**	*4*
Lowest Performing Subgroup (QDI_L)	58	70	82	94	106	118	**130**	*12*

To ensure appropriate, differentiated accountability and interventions, the MDE has applied this same model to set goals for each school in the state. Therefore, schools that are not at the state **QDI_O** and **QDI_L** (158 and 58, respectively) are not held to the same standard as schools that are. For example, the lowest performing school in the state on 2011 assessments had a **QDI_O** of 65 and a **QDI_L** of 0. The lowest performing school's goals are necessarily different from the statewide average indicated above, with annual growth rate expectations of 12 (**QDI_O**) and 16 (**QDI_L**). Conversely, the highest performing school in the state on 2011 assessments had a **QDI_O** of 242 and a **QDI_L** of 171. The highest performing school's goals differ from the statewide average indicated above and from the lowest performing school's goals, with annual growth rate expectations of 0 (**QDI_O**) and 2 (**QDI_L**). Therefore, the expected rates of growth for LEAs, schools, and subgroups that are further behind have greater rates of annual progress.

As noted on page 41, and as assured in Assurance 14 on page 7, the MDE will make determinations for each district and school in the state linked to meeting the AMOs, the 95 percent participation rate requirement, and the graduation rate goal or targets for high schools or the attendance rate goal for elementary and middle schools. For example, a highest-performing school must be meeting the AMOs, the 95 percent participation rate requirement, and the graduation rate goal or target for a high school or the attendance rate goal for an elementary or middle school for the "all students" group and all subgroups.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as Reward schools. If the SEA's methodology is not based on the definition of reward schools in ESEA Flexibility (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

The Mississippi Department of Education will use the following methodology for identifying highest-performing and high-progress schools as Reward schools, as directed through the ESEA Flexibility Waiver Documents provided by the USDE:

High Performing

1. The QDI-Overall for each of three years must be in the highest 20% of the QDI-Overall for all schools in the State,

   And

2. The QDI-Low for each of three years must be in the highest 20% of the QDI-Low for all schools in the State,

   And

3. The graduation rate for the current school year must be in the highest 20% of the graduation rates for all schools in the State,

   And

4. The school must have met AMOs for the current school year for "all students" and "all subgroups," including participation rates and graduation/attendance rates,

   And

5. The schools QDI-Gap for the current year must be in the lowest 25% of QDI-Gap for all the schools in the State.

High Progress

1. The difference between the QDI-Overall for the current year and the QDI-Overall from two years previous is in the highest 10% of the differences for all schools in the State,

   And

2. The difference between the 4 year cohort graduation rate for the current year and the 4 year cohort graduation rate from two years previous is in the highest 25% of the differences for all schools in the State,

   And

3. The school's QDI-Gap for the current year must be in the lowest 25% of QDI-Gap for all the schools in the State <u>or</u> the difference between the current QDI-Gap and the QDI-Gap from two years previous is in the lowest 25% of the differences for all schools in the State.

2.C.ii Provide the SEA's list of Reward schools on page 68.

2.C.iii Are the recognition and, if applicable, rewards proposed by the SEA for its highest-performing and high-progress schools likely to be considered meaningful by the schools? Has the SEA consulted with the LEAS and schools in designing its recognition and where applicable, rewards?

As noted in response 2.a, the MDE, in cooperation with school district practitioners, is developing a statewide recognition and rewards program that will truly incentivize schools to improve and reach Reward status. In addition to the information presented in 2.a regarding the statewide plan for rewarding high performing schools and districts, the MDE has a board-approved methodology to provide monetary awards to Title I schools that have significantly closed the achievement gap between the sub-groups of students; or exceeded their AMOs for two or more consecutive years.

- Funding provided based on increase in Title I Part A funding from preceding year (maximum of 5%)
- Generally award twelve schools annually (depending on funding)
- Highest two awarded schools recognized at National Title I Conference
- All awarded schools recognized by State Board of Education

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as Priority schools. If the SEA's methodology is not based on the definition of priority schools in ESEA Flexibility (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

The Mississippi Department of Education will use the following methodology for identifying at least five percent of the State's Title I schools as Priority schools:

Per the ESEA Flexibility definition, the Mississippi Department of Education will identify a Priority School as "a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of Priority schools in a State must be at least five percent of the Title I schools in the State." Mississippi served 720 Title I Schools in 2010-11; thus, the number of Priority schools identified will be a minimum of 36, or 5% of the Title I schools in the State.

Criteria for Priority School Status

1. The current year QDI-Overall is in the lowest 5% of QDI-Overall for all schools in the State,

AND

The difference between the QDI-Overall for the current year and the QDI-Overall for the previous two years is in the lowest 27% of the differences for all schools in the State,

OR

2. The school's 4 year cohort graduation rate is less than 60% for each of three years

OR

2. The school is a current SIG School.

Category of Priority Schools	Number of Schools
Total number of Title I schools	720
Total number of Priority schools required to be identified	36
Total number of schools on list generated based on overall rating that are currently-served Tier I or Tier II SIG schools	18
Total number of schools on list generated based on overall rating that are Title I-eligible or Title I-participating high schools with a graduation rate less than 60 percent over a number of years	6
Total number of schools on list generated based on overall rating that are among the lowest-achieving five percent of Title I schools	12

2.D.ii Provide the SEA's list of Priority schools on page 68.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with Priority schools will implement.

a. SEA Interventions

The Mississippi Department of Education is committed to providing a coordinated, seamless system of intervention and support to Priority schools. Under the new waiver, multiple offices will consolidate efforts to support intervention implementation in the Priority schools. Through the identification process for these schools, a minimum of 36 schools (or 5% of the 720 Title I-participating schools) will be identified for Priority status. Of those 36 schools, 18 schools are Tier I or II SIG participants for 2012-13. SIG Priority Schools are bound by the turnaround principles through SIG awards. Each SIG school has an approved plan describing how the school will meet each requirement. Each school has a three-year (annually renewable) grant to support the inventions. All schools have at least $500,000 a year but no more than $2,000,000 available through 1003g. SIG schools must use any additional federal funds to support their approved school improvement implementation plan.

The non-SIG Priority schools will also receive technical assistance and continuous monitoring services, based on SIG turnaround principles. State and local funds, along with up to 20% of the districts' Title I, Part A budget and portions of the 1003a set-aside, will be leveraged to implement the turnaround principles the non-SIG funded schools. Each of these schools will be required to implement a three-year action plan, focusing intervention efforts on identified implementation practices that meet the turnaround principles (cross-walked with federal guidance, as well as supplemental turnaround resources).

Mississippi's Turnaround Principles

The **bold** font text below indicates a federal principle. Under each federal principle, the Mississippi indicators used to measure each school's progress toward meeting the turnaround principle are listed.

1. **Replace the principal who led the school prior to commencement of the transformation model.**
   - Principal promotes a culture of shared accountability for meeting school improvement performance objectives.
   - Principal communicates a compelling vision for school improvement to all stakeholders.
   - Principal possesses the competencies of a transformation leader.

2. **Use rigorous, transparent, and equitable evaluation systems for teachers and principals that a) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and b) are designed and developed with teacher and principal involvement.**
   - LEA/school has a process in place for recruiting, placing, and retaining school teachers and principals with skills needed for school transformation.
   - LEA/school has a rigorous and transparent evaluation system with input from teachers and principals that includes evidence of student achievement/growth.
   - LEA/school implemented the new evaluation system for principals and teachers.

3. **Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.**
   - LEA/school has a system of rewards for school staff who positively impact student achievement and graduation rates.
   - LEA/school identifies and supports school staff who are struggling or removes staff who fail to improve their professional practice.

4. **Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.**

- All teachers meet in teams with clear expectations and time for planning.
- LEA/school aligns professional development programs with teacher appraisal results.
- LEA/school provides induction programs for new teachers and administrators.
- LEA/school provides all staff with high-quality, job-embedded, differentiated professional development to support school improvement.
- LEA/school monitors extent that professional development changes teacher practice.

5. **Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.**
   - LEA/school has developed a plan/process to establish a pipeline of potential turnaround leaders.

6. **Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.**
   - School leadership continuously uses data to drive school improvement.
   - Principal continuously monitors the delivery of instruction in all classrooms.

7. **Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.**
   - LEA/school leadership teams collect and monitor benchmark/interim data on all SIG leading and lagging indicators.
   - LEA/school established annual goals for student achievement in all core areas.
   - LEA/school has a process for the selection of research-based instructional programs/strategies.
   - LEA/school aligns curriculum, instruction, and assessment with state standards.
   - All teachers routinely assess students' mastery of instructional objectives.
   - All teachers adjust instruction based on students' mastery of objectives.

- All teachers integrate technology-based interventions and supports into instructional practice.
- All teachers provide all students with opportunities to enroll in and master rigorous coursework for college and career readiness.
- All teachers incorporate instructional strategies that promote higher-level learning for all students.
- All teachers actively engage students in the learning process.
- All teachers communicate clearly and effectively.

8. Establish schedules and strategies that provide increased learning time.

- LEA/school has increased learning time for all students.
- School continuously evaluates the effectiveness of increased learning time.
- All teachers maximize time available for instruction.
- All teachers establish and maintain a culture of learning to high expectations
- School accesses innovative partnerships to support extended learning time.

9. Provide ongoing mechanisms for family and community engagement.

- School and teachers provide parents with regular communication about learning standards, the progress of their children, and the parents' roles in supporting their children's success in school.
- School includes parents in decision-making roles for school improvement.
- School engages community members in partnerships that benefit students.
- School partners with community groups to provide social-emotional supports for students.
- School implements approaches to improve school climate and discipline

10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

- LEA/school conducted a needs assessment to inform the SIG implementation plan.
- LEA personnel are organized and assigned to support schools in their SIG implementation.
- LEA modified policies and practices to support full and effective implementation.

- LEA provides sufficient operational flexibility to the principal to lead transformation or turnaround.
- LEA has established a district turnaround office to support SIG implementation.

11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or EMO).

- LEA/school recruits, screens, and selects external partners.
- LEA/school clearly specifies expectations of external partners in contracts and continuously evaluates their performance.
- School leadership team meets regularly to manage SIG implementation.
- LEA and district transformation specialists provide intensive, ongoing assistance to support school improvement.
- LEA/school ensures that external service providers deliver intensive, ongoing assistance to support school reform strategies.
- LEA/school aligns allocation of resources (money, time, personnel) to school improvement goals.

b. Practices to be implemented

The Mississippi SIG program is in the early implementation phase of the Center on Innovation and Improvement (CII) resource called Indistar®, a nationally recognized school improvement system for reporting, monitoring, and ultimately driving comprehensive school improvement efforts. CII worked with Mississippi to design a state-specific Indistar®-based system named *Mississippi Star*. The system has the potential to be the vehicle for developing, implementing, and evaluating a singular, comprehensive school improvement process within Mississippi.

The use of the online resource for differentiating intervention support efforts and focusing on the critical elements of school reform in all Priority schools will provide streamlined planning and reduce duplicity as well as the paperwork burden currently felt by school districts with schools served by the varying offices across the MDE. The federal turnaround principles and corresponding Mississippi indicators for implementation are pre-loaded into the *Mississippi Star* platform. In addition, the implementation indicators are aligned with research-based strategies from resources such as *Wise Ways*, *Handbook on Effective Implementation of School Improvement Grants*, *Turnaround Competencies*, and *What Works Clearinghouse* (http://ies.ed.gov/ncee/wwc/).

Through the online system, schools will build a comprehensive database of information designed to direct their school improvement actions.

Specifically, school leadership teams will establish three-year performance goals with interim annual benchmarks for the leading/lagging indicators identified within the SIG requirements. The extensive analysis of data elements serves as the core of the school's comprehensive needs assessment. Leadership teams within each Priority school will assess their progress relative to the implementation of indicators/turnaround principles. Indicators that are rated as "fully implemented" must be supported with extensive evidence, whereas detailed action plans will be developed for indicators rated as "limited implementation." Action plans will indicate the research-based best practices being implemented to guide reform efforts for rapid school improvement.

Consistent support for each Priority school/district will come primarily through an MDE-placed implementation specialist who will provide on-site differentiated technical assistance and support designed to continually monitor the fidelity of implementation of the school's action/improvement plan and provide support on needed corrections. To support the reduction of paperwork, the required action plan will be supported through the *Mississippi Star* online program, and the turnaround plan required will also serve as the school improvement (action) plan. Each district will establish a community-based prekindergarten through higher education council to influence the action plan. Districts and their councils will utilize *Mississippi Star*, a quality on-line tool for districts/schools to use in writing the action plan and tracking progress toward meeting goals.

The MDE expects each Priority school to implement the turnaround principles within the first two years of implementation, and continue that implementation for a minimum of three years.

Priority schools will design a three-year comprehensive school improvement plan that explicitly addresses each of the turnaround principles. Plan components will include narratives, implementation milestones/timelines, action plans, measures of progress, and responsible parties. Continuous assessments of implementation actions by the school will be monitored through on-line reports submitted in *Mississippi Star*, on-site technical assistance visits by MDE implementation specialists, and annual monitoring visits.

The action plan will include strategies to meet the school's annual goals toward the following indicators:

Leading Indicators:

- Number of minutes within the school year and school day;
- Student participation rate on State assessments in reading/language

arts and in mathematics, by student subgroup;
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- Dropout rate;
- Student attendance rate;
- Discipline incidents;
- Truants;
- Distribution of teachers by performance level on an LEA's teacher evaluation system;
- Teacher attendance rate;

Achievement Indicators
- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup;
- Average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup;
- Percentage of limited English proficient students who attain English language proficiency;
- School improvement status and AMOs met and missed;
- College enrollment rates; and
- Graduation rate.

MDE will review each school based on whether the school has satisfied the requirements in regards to its annual performance targets or on a trajectory to do so.
- *Leading Indicators*—A school must meet 6 of 9 leading indicator goals.
- *Achievement Indicators*—A school must also meet a minimum of 50% of applicable achievement indicators.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more Priority schools implement meaningful interventions aligned with the turnaround principles in each Priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

As noted earlier, the use of the online resource for differentiating intervention support efforts and focusing on the critical elements of school reform in all Priority and Focus schools will provide streamlined planning and reduce duplicity as well as the paperwork burden currently felt by school districts with schools served by the varying offices across the MDE. The indicators for implementation from 2.D.iii.a are pre-loaded into *Mississippi Star* platform and include all of the turnaround principles. In addition, the implementation indicators are aligned with research-based

strategies from resources such as *Wise Ways*, *Handbook on Effective Implementation of School Improvement Grants*, *Turnaround Competencies*, and *What Works Clearinghouse* (http://ies.ed.gov/ncee/wwc/).

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits Priority status and a justification for the criteria selected.

Given that a school enters Priority status and is expected to implement the turnaround strategies for three years, schools identified as Priority for the 2012-2013 School Year will remain Priority through the 2014-2015 School Year, unless all the Exit Criteria are met.

Criteria for Exiting Priority Status

- No longer in the bottom 5% of schools based on performance (**QDI_O**),
- Two consecutive years of academic improvement as measured by QDI/graduation rate,
- Two consecutive years of "no material findings" in an annual monitoring review
- Meeting goals established for Leading and Achievement Indicators, **AND**
- Community-based council in place and functioning

Once a school exits Priority Status, the school will continue to receive technical assistance from the Statewide System of Support for an additional three years for sustainability.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "Focus schools." If the SEA's methodology is not based on the definition of priority schools in ESEA Flexibility (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

The Mississippi Department of Education will use the following methodology for identifying at least ten percent of the State's Title I schools as Focus schools:

Per the ESEA Flexibility definition, the Mississippi Department of Education will identify a Focus School based on the following criteria:

1. The QDI-Gap for each of three years is in the highest 20% of the QDI-Gaps for all the schools in the State

OR

2. The QDI-Low for each of three years is in the lowest 20% of the QDI-Low for all the schools in the State.

Category of Focus Schools	**Number of Schools**
Total number of Title I schools	722
Total number of schools required to be identified as Focus schools	72 (MDE tentatively has 80.)
Total number of schools on list generated based on overall rating that are Title I-participating high schools that have had a graduation rate less than 60 percent over a three-year period	None, all are Priority
Total number of schools on the list generated based on overall rating that have the greatest within-school gaps over a three-year period	43
Total number of schools on the list generated based on overall rating that have a subgroup or subgroups with low achievement or, at the high school level, low graduation rates over a three-year period	37

2.E.ii Provide the SEA's list of Focus schools on page 68.

2.E.iii Does the SEA's process and timeline ensure that each LEA will identify the needs of its focus schools and their students and implement interventions in focus schools at the start of the 2012–2013 school year? Did the SEA provide examples of and justifications for the interventions the SEA will require its focus schools to implement? Are those interventions based on the needs of students and likely to improve the performance of low-performing students and reduce achievement gaps among subgroups, including English Learners and students with disabilities?

Interventions for Focus Schools

The Mississippi Department of Education is committed to providing a coordinated, seamless system of intervention and support to Focus schools. Under the new waiver, multiple offices will consolidate efforts to support interventions in the schools. The coordination will also serve to reduce duplication and paperwork expectations for school districts.

Consistent support for each Focus school/district will come primarily through an MDE-placed support specialist who will visit the school/district on an on-going basis (at least twice monthly), evaluating the fidelity of implementation of the school's action/improvement plan and providing support on needed corrections. The district will establish a community-based prekindergarten through higher education council to influence the action plan. Districts and their councils may utilize *Mississippi Star*, a quality on-line tool for districts/schools to use in developing the action plan and tracking progress toward meeting goals.

In-depth Performance Review and Support

The intervention model to be employed with Focus schools includes a comprehensive needs assessment and qualified support specialists to assist schools in the implementation of the school improvement (action) plan. Each school, with the support of its district, may also conduct a self-evaluation, through *Mississippi Star*, of the level of need/performance on the turnaround principles. Focus school sites will be trained on strategies such as turnaround principles as part of their targeted interventions to address student achievement gaps.

Focus schools will be required to use a minimum of 10% of the school's Title I, Part A allocation for specific interventions related to achievement gaps. Job-embedded professional development will play a role in supporting instructional best practice. As funds are available, these schools may also receive 1003a funding to support specific interventions for achievement gaps.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits Focus status and a justification for the criteria selected.

Once a school enters Focus status, the school will not exit until all the Exit Criteria are met.

Criteria for exiting Focus Status

- No longer identified as a Focus school, based upon gap data,
- Academic improvement as measured by QDI/graduation rate,
- Narrowing the achievement gap, **AND**
- Community-based council in place and functioning

Once a school exits Focus status, the school will continue to receive technical assistance from the Statewide System of Support for an additional year for sustainability.

REWARD, PRIORITY, AND FOCUS SCHOOLS TABLE

Provide the SEA's list of Reward, Priority, and focus schools using the template. Use the key to indicate the criteria used to identify a school as a Reward, Priority, or Focus school.

Note: Mississippi's school identification lists are based upon 2010-2011 school year data. Therefore, the completed list below is redacted to conceal school-specific information for three reasons:

1. The final listing of Reward, Priority, and Focus schools will be compiled based upon 2011-12 school year data, and those data are not yet available.
2. The USDE has recommended redaction of school names.
3. The proposed accountability process within the waiver is not officially approved.

Total # of Title I schools in the State: 722
Total # of Title I-participating high schools in the State with graduation rates less than 60%: 4 based on 2010-2011 data (final number to be determined with 2011-2012 data)

Key

Reward School Criteria:	**Focus School Criteria:**
A. Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a Priority school

REWARD, PRIORITY, AND FOCUS SCHOOLS

Sort	District	School	School Code	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
1	District X	School Y	DDDDSSS		C	
2	District X	School Y	DDDDSSS		C	
3	District X	School Y	DDDDSSS		C	
4	District X	School Y	DDDDSSS		C	
5	District X	School Y	DDDDSSS		C	
6	District X	School Y	DDDDSSS		C	
7	District X	School Y	DDDDSSS		C	
8	District X	School Y	DDDDSSS		C	
9	District X	School Y	DDDDSSS		C	

Sort	District	School	School Code	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
10	District X	School Y	DDDDSSS		C	
11	District X	School Y	DDDDSSS		C	
12	District X	School Y	DDDDSSS		C	
13	District X	School Y	DDDDSSS		D-1	
14	District X	School Y	DDDDSSS		D-1	
15	District X	School Y	DDDDSSS		D-1	
16	District X	School Y	DDDDSSS		D-1	
17	District X	School Y	DDDDSSS		D-2	
18	District X	School Y	DDDDSSS		D-2	
19	District X	School Y	DDDDSSS		E	
20	District X	School Y	DDDDSSS		E	
21	District X	School Y	DDDDSSS		E	
22	District X	School Y	DDDDSSS		E	
23	District X	School Y	DDDDSSS		E	
24	District X	School Y	DDDDSSS		E	
25	District X	School Y	DDDDSSS		E	
26	District X	School Y	DDDDSSS		E	
27	District X	School Y	DDDDSSS		E	
28	District X	School Y	DDDDSSS		E	
29	District X	School Y	DDDDSSS		E	
30	District X	School Y	DDDDSSS		E	
31	District X	School Y	DDDDSSS		E	
32	District X	School Y	DDDDSSS		E	
33	District X	School Y	DDDDSSS		E	
34	District X	School Y	DDDDSSS		E	
35	District X	School Y	DDDDSSS		E	
36	District X	School Y	DDDDSSS		E	
37	District X	School Y	DDDDSSS			F
38	District X	School Y	DDDDSSS			F
39	District X	School Y	DDDDSSS			F
40	District X	School Y	DDDDSSS			F
41	District X	School Y	DDDDSSS			F
42	District X	School Y	DDDDSSS			F
43	District X	School Y	DDDDSSS			F
44	District X	School Y	DDDDSSS			F
45	District X	School Y	DDDDSSS			F
46	District X	School Y	DDDDSSS			F
47	District X	School Y	DDDDSSS			F
48	District X	School Y	DDDDSSS			F
49	District X	School Y	DDDDSSS			F
50	District X	School Y	DDDDSSS			F
51	District X	School Y	DDDDSSS			F
52	District X	School Y	DDDDSSS			F
53	District X	School Y	DDDDSSS			F
54	District X	School Y	DDDDSSS			F
55	District X	School Y	DDDDSSS			F

Sort	District	School	School Code	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
56	District X	School Y	DDDDSSS			F
57	District X	School Y	DDDDSSS			F
58	District X	School Y	DDDDSSS			F
59	District X	School Y	DDDDSSS			F
60	District X	School Y	DDDDSSS			F
61	District X	School Y	DDDDSSS			F
62	District X	School Y	DDDDSSS			F
63	District X	School Y	DDDDSSS			F
64	District X	School Y	DDDDSSS			F
65	District X	School Y	DDDDSSS			F
66	District X	School Y	DDDDSSS			F
67	District X	School Y	DDDDSSS			F
68	District X	School Y	DDDDSSS			F
69	District X	School Y	DDDDSSS			F
70	District X	School Y	DDDDSSS			F
71	District X	School Y	DDDDSSS			F
72	District X	School Y	DDDDSSS			F
73	District X	School Y	DDDDSSS			F
74	District X	School Y	DDDDSSS			F
75	District X	School Y	DDDDSSS			F
76	District X	School Y	DDDDSSS			F
77	District X	School Y	DDDDSSS			F
78	District X	School Y	DDDDSSS			F
79	District X	School Y	DDDDSSS			F
80	District X	School Y	DDDDSSS			G
81	District X	School Y	DDDDSSS			G
82	District X	School Y	DDDDSSS			G
83	District X	School Y	DDDDSSS			G
84	District X	School Y	DDDDSSS			G
85	District X	School Y	DDDDSSS			G
86	District X	School Y	DDDDSSS			G
87	District X	School Y	DDDDSSS			G
88	District X	School Y	DDDDSSS			G
89	District X	School Y	DDDDSSS			G
90	District X	School Y	DDDDSSS			G
91	District X	School Y	DDDDSSS			G
92	District X	School Y	DDDDSSS			G
93	District X	School Y	DDDDSSS			G
94	District X	School Y	DDDDSSS			G
95	District X	School Y	DDDDSSS			G
96	District X	School Y	DDDDSSS			G
97	District X	School Y	DDDDSSS			G
98	District X	School Y	DDDDSSS			G
99	District X	School Y	DDDDSSS			G
100	District X	School Y	DDDDSSS			G
101	District X	School Y	DDDDSSS			G

Sort	District	School	School Code	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
102	District X	School Y	DDDDSSS			G
103	District X	School Y	DDDDSSS			G
104	District X	School Y	DDDDSSS			G
105	District X	School Y	DDDDSSS			G
106	District X	School Y	DDDDSSS			G
107	District X	School Y	DDDDSSS			G
108	District X	School Y	DDDDSSS			G
109	District X	School Y	DDDDSSS			G
110	District X	School Y	DDDDSSS			G
111	District X	School Y	DDDDSSS			G
112	District X	School Y	DDDDSSS			G
113	District X	School Y	DDDDSSS			G
114	District X	School Y	DDDDSSS			G
115	District X	School Y	DDDDSSS			G
116	District X	School Y	DDDDSSS			G
117	District X	School Y	DDDDSSS	A		
118	District X	School Y	DDDDSSS	A		
119	District X	School Y	DDDDSSS	A		
120	District X	School Y	DDDDSSS	A		
121	District X	School Y	DDDDSSS	A		
122	District X	School Y	DDDDSSS	A		
123	District X	School Y	DDDDSSS	A		
124	District X	School Y	DDDDSSS	A		
125	District X	School Y	DDDDSSS	A		
126	District X	School Y	DDDDSSS	A		
127	District X	School Y	DDDDSSS	A		
128	District X	School Y	DDDDSSS	A		
129	District X	School Y	DDDDSSS	A		
130	District X	School Y	DDDDSSS	A		
131	District X	School Y	DDDDSSS	A		
132	District X	School Y	DDDDSSS	A		
133	District X	School Y	DDDDSSS	A		
134	District X	School Y	DDDDSSS	A		
135	District X	School Y	DDDDSSS	A		
136	District X	School Y	DDDDSSS	A		
137	District X	School Y	DDDDSSS	A		
138	District X	School Y	DDDDSSS	B		
139	District X	School Y	DDDDSSS	B		
140	District X	School Y	DDDDSSS	B		
141	District X	School Y	DDDDSSS	B		
142	District X	School Y	DDDDSSS	B		
143	District X	School Y	DDDDSSS	B		
144	District X	School Y	DDDDSSS	B		
145	District X	School Y	DDDDSSS	B		
146	District X	School Y	DDDDSSS	B		
147	District X	School Y	DDDDSSS	B		

Sort	District	School	School Code	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
148	District X	School Y	DDDDSSS	B		
149	District X	School Y	DDDDSSS	B		
150	District X	School Y	DDDDSSS	B		
151	District X	School Y	DDDDSSS	B		
152	District X	School Y	DDDDSSS	B		
153	District X	School Y	DDDDSSS	B		
154	District X	School Y	DDDDSSS	B		
155	District X	School Y	DDDDSSS	B		
156	District X	School Y	DDDDSSS	B		
157	District X	School Y	DDDDSSS	B		
158	District X	School Y	DDDDSSS	B		
159	District X	School Y	DDDDSSS	B		
160	District X	School Y	DDDDSSS	B		
161	District X	School Y	DDDDSSS	B		
162	District X	School Y	DDDDSSS	B		
163	District X	School Y	DDDDSSS	B		

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

2.F.i Does the SEA's differentiated recognition, accountability, and support system provide incentives and supports for other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps?

The MDE's differentiated recognition, accountability, and support system provides incentives and supports for other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps.

As noted in response 2.a, the MDE, in collaboration with school district practitioners, is refining the recognition and rewards program to incentivize schools to improve student achievement and narrow achievement gaps. While financial incentives are desirable, due to current economic and fiscal restraints, the MDE is pursuing other avenues of recognition, including banners, recognition at board meetings, designations noted on the website and/or included in a publication, staff serving on councils of excellence, flexibility on some requirements, and other areas of encouragement, as identified by district personnel, which may include additional funds as available. The MDE is actively working with school and district personnel, through focus groups and on-line surveys, to identify additional supports and incentives. Further, information will be gathered through research such as the *Closing the Expectations Gap* annual report from Achieve, Inc.

2.F.ii Are those incentives and supports likely to improve student achievement, close achievement gaps, and increase the quality of instruction for all students, including English Learners and students with disabilities?

State Superintendent Dr. Tom Burnham has shared the seven successful strategies of the highest performing schools in the world with legislators, school boards, district leaders, and principals throughout the state. Marc Tucker's report *Standing on the Shoulders of Giants*, commissioned by the USDE, and the corresponding book *Surpassing Shanghai: An Agenda for*

American Education Built on the World's Leading Systems, have served as the basis for Dr. Burnham's presentations. Included in the seven strategies is the finding that schools must operate along professional lines. To that end, the Mississippi Department of Education is launching an intensive effort to guide training and support for all districts in the state to implement the professional learning communities framework. The MDE Office of Associate Superintendent for Instructional Enhancement is a newly created position designed to offer guidance on a statewide level to meet the needs of schools. The office will coordinate efforts to sustain technical assistance for all schools that might not be in the Focus or Priority designation, yet need support in focusing on gaps, instructional interventions, best practice instructional strategies, and other emerging initiatives. The office, working with offices across the MDE, will focus interventions on the subgroups not meeting AMOs, as identified through the required report cards.

The Flexibility Request will provide the Mississippi Department of Education with a variety of options in supporting not only Priority, Focus, and Reward schools, but also other schools not making progress. For example, the Waiver Request includes the *Optional Flexibility* as relates to ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The Mississippi Department of Education requests that the requirement be waived so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

As noted in the USDE FAQ Addendum 3, "the flexibility allows for an additional use of funds for the 21st CCLC program—to provide activities that support high-quality expanded learning time. Expanded learning time is the time that an LEA or school extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements for the minimum number of hours in a school day, days in a school week, or days or weeks in a school year." The MDE will work with 21st CCLC grantees to utilize this flexibility in ways to increase enrichment for students while allowing teachers time for engaging professional collaboration.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in Priority and Focus schools;

ii. ensuring sufficient support for implementation of interventions in Priority schools, Focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their Priority schools

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Monitoring and Technical Assistance for Priority and Focus to Increase Capacity

The MDE provides a variety of resources for SIG awardees to use in selecting and evaluating external providers, including MDE-produced webinars and questionnaires as well as materials from the American Institutes for Research. These materials are available for all schools, and Priority and Focus Schools will use all the resources available to make the soundest educational decisions for their needs.

Priority Schools

The MDE is undertaking an integrated approach to School Improvement Grant 1003g (SIG) monitoring and school accountability, which will be applied to all Priority schools. The approach is intended to assess the district/school's progress in the implementation of the school improvement intervention model and to determine the types of support needed in order for the school to meet the goals identified in its action plan.

The integrated approach to school improvement grant monitoring and school accountability ensures a comprehensive evidence base. The MDE will make use of existing data sources where possible. Evidence will be gathered through site visits by Implementation specialists, the collection of progress data, the completion of implementation progress reports, and an annual site visit by staff from the Mississippi Department of Education that includes gathering and reviewing documentation, conducting interviews, and visiting classrooms.

MDE staff will share findings from the information gathered with the

districts and schools to help them understand where implementation is successful, where implementation challenges exist, how challenges may be addressed, and how plans for subsequent years may be improved. The integrated approach will establish common data collection processes to gather information that will be immediately useful to schools in their work, as well as useful to long-term accountability requirements and grant renewal decisions.

The full description of the process is included in **Attachment 8b**.

Sufficient Support for Interventions

As noted in 2d, the Mississippi Department of Education is committed to providing a coordinated, seamless system of intervention and support to Priority schools. Under the new waiver, multiple offices will consolidate efforts for consistent, unduplicated support. The coordination of services will include leveraging Consolidated Federal Cost Pool, 1003a, 1003g, and state funds to ensure capacity for success.

Specific to Priority Schools, implementation specialists will conduct monthly site visits throughout the school year, following the guidelines established in the attached Monitoring Plan (**Attachment 8b**). The purpose of the site visits is to provide support to districts and schools as they implement their improvement plans and to gather information on implementation progress to determine further support to be extended. Implementation specialists will use the *Indicators of Implementation* (**Attachment 8b**) as the basis for determining implementation progress of the districts and schools. The *Indicators of Implementation* are aligned with the U.S. Department of Education's *Student Achievement and School Accountability Programs (SASA) Monitoring Plan for School Improvement Grants* (published on January 12, 2011) that identifies various indicators of progress for school improvement intervention models.

After conducting each district and school site visit, Implementation specialists will complete and submit a site visit report. Following MDE review, site visit reports will be submitted to the superintendent, district school improvement specialists, and principal. Notes recorded on the *Indicators of Implementation* form during each site visit provide the basis for completing the site visit report on district and school implementation status and recommendations.

For all schools in the state, the Statewide System of Support will ensure that schools identified through the state's differentiated system receive the technical assistance needed to improve instruction and student achievement.

Holding LEAs accountable

The MDE ensures LEA accountability through the following measures:

- Reporting:
  - Districts must make monthly reports to the local board on the progress of the action plan (and submit evidence to the MDE).
  - District and School Report Cards must be posted on-line and in print.
  - Accountability data are required to be posted on-line and in print through multiple dissemination strategies to parents and the community.
- On-site support, technical assistance, and monitoring facilitate intervention implementation, including the use of *Mississippi Star* reports.
- State accountability laws ensure district accountability by requiring more stringent oversight and additional training for superintendent and school board after consecutive years of low performance.
- All school districts undergo resource allocation reviews, and districts with concerns and findings receive intensive on-site technical assistance.
- Failing to implement interventions appropriately or failing to allocate resources appropriately could result in grant non-renewal.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	**Option B**
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 15).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

3.A.i Has the SEA developed and adopted guidelines consistent with Principle 3?

The Mississippi Teacher Appraisal guidelines are currently in the pilot phase. However, the State Board of Education adopted the draft guidelines (**Attachment 10**) at the November 2011 Board Meeting, and the minutes indicating so are **Attachment 11a** (Item 23).

The guidelines for the Mississippi Principal Evaluation will be submitted after approval by the State Board of Education, planned to occur by the end of the 2011-12 school year.

These guidelines are based upon research based best practices that increase the quality of instruction for students and improve student achievement. Further information on the research supporting the 360-degree component of the Principal Evaluation model may be found on the VAL-ED website at http://www.valed.com/research.html. Research supporting the Teacher Appraisal Systems is included in Attachments 11b, 11c, and 11d.

The MDE's development process for the teacher and principal guidelines includes multiple focus group meetings with educators to ensure extensive opportunity for involvement in the development of

these guidelines. Multiple focus groups, stakeholders meetings, professional organizations, and councils have been actively engaged in the development and refinement of the guidelines.

Overview of the Teacher Appraisal System

Mississippi is working diligently to improve student achievement and the quality of instruction for all students. Study after study confirms that students who have high quality teachers show significant and lasting achievement gains, while those with less effective teachers continue to fall behind. The Mississippi Department of Education (MDE) embraces the research and is dedicated to ensuring that each Mississippi child is taught by an effective teacher.

To accomplish this goal, MDE commissioned the establishment of the Statewide Teacher Evaluation Council (STEC) in June 2010. The purpose of the council was to seek broad stakeholder input and guidance in the development of a rigorous, transparent and fair evaluation system for teachers.

The STEC was comprised of a broad range of stakeholders, including teachers, administrators, and representatives of teacher unions, community, preparation programs, the superintendents' organization, and the Governor's Office. The group felt that the primary objective should be to improve the practice of teachers and administrators—and ultimately increase student achievement.

The group met on several occasions to develop Guiding Principles that identified the characteristics of an effective educator evaluation system. They determined that the new system should include the following components:

1. Drive growth in student achievement at the classroom, department, school, and district levels.
2. Focus on effective teaching and learning based on national and state standards that target high expectations and meet the diverse needs of every learner.
3. Use multiple rating tools to assess levels of productivity, including 1) measures of teamwork and collaboration; 2) student assessment data including student growth; 3) school and classroom climate; 4) leadership.
4. Include comprehensive training on evaluation system components that provide fair, transparent scoring mechanisms and produce inter-rater reliability.
5. Promote and guide individual and collaborative professional learning and growth based on educator content knowledge and the use of research established best practices and technology.

6. Provide appropriate data to differentiate compensation in a fair and equitable manner.
7. Differentiate the evaluation process based on the educator's expertise and student assessment results.
8. Provide appropriate and timely feedback at multiple levels to detect individual and systemic strengths and weaknesses.

In addition, STEC recommended that the educator evaluation system incorporate multiple rating tools to assess the productivity and effectiveness of educator performance. These rating tools should include the following components:

- Student growth (value added)
- Classroom and/or school observations
- Positive student work habits
- Achievement gap reduction
- Participation in collaborative activities with peers
- Individualized and personalized support for students
- Peer evaluations
- Usage of artifacts as objective evidence of meeting agreed upon goals

The complete STEC Recommendations are included in **Attachment 11b**.

In collaboration with American Institutes for Research, a draft evaluation instrument was created in spring 2011. The draft included twenty standards within five domains (Planning, Assessment, Instruction, Learning Environment, and Professional Responsibilities). These domains are consistent with national standards and practice and are identified as being of primary importance for Mississippi's teachers. Detailed descriptors for each standard at each performance level were created using numerous resources including the Danielson Framework and National Board and Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Four teacher performance levels were determined: *Distinguished, Effective, Emerging,* and *Unsatisfactory*.

To ensure that the teacher appraisal framework captured and reflected teacher practice, a core group of external expert practitioners reviewed the draft and offered suggestions for improvement. In addition, a larger group of expert practitioners from Mississippi provided feedback on the Framework. In September 2011, AIR convened a panel of subject matter experts to participate in a validation process for the new performance standards, rubric and evaluation guidelines. The training helped to ensure that the standards and guidelines (1) measured a representative sample of teacher behaviors and (2) used sensible methods for assessing these behaviors. These validation descriptions are included as **Attachment 11c**.

The Framework was posted for public comments, and in November 2011, the State Board of Education approved the instrument for use in ten pilot schools. Evaluators and master teachers received training in January 2012 to ensure understanding of the purpose and use of the instrument and to produce inter-rater reliability.

In collaboration with Dr. Damian Betebenner, National Center for the Improvement of Educational Assessment, MDE is developing a protocol to measure student growth that can be linked to teacher performance. The state presently has a data-management system, the Mississippi Student Information System (MSIS) database, linked to individual schools, districts, and data such as student demographics, attendance, discipline records, personnel demographics, degrees, salaries, and schedules. In addition, the Mississippi Achievement and Accountability Reporting System (MAARS) assessment information component contains links to all documents relating to the Statewide Assessment System, including disaggregated subgroup data and participation statistics. Student information on the MAARS system is also maintained by student identification number, which can then be compiled at the teacher level using the interface with MSIS. Appropriate confidentiality protocols are maintained for all aspects of data.

The accountability information component contains links to all documents relating the Statewide Accountability System. The combining of MSIS student and teacher information and MAARS student assessment information provides adequate information for local school district human resources/payroll systems to identify teachers and principals eligible to receive compensation under the Performance Based Compensation System (PBCS). The eligibility criteria based on assessment results, evaluation results, and other identified factors can then be linked to these systems for determining compensation amounts under the PBCS. The Performance Based Compensation System (PBCS) Model is included as **Attachment 11d**.

The state will convene a committee of stakeholders representing those specific non-tested areas to share their input regarding possible measures to use. In the TIF pilot sites, the non-tested content teachers have decided to work in partnership with tested area teachers. After the teachers have collaborated about which measures to use, the MDE will implement a process to validate the measures, provide guidance on the appropriateness of the measures, or approve the measures selected by districts, to ensure that they are valid and reliable.

The information gathered from Mississippi's pilot sites in 2011-2012 will be instrumental in determining the strengths and weaknesses of the new system before statewide implementation.

Overview of the Principal Evaluation System

Over the last two decades, Mississippi has invested considerable energy and resources in strengthening school leadership. The purpose of this investment has been to improve schools and ratchet up the achievement of students. The work began in 1994 with a report sponsored by the Department of Education entitled Improving the Preparation of Mississippi School Leaders. Based on the recommendations in that report, considerable work has been undertaken in the legislature and the Department of Education to craft designs and strategies to improve the quality of school leadership throughout the state. In 2008, the Mississippi Blue Ribbon Commission for the Redesign of Administrator Preparation added new insights for continuing the essential work.

Across this time, a consensus position has emerged that improvement in school leadership will occur only if a broad set of strategies are employed. That is, no matter how well done, no single line of work can be successful by itself. Thus, improvement efforts in Mississippi have been broad based and tightly aligned. New standards capturing best practice and research about effective leadership have been developed and have become the focus for all efforts to strengthen leadership throughout the state. Major changes have been made in the ways that school administrators are prepared to lead schools and districts. Certification of new leaders has been strengthened through the adoption of the Interstate School Leaders Licensure Assessment. Considerable investments have also been made to improve the quality of the continuing education school leaders receive once they are on the job.

Over the last few years, it has become increasingly clear that additional gains in leadership quality can be garnered if more attention is given to the evaluation of school administrators. Research throughout the nation has shown that evaluation can be an especially powerful leverage point for improving leadership. Research has also revealed that, in general, this reform area has not received nearly the attention as have other design elements, such as preparation programs and continuing education. In addition, studies consistently document that leader evaluation across the nation leaves a good deal to be desired. Evaluations of school leaders are often not focused on the "right things." That is, they do not underscore the actions of principals that are linked to student academic and social learning. The processes employed in principal evaluations are often less than robust, perfunctory in many cases, and evaluation results often lay fallow. These systems do not direct work to the betterment of those being evaluated nor to the improvement of the schools that they lead. To address the need, the Mississippi Department of Education is developing new evaluation systems for school leaders, beginning with school-based administrators.

Guiding Principles of the Evaluation System

The Mississippi Principal Evaluation System will adhere to well-established principles of effective personnel assessments. For example, the new system will rely on multiple sources of data, not a single measure. It will also be tightly linked to the Mississippi Standards for School Leaders. These guiding principles give meaning to the evaluation system. The principles that animate the system can be clustered into three categories, as noted below: foundational principles, process principles, and outcome principles.

Foundational Principles

- focused on strong instructional leadership
- grounded on the Mississippi Standards for School Leaders, which are aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards (http://www.ccsso.org/Resources/Programs/State_Consortium_on_Education_Leadership_(SCEL).html)

Process Principles

- evidence based
- set benchmarks agreed upon in advance
- transparent
- fostered culture of collaboration between the principal and the supervisor
- valid and reliable
- comprehensive but not overly complex
- both formative and summative
- multiple measures, including student achievement
- viewpoints of multiple constituents
- well-defined timelines
- ongoing feedback to the principal
- site specific, connected to the needs of the specific school
- flexible enough to allow for adjustments

Outcome Principles

- promote school improvement
- enhance academic and social learning of students
- motivate principals to improve
- promote targeted professional growth opportunities
- result in meaningful consequences

The four pillars for the process are 1) student achievement/growth, 2) a 360-degree evaluation process, including teachers, peers, supervisors, etc., 3) professional growth, and 4) reaching jointly set goals. The components of the Evaluation System are still under development and will be assessed by a variety of focus groups and review teams as the state moves toward a quality evaluation system that includes multiple measures. The MDE recognizes that these systems will necessarily evolve to ensure continuous improvement.

3.A.ii For any teacher and principal evaluation and support systems for which the SEA has developed and adopted guidelines, consistent with Principle 3, will promote systems that:

a. Will be used for continual improvement of instruction?
b. Meaningfully differentiate performance using at least three performance levels?
c. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys)?
d. Evaluate teachers and principals on a regular basis?
e. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development?
f. Will be used to inform personnel decisions?

The MDE has selected Option A, and 3.A.ii only applies to Option B responders.

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

The MDE has a process for reviewing and approving an LEA's teacher and principal evaluation and support systems to ensure that they are consistent with the state's guidelines.

To ensure consistent statewide implementation, the Mississippi Department of Education will establish procedures to communicate and deliver training to teachers and administrators on the educator evaluation systems. The process will include focus group sessions to be held across the state to gather additional input from teachers and principals about the systems. Feedback will be used to ensure consistency and alignment with teacher and administrator standards. The training will begin during the summer of 2012, and topics will include evaluation protocols, expectations, and implementation guidelines to establish inter-rater reliability and consistency. Further, training will focus on the use of results to support professional growth.

The MDE has a process for ensuring that an LEA develops, adopts, pilots, and implements its teacher and principal evaluation and support systems with the involvement of teachers and principals.

The state received a Teacher Incentive Fund Grant (TIF) to assist schools with improving the outcomes of students and improving the instructional practices of teachers. The grant schools participated in a process that allowed each teacher to provide input. Teacher feedback encompassed implementing the evaluation system, student growth measures, professional development, and performance based compensation.

The state began training on the system in January 2012 for evaluators and representative teachers from the pilot sites. Additionally, focus groups of teachers from around the state received informational overviews of the process. Specific technical training will take place beginning the summer 2012. All LEAs will be required to pilot the system at the same time during school year 2013-2014.

The state began redesigning the Principal Evaluation System in January 2012 to be used in all LEAs beginning in 2013-2014. The developmental stage, through the spring of 2012, includes extensive work with practitioner focus groups and committees in the process adoption. Training on the system will take place during the summer of 2012 and piloting with take place in 2012-2013. Full implementation on the system will take place in 2013-2014. Throughout the process, practitioner feedback will be utilized to refine the standards and procedures.

The MDE will ensure that all measures used in an LEA's evaluation and support systems are valid, meaningful measures clearly related to increasing student academic achievement and school performance and implemented in a consistent and high-quality manner across schools within an LEA (i.e., process for ensuring inter-rater reliability).

The teacher appraisal system is currently being piloted in ten schools across the state. During this time period, the schools will be participating in a validation process to ensure inter-rater reliability and clarity of the process. The implementation process will be monitored by appraisal coaches and external evaluators to ensure consistency and quality.

Prior to use in the pilot districts, a team of Mississippi teachers participated in the validation process for the observation rubric. **Attachment 11c** includes the validation plan conducted through American Institutes of Research. The principal evaluation system will also go through a similar validation process prior to full implementation.

The MDE is developing a process for ensuring that teachers working with special populations of students, such as students with disabilities and English Learners, are included in the teacher and principal evaluation and support systems.

As noted on page 81, the state will convene a committee of stakeholders representing specific non-tested areas to share their input regarding possible measures to use. In the TIF pilot sites, the non-tested content teachers have decided to work in partnership with tested area teachers. After the teachers have collaborated about which measures to use, the MDE will implement a process to validate the measures, provide guidance on the appropriateness of the measures, or approve the measures selected by districts, to ensure that they are valid and reliable.

Development and Implementation Timeline
The full timeline for the implementation of the Teacher Appraisal System is in **Attachment 11e**.

Teacher Appraisal System Timeline:

Intensive training for pilot site evaluators and teachers on the use/scoring of the rubric	January-August 2012
Training for district administrators	July-August 2012
Training for teachers via online podcasts and district level training	September 2012-August 2013
Field Test Statewide	September 2013-June 2014
Full Implementation	August 2014

Principal Evaluation System Timeline:

Review of Draft System	February 2012
Focus Group Review and Feedback	February-March 2012
Initial Refinement of System	April 2012
Presentation to SBE	May 2012
Training for Pilot Sites	July 2012
Implementation in Pilots	2012-2013 School Year
Refinement of System	May-June 2013
Full Implementation	Fall 2013

Guidance and other technical assistance
The state will provide training for representatives from each LEA using a train-the-trainer model. Each team of representatives will be responsible for training at the district and school level.

Currently, the teacher appraisal system is being piloted in ten schools across the state. The first pilot will allow the state to gather sufficient data to inform any revisions before going statewide. The second pilot will include all LEAs in the state and will provide opportunities for broader input.

The principal evaluation system is being implemented on an accelerated timeline, given that the major components such as VAL-ED have been implemented successfully in other states. Additionally, the resultant training encompasses a smaller population of educators. While receiving the TIF grant allowed the work on the teacher system to begin earlier, the feedback received through several stakeholder sessions highlighted the value of a school leader emulating the evaluation process. While resources were limited, the MDE was so committed to demonstrating the value of stakeholder feedback that the State Superintendent Dr. Tom Burnham prioritized available funds to ensure the principal system would be in place and positively impact the teacher appraisal process.

THE ESEA FLEXIBILITY WAIVER

Attachments

1a. Town Hall Meetings Schedule ..... page 89
1b. Town Hall for Educators presentation ..... page 92
1c. Town Hall for Community presentation ..... page 107
1d. Town Hall Feedback form ..... page 120
1e. Town Hall Feedback form for Parents ..... page 126
2a. Town Hall Session Feedback Compiled, Educators ..... page 130
Town Hall Session Feedback Compiled, Parents/Community ..... page 169
2b. 21st CCLC Practitioners Survey Results ..... page 175
3. Notice regarding ESEA Request from MDE Website ..... page 180
4a. State Board Minutes June 2010 ..... page 182
4b. State Board Minutes August 2010 ..... page 190
4c. CCSS Training Timeline ..... page 199
4d. State Board Vision, Mission, and Goals ..... page 201
4e. WIDA News ..... page 203
4f. WIDA Training Agenda ..... page 205
4g. State Board Policy 4300 on Intervention ..... page 207
6. PARCC Signed MOU and Documents ..... page 209
8a. Mississippi Statewide Accountability Technical Document ..... page 233
8b. Support for Priority and Focus: Accountability Plans ..... page 261
9. Reward, Priority, and Focus Schools List ..... page 275
10. Mississippi Teacher Performance Evaluation Process Manual .... page 279
11a. State Board Minutes November 2011 ..... page 302
11b. Evaluation Council Final Recommendations ..... page 310
11c. AIR-MS Project Validation Plan (with descriptions) ..... page 322
11d. TIF PBCS Leadership Recommendations ..... page 326
11e. Timeline for Performance Evaluation ..... page 345

Attachment 1a.
Town Hall Meetings Schedule

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Mississippi Department of Education

will host

Regional Town Hall Meetings

to discuss

the ESEA Flexibility Waiver

MDE representatives will provide information and seek input on submitting the waiver request.

Session times are the same in all locations.

Educators/ School Board Members
3:00 p.m. – 4:30 p.m.

Parents/Business & Industry/ Other Community Members
6:00 p.m. - 7:30 p.m.

November 15, 2011, Meridian, Riley Center

November 30, 2011, Gulf Coast, Biloxi High School Lecture Hall

December 1, 2011, Ellisville, Jones Jr College-Whitehead Adv. Technology Ctr.

December 5, 2011, Oxford, Conference Center

December 6, 2011, Cleveland, DSU-Jobe Hall

December 13, 2011, Pearl, Hinds CC-Muse Center

Please attend the session focused on your stakeholder group.

For more information, please contact
the MDE Office of Federal Programs at 601-359-3499.

Mississippi Department of Education
ESEA Flexibility Waiver 2011-12
Stakeholder Meetings

3:00-4:30 Educators & School Board Members
6:00-7:30 Parents, Business, & Community

Date	Location	Facility/Address	Time	Registration
November 15, 2011	Meridian	Riley Center 2200 5th St. Meridian, MS 39301	3:00- 4:30 6:00- 7:30	www.emced.org
November 30, 2011	Biloxi	Biloxi High School Lecture Hall 1845 Richard Dr. Biloxi, MS 39532	3:00-4:30 6:00- 7:30	www.gceic.org
December 1, 2011	Ellisville	Ronald Whitehead Advanced Technology Center Ellisville, MS Howard Technology Park at exit 85 on I-59.	3:00- 4:30 6:00- 7:30	www.s-resa.org
December 5, 2011	Oxford	Oxford Conference Center 102 Ed Perry Blvd Oxford, MS 38655	3:00-4:30 6:00-7:30	www.nmec.net
December 6, 2011	Cleveland	Delta State University Jobe Hall 201 5th Avenue, Cleveland	3:00- 4:30 6:00- 7:30	www.daais.org
December 13, 2011	Pearl	Muse Center 515 Country Place Parkway Pearl, MS 39208	3:00- 4:30 6:00-7:30	www.jsums.edu

Attachment 1b.
Town Hall for Educators presentation

THE ESEA FLEXIBILITY WAIVER

Stakeholder Town Hall Meetings
Educators & School Board Members

November – December 2011

ESEA Flexibility Waiver
Stakeholder Meetings
Agenda

1. Welcome / Introductions
2. Purpose of Session
3. Overview of Waiver Requirements
4. Required State Action on Standards and Assessments
5. Required State Action on Teachers and Principals
6. Required State Action on Accountability
7. Review of Accountability Option
8. Review of Waiver Process and Next Steps
9. Questions and Concluding Remarks

2

Purpose of Session

- Review requirements of the Waiver
- Seek input from stakeholders on key areas of the Waiver

3

Introduction

4

MISSISSIPPI DEPARTMENT OF EDUCATION
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Introduction: USDE and the ESEA Flexibility Waiver

Secretary Duncan and CCSSO hosted a recent meeting to **review the intent and requirements** related to the ESEA Flexibility Waiver announced September 23, 2011.

He emphasized the **support and partnership** stance of the administration and the USDE and encouraged states to be **innovative and to work together.**

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USDE OFFERS FLEXIBILITY

The ESEA waiver offers the **opportunity** to request flexibility on behalf of the State, Districts, and Schools to better focus on:

- *improving educational outcomes*,
- *closing achievement gaps*, and
- *increasing the quality of instruction.*

This flexibility will build on and support the significant State and District **reform efforts already underway**.

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To Whom Does the Waiver Apply?

- All districts in MS, since all accept federal Title I funds
- All Title I schools – 720 schools at all levels
- Some provisions MAY be extended to Title I eligible schools, even if not receiving funds--129 schools-primarily high school level
- 45 schools in state not currently Title I eligible.

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The Big Picture

In exchange for state action in ***each of 3 key areas:***

1. College and career-ready standards and assessments
2. Differentiated statewide accountability systems
3. Educator evaluation based in part on effectiveness at growing student learning

AND

A FOURTH AREA *– Reduction in burdensome reporting and administrative requirements, then…*

8

The Big Picture

…The Administration will waive key accountability provisions of NCLB (ESEA), including

- Current AYP goals (100% by 2014)
- Required school improvement activities (identification/notification, choice, SES, restructuring, etc.)
- Required district improvement activities including identification/notification

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What the Waiver is NOT

- **NOT** about lowering standards for students, educators, schools, or districts.
- **NOT** about reducing expectations for strong accountability.

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Required State Action on *Standards and Assessments*

11

Required State Action on *Standards and Assessments*

- Implement college and career-ready standards in at least English Language Arts and Mathematics
- Implement assessments in grades 3 – 8 and high school that are aligned with the standards.

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Required State Action on *Standards and Assessments*

Current MS Status:

- Adopted Common Core State Standards
- Joined Governing Board of the PARCC* Assessment Consortium

** (Partnership for Assessment of Readiness for College & Careers)*

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The Common Core State Standards Initiative

- In 2009, Governors and state superintendents of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of rigorous state K-12 standards.
- Teachers, parents, administrators, professional organizations, and others developed the standards using best practices of the most successful countries in the world.
- In June 2010, the final Common Core State Standards (CCSS) were released by NGA and CCSSO.
- To date, 44 states and the District of Columbia have adopted the Standards for full implementation by 2014-15.

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44 States + DC Have Adopted the Common Core State Standards

*Minnesota adopted the CCSS in ELA only

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Shift from *"What's Taught"* to *"What Students Need to Be Able to Do"*

To succeed in 21st century college and careers, students need to be able to:

1. ***Solve problems***
2. ***Manage oneself***
3. ***Adapt to change***
4. ***Analyze/conceptualize***
5. ***Reflect on /improve performance***
6. ***Communicate***
7. ***Work in teams***
8. ***Create / innovate / critique***
9. ***Engage in learning throughout life***

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Instructional Delivery System

At a minimum, to successfully implement Common Core State Standards and Assessment, TEACHERS must:

1. Know how to **plan intentionally** for rigorous and deep learning experiences.
2. Know how to **design and utilize formative assessment** that ensures retention and the ability to apply learning.
3. Be able to **create a learning environment** that fosters deep thinking, engagement of students, integration of subject areas, and problem-based learning experiences.
4. Must be able to **analyze and use a variety of data** to drive instructional practice.
5. Must embrace **continuous professional learning .**

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CCSS Training Timeline

- ***Proposed implementation schedule pending funding & PARCC resources.***
- ***Intended to get ready for CCSS & Assessments as early as possible.***

Grades	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013
K – 2	Training	Follow Up	Follow Up				
3 – 5		Training	Follow Up		Follow Up		
6 – 8			Training		Follow Up	Follow Up	
9 – 12				Training	Follow Up		Follow Up

K-12 follow-up will occur around the state via webinar and face-to-face sessions.

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Suggested Mississippi Implementation Timeline

2011 – 2012 **Grades K-2**

2012 – 2013 **Grades 3-8**

2013 – 2014 **Grades 9-12**

2014 – 2015 Full Implementation "Live" Assessments

It may help to think of implementation as a multi-year process of weaving the Common Core State Standards into the fabric of classroom instruction until the CCSS have replaced the MS Curriculum Frameworks.

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About PARCC

- Alliance of 25 states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers
- State-led with a subset of states on its Governing Board
- Collectively educate more than 31 million students — nearly 63% of K-12 students attending American public schools

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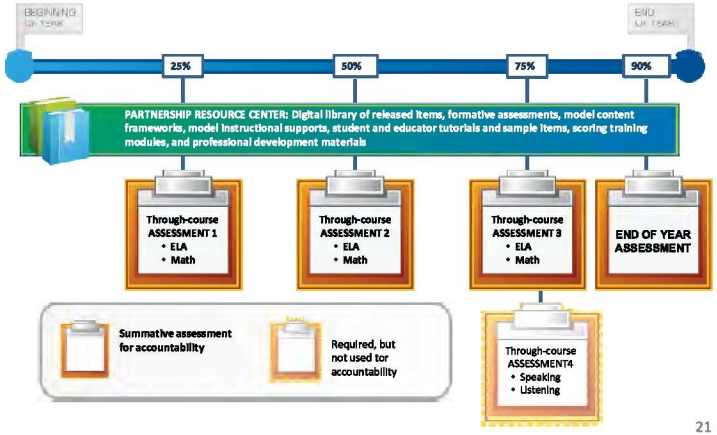
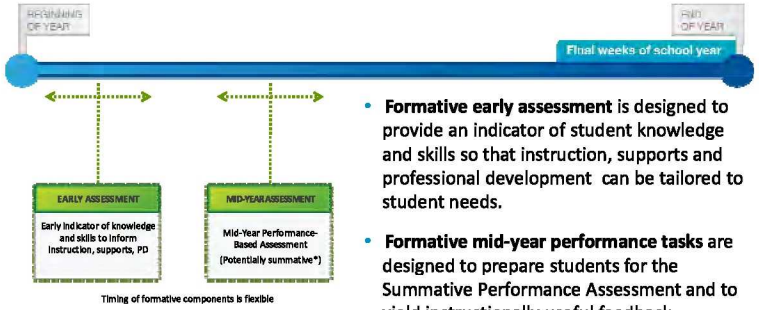
PARCC's Original Assessment Design

English Language Arts and Mathematics, Grades 3 - 11



21

PARCC Supports: Formative Assessments



- **Formative early assessment** is designed to provide an indicator of student knowledge and skills so that instruction, supports and professional development can be tailored to student needs.
- **Formative mid-year performance tasks** are designed to prepare students for the Summative Performance Assessment and to yield instructionally useful feedback. Teachers will be given an online scoring tool to score tasks and improve understanding of the CCSS expectations.
- For voluntary use, the timing of the administration is to be locally determined.

* Over time, states may consider using scores from these tasks in the summative/accountability scores.

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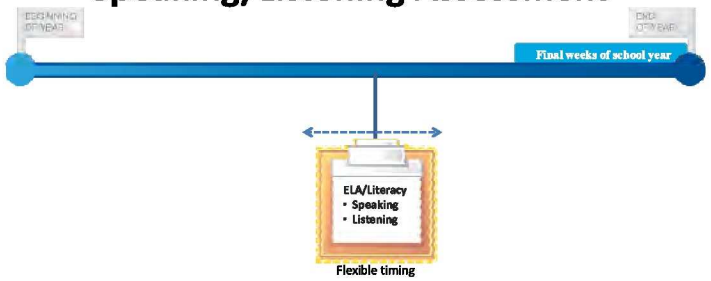
PARCC: Speaking/Listening Assessment



- Required assessment, but not used for accountability
- Administered in the ELA classroom, with flexible window for administration
- Scored by classroom teacher using standardized rubric
- Scores may be used within students' grades

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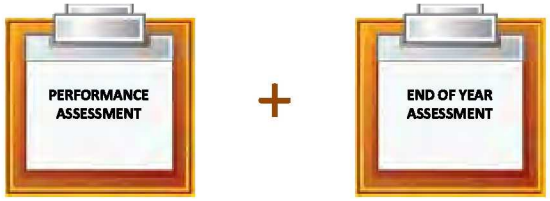
PARCC: Two Components of the Summative Assessment

In mathematics and in English language arts (ELA):



- Given primarily on computer or other digital devices
- Composed primarily performance tasks with emphasis on hard-to-measure standards
- Results returned within 2 weeks

- Given on computer, with multiple item types and technological tools
- Scored entirely by computer for fast results

- Scores from the performance assessment and the end-of-year test will be combined for annual accountability scores.

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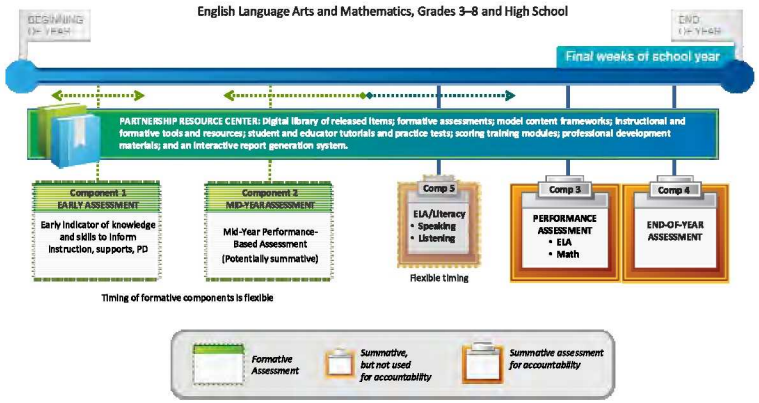
The PARCC Assessment System

(July 2011 revision, pending USED approval)



Developed by The Center for K–12 Assessment & Performance Management at ETS, version 4, July 2011. For detailed information on PARCC, go to http://PARCConline.org

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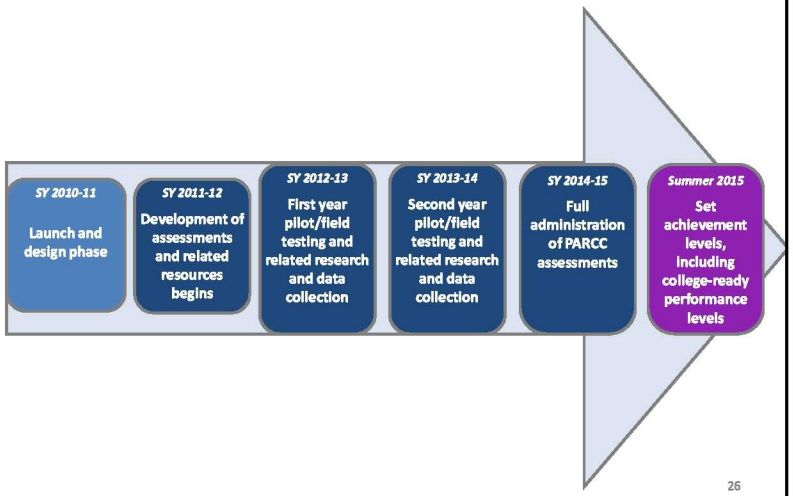
PARCC Timeline



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PARCC Partnership for Assessment of Readiness for College and Careers

About PARCC parcconline.org

PARCC is a 25-state consortium working together to develop next-generation K-12 assessments in English and math.

PARCC benefits:

- ***Students*** who will know if they are on track to graduate ready for college and careers
- ***Teachers*** with regular results available to guide learning and instruction
- ***Parents*** with clear and timely information about the progress of their children
- ***States*** with valid results that are comparable across the 25 member states
- ***The nation*** as it is based on college- and career-ready, internationally-benchmarked CCSS
- Learn more about PARCC
- PARCC Place
- We are very excited to share the new website for the Partnership for Assessment of Readiness for College and Careers!
- Whether you are an educator, policymaker, parent, student or simply an engaged member of the public, this website offers useful information on the Common Core State Standards and PARCC assessments.
- Read more

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PTA Resources

Guides created for Gr. K-8 and two guides for Gr. 9-12 (one for English/Language Arts and one for Mathematics) based on the Common Core State Standards (CCSS).

Each ***Guide*** includes:

- ***Key items*** *that children should be learning in English/Language arts and mathematics in each grade once the CCSS are fully implemented.*
- ***Activities*** *that parents can do at home to support their children's learning.*
- ***Methods*** *for helping parents build stronger relationships with their child's teacher.*
- ***Tips*** *for planning for college and career (high school only).*
- ***PTA Website:*** www.pta.org

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Standards and Assessment
Feedback Activity # 1 / Session A

1. *How can the MDE better communicate the importance of teachers, administrators and school boards working together to implement Common Core State Standards and Assessment?*

2. *What is the overall status of your district's implementation of the Common Core State Standards and Assessments? Please indicate your response by circling the appropriate answer.*
   A. No knowledge of any implementation activities.
   B. Some general awareness sessions have taken place.
   C. Some training for implementation has begun.
   D. Beginning steps of implementation are taking place in
   __ Gr. K-2 __ Gr. 3-5 __Gr. 4-8 __Gr. 9-12.
   (Check all that apply.)
   E. Major implementation activities are underway.

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Required State Action on
Teachers and Principals

30

Required State Action on
Teachers and Principals

1. Submit a timeline for implementation that meets the following criteria:
   - Pilot of the new evaluation system by 2013-14
     - ✓*Teachers must receive data on student learning impact.*
     - ✓*Data will not count as part of evaluation during pilot year.*
   - Full implementation of the evaluation system by 2014-15

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Required State Action on
Teachers and Principals

2. A plan for evaluation systems for teachers and principals that includes:
   - *At least 3 tiers of differentiation (ratings)*
   - *Growth in student learning as a significant portion of the evaluation*
   - *Multiple measures of teacher/leader practice*
   - *Evaluation results used to improve instruction & inform personnel decisions*

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Required State Action on *Teachers and Principals*

Current MS status:

- TIF grant districts and schools piloting a statewide teacher evaluation model in 2011 – 12.
- Principal evaluation timeline not established, but beginning work now.

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Teachers and Principals *Feedback Activity #2 / Session A*

1. What are the top 3 characteristics on which you think teachers should be evaluated?
   a._____
   b._____
   c._____
2. What are the top 3 characteristics on which you think principals should be evaluated?
   a._____
   b._____
   c._____

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Required State Action on *Accountability*

35

Required State Action on *Accountability*

By 2012-13, implement a statewide system of differentiated accountability that includes:

1. New goals for student performance

   Options include:

   - Cut in half the difference between current proficiency rates and 100% in six years, overall and for each group,
   - 100% proficiency by 2020, or
   - Other "similarly ambitious" goals—innovative models.

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Required State Action on *Accountability*

2. Identification and action in three specific school types:
   - Priority schools – the lowest-performing 5% of Title I schools, Title I high schools with graduation rates below 60%, or current SIG schools
   - Focus schools – 10% of Title I schools with the biggest achievement gaps and/or lowest subgroup achievement
   - Reward schools – high performers and big improvers - Eligible for financial rewards and other incentives

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Required State Action on *Accountability*

Current MS Status:

Required NCLB Goal-100% proficiency by 2014 with Annual Measurable Objectives (AMOs) to achieve the goal

Federal - AYP Improvement : 110 schools/4 districts

State - *Failing*: 11 schools/2 districts
At-Risk/Low Performing :129 schools/25 districts
Star: 65 schools/4 districts

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Required State Action on *Accountability*

MS Status: Annual Measureable Objectives Required for AYP 2010-11 & 2011-12

ELA	Proficiency	Math	Proficiency
Grade 3	69%	Grade 3	71%
Grade 4	67%	Grade 4	70%
Grade 5	67%	Grade 5	69%
Grade 6	66%	Grade 6	69%
Grade 7	64%	Grade 7	69%
Grade 8	65%	Grade 8	66%
English II	66%	Algebra I	70%

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Required Key Components

Standards and Assessments
Teacher and Principal Evaluation
Accountability
****
Accountability is greatest challenge among required areas.
****
Strong focus on STUDENT GROWTH across all components.

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Accountability Option Endorsed by State Board of Education

Keep State Components As They Are.

Refine Federal Components To Continue A Two-sided Model.

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Current Model Structure

State	Federal
Accountability Status Based on absolute performance on state tests (achievement), improvement (growth), and graduation rate. Statuses Star School High Performing Successful Academic Watch Low Performing At-Risk of Failing Failing	Adequate Yearly Progress Based on performance of student subgroups on language arts, math, and graduation rate Statuses Met/Not Met Sanction Levels Improvement Year 1 Improvement Year 2 Corrective Action Restructuring Planning Restructuring Action

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Add Next-Generation Federal Model to Current Structure

State	*New Federal*	Federal
Accountability Status Based on absolute performance on state tests (achievement), improvement (growth), and graduation rate. Statuses Star School High Performing Successful Academic Watch Low Performing At-Risk of Failing Failing	Based on performance of all students and students at-risk (achievement and growth) Statuses Reward Schools (~5%) Focus Schools (~10%) Priority Schools(~5%)	Adequate Yearly Progress Based on performance of student subgroups on language arts, math, and graduation rate Statuses Met/Not Met Sanction Levels Improvement Year 1 Improvement Year 2 Corrective Action Restructuring Planning Restructuring Action

43

Accountability

Feedback Activity #3-IA / Session A

I. One component of the new federal process for accountability is the identification of *Reward Schools* which will qualify for incentives. This designation must include both "*high performers*" and "*big improvers*".

A. How should the "*high performers*" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

1.____ All *Star* Schools (65 Schools – 2011)
2.____ All *Star and High Performing* Schools (65 Star + 181 High Performing Schools = 246)
3.____ Top 5 percent of schools with high QDI scores
4.____ Top 5 percent of schools with high QDI AND high Growth
5.____ Other methods of identification?_____

44

Accountability
Feedback Activity #3-IB / Session A

B. How should the "*big improvers*" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

Percentage Gain in:

1.____ BOTH total QDI and GROWTH
2.____ Growth ONLY
3.____ BOTH QDI and Growth in the AT-RISK category with greatest achievement gap (poverty, ELL, disabilities, race, gender)
4.____ BOTH QDI and Growth across ALL at risk-categories
5.____ Growth ONLY in the AT-RISK category with the greatest achievement gap
6.____ QDI ONLY in the AT-RISK category with the greatest achievement gap
7.____ Growth ONLY across ALL at-risk categories
8.____ QDI ONLY across ALL at-risk categories
9.____ Other methods of identification? _____

45

Accountability
Feedback Activity #3-II / Session A

II. A second component of the new federal model for accountability is an emphasis on **low-performing schools**. In general, the bottom 5% will be called Priority Schools, and the next 10% will be known as Focus Schools.

A strong state plan of implementation around appropriate interventions for assisting both Priority and Focus schools will be essential if Mississippi is to have its waiver request granted by the USDE.

Share your thoughts on what interventions will be most beneficial for improving teaching and learning in these low performing schools. Please be as specific as possible.

46

MISSISSIPPI DEPARTMENT OF EDUCATION
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The Process

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Stakeholder Engagement

Stakeholder consultation is a major requirement of the waiver request

Opportunities for meaningful engagement and input in shaping the waiver request must come from:

- Federal Programs' Committee of Practitioners
- Teachers and Leaders
- Other stakeholders, including such groups as parents, students, business and community organizations, and representatives of students with disabilities, among others.

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Other Process Information

- No limit on the number of waivers granted.
- All state applications will be peer-reviewed.
- First round of applications will be due November 14th, with decisions made before the end of the year.
- Second round of applications will be due in mid-February with Spring 2012 decisions.
- Waivers will last through 2013-14, with Department review and possibility for additional flexibility at that time.

49

Status and Next Steps

Activities Completed

- Updated superintendents in regional sessions
- Conducting stakeholder feedback activities

Next Steps

- Continue stakeholder engagement sessions
- Participate in sessions offered by USDE
- Review Round I Waiver Applications
- Develop Waiver Request Application
- Present Waiver Update to State Board in Nov./Jan.
- Submit Waiver Request to USDE in mid-Feb.

50

USDE Final Thoughts:

- The waiver process gives the states the opportunity to set higher standards, define accountability, and address plans to improve low-performing schools and reward those doing well.
- The waiver plan allows for the right balance between the states and the federal government.
- The process allows states a much greater role in setting expectations and aligning resources.
- States have been demanding greater flexibility which this process now provides.

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Questions / Concluding Remarks

Dedicated MDE email address for comments and / or questions:

NCLBWaiver@mde.k12.ms.us

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Resources and Contact Info

USDE Website for Official Documents related to the waiver request:
http://www.ed.gov/esea/flexibility

PTA:
www.pta.org

Parents' Guide to Student Success in English and Spanish (Pre Grade Level)
Parents' Guide to Student Success – Frequently Asked Questions
Common Questions about the Parents' Guide to Student Success

MDE Contacts:
Lynn House lhouse@mde.k12.ms.us
Debbie Murphy dmurphy@mde.k12.ms.us

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Thanks for your participation!

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Attachment 1c.
Town Hall for Community presentation

THE ESEA FLEXIBILITY WAIVER

Stakeholder Town Hall Meetings
Parents • Business / Industry Leaders • Community Members

November – December 2011

ESEA Flexibility Waiver *Stakeholder Meetings*

Agenda

1. Welcome / Introductions
2. Purpose of Session
3. Overview of Waiver Requirements
4. Required State Action on Standards and Assessments
5. Required State Action on Teachers and Principals
6. Required State Action on Accountability
7. Review of Accountability Option
8. Review of Waiver Process and Next Steps
9. Questions and Concluding Remarks

2

Purpose of Session

- Review requirements of the Waiver
- Seek input from stakeholders on key areas of the Waiver

3

Introduction

4

Introduction: USDE and the ESEA Flexibility Waiver

Secretary Duncan and Chief State School Officers organization hosted a meeting to **review requirements** related to the ESEA Flexibility Waiver announced September 23, 2011.

He encouraged states to be **innovative and to work together.**

5

USDE OFFERS FLEXIBILITY

The ESEA waiver offers the **opportunity** to request flexibility on behalf of the State, Districts, and Schools to better focus on:

- *improving educational outcomes*,
- *closing achievement gaps*, and
- *increasing the quality of instruction.*

This flexibility will build on and support the significant State and District **reform efforts already underway**.

6

To Whom Does the Waiver Apply?

- All districts in MS, since all accept federal Title I funds
- All Title I schools – 720 schools at all levels
- Some provisions MAY be extended to Title I eligible schools, even if not receiving funds--129 schools-primarily high school level
- 45 schools in state not currently Title I eligible.

7

The Big Picture

In exchange for state action in ***each of 3 key areas:***

1. College and career-ready standards and assessments
2. Differentiated statewide accountability systems
3. Educator evaluation based in part on effectiveness at growing student learning

AND

A FOURTH AREA *– Reduction in burdensome reporting and administrative requirements, then…*

8

The Big Picture

…The Administration will waive key accountability provisions of NCLB (ESEA), including

- Current Adequate Yearly Progress goals (100% by 2014)
- Required school improvement activities
- Required district improvement activities

9

What the Waiver is NOT

- **NOT** about lowering standards for students, educators, schools, or districts.
- **NOT** about reducing expectations for strong accountability.

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Required State Action on
Standards and Assessments

11

Required State Action on *Standards and Assessments*

- Implement college and career-ready standards in at least English Language Arts and Mathematics
- Implement assessments in grades 3 – 8 and high school that are aligned with the standards.

12

Required State Action on *Standards and Assessments*

Current MS Status:

- Adopted Common Core State Standards
- Joined Governing Board of the PARCC* Assessment Consortium

** (Partnership for Assessment of Readiness for College & Careers)*

13

The Common Core State Standards Initiative

- In 2009, Governors and state superintendents of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of rigorous state K-12 standards.
- Teachers, parents, administrators, professional organizations, and others developed the standards using best practices of the most successful countries in the world.
- In June 2010, the final Common Core State Standards (CCSS) were released by NGA and CCSSO.
- To date, 44 states and the District of Columbia have adopted the Standards for full implementation by 2014-15.

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44 States + DC Have Adopted the Common Core State Standards

*Minnesota adopted the CCSS in ELA only

15

Shift from *"What's Taught"* to *"What Students Need to Be Able to Do"*

To succeed in 21st century college and careers, students need to be able to:

1. ***Solve problems***
2. ***Manage oneself***
3. ***Adapt to change***
4. ***Analyze/conceptualize***
5. ***Reflect on /improve performance***
6. ***Communicate***
7. ***Work in teams***
8. ***Create / innovate / critique***

9. Engage in learning throughout life

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CCSS Training Timeline

- *Proposed implementation schedule pending funding & PARCC resources.*
- *Intended to get ready for CCSS & Assessments as early as possible.*

Grades	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013
K – 2	Training	Follow Up	Follow Up				
3 – 5		Training	Follow Up		Follow Up		
6 – 8			Training		Follow Up	Follow Up	
9 – 12				Training	Follow Up		Follow Up

K-12 follow-up will occur around the state via webinar and face-to-face sessions.

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Suggested Mississippi Implementation Timeline

2011 – 2012 **Grades K-2**

2012 – 2013 **Grades 3-8**

2013 – 2014 **Grades 9-12**

2014 – 2015 Full Implementation "Live" Assessments

It may help to think of implementation as a multi-year process of weaving the Common Core State Standards into the fabric of classroom instruction until the CCSS have replaced the MS Curriculum Frameworks.

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About PARCC

- Alliance of 25 states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers
- State-led with a subset of states on its Governing Board
- Collectively educate more than 31 million students — nearly 63% of K-12 students attending American public schools

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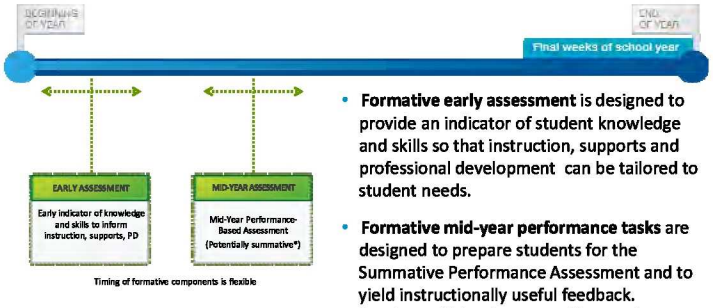
PARCC Supports:

Formative Assessments



- **Formative early assessment** is designed to provide an indicator of student knowledge and skills so that instruction, supports and professional development can be tailored to student needs.
- **Formative mid-year performance tasks** are designed to prepare students for the Summative Performance Assessment and to yield instructionally useful feedback. Teachers will be given an online scoring tool to score tasks and improve understanding of the CCSS expectations.
- For voluntary use, the timing of the administration is to be locally determined.

* Over time, states may consider using scores from these tasks in the summative/accountability scores.

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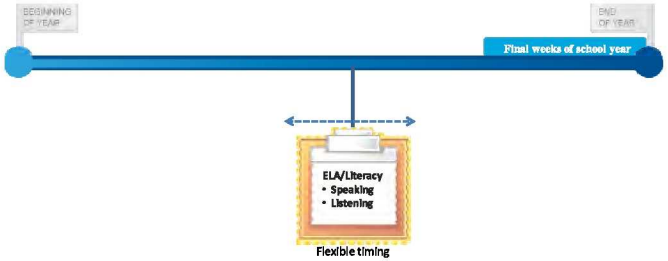
PARCC: Speaking/Listening Assessment

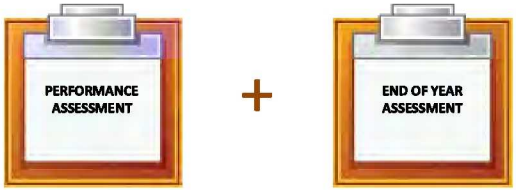


- Required assessment, but not used for accountability
- Administered in the ELA classroom, with flexible window for administration
- Scored by classroom teacher using standardized rubric
- Scores may be used within students' grades

21

PARCC: Two Components of the Summative Assessment

In mathematics and in English language arts (ELA):

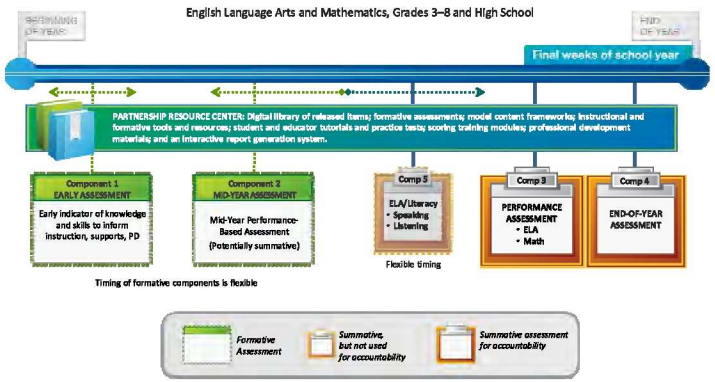


- Given primarily on computer or other digital devices
- Composed primarily performance tasks with emphasis on hard-to-measure standards
- Results returned within 2 weeks
- Given on computer, with multiple item types and technological tools
- Scored entirely by computer for fast results
  - Scores from the performance assessment and the end-of-year test will be combined for annual accountability scores.

22

The PARCC Assessment System

(July 2011 revision, pending USED approval)



Developed by The Center for K–12 Assessment & Performance Management at ETS, version 4, July 2011. For detailed information on PARCC, go to http://PARCConline.org.

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PARCC Partnership for Assessment of Readiness for College and Careers

About PARCC parcconline.org

PARCC is a 25-state consortium working together to develop next-generation K-12 assessments in English and math.

PARCC benefits:

- ***Students*** who will know if they are on track to graduate ready for college and careers
- ***Teachers*** with regular results available to guide learning and instruction
- ***Parents*** with clear and timely information about the progress of their children
- ***States*** with valid results that are comparable across the 25 member states
- ***The nation*** as it is based on college- and career-ready, internationally-benchmarked CCSS
- Learn more about PARCC
- PARCC Place
- We are very excited to share the new website for the Partnership for Assessment of Readiness for College and Careers!
- Whether you are an educator, policymaker, parent, student or simply an engaged member of the public, this website offers useful information on the Common Core State Standards and PARCC assessments.
- Read more

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PTA Resources

Guides created for Gr. K-8 and two guides for Gr. 9-12 (one for English/Language Arts and one for Mathematics) based on the Common Core State Standards (CCSS).

Each ***Guide*** includes:

- ***Key items*** *that children should be learning in English/Language arts and mathematics in each grade once the CCSS are fully implemented.*
- ***Activities*** *that parents can do at home to support their children's learning.*
- ***Methods*** *for helping parents build stronger relationships with their child's teacher.*
- ***Tips*** *for planning for college and career (high school only).*
- ***PTA Website:*** www.pta.org

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Standards and Assessment *Feedback* Activity #1/ Session B

1. How can MDE, districts, and schools better communicate expectations for students to parents / guardians?

_____

_____

_____

2. What kind of assistance do parents need for preparing their children to be successful in school?

_____

_____

_____

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Required State Action on *Teachers and Principals*

27

Required State Action on *Teachers and Principals*

1. Submit a timeline for implementation that meets the following criteria:
   - Pilot of the new evaluation system by 2013-14
     - ✓*Teachers must receive data on student learning impact.*
     - ✓*Data will not count as part of evaluation during pilot year.*
   - Full implementation of the evaluation system by 2014-15

28

Required State Action on *Teachers and Principals*

2. Include in the plan:
   - *At least 3 rating levels*
   - *Growth in student learning*
   - *Results used to improve instruction and inform personnel decisions*

29

Required State Action on *Teachers and Principals*

Current MS status:

- TIF grant districts and schools piloting a statewide teacher evaluation model in 2011 – 12.
- Principal evaluation timeline not established, but beginning work now.

30

Teachers and Principals *Feedback Activity #2 / Session B*

1. What are the top 3 characteristics on which you think teachers should be evaluated?
   a._____
   b._____
   c._____
2. What are the top 3 characteristics on which you think principals should be evaluated?
   a._____
   b._____
   c._____

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Required State Action on *Accountability*

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Required State Action on *Accountability*

By 2012-13, implement a statewide system of differentiated accountability that includes:

1. New goals for student performance

   Options include:

   - Cut in half the gaps between current proficiency rates and a rate of 100% over a in six year period. Must be calculated for at-risk sub-groups as well as all students.
   - 100% proficiency for all students by 2020, or
   - Other "similarly ambitious" goals—innovative models.

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Required State Action on *Accountability*

2. Identification and action in three specific school types:
   - Priority schools – the lowest-performing 5% of Title I schools, Title I high schools with graduation rates below 60%, or current SIG schools
   - Focus schools – 10% of Title I schools with the biggest achievement gaps and/or lowest subgroup achievement
   - Reward schools – high performers and big improvers - Eligible for financial rewards and other incentives

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Required State Action on *Accountability*

Current MS status:

Current Goal-100% proficiency by 2014 with annual targets (objectives)

Federal - Adequate Yearly Progress (AYP) Improvement : 110 schools/4 districts

State - *Failing*: 11 schools/2 districts
At-Risk/Low Performing :129 schools/25 districts
Star: 65 schools/4 districts

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Required State Action on *Accountability*

MS Status: Annual Measureable Objectives Required for AYP 2010-11 & 2011-12

ELA	Proficiency	Math	Proficiency
Grade 3	69%	Grade 3	71%
Grade 4	67%	Grade 4	70%
Grade 5	67%	Grade 5	69%
Grade 6	66%	Grade 6	69%
Grade 7	64%	Grade 7	69%
Grade 8	65%	Grade 8	66%
English II	66%	Algebra I	70%

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Required Key Components

Standards and Assessments
Teacher and Principal Evaluation
Accountability
****
Accountability is greatest challenge among required areas.
****
Strong focus on STUDENT GROWTH across all components.

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Accountability Option Endorsed by State Board of Education

Keep State Components As They Are.

Refine Federal Components To Continue A Two-sided Model.

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Accountability: Current Model Structure

State	Federal
Accountability Status Based on absolute performance on state tests (achievement), improvement (growth), and graduation rate. Statuses Star School High Performing Successful Academic Watch Low Performing At-Risk of Failing Failing	Adequate Yearly Progress Based on performance of student subgroups on language arts, math, and graduation rate Statuses Met/Not Met Sanction Levels Improvement Year 1 Improvement Year 2 Corrective Action Restructuring Planning Restructuring Action

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Add Next-Generation Federal Model to Current Structure

State	*New Federal*	Federal
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Accountability
Feedback Activity #3 / Session B

1. Do you feel you have enough information to understand the current school / district accountability system?

   ____ Yes ____ No ____ Somewhat

2. How can communication with parents, business/industry, and the community be improved to achieve a better understanding of school / district performance **AND** needs?

   _____

   _____

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MISSISSIPPI DEPARTMENT OF EDUCATION
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The Process

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Stakeholder Engagement

Stakeholder consultation is a major requirement of the waiver request

Opportunities for meaningful engagement and input in shaping the waiver request must come from:

- Federal Programs' Committee of Practitioners
- Teachers and Leaders
- Other stakeholders, including such groups as parents, students, business and community organizations, and representatives of students with disabilities, among others.

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Other Process Information

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- Waivers will last through 2013-14, with Department review and possibility for additional flexibility at that time.

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Status and Next Steps

Activities Completed

- Updated superintendents in regional sessions
- Conducting stakeholder feedback activities

Next Steps

- Continue stakeholder engagement sessions
- Participate in sessions offered by USDE
- Review Round I Waiver Applications
- Develop Waiver Request Application
- Present Waiver Update to State Board in Nov./Jan.
- Submit Waiver Request to USDE in mid-Feb.

45

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- The waiver process gives the states the opportunity to set higher standards, define accountability, and address plans to improve low-performing schools and reward those doing well.
- The waiver plan allows for the right balance between the states and the federal government.
- The process allows states a much greater role in setting expectations and aligning resources.
- States have been demanding greater flexibility which this process now provides.

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Questions / Concluding Remarks

Dedicated MDE email address for comments and / or questions:

NCLBWaiver@mde.k12.ms.us

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Resources and Contact Info

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PTA:
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Parents' Guide to Student Success in English and Spanish (Pre Grade Level)
Parents' Guide to Student Success – Frequently Asked Questions
Common Questions about the Parents' Guide to Student Success

MDE Contacts:
Lynn House lhouse@mde.k12.ms.us
Debbie Murphy dmurphy@mde.k12.ms.us

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Attachment 1d.
Town Hall Feedback form

Mississippi Department of Education
ESEA Flexibility Waiver Request

Regional Stakeholder Meetings
November – December 2011

Standards and Assessments - Feedback Activity # I/Session A

1. ***How can the MDE better communicate the importance of teachers, administrators and school boards working together to implement Common Core State Standards and Assessments?***

_____

_____

_____

_____

_____

2. To the best of your knowledge, *what is the overall status of your district's implementation of the Common Core State Standards? Please indicate your response by circling the appropriate answer.*

A. No knowledge of any implementation activities.

B. Some general awareness sessions have taken place.

C. Some training for implementation has begun.

D. Beginning steps of implementation are taking place in:
__ Gr. K-2, __ Gr. 3-5, __Gr. 4-8, __Gr. 9-12.
(Check all that apply.)

E. Major implementation activities are underway.

F. Other _____

_____

_____

Teachers and Principals - Feedback Activity #2/Session A

1. **What are the top 3 characteristics on which you think teachers should be evaluated?**
   a._____
   b._____
   c. _____

Comments: _____
_____
_____
_____
_____
_____

2. **What are the top 3 characteristics on which you think principals should be evaluated?**
   a._____
   b._____
   c._____

Comments: _____
_____
_____
_____
_____
_____

Accountability - Feedback Activity # 3/Session A

I. One component of the new federal process for accountability is the identification of *Reward Schools* which will qualify for incentives. This designation must include both "*high performers*" and "*big improvers*".

A. How should the "*high performers*" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

1.____ All *Star* Schools (65 Schools – 2011)

2.____ All *Star and High Performing* Schools (65 Star + 181 High Performing Schools = 246)

3.____ Top 5 percent of schools with high QDI scores

4.____ Top 5 percent of schools with high QDI AND high Growth

5.____ Other methods of identification?_____

_____

_____

_____

_____

B. How should the "*big improvers*" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

Percentage Gain in:

1._____ BOTH total QDI and GROWTH

2.____ Growth ONLY

3.____ BOTH QDI & Growth in the AT-RISK category with greatest achievement gap (poverty, ELL, disabilities, race, gender)

4.____ BOTH QDI and Growth across ALL at risk-categories

5.____ Growth ONLY in the AT-RISK category with the greatest achievement gap

6.____ QDI ONLY in the AT-RISK category with the greatest achievement gap

7.____ Growth ONLY across ALL at-risk categories

8.____ QDI ONLY across ALL at-risk categories

9.____ Other methods of identification? _____

_____

_____

_____

_____

_____

_____

II. Priority and Focus Schools

A second component of the new federal model for accountability is an emphasis on low-performing schools. In general, the bottom 5% will be called Priority Schools, and the next 10% will be known as Focus Schools.

A strong state plan of implementation around appropriate interventions for assisting both Priority and Focus schools will be essential if Mississippi is to have its waiver request granted by the USDE.

Please share your thoughts on what interventions will be most beneficial for improving teaching and learning in these low performing schools. Please be as specific as possible.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please leave your feedback forms at the close of the session,

OR

Fax them to Dr. Lynn House, Deputy State Superintendent, at 601-359-2566.

Thanks for your assistance in this process!

Attachment 1e.
Town Hall Feedback form
Parents and Community

Mississippi Department of Education
ESEA Flexibility Waiver Request

Regional Stakeholder Meetings
November – December 2011

Standards and Assessments – Feedback Activity #1/Session B

1. **How can MDE, districts, and schools better communicate expectations for students to their parents/guardians?**

_____
_____
_____
_____
_____
_____
_____

2. **What kind of assistance do parents need for preparing their children to be successful in school?**

_____
_____
_____
_____
_____
_____
_____

Teachers and Principals - Feedback Activity #2/Session B

1. **What are the top 3 characteristics on which you think teachers should be evaluated?**
   a._____
   b._____
   c. _____

Comments:

_____
_____
_____
_____
_____
_____
_____

2. **What are the top 3 characteristics on which you think principals should be evaluated?**
   a._____
   b._____
   c._____

Comments:

_____
_____
_____
_____
_____
_____

Accountability - Feedback Activity # 3/Session B

1. **Do you feel you have enough information to understand the current school / district accountability system?**

   ____ Yes ____ No ____ Somewhat

   Comments_____

   _____

   _____

   _____

   _____

   _____

2. **How can communication with parents, business/industry, and the community be improved to achieve a better understanding of state/ school / district performance AND needs?**

   _____

   _____

   _____

   _____

   _____

   _____

Please leave your feedback forms at the close of the session,

OR

Fax them to Dr. Lynn House, Deputy State Superintendent, at 601-359-2566.

Thanks for your assistance in this process!

Attachment 2a.
Town Hall Session Feedback Compiled, Educators

Town Hall Session Feedback Compiled, Parents and Community

Mississippi Department of Education
ESE Flexibility Waiver Request
Regional Superintendents' Meetings
November-December 2011

I. Reward Schools

One component of the new federal process for accountability is the identification of reward Schools which will qualify for incentives. This designation must include both "high performers" and "big improvers".

A. How should the "high performers" be identified?
   Rank your top three preferences with 1 being highest and 3 being lowest.
   Averages:
   1. All Star Schools (65 Schools -2011)- 1.33 (3 ratings)
   2. All Star and High Performing Schools (65 Star + 181 High performing Schools=246) 1.6 (5 ratings)
   3. Top 5 percent of schools with high QDI scores- 1.6 (5 ratings)
   4. Top 5 percent of schools with high QDI AND high Growth- 2.2 (5 ratings)
   5. Other methods of identifications?

B. How should the "big improvers" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

Percentage Gain in:

1. Both total QDI and GROWTH: 2211
2. Growth ONLY:11213
3. Both QDI & Growth in the AT-RISK category with greatest achievement gap (poverty, ELL, disabilities, race, gender): 232
4. BOTH QDI and Growth across ALL at risk-categories:12
5. Growth ONLY in the AT-RISK category with the greatest achievement gap :31
6. QDI ONLY in the AT-RISK category with the greatest achievement gap:32
7. Growth ONLY across ALL at-risk categories: 33
8. QDI ONLY across ALL at-risk categories:33
9. Other methods of identification?

I. Priority and Focus Schools

A second component of the new federal model for accountability is an emphasis on low performing schools. In general, the bottom 5% will be called Priority Schools, and the next 10% will be known as Focus Schools.

A strong state plan of implementation around appropriate interventions for assisting both Priority and Focus schools will be essential if Mississippi is to have its waiver request granted by the USDE.

Please share your thoughts on what interventions will be most beneficial for improving teaching and learning in these low performing schools. Please be as specific as possible.

- Strengthen leadership, increase focus and knowledge of curriculum and assessment, more intense professional development.
- Pre-teaching, teaching to students' styles/interests, provide experienced content specialists who can model instruction, PD for teachers in "true" differentiated instruction. Establish professional learning communities.
- Low ration, higher technology, use research-based learning programs, let teachers teach instead of doing so much paperwork, provide parent training.
- Improve Teacher Education Program, require reading initiative similar to the Alabama Reading Initiative, require targeted professional development.
- Teachers need to leave IHL with better qualifications for teaching. They come to schools with little to no knowledge about curriculum and instructional knowledge regarding the standards they will be expected to teach. It is difficult to solve these problems after a year starts because they are pulled from students in classrooms for extensive professional development.
- Efficacy training on mindset/belief as high expectations for teachers and administrators. Assistant teachers in each K-2nd grade classroom. More emphasis on reading assistance. More social development support. Professional Development that is classroom-based with observations and feedback focusing on the use of data and engaging lessons that meet student needs. On-site side-by-side administration coaching in recognizing effective instruction and in building teacher instruction capacity. Positive effective professional development to build teachers' capacity (monitoring instrument in the workplace). Focus placed on areas of weaknesses of students and plans are put in place by the Teacher Support Team (TST). Offer teacher incentives to teach at low-performing schools. Assistance with data analysis to determine strengths and weaknesses with drill down to specific skills. Assistance in

implementing effective district-wide assessments and universal screening tools such as MAP. Assistance in building teacher capacity/leadership capacity. Low-performing schools should be able to offer supplements to teachers who teach for their school. Many low-performing schools cannot attract teachers due tot heir level of performance, demographics, or location. Supplements would be a great tool.

Mississippi Department of Education
ESE Flexibility Waiver Request
Stakeholder Roundtable Meeting
December 9, 2011
"Blue Form" from Pearl

1. How can the MDE better communicate expectations for students to their parents/guardians?
   - Use social media and videos to help parents understand the Common Core, with the assistance of a social science research program at a MS university.
   - Use positive messaging focusing on student success – avoid sounding punitive or negative. Help teachers learn to use multiple forms of communication and social networks.
   - Educational forms that explain exactly what the expectations of parents are in their child's education. Some parents do not understand the importance of being involved.
   - Open house sessions w/ MDE presenter prior to the beginning of the year. Parents should have the opportunity to rotate class sections as they don't hear what they expect. Not every household is equipped when marketing a new standard; use multiple forms of communication.

2. What kind of assistance do parents need for preparing their children to be successful in school?
   - Make it easy – avoid overwhelming them. "For 15 minutes you can _____, For 30 minutes you can_____."
   - Parents need to feel that they truly make a difference in the success of their children in school.
   - Stay connected with what's going on in the classroom.

Teachers and Principals- Feedback Activity #2

1. What are the top 3 characteristics on which you think teachers should be evaluated?

   a. **subject knowledge---3,** Student growth---2, **effective instruction ---1**

   b. classroom management---1, Communication --- 1

   c. **positive learning environment---1, community involvement---1**

Comments:

- Praxis I is not a sufficient measure. Recertification should be tied to professional development that is targeted towards updates in content & technology.

2. What are the top 3 characteristics on which you think principals should be evaluated?

a. **leadership---4, hiring/retention of staff---2**

b. student improvement---1, community involvement ---1

c. teamwork---1, **environment---1**

Accountability – Feedback Activity # 3

I. Do you feel you have enough information to understand the current school/district accountability system?
   a. Yes: 3
   b. No: 1
   c. Somewhat:

Comments:

- This was a great formative communication. Too many of the details of the student, teacher, and principal assessments are not finalized. Give us annual communication.
- I am a parent involved with my child's education on all levels.
- There has to be consistent communication about the accountability system.

How can communication with parents, business/industry, and the community be improved to achieve a better understanding of state/school/district performance and needs?

- Develop a district report card to be released to the public every year. Give a letter grade, or several grades if needed.
- Enhanced CFA Dashboard Report that adds areas of specific deficiencies. Post on a district website. Schools need to be good listeners and welcome parent/community input.
- Parents need to feel that they have a voice regarding the education of their child.
- Making sure each community stakeholder knows exactly the role it can play on improving performance and meeting needs on a state school district level. Involvement on various committees from a state/school/district. Schools have to be better listeners.

Mississippi Department of Education
ESE Flexibility Waiver Request
Regional Stakeholder Meetings
November-December 2011
Pearl

1. How can the MDE better communicate the importance of teachers, administrators and school boards working together to implement Common Core State Standards and Assessment?

   District training, Workshops-13
   Public info campaign (Advertising/Town Hall Meeting)-14
   Technology (e-mail, webinars, website)-8
   Parent involvement-3

2. To the best of your knowledge what is the overall status of your district's implementation of the Common core State Standards? Please indicate your response by circling the appropriate answer.

   a. No Knowledge of implementation:
   b. Some general Awareness Sessions: 1
   c. Some Training: 5
   d. Beginning steps in:
      a. K-2: 24
      b. 3-5: 13
      c. 4-8: 3
      d. 9-12: 2
   e. Major Implementation activities: 4

   Other:

   - We need more consistent training or available resources to assist the teachers in providing the "right" activities.

   - Moving into the CCSS puts you out of alignment with state tests, especially mathematics. Please offer some guidance on this.

Teachers and Principals- Feedback Activity #2/Session A

What are the top 3 characteristics on which you think teachers should be evaluated?

a. Student growth---25, **effective instruction ---14,** classroom management---14

b. **subject knowledge--- 12, communication---4, professional development-3**

c. **professionalism--- 2, positive learning environment---2, attendance---2**

Comments:

Assignments should be meaningful & relevant.

A new evaluation system should be implemented over time so as not to overwhelm teachers.

Student achievement is the outcome of a well-managed classroom with good instruction.

Leaders must be willing to act on teacher evaluations and make tough decisions.

1. What are the top 3 characteristics on which you think principals should be evaluated?

a. le**adership---23,** student improvement---16

b. **environment---10,** professionalism---6

c. **communication skills ---5,** teamwork---5, **hiring/retention of staff---4**

Comments:

- Principals should set goals at the beginning of each year and outcomes should be measured at the end of that year.
- Effective leadership should result in student achievement.
- I am concerned with who evaluates the principals – are they in the buildings enough to provide an accurate assessment?

Accountability – Feedback Activity # 3/Session A

I. One component of the new federal process for accountability is the identification of Reward Schools which will qualify for incentives. This designation must include both "high performers" and "big improvers".

A. How should the "high performers" be identified?

Rank your top three preferences with 1 being highest and 3 being lowest.

Averages:

1. All Star Schools (65- schools – 2011): 1.92 (13 ratings)
2. All star and high performing schools ((65-star + 181 High): 1.96 (24 ratings)
3. Top 5 percent of schools with high QDI scores: 2.23 (13 ratings)
4. Top 5 percent of schools with high QDI and high growth: 1.57 (28 ratings)
5. Other methods of identification?
   - Include an ACT component.
   - Get rid of graduation portion. This is a student/parent decisions that schools cannot always influence.
   - High Graduation Rate.
   - Compare like schools (elementary to elementary, middle to middle) and take the top 5% of each group.
   - Top 5% of schools with like grades – regardless of district configuration – should be grouped by state – QDI & High Growth.
   - Percentage of students graduating.
   - Model must include fairness factors (SES considerations).
   - Graduation rate.
   - Growth in graduation rate.

B. How should the "big improvers" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

Percentage Gain in:

1. Both total QDI and GROWTH: 1.75 (12 ratings)
2. Growth ONLY: 2 (14 ratings)
3. Both QDI & Growth in the AT-RISK category with greatest achievement gap (poverty, ELL, disabilities, race, gender: 1.76 (17 ratings)
4. BOTH QDI and Growth across ALL at risk-categories: 1.56 (16 ratings)
5. Growth ONLY in the AT-RISK category with the greatest achievement gap: 2.22 (9 ratings)
6. QDI ONLY in the AT-RISK category with the greatest achievement gap: 3 (1 rating)
7. Growth ONLY across ALL at-risk categories: 2.25 (4 ratings)
8. QDI ONLY across ALL at-risk categories: 3 (1 rating)
9. Other methods of identification?
   - Growth only will not produce results.

II. Priority and Focus Schools

A second component of the new federal model for accountability is an emphasis on low performing schools. In general, the bottom 5% will be called Priority Schools, and the next 10% will be known as Focus Schools.

A strong state plan of implementation around appropriate interventions for assisting both Priority and Focus schools will be essential if Mississippi is to have its waiver request granted by the USDE.

Please share your thoughts on what interventions will be most beneficial for improving teaching and learning in these low performing schools. Please be as specific as possible.

Training/professional development-12
School partnerships- 11
Observation of successful teacher -7
Incentives-4
Community partnership- 3
Progress monitoring-3
Focus on K-3- 1
Tutorials-1

Mississippi Department of Education
ESE Flexibility Waiver Request
Regional Stakeholder Meetings
November-December 2011
Oxford
Part B

1. How can the MDE better communicate the importance of teachers, administrators and school boards working together to implement Common Core State Standards and Assessment?

   District training, Workshops-19
   Public info campaign (Advertising/Town Hall Meeting)-12
   Technology (e-mail, webinars, website)-11
   Parent involvement-3

2. To the best of your knowledge what is the overall status of your district's implementation of the Common core State Standards? Please indicate your response by circling the appropriate answer.

   a. No Knowledge of implementation: 3
   b. Some general Awareness Sessions: 1
   c. Some Training: 20
   d. Beginning steps in:
      a. K-2: 32
      b. 3-5: 20
      c. 4-8: 12
      d. 9-12:2
   e. Major Implementation activities: 4

   Other:

   – We need more info on how to implement the common core.

   – Major implementation is taking place in K-2, nothing in 9-12.

Teachers and Principals- Feedback Activity #2/Session A

What are the top 3 characteristics on which you think teachers should be evaluated?

a. Student growth---25, **effective instruction ---22,** classroom management---15

b. **attendance---7, professionalism---7, subject knowledge---6**

c. **communication skills---5, positive learning environment---5, professional development---3,** IT integration---2

Comments:

Teacher evaluations should be short and simple.

Test scores should not be the sole factor considered.

Standardized test scores do not accurately reflect the teacher's instruction.

Evaluations shouldn't be complicated.

Principals should evaluate teachers in the classroom, without prior warning.

There should be cameras in all rooms so teachers can be observed at all times.

Successful students are the best measure of effective instruction.

Student growth on tests should be the most important factor.

Teachers should have a good rapport with students.

1. What are the top 3 characteristics on which you think principals should be evaluated?

a. student improvement---25, professionalism---20

b. **leadership---13, hiring/retention of staff---8, environment---8**

c. **communication skills ---4,** teamwork---2

Comments:

Principals should be flexible about running their schools while still cooperating with the district.
Should be an instructional leader.
Handling of discipline issues should be considered.
Principals shouldn't be judged by test scores.
Evaluations shouldn't be complicated.

Accountability – Feedback Activity # 3/Session A

I. One component of the new federal process for accountability is the identification of Reward Schools which will qualify for incentives. This designation must include both "high performers" and "big improvers".

A. How should the "high performers" be identified?
Rank your top three preferences with 1 being highest and 3 being lowest.
Averages:

1. All Star Schools (65- schools – 2011): 2.33 (15 ratings)
2. All star and high performing schools ((65-star + 181 High): 1.97 (37 ratings)
3. Top 5 percent of schools with high QDI scores: 2.34 (35 ratings)
4. Top 5 percent of schools with high QDI and high growth: 1.41 (37 ratings)
5. Other methods of identification?
   Student growth across the district.
   The lowest performing schools in the state will never be rewarded for success without a strong emphasis on growth. The aforementioned criteria would eliminate schools with high poverty.
   Growth should be the most important factor.
   Include data from 2002 to present.
   Some weight should be given to schools with higher poverty to equalize the field.
   Overall student growth, not just in tested grades.
   Growth should not factor in to whether or not a school is high performing.

B. How should the "big improvers" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

Percentage Gain in:

1. Both total QDI and GROWTH: 1.86 (29 ratings)
2. Growth ONLY: 1.7 (23 ratings)
3. Both QDI & Growth in the AT-RISK category with greatest achievement gap (poverty, ELL, disabilities, race, gender: 2.15 (20 ratings)
4. BOTH QDI and Growth across ALL at risk-categories: 2 (23 ratings)
5. Growth ONLY in the AT-RISK category with the greatest achievement gap: 2.75 (4 ratings)
6. QDI ONLY in the AT-RISK category with the greatest achievement gap: 1 (2 ratings)
7. Growth ONLY across ALL at-risk categories: 1.71 (7 ratings)
8. QDI ONLY across ALL at-risk categories: 2 (3 ratings)
9. Other methods of identification?

II. Priority and Focus Schools

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A strong state plan of implementation around appropriate interventions for assisting both Priority and Focus schools will be essential if Mississippi is to have its waiver request granted by the USDE.

Please share your thoughts on what interventions will be most beneficial for improving teaching and learning in these low performing schools. Please be as specific as possible.

Training/professional development-11
Observation of successful teacher -8
Tutorials-6
Incentives-4
Community partnership- 4
Statewide reading initiative-2
Progress monitoring-1

Mississippi Department of Education
ESE Flexibility Waiver Request
Regional Stakeholder Meetings
November-December 2011
Oxford

1. How can the MDE better communicate the importance of teachers, administrators and school boards working together to implement Common Core State Standards and Assessment?

   Public info campaign-16
   District training-15
   Technology (e-mail, webinars, website)-11
   Parent involvement-6

2. To the best of your knowledge what is the overall status of your district's implementation of the Common core State Standards? Please indicate your response by circling the appropriate answer.

   a. 0
   b. 8
   c. 11
   d. K-2: 23 , 3-5: 9 , 4-8: 1 , 9-12: 2
   e. 2

   Other:

Teachers and Principals- Feedback Activity #2/Session A

1. Content knowledge-3
   Student growth-26
   Student engagement-3
   Classroom management-8
   Instructional strategies-9
   Use of Technology-5
   Attendance-4

2. What are the top 3 characteristics on which you think principals should be evaluated?
   Achievement-7
   Environment-5
   Teacher retention-2
   Student growth-13
   Teacher growth-7
   Leadership-11
   Professionalism- 5

Comment:

Accountability – Feedback Activity # 3/Session A

I. One component of the new federal process for accountability is the identification of Reward Schools which will qualify for incentives. This designation must include both "high performers" and "big improvers".

A. How should the "high performers" be identified?
   Rank your top three preferences with 1 being highest and 3 being lowest.
   Average Ratings:
   1. All Star Schools (65- schools – 2011): 2.08 (12 ratings)
   2. All star and high performing schools ((65-star + 181 High): 2.00 (26 ratings)
   3. Top 5 percent of schools with high QDI scores: 2.35 (20 ratings)
   4. Top 5 percent of schools with high QDI and high growth: 1.48 (35 ratings)
   5. Other methods of identification?
      Top 10% based on growth.
      Reward low-performing schools that significantly increase QDI scores.
      High growth alone.

B. How should the "big improvers" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

Percentage Gain in:

1. Both total QDI and GROWTH: 1.64 (14 ratings)
2. Growth ONLY: 1.57 (14 ratings)
3. Both QDI & Growth in the AT-RISK category with greatest achievement gap (poverty, ELL, disabilities, race, gender: 2.13 (22 ratings)
4. BOTH QDI and Growth across ALL at risk-categories: 2.04 (22 ratings)
5. Growth ONLY in the AT-RISK category with the greatest achievement gap: 2.00 (9 ratings)
6. QDI ONLY in the AT-RISK category with the greatest achievement gap: 2.38 (8 ratings)
7. Growth ONLY across ALL at-risk categories: 2.11 (9 ratings)
8. QDI ONLY across ALL at-risk categories: 1.00 (2 ratings)
9. Other methods of identification?

II. Priority and Focus Schools

A second component of the new federal model for accountability is an emphasis on low performing schools. In general, the bottom 5% will be called Priority Schools, and the next 10% will be known as Focus Schools.

A strong state plan of implementation around appropriate interventions for assisting both Priority and Focus schools will be essential if Mississippi is to have its waiver request granted by the USDE.

Please share your thoughts on what interventions will be most beneficial for improving teaching and learning in these low performing schools. Please be as specific as possible.

Recruitment of qualified teachers: 11
Student tutorials: 8
Training/professional development: 13
Progress monitoring: 7
Observation of successful teacher: 5
Emphasis on early grades: 12
Statewide reading initiative: 7

MISSISSIPPI DEAPRTMENT OF EDUCATION
ESEA FLEXIBILTY WAIVER REQUEST
REGIONAL STAKEHOLDER MEETINGS
NOVEMBER – DECEMBER 2011
Biloxi

Standards and Assessments – Feedback Activity # 1 /Session B

1. How can MDE, district, and schools better communicate expectations for students to their
   Make websites very user friendly-5
   Have meeting like this-9
   Newsletter-5

2. What kind of assistance do parents need to preparing their children to be successful in school?
   Parents want to know what their child should know-9
   Easy to use web sites -1
   Help to parents who kids have problems-1

Teachers and principals – Feedback activity #2/session B

1. What are the top 3 characteristics on which you think teachers should be evaluated?
   Student knowledge of material-9
   Feedback to students/parents-6
   Attendance-1
   Student growth-4

Comments:

2. What are the top 3 characteristics on which you think principals should be evaluated?
   Communication-6
   Safety-1
   Student learning-4

Comments:

Accountability – Feedback Activity # 3/Session B

1. Do you feel you have enough information to understand the current school/district accountability system?

_____6_____ Yes

_____1_____ No

_____2_____ Somewhat

Comments:

How can communication with parents, business/industry, and the community be improved to achieve a better understanding of state/school /district performance AND needs?

Let community/parents involvement in the schools-7

Listen to business leaders about how students should be prepared-5

Newsletter/website info/media-3

Mississippi Department of Education
ESE Flexibility Waiver Request
Regional Stakeholder Meetings
November-December 2011
Biloxi

1. How can the MDE better communicate the importance of teachers, administrators and school boards working together to implement Common Core State Standards and Assessment?

   Have communication on list
   Needs to be a common core assessment for special education students who are SCD needs to be designed to prepare the students
   Don't over work our teachers when you add something then take something away
   Notification of updates, provide districts with info quick, have teachers administration & school boards have big meetings more training workshops—42
   Help students in college receive more knowledge about state testing
   Keep in mind how much work teachers have before adding more to it
   Collaboration across the board provide district w/ info in a timely manner
   Have regional meeting that involve all 3 teachers, adm., & sch board
   Communication & understanding
   Television/billboards
   Awareness seminars for all involved
   Continue w/town hall mtgs, webinars, district trainings
   MDE can better communicate by coming to school districts & holding group discussions that will allow exchanges of ideas imputed from the key stakeholders
   Providing safety nets for all parties involved, open communication, using technology effectively
   More training & better communication from MDE
   Similar to middle school institutes that were held years ago, MDE should partner with IHL to offer courses or 6-weeks institutes in which teachers could receive intensive training in CCSS instructional strategies & understanding the standards, may even require teachers to maintain HQ-status
   Have detailed info about common core & why it's needed & how will education be changed use websites
   Specific training for the school boards including superintendents , administrators,
   Meetings during summer months so all staff can attend
   Proactive approach by all concerned at the same time

2. To the best of your knowledge what is the overall status of your district's implementation of the Common core State Standards? Please indicate your response by <u>circling the appropriate answer</u>.

   a. 4
   b. 5
   c. 8
   d. 21
   e. 12
   f. 2

Other:

Beginning implementation grade 3-5 next school year
Implemented K-2 & need more training for grade 3-5 implementation for next school year

Teachers and Principals- Feedback Activity #2/Session A

1. What are the top 3 characteristics on which you think teachers should be evaluated?
   a. inspire motive students-10, teach then/reach them—23, subject area knowledge—23, classroom/behavior management—27, student growth/use student results—33, attendance—7
2. b. What are the top 3 characteristics on which you think principals should be evaluated?
3. c. leadership skills—38, schools performance—23, morale/connection w/students/teachers/mgmt—25, growth—18, knowledge of subject area--10

Comments:
How do you use test scores as an evaluation measure in areas that are not tested, how will colleges be used to teach future teachers in common core standards
National Standards
Performance schools should be judged against the same, i.e. honor route should not be put up against a general route & compared

Accountability – Feedback Activity # 3/Session A

I. One component of the new federal process for accountability is the identification of Reward Schools which will qualify for incentives. This designation must include both "high performers" and "big improvers".

A. How should the "high performers" be identified?
Rank your top three preferences with 1 being highest and 3 being lowest.

1. All Star Schools (65 Schools -2011)—1.93
2. All Star and High Performing Schools (65 Star + 181 High performing Schools—1.55
3. Top 5 percent of schools with high QDI scores—2.57
4. Top 5 percent of schools with QDI and high Growth—2.0

5. Other methods of identifications?

Rewards allow us to hire more teachers to grow even higher-schools with the highest growth

Consideration of ELL population possible part of equation
Top 10% of schools w/ high QDI & high growth

B. How should the "big improvers" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

Percentage Gain in:

1. Both total QDI and GROWTH—1.81
2. Growth ONLY –1.48
3. Both QDI & Growth in the AT-RISK category with greatest achievement gap (poverty, ELL, disabilities, race, gender—2.0
4. BOTH QDI and Growth across ALL at risk-categories—2.28
5. Growth ONLY in the AT-RISK category with the greatest achievement gap—2.08
6. QDI ONLY in the AT-RISK category with the greatest achievement gap---0
7. Growth ONLY across ALL at-risk categories –2.33
8. QDI ONLY across ALL at-risk categories 2.5
9. Other methods of identification?
   Kentucky's "super group"
   w/consideration for those districts w/high ELL populations especially in the area of reading/language arts
   should also look at the percentage of ELL & low socio economic

II. Priority and Focus Schools

A second component of the new federal model for accountability is an emphasis on low performing schools. In general, the bottom 5% will be called Priority Schools, and the next 10% will be known as Focus Schools.

A strong state plan of implementation around appropriate interventions for assisting both Priority and Focus schools will be essential if Mississippi is to have its waiver request granted by the USDE.

Please share your thoughts on what interventions will be most beneficial for improving teaching and learning in these low performing schools. Please be as specific as possible.

NISI (national Inst. Of School Leaders) this course all aspects of Leadership & teaching learning
"Canned" lesson plans including DI & intervention strategies from higher performing schools "incentives t attract " "Star teachers" to these schools quality professional development w/ follow-up sessions & implementation guidelines
Best teachers 7 principals in schools the staff working in these schools have to be highly motivated

Stronger focus on special ed students at high school level, they need remediation on basic skills but can't get it as they are in the SATP classes , sped students are being left behind.
Super group good idea
Educating all stakeholders creating mentoring relationship w. successful districts/schools
Effective teacher evaluation system
Teachers should receive training & feedback be observed by a professionals trained to specific feedback to facilitate growth
Build strong communities involvement, need a complete "buy in" from top down on whatever plan that is put in place
More detailed info about the CCSS would be beneficial
Educating parents & students about the importance of education
Math/reading specialist & coaches, additional for smaller classes
Professional development, summer institutes, visits outside the districts, curriculum/assessment mapping
More teacher/prin./adm./ training is required, parent accountability
Research based practices shared, resources available, training quality
Research based practices shared, resources available to complement r/b practices, training quality
Eliminate the # of sub groups, bilingual assessments
Recruit successful teachers, recruit high performing principals & other staff
Provide extensive professional development for teachers & staff to learn how to work w/ poverty students, full time interventionist for students, parent liaisons, community partnerships, counselors to help w/ environmental problems, help w/motivating students
Providing safety nets, positive communication
Lower teacher – student ratios, resources to match curriculum & improve scaffolding techniques for growth
PLC for teachers to increase teachers ability to have quality teaching, join w/ other districts for shared resources
Higher standards when hiring, longer school days, targeted professional development –based on the needs of teachers
Mass staff development for prin., teachers, & teacher asst. on common core & admin of district explore usage of title I funds, established individual training common core
"change" student teacher & parent mentality about achievement abilities; some districts have cultural norms that retard academic growth, tutorial after school or Saturday programs, increase technology not just in the classrooms but in the community as well, more frequent common testing in all areas to see growth –small steps, higher schools expectations 7 make them "sellable' to parents & community people demand improvements community wide
Prescribed program for schools to implement & follow, schools that are star & high performing teaming up with low performing schools as well as districts create a team of statewide teacher & leader coaches to work w/ these schools
State needs a data base of questions for all objectives in the MS curriculum

Question....where is parent responsibility?
Quarterly interventions someone from MDE go in & observe those specific schools at least one every 9 weeks, it is important that the state knows what is going on in each of its schools these observations should be randon

MISSISSIPPI DEAPRTMENT OF EDUCATION
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Standards and Assessments – Feedback Activity # 1 /Session B

1. How can MDE, district, and schools better communicate expectations for students to their parents/guardians?
   Websites-3
   Workshops-2
   Physical presence-1

2. What kind of assistance do parents need to preparing their children to be successful in school?
   Study Skills -2
   Access to material – 2
   Do projects to help learn-1

Teachers and principals – Feedback activity #2/session B

1. What are the top 3 characteristics on which you think teachers should be evaluated?

   a. Subject matter-3
   b. Knowledge of material – 3
   c. Classroom management -3
   d. Communication-1

Comments:

2. What are the top 3 characteristics on which you think principals should be evaluated?

a. Safety @ school 1
b. Communication -2
c. Teacher preparedness -3
d. Growth -1
e. Leadership- 2

Comments:

Accountability – Feedback Activity # 3/Session B

1. Do you feel you have enough information to understand the current school/district accountability system?

   _____5_____ Yes

   _____0_____ No

   _____1_____ Somewhat

Comments:

How can communication with parents, business/industry, and the community be improved to achieve a better understanding of state/school /district performance AND needs?

more outreach
simplify
more effective PR
parent training
school leaders must involve community

Mississippi Department of Education
ESE Flexibility Waiver Request
Regional Stakeholder Meetings
November-December 2011
Ellisville

1. How can the MDE better communicate the importance of teachers, administrators and school boards working together to implement Common Core State Standards and Assessment?

   More focused training
   Webinars
   More meetings
   Send out e-mails
   Social media

2. To the best of your knowledge what is the overall status of your district's implementation of the Common core State Standards? Please indicate your response by circling the appropriate answer.

   a.
   b. 3
   c. 5
   d. 20
   e. 4
   f.

   Other:

Teachers and Principals- Feedback Activity #2/Session A

1. What are the top 3 characteristics on which you think teachers should be evaluated?
   Student performance -9
   Classroom management-15
   Student growth-19
   Attendance-5
   Content knowledge-13

2. What are the top 3 characteristics on which you think principals should be evaluated?
   Student performance-1
   Teacher performance-4
   Communication skills-20

Leadership-22
Performance of duties-19
Retention of staff-3

Comment:

Accountability – Feedback Activity # 3/Session A

I. One component of the new federal process for accountability is the identification of Reward Schools which will qualify for incentives. This designation must include both "high performers" and "big improvers".

A. How should the "high performers" be identified?
Rank your top three preferences with 1 being highest and 3 being lowest.

1. All Star Schools (65- schools – 2011) 2.67
2. All star and high performing schools ((65-star + 181 High) 2
3. Top 5 percent of schools with high QDI scores -2.4
4. Top 5 percent of schools with high QDI and high growth -1.36
5. Other methods of identification?
   Identified only if they test 95% or higher in all sub categories
   Schools that show high level of growth regardless of QDI

B. How should the "big improvers" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

Percentage Gain in:

1. Both total QDI and GROWTH— **1.56**
2. Growth ONLY –1.89
3. Both QDI & Growth in the AT-RISK category with greatest achievement gap (poverty, ELL, disabilities, race, gender—2.24
4. BOTH QDI and Growth across ALL at risk-categories— 1.6
5. Growth ONLY in the AT-RISK category with the greatest achievement gap— 0

6. QDI ONLY in the AT-RISK category with the greatest achievement gap---0
7. Growth ONLY across ALL at-risk categories –0
8. QDI ONLY across ALL at-risk categories --3
9. Other methods of identification?
   Growth, regardless of @ risk category

II. Priority and Focus Schools

A second component of the new federal model for accountability is an emphasis on low performing schools. In general, the bottom 5% will be called Priority Schools, and the next 10% will be known as Focus Schools.

A strong state plan of implementation around appropriate interventions for assisting both Priority and Focus schools will be essential if Mississippi is to have its waiver request granted by the USDE.

Please share your thoughts on what interventions will be most beneficial for improving teaching and learning in these low performing schools. Please be as specific as possible.

Low performing schools be required to provide very intense professional development that would focus on quality instruction

Teacher & principals training on research based strategies to improve classroom instruction, funds for tutorial services,

Waiver last through 2013-14, NCLB waiver @ MDE.k12.ms.us

Provide staff development focusing on instructional skills

Family support/training, fund pre-K

Focused prof. dev. How to align assessment instruction with standards, progress monitor quarterly, on -going technical support from MDE including modeling the intervention in schools, pay incentives for all staff

Colleges & university should be involved in preparing teachers, systematic quality professional development , recruitment & retention of highly qualified teacher

Educating parents on need for an "adequate" education for their children, retrain teachers thur P.D. on new instructional strategies, have successful schools "model" successful techniques to "at risk" schools

I don't know but what we are doing w/ schools takeover is not working so we don't need to use that plan as a starting point, we have to re-think this

Mississippi Department of Education
ESE Flexibility Waiver Request
Regional Stakeholder Meetings
November-December 2011
Oxford

1. How can the MDE better communicate the importance of teachers, administrators and school boards working together to implement Common Core State Standards and Assessment?

   Public info campaign-18
   District trainin-16
   Technology (e-mail, webinars, website)-17
   Parent involvement-13

2. To the best of your knowledge what is the overall status of your district's implementation of the Common core State Standards? Please indicate your response by circling the appropriate answer.

   a. 1
   b. 1
   c. 1
   d. K-2-29, 3-5-17, 4-8-14, 9-12-3

   Other:

Teachers and Principals- Feedback Activity #2/Session A

1. Content knowledge-14
   Student growth-24
   Student engagement-10
   Classroom management-14
   Instructional strategies-17

2. What are the top 3 characteristics on which you think principals should be evaluated?
   Achievement-1
   Environment-11
   Management-8
   Teacher retention-6
   Student learning-14

Staff evaluation-2
Teacher growth-9
Leadership-2

Comment:

Accountability – Feedback Activity # 3/Session A

I. One component of the new federal process for accountability is the identification of Reward Schools which will qualify for incentives. This designation must include both "high performers" and "big improvers".

A. How should the "high performers" be identified?
Rank your top three preferences with 1 being highest and 3 being lowest.

1. All Star Schools (65- schools – 2011) 2.53
2. All star and high performing schools ((65-star + 181 High) 1.92
3. Top 5 percent of schools with high QDI scores -22.39
4. Top 5 percent of schools with high QDI and high growth -1.34
5. Other methods of identification?
   QDI should be used for high performance growth should be used for high improvement w/ QDI
   2013/14 fed waivers only good/have to redo after that: standards & assessment, teacher evaluation, accountability
   Graduation does not need a positive measure in this model, too much emphasis on growth could result in larger percentages of students not being college ready by being proficiency

B. How should the "big improvers" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

Percentage Gain in:

1. Both total QDI and GROWTH— 1.65
2. Growth ONLY –1.89

3. Both QDI & Growth in the AT-RISK category with greatest achievement gap (poverty, ELL, disabilities, race, gender—1.8
4. BOTH QDI and Growth across ALL at risk-categories— 2.35
5. Growth ONLY in the AT-RISK category with the greatest achievement gap— 1.875
6. QDI ONLY in the AT-RISK category with the greatest achievement gap---2.5
7. Growth ONLY across ALL at-risk categories –2
8. QDI ONLY across ALL at-risk categories --3
9. Other methods of identification?

II. Priority and Focus Schools

A second component of the new federal model for accountability is an emphasis on low performing schools. In general, the bottom 5% will be called Priority Schools, and the next 10% will be known as Focus Schools.

A strong state plan of implementation around appropriate interventions for assisting both Priority and Focus schools will be essential if Mississippi is to have its waiver request granted by the USDE.

Please share your thoughts on what interventions will be most beneficial for improving teaching and learning in these low performing schools. Please be as specific as possible.

Incentives-1
Tutorials-5
Training/professional development-16
Progress monitoring-2
Observation of successful teacher -5
Community partnership-4
Statewide reading initiative-7

MISSISSIPPI DEAPRTMENT OF EDUCATION
ESEA FLEXIBILTY WAIVER REQUEST
REGIONAL STAKEHOLDER MEETINGS
NOVEMBER – DECEMBER 2011
Oxford

Standards and Assessments – Feedback Activity # 1 /Session B

1. How can MDE, district, and schools better communicate expectations for students to their
   Websites-4
   Meetings/presentations-3
   Clear communication-4
   Media-1

2. What kind of assistance do parents need to preparing their children to be successful in school?
   Help them learn to read-1
   Early childhood experiences-1
   Plain wording knowledge-2
   Communication-5
   Community tutoring-4

Teachers and principals – Feedback activity #2/session B

1. What are the top 3 characteristics on which you think teachers should be evaluated?
   Classroom management-7
   Leadership-3
   Student growth-5

Comments:

2. What are the top 3 characteristics on which you think principals should be evaluated?
   Leadership-7
   Student growth-2
   Interaction with others-5
   Create + environment-4
   Data usage-1

Comments:

Accountability – Feedback Activity # 3/Session B

1. Do you feel you have enough information to understand the current school/district accountability system?

   4 Yes

   0 No

   4 Somewhat

Comments:

How can communication with parents, business/industry, and the community be improved to achieve a better understanding of state/school /district performance AND needs?

Plain work communication-2
Media outlets-1
Community meetings-2
Media campaign-2
Data reporting-1

Mississippi Department of Education
ESE Flexibility Waiver Request
Regional Stakeholder Meetings
November-December 2011

Session A

1. How can the MDE better communicate the importance of teachers, administrators and school boards working together to implement Common Core State Standards and Assessment?

   Doing a good job maybe email out more charts & graphs for visual learners power points
   Keeping the administration informed w/ web mars & workshops as have been done in the past also providing teachers with equally the same info it would also be beneficial to provide the school board training
   By keeping communication open & check & balance becoming more visible in schools & board meeting following up on info & how it is utilized
   Making sure that all involved are able to meet in sessions on-going to develop collaborate & discuss the implementation process not a one shot deal but a systemic monthly or quarterly meeting to resolve & be on the same page about any issues or concerns that may be conceived
   Use resources wisely technology web pages additional town meeting involve stakeholders in committees of importance related to common core PR outreach to all audience stakeholders teachers administrators, central office personnel, school boards
   State mandated training, highlight the importance of account ability, work w/ IHL to include new standard in teacher education.
   Twitter use a twitter account to post articles, resource links &tips for building capacity of groups to work together also to build understanding of necessity of collaboration people can opt I to get this info
   Webinars for school boards/teachers info given @ school board training work sessions w/admin/board TOT administrators for teacher module for school board training
   Frequent updates on central site, ensuring that pertinent information is shared w/district in a timely manner, encouraging districts to share info w/ stakeholders
   I would like to have sample assessments available to teacher on the front end
   I think the communication has been good, continue to share info as it becomes available the more teachers we can get involved the better
   Have these groups to work collaboratively participant I train the trainer sessions have monthly meeting
   I think it's important to involve teachers in meeting like todays
   Pushing out info using technology, district curriculum specialist to collaborate & share w/ each other & w/ MDE
   Steps to implement, links to other schools districts
   Continued reminders through memo's & emails, town hall meetings for teachers, administrators & school boards member
   Use MSBA module to train school board members

2. To the best of your knowledge what is the overall status of your district's implementation of the Common core State Standards? Please indicate your response by circling the appropriate answer.

   a. No knowledge of any implementation activities.

b. Some general awareness session have taken place.

c. Some training for implementation has begun.

d. Beginning steps of implementation are taking place in:
   Gr. K-2---21
   Gr. 3-5---13
   Gr. 4-8---4
   Gr. 9-12---3

e. Major implementation activities are underway

f. Other
   I would like to see summer training w/ pay

Teachers and Principals- Feedback Activity #2/Session A

1. What are the top 3 characteristics on which you think teachers should be evaluated?

   a. Student growth---**21, effective instruction ---15, positive learning environment---6**

   b. classroom management---**5, professional development---3, subject knowledge---2**

   c. IT integration---**2, discipline---2, communication skills---2, & professionalism---2**

Comments:

All materials & curriculum must be available
Who will develop it, make up if committee
Too many people are made to feel bad because their kids aren't as "high" as someone else I believe that ALL of us should be held accountable but only for how our kids grow from year to year

2. What are the top 3 characteristics on which you think principals should be evaluated?

a. student improvement---**15, leadership---9,**

b. teamwork---**8, hiring/retention of staff---7**

c. school culture **7 environment---6**

Comments:

How do we measure academic
Who will develop it, make up if committee
Can't be solely high growth since it would put start schools at a disadvantage
Give consideration for schools that are high poverty consideration for students who are not traditional, do away with so much tier paper work

Accountability – Feedback Activity # 3/Session A

I. One component of the new federal process for accountability is the identification of reward Schools which will qualify for incentives. This designation must include both "high performers" and "big improvers".

A. How should the "high performers" be identified?
Rank your top three preferences with 1 being highest and 3 being lowest.

1. All Star Schools (65 Schools -2011) **# 1-3, # 2-4, # 3-3, total--10**
2. All Star and High Performing Schools (65 Star + 181 High performing Schools = 246**# 1-5, # 2 - 6, # 3-3, total---14**
3. Top 5 percent of schools with high QDI scores **# 1-1, # 2-7, # 3-9 total---17**
4. Top 5 percent of schools with high QDI AND high Growth **# 1-14, #2-6, # 3-4, total---24**
5. Other methods of identifications? **# 1-2 high growth, # 2-1 high growth, # 3-4 high growth-total---7**

Rewards allow us to hire more teachers to grow even higher

B. How should the "big improvers" be identified? Rank your top three preferences with 1 being highest and 3 being lowest.

Percentage Gain in:

1. Both total QDI and GROWT, **# 1-2, # 2-4, # 3-2 total 8**
2. Growth ONLY **# 1-7, # 2-3, # 3-3, total 13**
3. Both QDI & Growth in the AT-RISK category with greatest achievement gap (poverty, ELL, disabilities, race, gender)**# 1-3, # 2-5, # 3-3, total 11**
4. BOTH QDI and Growth across ALL at risk-categories **# 1-3, # 2-5, # 3-8, total 16**
5. Growth ONLY in the AT-RISK category with the greatest achievement gap **# 1-2, # 2-2, # 3-5, total 9**
6. QDI ONLY in the AT-RISK category with the greatest achievement gap---**0**

7. Growth ONLY across ALL at-risk categories **# 1-7, # 2-4, # 3-1, total 12**
8. QDI ONLY across ALL at-risk categories **# 1-1, # 2-0, # 3-0, total 1**
9. Other methods of identification?

    Have a super group put all in AYA sub groups & use this to determine growth
    High growth
    Please work on the N=40 to get changed to a %
    N=40 is an unfair measure
    Do the"super group" change the sub group N of 40, the spread is unfair what about the middle group
    Change the # that represents a subgroup to a %

II. Priority and Focus Schools

A second component of the new federal model for accountability is an emphasis on low performing schools. In general, the bottom 5% will be called Priority Schools, and the next 10% will be known as Focus Schools.

A strong state plan of implementation around appropriate interventions for assisting both Priority and Focus schools will be essential if Mississippi is to have its waiver request granted by the USDE.

Please share your thoughts on what interventions will be most beneficial for improving teaching and learning in these low performing schools. Please be as specific as possible.

Do not intervene in schools that are showing growth
Provide funding to initiate more tutorial programs & pull out intervention programs for targeted students I need of assistance to get them on grade level
Provide quality professional development for the teacher that is systemic, pay incentives for teachers to be retained & recruited provide mentors for struggling teachers provide support from other colleagues & administration
Recruiting high quality teachers to the schools I know this is brick & mortar however; I feel we are guilty of educational malpractice to allow some of children to attend the schools in poverty areas pre-k dropout prevention starting in elementary schools
Incentives for teachers & principals to relocate to low performing schools, professional development approved & monitored by MDE, teachers & principals opportunities to share @ meeting like mass, MDE meetings & others
Incentives for teachers & principals to relocate to low performing schools professional development approved & monitored by MDE, teachers & principals opportunities to share @ meeting like MASS< MDE< meetings & others

Early learning success institute focus on core essential skills needed by students to progress, teacher effectiveness, school climate, student failure rate, low growth or negative growth, drop-out rate, board training academics, community/stakeholder training
Disaggregate data so that you can identify needed areas menu of options middle school bridging
Providing incentives for attracting quality teachers to low performing schools, providing districts w/alternatives to existing programs for structure to address recognize problems
Money to hire interventionist/teachers a piece for parental involvement parents must be held accountable as well, do away with some of the RT1 paper work it's busy work not enough time is spent on the actual interventions
We need money to hire teachers in order to lower the teacher/pupil ratio if classes can be made smaller then they can give greater time and attention to implementing w/ fidelity appropriate interventions, get rid of the paperwork required w/the interventions process teachers are bogged down w/this
Incentive to recruit quality teachers after school activities that stimulate learning make kindergarten mandatory require pre-K
Recruitment for teachers, administrator training use data to determine needs menu of options based on data state funded pre-k for low performing schools middle school bridge
Not SES PD for teacher's particularly secondary examples & partnering w/ turn around experts
Teacher incentives, disaggregate data to impact individual students provide pre-k middle school bridging

Mississippi Department of Education
ESE Flexibility Waiver Request
Stakeholder Roundtable Meeting
December 9, 2011
"Blue Form" from Delta State University

1. How can the MDE better communicate expectations for students to their parents/guardians?

- Provide training to community engagement councils, school board members, PTAs while partnering with community organizations to get information to parents.
- Sponsor public service announcements and direct a public information campaign.
- Perform more outreach that informs the public of MDE's role and responsibility.
- Work with established local organizations and social media.
- Use parent input to develop a digitally distributed information guide for parents.
- Work with community organizations and use public service announcements.
- Use traditional (print, television) and social media (Facebook, Twitter, text messaging).
- Develop smartphone apps that provide parents with info/resources. Advertise apps, website in places that parents frequently visit.
- Communicate info at PTA meetings and town halls.
- Advertise with traditional media outlets and post flyers.
- Hold a town hall for each school, send out monthly newsletters. Use language that parents can understand.
- Communicate this info at the beginning of the school year, when parents are most involved.
- Host local seminars in each school district.
- Offer incentives (passes to sporting events) for attendance at meetings.
- Send announcements to local churches, daycares, community centers.

2. What kind of assistance do parents need for preparing their children to be successful in school?

- They need to understand common core standards by comparison to current standards. With information on what their students should be doing, parents can more accurately judge their school's performance.
- Hold more afterschool tutoring programs, do a better job of providing parents with student progress reports.
- Work with non-profits in the community.
- Help parents understand what a quality education should look like, underscore the critical needs of children.
- Provide more support for parents instead of being judgmental about their shortcomings.
- Make information more accessible by making it available in multiple formats.
- Provide parents with ideas to interact with their children, questions they should be asking their teachers, make clear the difference that they should be seeing in their child's education.
- Give them information about the current curriculum and why it's important to success.
- Make sure parents understand the basic skills their children should be mastering. Put this information in practical, common terms that parents can understand.
- Parents need motivation, since it's very difficult for many of them to spend time with their children.
- Providing them with workshops and webinars to motivate them.

- More parent-teacher conferences would help keep that communication line open and keep parents informed of what their children are doing.
- Provide resource training in the homes.
- Parent trainings and summer enrichment programs.
- Parents need to understand expectations for their children at each grade level.

Teachers and Principals- Feedback Activity #2

1. What are the top 3 characteristics on which you think teachers should be evaluated?

   a. Student growth---13, **effective instruction ---9, subject knowledge---5**

   b. classroom management---4, Communication --- 5

   c. **positive learning environment---4, community involvement---3, & professionalism---3**

Comments:

- Student performance on standardized tests.
- How often are the teachers absent?
- Respect for cultural competence.
- Student/Parent focus groups.
- Subject Knowledge shouldn't be weighted more than instructional abilities.

2. What are the top 3 characteristics on which you think principals should be evaluated?

   a. student improvement---8, **environment--- 7**

   b. **leadership---6,** community involvement --- 6

   c. **hiring/retention of staff--- 5**, teamwork---2

Comments:

- Reducing the achievement gap.
- Fewer discipline issues.
- Respect for cultural competence.
- Accessibility.

- Must have been a teacher, understand classroom environment.

Accountability – Feedback Activity # 3

I. Do you feel you have enough information to understand the current school/district accountability system?
   a. Yes: 4
   b. No: 4
   c. Somewhat: 8

Comments:

- There is still an over—reliance on testing. I would like to see other factors used (portfolios, feedback, analysis).
- We need to be careful about the move from 100% proficiency so that we don't lose children.
- 80% of schools are left untouched by the accountability model. Addresses bottom 15% and top 5% but middle groups are left untouched.
- More info is needed on the Federal side of things.

How can communication with parents, business/industry, and the community be improved to achieve a better understanding of state/school/district performance and needs?

- More effecting sharing of test data with community and accessibility of school leadership.
- Information distributed should be simplified and streamlined to get the point across to audiences.
- Schools should play a more active role in community involvement – don't wait for parents to come.
- Make sure language is easily understandable.
- Models are complex, accountability levels still don't tell the whole story.
- Use technology & community meetings to share information.
- Invite these groups to important planning meetings to provide input, support.
- Increase attendance in programs that facilitate parent/student interaction.
- Focus on distribution of information through the media.
- Make the info simple, interesting, and visible.

MISSISSIPPI DEAPRTMENT OF EDUCATION
ESEA FLEXIBILTY WAIVER REQUEST

REGIONAL STAKEHOLDER MEETINGS
NOVEMBER – DECEMBER 2011

Standards and Assessments – Feedback Activity # 1 /Session B

1. How can MDE, district, and schools better communicate expectations for students to their parents/guardians?

Have public forums to info the parents to where they are of what's to come before it comes, inform the teacher at a level they fully understand what's to come so they can start talking about it a year before to comes inform the PTA of what's coming have public meetings at all levels of education of the HUGE Change

Workshops explaining the process & the importance of their roles in their children's educational development having mentors to do follow-up to make sure they have a clear understanding of what has been taught & what's expected

Must access parents in their homes, hospitals, clinics, pediatrician nurses, media

A continuous amount of information to give to the parents & community via of the state & local schools websites through the news media

Community meetings media technology

2. What kind of assistance do parents need to preparing their children to be successful in school?

The parents must be educated to the best of their learning ability

It is important that the educator & parents are on the same page to help the child achieve success many parents are intimidated by the lingo used by educators & find it better to avoid conversation in fear of sounding uneducated

Hands-on modeling of learning activities verbal & action, day or evening care for children while being provided info, use train the trainer model identifying neighborhood parents to meet w/ other parents & "train" other parents

There needs to be more workshops provided for parents, so to educate them on what students are required to know and be prepared for in the future

Parent training programs information

Teachers and principals – Feedback activity #2/session B

1. What are the top 3 characteristics on which you think teachers should be evaluated?

a. Student achievement-readiness for the next grade, mental impact positive effectiveness, classroom effectiveness, instruction
b. Test scores, progression in academics of students, students showing growth, growth
c. Teacher providing their own evaluation & assessment innovative & technology savvy, school climate & culture

Comments:

My child was traumatized by a teacher who caused her to doubt her capability although she struggled in the subject she was still able to comprehend the objective, however due to the negative feedback she received she failed the class and almost the grade it is pertinent that teachers are aware of the mental impact they make on a student's academic development
Teacher should be able to identify what they need, what they don't need

2. What are the top 3 characteristics on which you think principals should be evaluated?

a. Moving teachers to be more effective in the classroom
Growth of students, teacher evaluation of their principal, leadership abilities

b. Moving their school improvement
Sufficiency of teachers, supt. Evaluation of principal, goal oriented (having a vision & executing to the staff student & community

c. How organized their school is in, parent evaluation of principal

Comments:

It must be an environment that they can learn to not worried about fights, gangs, teacher that are upset because of their personal life

Principal are expected to offer each teacher the required tools to perform to the best of their abilities

Accountability – Feedback Activity # 3/Session B

1. Do you feel you have enough information to understand the current school/district accountability system?

_____3 Yes

_____0 No

_____2 Somewhat

Comments:

Although I required a lot of knowledge for PLI, Dr. House enlightment was very helpful

2. How can communication with parents, business/industry, and the community be improved to achieve a better understanding of state/school /district performance AND needs?

Have the trainers that is training teachers to set meetings w/h community so on to make them fully understand
Media, i.e. ads, billboards, radio
More specific communication again using hospitals, clinics, pediatricians, day cares, etc. more media and how parents can contact w/ questions access MEC

Continuous communication among all parties this can be achieved through new letters websites & news media
Community meeting such as this one

Attachment 2b.
21st CCLC Practitioners Survey Results

Responses to the 21st CCLC ESEA Flexibility Option Survey

1. **Do you think it would benefit the students of Mississippi to apply for a 21st CCLC/ESEA Waiver? Please state your reason(s).**

RESPONSES:

A. *YES – research shows more attention to academics produces better academic scores and that should be reason enough to offer additional opportunities for learning.*

B. *Yes, based on several pieces of information: 1) the required 9 to 10 hours weekly for After School programs have our students getting home between 6:30 and 7:15 each night of the program. This places the students getting home after dinner and in the dark, during the time change. 2) parents state that the day is so lengthy that they want tutorial and enrichment, but their children are to tired and meals are needed rather than snacks, 3) getting Certified Staff to work in after school programs is difficult due to some of these same reason, 4) students are mentally and physically tired by After School Time, consider this; buses start running at 6:00 in the morning , school takes in between 7:30-7:55, dismissal starts at 2:55, After-School ends between 5:45 - 6:30 very long day for adults let along students. Last but not lest during the school day the directors and staff of After School would have better communication with the day staff.*

C. *Yes, because the additional funds will benefit students who are not able to attend afterschool tutorial services. Also, aid in purchasing resources to enhance the learning experience, especially in financially disadvantaged school districts.*

D. *Yes. Because services during the course of the school day can be aligned more strategically with what actually happens and what's needed based on real time data. Also it decreases the length of time that some students have to stay at school during a school day. Some programs don't dismiss until after 5:30 in order to meet the 9 hour requirement.*

E. *No. Student's response to day school is not promising. Extending the same type of programming would not benefit the school's district nor the students.*

F. *I think that students are better served through the additional programming offered in the 21st CCLC programs. I believe that regular day teachers are doing the most that they can, in most circumstances, with what is available; however, the additional time with a teacher that is available in the afterschool program in small groups is most beneficial to students.*

G. *yes - all students, even those who can't attend after-school tutoring, should be given this benefit. we need more enhancement in the areas of math, science, and technology*

H. *I feel it would greatly benefit students. It would give the 21st century staff a chance to help kids that don't take advantage of the after school program.*

I. *The waiver could possibly afford the opportunity for more time on academic task for participants, thus increasing school partnership for community learning centers operating outside the school.*

J. *Yes, because this would allow for more time for remediation and tutoring. The afterschool programs only last three hours and some of this time is devoted to housekeeping tasks.*

K. *Yes*

L. *We feel that certainly applying for the waiver would make the use of 21st CCLC more flexible, and in some situations in Mississippi hopefully better serve our students.*

M. *Yes, we think students from Capital City Alternative School would definitely benefit from a 21st CCLC/ESEA Waiver. Our students are in constant need of hourly support and enrichment and Tougaloo College would benefit tremendously from ensuring that youth that participate in our program will receive the extra attention that they most drastically need to be successful.*

N. *Yes, because this will help students to progress more if an extended day or year is added.*

O. *I do think that we should*

P. *Yes. Students would benefit from any supplemental materials and resources that would help them improve quality of education including homework, practice, and opportunities, strategies, and encouragement in improving test scores.*

Q. *Yes, the districts will have more flexibility to spend 21st CCLC funds on activities to increase academic achievement as part of in-school or after-school activities. This will give more students an opportunity to receive services provided by these funds.*

2. Given the condition of the school day program having to expand the school year or extend the school day, do you think your school(s) will participate if MDE applies for a 21st CCLC/ESEA Waiver?

RESPONSES:

A. *We already extend the school day for tutorials and other needs so I think we would participate to offer specialized assistance and supports to students.*
B. *Yes*
C. *Yes*
D. *Possibly. It depends on how long the school year or school day will have to be extended*
E. *Unsure. Our organization partners with a school district in a rural community. Resources, both financial and human, are short and the burden of running such a program is beyond their capacity.*
F. *I am not certain at this time. Since one of our programs is a high school only program and the other a middle school only program, the issue of interfering with Carnegie units comes up. Also, it would be most difficult to explain to parents how some students can benefit from the services while others cannot. Additionally, I believe that this would open up monumental issues regarding tracking of the funds and the students that benefit from the funding.*
G. *Yes*
H. *We would participate*
I. *Possibly*
J. *Yes, our school district will participate*
K. *Yes*
L. *However, we are not interested in applying for the use of the waiver in our situation.*
M. *Yes, we think CCAS and Tougaloo College would be more than willing to support any efforts MDE puts forth in yielding to the challenging demands of helping Mississippi children and their paths through academics and adolescence.*
N. *I don't know, but, I would think they will.*
O. *I would think that the funds would have to restructure to reflect the changes but it would still be very beneficial to the students.*
P. *Yes*
Q. *I think my school would participate if the state applied for the waiver.*

3. In your opinion, are there regular school day program(s) that could easily expand the school year or extend the school day to benefit Mississippi students? Please identify those programs and the content area(s) that they address.

RESPONSES:

A. *YES – academic tutorials for state testing; health and fitness programs; school nutrition programs; and character education programs.*
B. *Reading/Math/History/English all of the learning strategies that these involve in the Secondary Programs and those in the lower Elementary Programs, but the content areas of these programs. Clubs that are connected to History, Science etc. could be held that are currently not being held due to the lack of time and or sponsorship from staff professionals and or community professionals. All programs that any Mississippi Students and Teachers take part in can always be enhanced by more time and more funding.*
C. *No Response Entered*
D. *None to my knowledge*
E. *The agribusiness class currently at the school is a worthy program to be expanded beyond the school day. The curriculum is broad and ventures into the sciences; however, student participation is low during regular school hours (day school) and staffing is limited. There is also programs offered in the afterschool program that is not offered in the day school due to time and resource constraints. To list a few: SATP/MCT2/ACT prep work, technology discovery (utilizes robotics), and enrichment classes. From the day school's standpoint, they could extend some of the core focus areas such as language arts, math, and*

reading. It is our belief that in 21 CCLC current form, outside teachers teaching these core areas becomes beneficial to the students in the afterschool program.

F. *Not sure*
G. *technology, math, science*
H. *For my high school setting, we could incorporate credit recovery classes, enrichment for the state tested subjects, and opportunities for college preparation.*
I. *I am unaware of specific programs.*
J. *Our high school has incorporated enrichment periods into the regular day schedule. The periods focus on SATP skills. The content areas include English II, Algebra I, Biology I, and U.S. History. We could easily use these sessions to extend the school year. We have already included the sessions in the afterschool program.*
K. *Yes. GED programs. Book Club (reading, literacy), 3-tier intervention process.*
L. *We are not aware of any such programs at this time.*
M. *No, we cannot recall any programs other than the Base Path program that assists high-school students. There are just not any programs that provide the opportunities for a significant change like the 21st CCLC program.*
N. *I don't know. Title I*
O. *I am not sure what programs could be extended but I believe that with extra funding and extended year the restructuring of programs could be made*
P. *Yes. SIG – Addresses high school graduation, state test scores, ACT scores, and improvement of daily grades. Character Education - Capturing Kids Hearts and Teen Leadership Programs – Addresses the building of self-esteem, positive behavior models, issues involving teens (peer pressure), goal setting, and development of social skills and leadership ability. It also affords teachers the opportunity to connect with students beyond the realm of academics.*
A program promoting health would provide instruction on good eating habits, exercise, self-awareness, and hygiene
Q. *No, we do not have access to any programs that we could use to provide extended school day or year programs.*

4. Can you think of any reason that MDE should not apply for a 21st CCLC/ESEA Waiver?

RESPONSES:

A. *I am not familiar with all the regulations associated with the waiver but I cannot think of a reason other than excessive regulatory compliance.*
B. *No*
C. *No*
D. *No*
E. *The requirements for this waiver cannot be evenly applied to all of Mississippi's school districts. Outside partnerships are responsible for many successful implementations of the 21 CCLC program. These viable partnerships afford the students and the community access to resources not normally accessible. In the past, our partner has a history of 9-12 students per after school session. Since our partnership began in 2010, on average we serve 45-50 students daily in our afterschool program. This is due to our unique way of thinking and operating and the networks we bring to the table that has made this possible.*
F. *I believe that leadership should take a long and hard look at who is benefiting from the funding...are the same criteria going to apply for eligibility in the program. Are 21st CCLC programs going to be held to the same goals and objectives? If so, a tremendous amount of .reorganization will be required. Will schools still be required to have an afterschool program if 21st CCLC funds are used during the school day? If so, how can we fund both?*
G. *No*
H. *No.*
I. *The opportunity to participate should be based on the individual grantee and schools being served*
J. *There is no reason that I can think of that MDE should not apply for the waiver.*

K. *No. As long as there are strict guidelines that will prevent supplanting during the regular school day.*
L. *The way we understand it, an applicant would not be required to use the waiver in applying for the MS 21st CCLC funds. If that is correct, then it would give future applicants just another option to pursue for the use of the funds and allow others to follow the standard of the past in applying and competing for funds.*
M. *No, we cannot think of any reason that MDE should not apply for a 21st CCLC/ESEA Waiver. Please move forward and let us know how Tougaloo College can assist!*
N. *No.*
O. *I cant!*
P. *No*
Q. *I cannot think of any reasons why MDE should not apply for the waiver.*

COMMENTS:

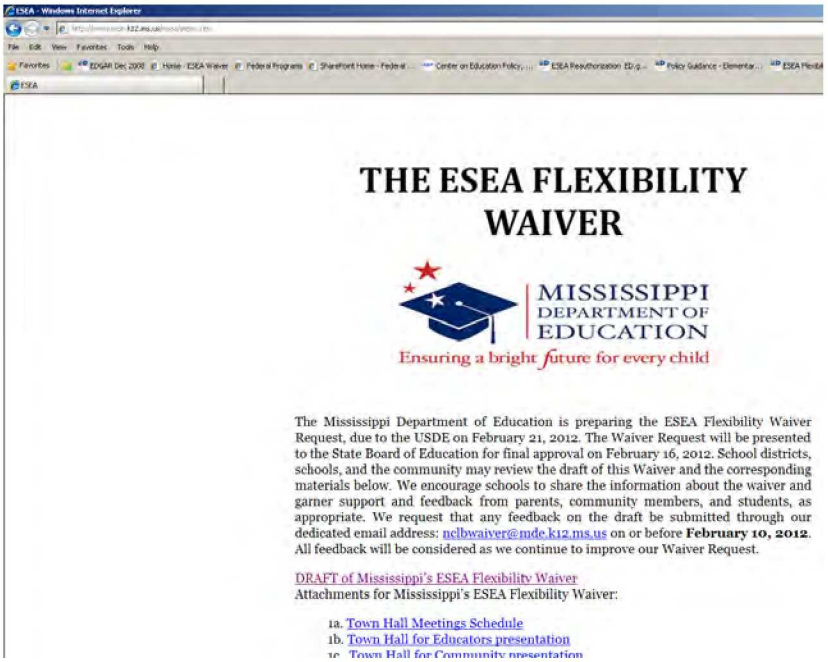
- *This would be a true blessing, but does this mean that we could help students during the day programs and will we be able to have Mississippi School feeding programs offer dinner to these student due to the extended day, other than snacks?*
- *As the program stands, it is quite successful with the students' we serve. Deciding to extend the school day might be more harmful than helpful. Putting more funding into the districts is needed but the 21 CCLC program in its current form has proven to be more beneficial for the students in the district. If we are focused on improving students', student success, student achievement and student retention, it is my belief that the 21 CCLC program should continue as is without the ESEA Waiver.*
- *21st CCLC afterschool programs foster positive self-esteem, improvement in academic achievement and cultural involvement in school and in surrounding communities.*
- *The 21st CCLC program supports the creation of learning centers in ACSD that operate programs during non-school hours for students. ACSD consist of high-poverty, low-performing schools which serves many low-income families and students. By providing tutoring and other academic enrichment activities along with a broad array of youth development opportunities that complement our regular academic programs, these centers help our students meet state and local student standards in core academic subjects, such as English/ language arts and math. In addition, literacy and other educational services are offered to families of students participating in the program. However, we could serve additional students during the school day if we had the waiver.*

Attachment 3.
Notice regarding ESEA Request from MDE Website

Attachment 3. Notice and information provided to the public regarding the request.

Below is a snapshot (taken December 12, 2011) of the Mississippi Department of Education's Hot Topics/ESEA Flexibility Waiver link, which is the platform used to solicit input and notify the public of our efforts. The platform is located on our MDE website: www.mde.k12.ms.us under the Hot Topics tab.

On January 30, 2012, the MDE released the draft of the waiver with attachments. The webpage http://www.mde.k12.ms.us/esea/index.htm houses all of the information, as seen in the snapshot below:



THE ESEA FLEXIBILITY WAIVER

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

The Mississippi Department of Education is preparing the ESEA Flexibility Waiver Request, due to the USDE on February 21, 2012. The Waiver Request will be presented to the State Board of Education for final approval on February 16, 2012. School districts, schools, and the community may review the draft of this Waiver and the corresponding materials below. We encourage schools to share the information about the waiver and garner support and feedback from parents, community members, and students, as appropriate. We request that any feedback on the draft be submitted through our dedicated email address: nclbwaiver@mde.k12.ms.us on or before **February 10, 2012**. All feedback will be considered as we continue to improve our Waiver Request.

DRAFT of Mississippi's ESEA Flexibility Waiver
Attachments for Mississippi's ESEA Flexibility Waiver:

1a. Town Hall Meetings Schedule
1b. Town Hall for Educators presentation
1c. Town Hall for Community presentation

Attachment 4a.
State Board Meeting Minutes
June 2010

Minutes of Mississippi Board of Education Meeting

June 25, 2010

The regular meeting of the Mississippi Board of Education was held at 8:30 a.m. on Friday, June 25, 2010, in the Media Center at Ridgeland High School, 586 Sunnybrook Road, Ridgeland, MS due to water problems in the City of Jackson. Board members present were: Dr. O. Wayne Gann, Mr. Claude Hartley, Mr. Bill Jones, Dr. Sue Matheson, and Mr. Charles McClelland. Board members absent were: Ms. Kami Bumgarner, Mr. Hal Gage, Ms. Martha Murphy, and Ms. Rosetta Richard.

I. The meeting was called to order by Mr. William H. Jones, Chair. Mr. Jones noted the statement on the agenda that cellular telephones and pagers are not permitted during the Board meeting.

II. Mr. Charles McClelland led the Pledge of Allegiance to the Flag and Dr. O. Wayne Gann gave the invocation.

III. On a motion by Mr. Claude Hartley, seconded by Dr. Sue Matheson, the Board voted unanimously to approve the minutes of the meeting of May 20-21, 2010.

IV. On a motion by Dr. Sue Matheson, seconded by Mr. Claude Hartley, the Board voted unanimously to approve the agenda as presented.

V. Mr. William H. Jones gave the following Chair's Report:

- Noted that a taskforce to review misconduct between teachers and students will be established.

VI. Other Action Items

05. On a motion by Mr. Claude Hartley, seconded by Dr. Sue Matheson, the Board unanimously approved to modify the contract with American Council on Education, General Educational Development (GED) Testing Service for the GED Option Program (copy attached).
(Office of School Improvement, Oversight and Recovery)

06. On a motion by Mr. Claude Hartley, seconded by Dr. Sue Matheson, the Board voted unanimously to begin the Administrative Procedures Act process to revise State Board Policy 902 – GED Option Guidelines (copy attached).
(Office of School Improvement, Oversight and Recovery)

07. On a motion by Mr. Claude Hartley, seconded by Dr. Sue Matheson, the Board unanimously approved to pilot the Alternative Education Guidebook for one year statewide (copy attached).
(Office of School Improvement, Oversight and Recovery)

08. On a motion by Mr. Claude Hartley, seconded by Dr. Sue Matheson, the Board unanimously approved to pilot the revised Mississippi Comprehensive Counseling Curriculum for one year statewide (copy attached).
(Office of School Improvement, Oversight and Recovery)

09. On a motion by Dr. O. Wayne Gann, seconded by Mr. Claude Hartley, the Board voted unanimously to adopt the Common Core State Standards for Mathematics as a temporary rule to become effective immediately based on finding of imminent peril to public welfare in the loss of substantial federal funds from the Race to the Top Grant and that the Board begin the Administrative Procedures Act process to adopt the Common Core State Standards for Mathematics (copy attached).
(Office of Instructional Enhancement and Internal Operations)

10. On a motion by Dr. O. Wayne Gann, seconded by Mr. Claude Hartley, the Board voted unanimously to adopt the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects as a temporary rule to become effective immediately based on a finding of imminent peril to public welfare in the loss of substantial federal funds from the Race to the Top Grant and that the Board begin the Administrative Procedures Act process to adopt the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (copy attached).
(Office of Instructional Enhancement and Internal Operations)

11. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to modify the contract with Business Computers of Memphis for system support (copy attached).
(Office of Instructional Enhancement and Internal Operations)

12. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to contract with the American Lung Association for specialized training (copy attached).
(Office of Instructional Enhancement and Internal Operations)

13. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to award contracts for Team Members for the Continuous Program Improvement Monitoring Process and technical

assistance to selected districts with Mattie T. deficiency in the areas of SLD, EmD and EMR (copy attached).
(Office of Instructional Enhancement and Internal Operations)

14. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to award contracts for Team Leaders for the Continuous Program Improvement Monitoring Process and technical assistance to selected districts with Mattie T. deficiency in the areas of SLD, EmD and EMR (copy attached).
(Office of Instructional Enhancement and Internal Operations)

15. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to award grants to three service providers to provide on-site technical assistance to local school districts as a part of the Modified Mattie T. Consent Decree and Implementation Plan (copy attached).
(Office of Instructional Enhancement and Internal Operations)

16. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to contract with Deborah Pierce to provide consultative services relative to data analysis for the State Performance Plan and Annual Performance Report as required by the Individuals with Disabilities Education Act (copy attached).
(Office of Instructional Enhancement and Internal Operations)

17. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to contract with Danita Munday to provide consultative services relative to the development of EmD and Eligibility training modules based on the Individuals with Disabilities Education Act (copy attached).
(Office of Instructional Enhancement and Internal Operations)

19. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to contract with Barbara Kastner to provide consultative services relative to serving as a screening team member for the Educable Child Program (copy attached).
(Office of Instructional Enhancement and Internal Operations)

20. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved the Fiscal Year 2011 financial allocations for vocational-technical programs and services (copy attached).
(Office of Instructional Enhancement and Internal Operations)

21. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to award grant dollars in support of local

improvement efforts for the persistently lowest-achieving schools in the State as authorized under Section 1003(g) of the *Elementary and Secondary Education Act of 1965* (copy attached).
(Office of Instructional Enhancement and Internal Operations)

22. On a motion by Dr. O. Wayne Gann, seconded by Mr. Claude Hartley, the Board unanimously approved an Accredited Status for Dynamic Dyslexia Design; The 3-D School (copy attached).
(Office of Educational Accountability)

23. On a motion by Dr. O. Wayne Gann, seconded by Mr. Claude Hartley, the Board unanimously approved the Transportation Density Rate Table to be used in the calculation of the FY 2010 Mississippi Adequate Education Program Allocation (copy attached).
(Office of Educational Accountability)

24. On a motion by Dr. O. Wayne Gann, seconded by Mr. Claude Hartley, the Board unanimously approved $550,000 loan from the School District Emergency Assistance Fund to the Okolona Municipal Separate School District (copy attached).
(Office of Educational Accountability)

25. On a motion by Dr. O. Wayne Gann, seconded by Mr. Claude Hartley, the Board unanimously approved reports which contain student, fiscal and personnel data subject to State Board of Education policy on withholding Mississippi Adequate Education Program Funds for the 2010-2011 School Year (SBP - 4904) (copy attached).
(Office of Educational Accountability)

26. On a motion by Dr. O. Wayne Gann, seconded by Mr. Claude Hartley, the Board unanimously approved to contract with Dr. Stephen Walter Hebbler to assist with the Annual Yearly Progress calculations and Accountability Reporting (coy attached).
(Office of Educational Accountability)

27. On a motion by Dr. O. Wayne Gann, seconded by Mr. Claude Hartley, the Board unanimously approved to award contract for the operation of the Mississippi Virtual Public School system (copy attached).
(Office of Educational Accountability)

28. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved the contract with MMI Dining Systems, L.L.C. to provide food service on the campus of the Mississippi Schools for the Blind and the Deaf (copy attached).
(Office of Quality Professionals and Special Schools)

29. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to award continuation grant to the University of Mississippi for the Mississippi Teacher Fellowship Program (subject to the availability of funds) (copy attached).
(Office of Quality Professionals and Special Schools)

30. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved critical shortage subject areas and geographical regions for the following programs: Federal Stafford Program, Federal Perkins Loan, Paul C. Douglas Teacher Scholarship Program, Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, Critical Needs Teacher Scholarship Program, and the William Winter Teacher Scholar Loan Program (copy attached).
(Office of Quality Professionals and Special Schools)

31. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved the Educator Preparation Program Accreditation for the Institutions that met the 2009 Process and Performance Standards as recommended by the Commission on Teacher and Administrator Licensure and Certification and Development (copy attached).
(Office of Quality Professionals and Special Schools)

32. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to contract with K & I Services to perform housekeeping duties on the campus of Mississippi School of the Arts (copy attached).
(Office of Quality Professionals and Special Schools)

33. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved the following consent items (copy attached).

A. Approval of monthly contracts with former State Employees receiving retirement benefits
(Office of Instructional Enhancement and Internal Operations)

B. Approval of Statewide Child Nutrition Purchasing Program's Fiscal Year 2010 Financial Statement and Fiscal Year 2011 Fee Structure
(Office of Instructional Enhancement and Internal Operations)

C. Approval of contract with the Department of Finance and Administration, Capitol Police, for the provision of security services at the Mississippi Department of Education
(Office of Communications and Legislative Services)

D. Approval of grant awards for special projects appropriated by the Mississippi Legislature, House Bills 1622 and 1059 (subject to the availability of funds)
(Office of Communications and Legislative Services)

E. Approval of new school site for the Clinton Public School District
(Office of School Improvement, Oversight and Recovery)

F. Approval of modification of the 2009 Qualified School Construction Bond (QSCB) Application to extend the deadline for issuance of the QSCB
(Office of School Improvement, Oversight and Recovery)

VII. Recognition Ceremony was held as follows:

Congressional District Finalists for Administrator of the Year
Mitchell Shears (Alternate Administrator of the Year)
Principal, Clausell Elementary School, Jackson, MS
Jackson Public School District (Congressional District 2)

Christy Carroll
Principal, Lawhon Elementary School, Tupelo, MS
Tupelo Public School District (Congressional District 1)

Norman Session
Principal, Pisgah High School, Sandhill, MS
Rankin County School District (Congressional District 3)

2010 Administrator of the Year
Billy Ray Jones Jr.
Principal, Wayne County High School, Waynesboro, MS
Wayne County School District

June 2010 MDE Employee of the Month
Patricia Dalton
Information Technology Planner
Office of Management Information Systems

VIII. State Board of Education

Mr. Claude Hartley provided an update on Project PASS (Partnership for All Students' Success). He represented the Mississippi State Board of Education at a meeting for Project PASS in Chicago. This is a partnership between NASBE and the U.S. Army.

Commander Michael Curry noted that the Jackson Public School District has applied to be one of the pilot sites for this program and that the pilot program may be funded by 21st Century funds.

Mr. William Jones reported that he recently spoke at a meeting in Hattiesburg, Miss. for candidates in the Administrator Alternate Route program.

Mr. Claude Hartley reported that he had also recently spoken at a similar meeting in Tupelo, Miss. for Administrator Alternate Route candidates.

Mr. Jones reminded the Board that the Mississippi Association of School Superintendents (MASS) Summer Conference will be held in Biloxi, Miss. at the Beau Rivage Resort on July 11-16, 2010.

On a motion by Dr. Sue Matheson, seconded by Mr. Claude Hartley, the Board unanimously approved the meeting dates for Fiscal Year 2011 (copy attached).

IX. There was no other business.

Mr. Jones thanked the staff at the Ridgeland High School for their hospitality and hard work in preparing for the Board meeting.

X. On a motion by Mr. Charles McClelland, seconded by Dr. O. Wayne Gann, the Board voted unanimously to adjourn the meeting at 8:57 a.m.

Approved:

William H. Jones, Chair
Mississippi Board of Education

Tom Burnham

Tom Burnham, Ed.D.
Executive Secretary
Mississippi Board of Education

Attachment 4b.
State Board Meeting Minutes
August 2010

Minutes of Mississippi Board of Education Meeting

August 20, 2010

The regular meeting of the Mississippi Board of Education was held at 8:30 a.m. on Friday, August 20, 2010, in the 4th Floor Boardroom of the Central High School Building, 359 North West Street, Jackson, Mississippi. Board members present were: Ms. Kami Bumgarner, Mr. Hal Gage, Dr. O. Wayne Gann, Ms. Martha Murphy, Mr. Claude Hartley, Dr. Sue Matheson, Mr. Charles McClelland, and Ms. Rosetta Richard. Board member absent was: Mr. William H. Jones.

I. The meeting was called to order by Mr. Charles McClelland, Chair. Mr. McClelland noted the statement on the agenda that cellular telephones and pagers are not permitted during the Board meeting.

II. Mr. Charles McClelland led the Pledge of Allegiance to the Flag and Dr. O. Wayne Gann gave the invocation.

III. On a motion by Dr. Sue Matheson, seconded by Ms. Rosetta Richard, the Board unanimously approved the minutes of the meeting on July 15-16, 2010.

IV. On a motion by Ms. Rosetta Richard, seconded by Mr. Claude Hartley, the Board voted unanimously to amend the agenda by adding item 41: requesting approval to invalidate MAAECF (alternate assessment) scores based on questionable validity of results, while holding harmless those schools/districts negatively impacted.

On a motion by Mr. Claude Hartley, seconded by Dr. O. Wayne Gann, the Board unanimously approved the agenda as presented with the added item.

V. Mr. Charles McClelland gave the following Chair's Report:

- Welcomed Mr. Johnny Franklin from the Governor's Office, Mr. Henry Flowers and Dr. Limmie Flowers to the Board meeting;
- Introduced and thanked his family for their support;
- Thanked his colleagues for the opportunity to lead the Board and stated his passion for low performing schools;
- Provided a list of Board members assigned to various Board subcommittees and requested that the list be reviewed and discussed at the September meeting;
- Noted that the October 20-21, 2010 Board meeting would be held in Oxford, Mississippi and provided a schedule of the events to be held; and,
- Stated that funds have been secured to purchase banners for Star Schools and Districts. Also mentioned the possibility of purchasing banners for Low Performing Schools making progress in recognition of the accomplishments of students in these school districts.

Dr. Sue Matheson made a recommendation that a letter be sent from the Board to each school district that improved by one performance classification.

VI. Approval of Action Items
(Items below are numbered to correspond to the items as discussed on Thursday, August 19, 2010.)

04. On a motion by Mr. Claude Hartley, seconded by Ms. Rosetta Richard, the Board unanimously approved to revise State Board Policy 902 – GED Option Guidelines. This item cleared the Administrative Procedures Act process with one public comment that was presented to the Board (copy attached).
(Office of School Improvement, Oversight and Recovery)

05. On a motion by Mr. Claude Hartley, seconded by Ms. Rosetta Richard, the Board unanimously approved to establish State Board Policy 3106 – Educational Provisions for Students in Detention Centers. This item cleared the Administrative Procedures Act process with public comments that were presented to the Board (copy attached).
(Office of School Improvement, Oversight and Recovery)

06. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board unanimously approved to award additional grant dollars for the Immediate Aid to Restart School Operations Program (copy attached).
(Office of Instructional Enhancement & Internal Operations)

07. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board voted unanimously to begin the Administrative Procedures Act process to revise State Board Policy 2500 – Contracts (copy attached).
(Office of Instructional Enhancement & Internal Operations)

08. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board voted unanimously to begin the Administrative Procedures Act process to revise State Board Policy 3900 – Grants/Subgrants (copy attached).
(Office of Instructional Enhancement & Internal Operations)

09. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board voted unanimously to begin the Administrative Procedures Act process to revise State Board Policy 2001 – Administrators (copy attached).
(Office of Instructional Enhancement & Internal Operations)

10. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board voted unanimously to begin the Administrative Procedures Act process to revise State Board Policy 2003 – Family Day Care (copy attached).
(Office of Instructional Enhancement & Internal Operations)

11. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board voted unanimously to begin the Administrative Procedures Act process to revise State Board Policy 2004 – Day Care Management Plans (copy attached).
(Office of Instructional Enhancement & Internal Operations)

12. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board voted unanimously to begin the Administrative Procedures Act process to revise State Board Policy 2006 – Eligibility, Management, and Monitoring (Child Care Programs) (copy attached).
(Office of Instructional Enhancement & Internal Operations)

13. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board voted unanimously to begin the Administrative Procedures Act process to revise State Board Policy 4011 – Nutrition Regulations for the Child Nutrition School Breakfast and Lunch Programs (copy attached).
(Office of Instructional Enhancement & Internal Operations)

14. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board voted unanimously to begin the Administrative Procedures Act process to revise State Board Policy 4012 – Physical Education/Comprehensive Health Education Rules and Regulations (copy attached).
(Office of Instructional Enhancement & Internal Operations)

15. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board unanimously approved to award competitive grants for the Fresh Fruit and Vegetable Program (copy attached).
(Office of Instructional Enhancement & Internal Operations)

16. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board unanimously approved to contract with Murle Kitchen to assist with management of the Statewide Purchasing Program (copy attached).
(Office of Instructional Enhancement & Internal Operations)

17. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board unanimously approved the *Common Core State Standards for Mathematics.* This item cleared the Administrative Procedures Act process with public comments that were presented to the Board (copy attached).
(Office of Instructional Enhancement & Internal Operations)

18. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board unanimously approved of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.* This item cleared the Administrative Procedures Act process with public comments that were presented to the Board (copy attached).
(Office of Instructional Enhancement & Internal Operations)

19. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board voted unanimously to begin the Administrative Procedures Act process to revise the *Mississippi Social Studies Framework* (copy attached).
(Office of Instructional Enhancement & Internal Operations)

20. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board voted unanimously to begin the Administrative Procedures Act process to revise the *Mississippi Secondary Curriculum Frameworks* (copy attached).
(Office of Instructional Enhancement & Internal Operations)

21. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board unanimously approved to modify the contract with Brustein and Manasevit Attorneys at Law to provide technical assistance to the Mississippi Department of Education (copy attached).
(Office of Instructional Enhancement & Internal Operations)

22. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board unanimously approved to remove Amanda Elzy High School from the list of awardees and add Port Gibson High School to the list of awardees for grant dollars in support of local improvement efforts for the persistently lowest-achieving schools in the state as authorized under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (copy attached).
(Office of Instructional Enhancement & Internal Operations)

23. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board unanimously approved the Performance Level Descriptors for the *2010 Mississippi Science Curriculum Framework* for statewide assessments in grade 5, grade 8, and Biology I. This item cleared the Administrative Procedures Act process with no public comment (copy attached).
(Office of Instructional Enhancement & Internal Operations)

24. On a motion by Mr. Hal Gage, seconded by Ms. Martha Murphy, the Board unanimously approved to modify the contract with Children's Progress to reduce the cost and scope of services as a result of a decrease in state funding (copy attached).
(Office of Instructional Enhancement & Internal Operations)

25. On a motion by Dr. O. Wayne Gann, seconded by Ms. Rosetta Richard, the Board voted unanimously to begin the Administrative Procedures Act process to revise the *Mississippi Public School Accountability Standards, 2009* (copy attached).
(Office of Educational Accountability)

26. On a motion by Dr. O. Wayne Gann, seconded by Ms. Rosetta Richard, the Board unanimously approved to modify the contract with Ciber, Inc. for nine (9) additional months to provide technical support and training for Mississippi public school districts (copy attached).
(Office of Educational Accountability)

27. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved the request by Mississippi State University to modify the Agricultural Information Science Program as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure (copy attached).
(Office of Quality Professionals and Special Schools)

28. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved the request by Mississippi State University to modify the Elementary Education Program as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure (copy attached).
(Office of Quality Professionals and Special Schools)

29. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved the request by William Carey University to offer Bachelor and Master Level Technical and Occupational Education Programs as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure (copy attached).
(Office of Quality Professionals and Special Schools)

30. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved the request by Mississippi College to modify the Education Specialist Degree Program in Educational Leadership as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure (copy attached).
(Office of Quality Professionals and Special Schools)

31. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved the request by Mississippi College to modify the Educational Leadership Doctoral Program to include a Concentration in Curriculum & Instruction as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure (copy attached).
(Office of Quality Professionals and Special Schools)

32. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved the request by Belhaven University to modify the Elementary Education program as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure (copy attached).
(Office of Quality Professionals and Special Schools)

33. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved the request by Jackson State University to reinstate Secondary Teacher Education programs in Physics & Physical Science as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure (copy attached).
(Office of Quality Professionals and Special Schools)

34. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board voted unanimously to begin the Administrative Procedures Act process to approve a new Five-Year Renewable License and Endorsement Code 216 for Speech/Language Teachers as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure (copy attached).
(Office of Quality Professionals and Special Schools)

35. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board voted unanimously to begin the Administrative Procedures Act process to approve five new Praxis Tests and Passing Scores as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure (copy attached).
(Office of Quality Professionals and Special Schools)

36. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board voted unanimously to begin the Administrative Procedures Act process to approve a new Praxis Test for Braille Competency and Passing Score as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure (copy attached).
(Office of Quality Professionals and Special Schools)

37. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved the appointments to the Commission on Teacher and Administrator Education, Certification and Licensure (copy attached).
(Office of Quality Professionals and Special Schools)

38. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved to process payment to the Institutions of Higher Learning (IHL) for deposit into the State Student Financial Aid Fund (copy attached).
(Office of Quality Professionals and Special Schools)

39. On a motion by Mr. Hal Gage, seconded by Ms. Rosetta Richard, the Board unanimously approved the appointment of Dr. Kim S. Benton to serve as Director (Education Bureau Manager) of the Office of School Recovery at an annual salary of $100,200.00 effective September 1, 2010 (copy attached).
(Office of School Improvement, Oversight and Recovery)

40. On a motion by Ms. Rosetta Richard, seconded by Mr. Claude Hartley, the Board unanimously approved the Establishment of State Board Policy 403 – Grading. This item cleared the Administrative Procedures Act process with public comments that were presented to the Board (copy attached).
(Office of Educational Accountability)

41. On a motion by Mr. Hal Gage, seconded by Dr. O. Wayne Gann, the Board unanimously approved to invalidate MAAECF (alternate assessment) scores based on questionable validity of results, while holding harmless those schools/districts negatively impacted (copy attached).
(Office of State Superintendent)

42. On a motion by Mr. Hal Gage, seconded by Dr. O. Wayne Gann, the Board unanimously approved the appointment of Mr. John Gipson Compton to serve as a hearing officer to hear appeals from school districts under conservatorship (copy attached).
(Office of State Superintendent)

43. On a motion by Ms. Rosetta Richard, seconded by Ms. Kami Bumgarner, the Board unanimously approved the following consent item (copy attached):

A. Approval of monthly contracts with former State Employees receiving retirement benefits
(Office of Instructional Enhancement & Internal Operations)

VII. Recognition Ceremony was held as follows:

Winning teams in the first annual Mississippi ProStart Invitational

First Place Culinary Team
Biloxi High School (Biloxi School District)

First Place Management Team
Carl Keen Vocational Center (Clarksdale School District)
August 2010 MDE Employee of the Month

Tina Sellers
Project Officer IV
Office of Student Assessment

Dr. Tom Burnham took the opportunity to thank Mr. Quentin Ransburg for his years of service to the Department as Bureau Manager in the Office of Innovative Support. Mr. Ransburg will be working with the Jackson Public Schools.

VIII. State Board of Education

Dr. Sue Matheson and Ms. Kami Bumgarner reported that they attended the NASBE New School Board Member Orientation recently.

IX. There was no other business.

Dr. Tom Burnham noted that the Legislative Budget Hearings would be held on September 21, 2010 from 10:00 a.m. until 11:00 a.m. at the Woolfolk Building and invited the Board to attend.

X. On a motion by Dr. O. Wayne Gann, seconded by Mr. Claude Hartley, the Board voted unanimously to adjourn the meeting at 9:18 a.m.

Approved:

Charles McClelland, Chair
Mississippi Board of Education

Tom Burnham, Ed.D.
Executive Secretary
Mississippi Board of Education

Attachment 4c.
CCSS Training Timeline

CCSS Training Timeline

- *Proposed implementation schedule pending funding & PARCC resources.*
- *Intended to get ready for CCSS & Assessments as early as possible.*

Grades	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013
K – 2	Training	Follow Up	Follow Up				
3 – 5		Training	Follow Up		Follow Up		
6 – 8			Training		Follow Up	Follow Up	
9 – 12				Training	Follow Up		Follow Up

K-12 follow-up sessions will occur around the state.

Attachment 4d.
State Board Vision, Mission, and Goals

Mississippi Board of Education

Vision

To create a world-class education system that gives students the knowledge and skills that will allow them to be successful in college and the workforce and 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.

Goal 1

To mobilize resources and supports to help ensure that all students exit Third Grade reading on grade level by 2020.

Goal 2

To reduce the dropout rate to 13% by 2013.

Goal 3

To reach the national average on national assessments by 2013.

Five Strategies to Accomplish Goals

Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
Implement ongoing, comprehensive reform in the areas of instruction, curriculum, assessment design and accountability systems for all grade levels, from early education through graduation.	Increase the quantity and quality of teachers.	Increase the quantity and quality of administrators.	Create a culture in Mississippi that understands the value of education.	Redesign education for the 21st Century workforce in Mississippi.

Attachment 4e.
WIDA News

WIDA News - -
State Superintendent Tony Evers announced that the Wisconsin Department of Public Instruction has been **awarded a $10.5 million, four-year competitive grant from the U.S. Department of Education** to develop technology-based assessments for students who are learning English.

The project funded by the grant, known as Assessment Services Supporting ELs through Technology Systems (ASSETS), will develop an online assessment system that will measure student progress in attaining the English language skills they need to be successful in school, and ultimately, postsecondary studies and work.

Wisconsin is a member of two other national consortia developing assessments, which when completed will provide every public school student in Wisconsin access to online, statewide assessments. The Dynamic Learning Maps consortium is developing an online alternative assessment that will replace the Wisconsin Alternate Assessment for Students with Disabilities. The SMARTER Balanced Assessment Consortium is developing online assessments in English language arts and mathematics to replace the Wisconsin Knowledge and Concepts Examinations (WKCE). All the assessments being developed are linked to the Common Core State Standards and have a goal of determining student progress toward college and career readiness standards.

The new assessments will be built on established English language proficiency standards for students learning English. Those standards describe the academic language development needed to reach proficiency in the general language of the classroom and school as well as in the content areas of English language arts, mathematics, science, and social studies. Additionally, the grant will support ongoing research and comprehensive staff development.
WIDA has an established history of providing English-language proficiency assessments. Its ACCESS for ELLs will be administered to 975,000 students in 27 states this school year. Development and research partners in the ASSETS grant include the Center for Applied Linguistics, UCLA, WestEd, Data Recognition Corporation, and MetriTech Inc.

1. **WIDA Consortium and ASSETS Memorandum of Understanding language - -**
DPI and a consortium of state departments of education, including SEA, desire to work as a group (the "ASSETS Group") using U.S. Department of Education ("ED") Enhanced Assessment Instrument Grant ("EAG") funding to be awarded under the EAG funding opportunity announced in the Federal Register, Vol. 76, No. 75, dated Tuesday April 19, 2011, at pages 21977 to 21984 (the "Project"). The purpose of the Project, among other objectives is to develop the next generation of the World-Class Instructional Design and Assessment ("WIDA") Consortium's ACCESS for ELLs English language proficiency test (the "Test") to ensure that the Test and WIDA's standards and assessment system correspond to a common set of college- and career-ready standards* in English language arts and mathematics (*as defined by the Project announcement).

2. **A recent discussion** centered around changing the type of information contained in the ACCESS for ELLs Score Reports to make the data more relevant and understandable to the teachers and the LEAs. This change should help guide the placement more accurately and drive instruction for improved language acquisition and better academic performance.

3. **Topical information regarding the English Language Proficiency Standards (Draft) due for release in 2012 - -**

First, the number of member states in the WIDA Consortium has grown substantially in the last five years and we believe that all our states should have input into how we represent the language development standards.

Second, as states have implemented the standards, we have listened to educators. As a result, we have made some of the more implicit elements of our standards framework explicit and have included representations of language development outside of the core content areas.

Third, as the vast majority of states have adopted the Common Core State Standards for English language arts and Mathematics, we wanted to ensure that the connections between content and language standards are clear as states set out to implement standards-driven reform.

Attachment 4f.
WIDA Training Agenda

Mississippi Department of Education
Office of Federal Programs
WIDA Scaffolding Academic Language Training

September 7, 2011 – Hattiesburg, MS
September 8, 2011 – Jackson, MS
September 9, 2011 – Oxford, MS

AGENDA

Training Objectives

8:30 – 11:30 Morning Session

WIDA Updates
Mississippi's ELLs – Identification, Exit & Monitoring
Aspects of Vocabulary
What We Know about Vocabulary from Research
Vocabulary Growth Pyramid and the Academic Word List (AWL)

11:30 – 12:15 Lunch Provided On-Site

12:15 – 4:00 Afternoon Session

The Academic Vocabulary Connection to the WIDA Framework
Content Strategies and Activities
Applying Activities to WIDA Performance Definitions
Wrap-up & Evaluation

Attachment 4g.
State Board Policy 4300 on Intervention

DESCRIPTOR TERM: **Intervention**	CODE: **4300**
ADOPTION DATE: **January 21, 2005**	REVISION: **May 18, 2007**

STATE BOARD POLICY

Intervention Process

MDE shall require an instructional model designed to meet the needs of every student. The model shall consist of three tiers of instruction.

Tier 1: Quality classroom instruction based on MS Curriculum Frameworks
Tier 2: Focused supplemental instruction
Tier 3: Intensive interventions specifically designed to meet the individual needs of students

Teachers should use progress monitoring information to (a) determine if students are making adequate progress, (b) identify students as soon as they begin to fall behind, and (c) modify instruction early enough to ensure each and every student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to the Teacher Support Team. The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the Mississippi Department of Education. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:

- designed to address the deficit areas;
- research based;
- implemented as designed by the TST;
- supported by data regarding the effectiveness of interventions.

After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

In addition to failure to make adequate progress following Tiers 1 & 2, students will be referred to the TST for interventions as specified in guidelines developed by MDE if any of the following events occur.

A. Grades 1-3: A student has failed one (1) grade;
B. Grades 4-12: A student has failed two (2) grades;
C. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR
D. A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi Curriculum Test.

Referrals to the Teacher Support Team must be made within the first twenty (20) school days of a school year if the student meets any of the criteria A-D stated above.

Attachment 6.
PARCC Signed MOU and Documents

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 7th day of June 2010, (the "Effective Date") by and between the State of MISSISSIPPI and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
    - Are comparable across states at the student level;
    - Meet internationally rigorous benchmarks;
    - Allow valid measures of student longitudinal growth; and
    - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
    - Decisions about promotion and graduation for individual students;
    - Teacher and leader evaluations;
    - School accountability determinations;
    - Determinations of principal and teacher professional development and support needs; and
    - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name:	***Lynn J. House, PhD***
Mailing Address:	***Mississippi Department of Education***
	PO Box 771
	Jackson, MS 39205
Telephone:	***601-359-3077***
Fax:	***601-359-2566***
E-mail:	***lhouse@mde.k12.ms.us***

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of MISSISSIPPI hereby joins the Consortium as a *Participating* State, and agrees to be bound by all of the assurances and commitments associated with the *Participating* State membership classification. Further, the State of MISSISSIPPI agrees to perform the duties and carry out the responsibilities associated with the *Participating* State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and

- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: Mississippi	
Signature of the Governor:	
Printed Name: **Haley Barbour**	Date: 6/7/10
Signature of the Chief State School Officer:	
Printed Name: **Tom Burnham**	Date: 6/8/10
Signature of the State Board of Education President (if applicable):	
Printed Name: **William Jones**	Date: 6/9/10

ADDENDUM 2:
MISSISSIPPI ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of Mississippi

Mississippi will work with the Consortium to ensure that all processes and procedures are implemented to ensure fidelity to the development of an appropriate comprehensive assessment system, as outlined within the application. General steps to occur include:

(1) Discussion with State Board of Education regarding implementation of grant components

(2) Discussion with stakeholder groups including the RttT Advisory Committee regarding implementation of grant components

(3) Work with consortia on adapting timelines to Mississippi Policy and Regulations

(4) Begin development of training and delivery mechanisms

(5) Participate in all appropriate activities of the consortium

(6) Work with design teams as appropriate

(7) Facilitate all aspects of implementation across the state

(8) Engage applicable offices in MDE with all aspects of implementation including financial, accounting, auditing, curriculum and instruction, federal programs, accountability, and assessment

(9) Review all timelines and activities on a monthly basis to validate appropriate progress on implementation

ADDENDUM 3:
MISSISSIPPI ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of MISSISSIPPI on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that MISSISSIPPI may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

ADDENDUM 3:
MISSISSIPPI ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Gina Davis Myrick, in my capacity as the chief procurement official for MISSISSIPPI, confirm by my signature below that MISSISSIPPI may, consistent with the procurement laws and regulations of MISSISSIPPI, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

[redacted]
NAME
Mississippi Department of Finance and Administration, Director, Office of Purchasing, Travel and Fleet Management for the State of Mississippi

06/09/2010
DATE

Mississippi Department of Education

Attachment 8a

Mississippi Statewide Accountability System

ESEA Flexibility Request
"Principle 2"

Proposed Amendments to the AYP Model
(Including AMOs)

Proposed Differentiated Rewards,
Accountability, and Support System

Office of Research and Statistics
Revised: **February 14, 2012**

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Increasing Overall Achievement and Closing the Achievement Gap Between the Highest and Lowest Performing Students: Accountability Models and ESEA Flexibility

This paper presents ideas for a statistical model to be part of a new Differentiated Recognition, Accountability, and Support System (DA) in compliance with Principle 2 as outlined in the following documents issued by the U.S. Department of Education (USED).

- ESEA Flexibility, September 23, 2011 [referenced herein as FLEX]
- ESEA Flexibility Request, September 23, 2011 [RQST]
- ESEA Flexibility Frequently Asked Questions, October 3, 2011 [FAQ]
- ESEA Flexibility Frequently Asked Questions Addendum, November 10, 2011 [FAQ2]

Included is a plan for setting new ambitious but achievable annual measurable objectives (AMOs). The new AMOs will drive an amended AYP model for the state. As required, AYP determinations will be made annually and reported for every public school and every district. The AMOs will also be used as required under the new ESEA flexibility for identifying Reward Schools and Focus Schools (the process is presented later in this document).

The amended AYP model that will be proposed under the ESEA flexibility has many advantages over the original (and subsequently amended) NCLB AYP model and will produce reliable and accurate classifications for schools and districts in the state.

The original AYP model based on NCLB (PL 107-110) §1111(b)(2) (A) through (J), regulations in 34 CFR §200.13 through §200.20, published non-regulatory guidance (2002 though 2008) and less formal "Dear Chief" correspondence from 2002 through 2008 was based on a simplistic paradigm with inherent technical flaws. The problems with the mandated model lay almost exclusively in the technical characteristics of the accountability model itself and not with issues related to the source data used as input for the model (i.e., score data from the statewide assessments, information concerning test participation, graduation rates, or attendance rates).

Proposed New Achievement Measures

The proposed amended AYP model and the proposed DA model use both the scale score distribution for a state assessment and the four defined proficiency levels (Minimal, Basic, Proficient, and Advanced) for the assessment eschewing the reduction of the student achievement information into crude categories that impede the ability of the models to use sensitive measures of student achievement and growth.

Each student's scale score is used to determine his/her exact position within the score distribution and to classify students into "highest" and "lowest" performing groups for purposes of accurately assessing achievement gaps.

Each student's assigned proficiency level is incorporated into a formula for calculating the following achievement indexes (each index is based on the full range of proficiency levels and is called a "Quality of Distribution Index" or QDI).

Overall achievement at the school, district, or state (**QDI_O**)
Achievement of the "Lowest Performing Students" (**QDI_L**)
Achievement of the "Highest Performing Students" (**QDI_H**)

A measure of the achievement gap at the school, district, or state (**QDI_{Δ}**) is calculated by subtracting the achievement index for the lowest performing students (**QDI_L**) from the achievement index for the highest performing students (**QDI_H**).

The new achievement measures and their use within ESEA Flexibility Principle 2 (DA)

The four QDI values for each school and district (as well as the state) – along with measures based on the new AMOs -- provide all the student achievement information necessary for implementing an accurate and reliable accountability model reflecting the principles established in FLEX and detailed in FAQ and FAQ2.

QDI_O is necessary for creating the school rankings necessary for identifying Title I schools falling within certain areas of the performance distribution.

Combining additional accurate and reliable information (e.g., graduation rates) with the achievement information (overall achievement improvement and closing achievement gaps) allows the assignment of Title I schools to the categories specified and defined in FLEX.

- Priority School
- Focus School
- Reward School

Characteristics of the Proposed Model

The proposed model complies fully with the following requirements for ESEA flexibility approval.

(1) The proposed system represents a fair, flexible, and focused accountability and support system with incentives for continuously improving the academic achievement of all students, closing persistent achievement gaps, and improving equity. [FLEX: Principle 2, page 4]

(2) The proposed system of differentiated recognition, accountability, and support [DA] … looks at student achievement in … reading/language arts and mathematics for all students and [for the students in] all subgroups … identified in ESEA section 1111(b)(2)(C)(v)(II); graduation rates for all students and [for the students in] all subgroups; and school performance and progress over time, including the performance and progress of [the students in] all subgroups. [FLEX: Principle 2, page 5; Timeline, page 16 / RQST: Principle 2, Section 2A, page 13]

(3) The proposed amendment to the state's AYP model sets new ambitious but achievable AMOs in … reading/language arts and mathematics for the State and all [districts], [all] schools, and [all of the students in all] subgroups, that provide meaningful goals and are used to guide support and improvement efforts. [FLEX: Principle 2, page 5; Timeline, page 15 / RQST: Principle 2, Section 2B, page 14 / FAQ: B-1 through B-7, pages 7-9; C-17, page 23]

(4) The proposed amendment to the state's AYP model includes an algorithm (similar to that used in the state's approved AYP model) that ensures that proficient and advanced scores of students with the most significant cognitive disabilities (SCD) based on alternate academic achievement standards included for AYP proficiency calculations do not exceed 1% of all students in the grades assessed within a district. [FAQ: B-8, pages 9-10]

(5) The proposed system of Differentiated Recognition, Accountability, and Support (DA) includes appropriate and statistically valid measures of student achievement (and cohort graduation rates) that allow for reliable and accurate classifications of Title I schools as:

- Reward Schools [FLEX: Principle 2, page 5; Definition 5, page 10; Timeline, page 16 / RQST: Principle 2, Section 2C, page 15 / FAQ: C-17, page 23 and C-22, page 25]
- Priority Schools [FLEX: Principle 2, page 5; Definition 4, page 10; Timeline, pages 16-17 / RQST: Principle 2, Section 2D, page 15 / FAQ: C-17, page 23 and C-22, page 25 / FAQ2: C-26a, page 6]
- Focus Schools [FLEX: Principle 2, page 5; Definition 2, page 9; Timeline, page 17 / RQST: Principle 2, Section 2E, page 16 / FAQ: C-17, page 24 and C-22, page 25]

(6) While the proposed system of Differentiated Recognition, Accountability, and Support (DA) includes all of the specific [required] components, the system was designed to incorporate innovative characteristics that are tailored to the needs of the state, [districts], schools, and students. The proposed DA system is designed to improve student achievement, close achievement gaps … and support continuous improvement for all schools. [FAQ: C-17, page 24]

(7) The state's annual [NCLB] report card will be revised to delete information related to "Title I Improvement Status" (based on NCLB §1116) and add the DA School Category (Reward School, Focus School, Priority School, TINMP School). [FAQ: C-20, page 25]

(8) Reward Schools, Focus Schools, and Priority Schools under the proposed DA system will be identified (using achievement and graduation data from SY 2010-2011 and earlier years) and the list of identified schools will be included in the state's waiver request. [RQST: Principle 2, Table 2, page 17 / FAQ: C-25, page 26]

(9) The proposed system of Differentiated Recognition, Accountability, and Support [DA] will take into account student growth once high-quality assessments have been adopted. The student level growth model will be developed and pilot tested using the 2013-2014 pilot and 2014-2015 live administrations of the state's high quality assessments. [FLEX: Principle 2, page 5; Definition 8, page 11 / RQST: Principle 2, Section 2A, page 13 / FAQ: C13, page 21]

Ensuring Improvement for Students in all NCLB Subgroups

One of the main goals of NCLB was ensuring that all students (including those in all NCLB subgroups) made progress – ensuring that no students were "left behind." However, the design of the AYP model (using a set of conjunctive standards based on separate demographic subgroups) guaranteed, instead, that subgroup differences could not be accurately measured and that significant numbers of schools and districts would be misclassified regarding their need for improvement.

It is possible to ensure that students in each NCLB subgroup make progress and that the achievement gaps among students in those subgroups are closed without actually including all of the separate subgroups within an accountability model. The proposed AYP model amendment and the proposed DA system outlined in this paper use sensitive and reliable measures of student achievement and reliable measures of school and district level achievement within a contrasting achievement group paradigm to meet the NCLB goal of ensuring that students in each subgroup make progress and that the achievement gaps among students in those subgroups are closed.

Under the old AYP model (using an n count of 40), 74% of the schools in Mississippi were not held accountable for the IEP subgroup (that was 49% of the special education students). Under our proposed model only 2% of schools would have fewer than 40 students in the "lowest

performing" subgroup (0.4% of the lowest performing students). See **Appendix 6**, Tables 1 and 2.

Under the proposed system, "Quality of Distribution Index" (QDI) values, described earlier under "Proposed New Achievement Measures," are calculated for the overall achievement at the school, district, or state (**QDI_O**), the achievement of the "Lowest Performing Students" (**QDI_L**), and the achievement of the "Highest Performing Students" (**QDI_H**). A measure of the achievement gap at the school, district, or state (**QDI_Δ**) is calculated by subtracting the achievement index for the lowest performing students (**QDI_L**) from that for the highest performing students (**QDI_H**).

> Note: See **Appendix 2**, Tables 1 through 7 for actual QDI calculations and **Appendix 4** for information on quantile calculations and subgroup assignment logic.

Schools and districts must improve overall student performance and close the achievement gaps between the highest and lowest performing students (including the performance of students in all NCLB subgroups) in order to reach the AMO goal. If students in some of the NCLB subgroups are allowed to perform poorly, the achievement gap will not be closed and the "lowest performing students" subgroup will not reach the AMO goal.

Although the proposed amended AYP model incorporates only two achievement subgroups ("All Students" and "lowest performing students") for ensuring improved performance of the students in all NCLB subgroups, supplemental analyses are run to determine the percentages of students in each NCLB subgroup with scores in the "low performing students" subgroup.

Appendix 6, Table 3 shows the percentages of students from each of the NCLB AYP subgroups represented in the "highest performing", "middle," and "lowest performing" areas of the overall distribution (separately for RLA, MTH, and Science). The "lowest performing" area in this table represents the "lowest performing students" subgroup in our proposed AYP and DA models. It is clear that the majority of special education students and a significant percentage of the LEP students are placing within the "lowest performing students" subgroup.

Separate sets of QDI values are calculated for the current school year and for two earlier school years. Once the QDI values have been calculated, they are used for making AYP determinations and for identifying schools under the Differentiated Accountability system using the steps described on pages 5 through 9 (figures on those pages show how the classification criteria are applied).

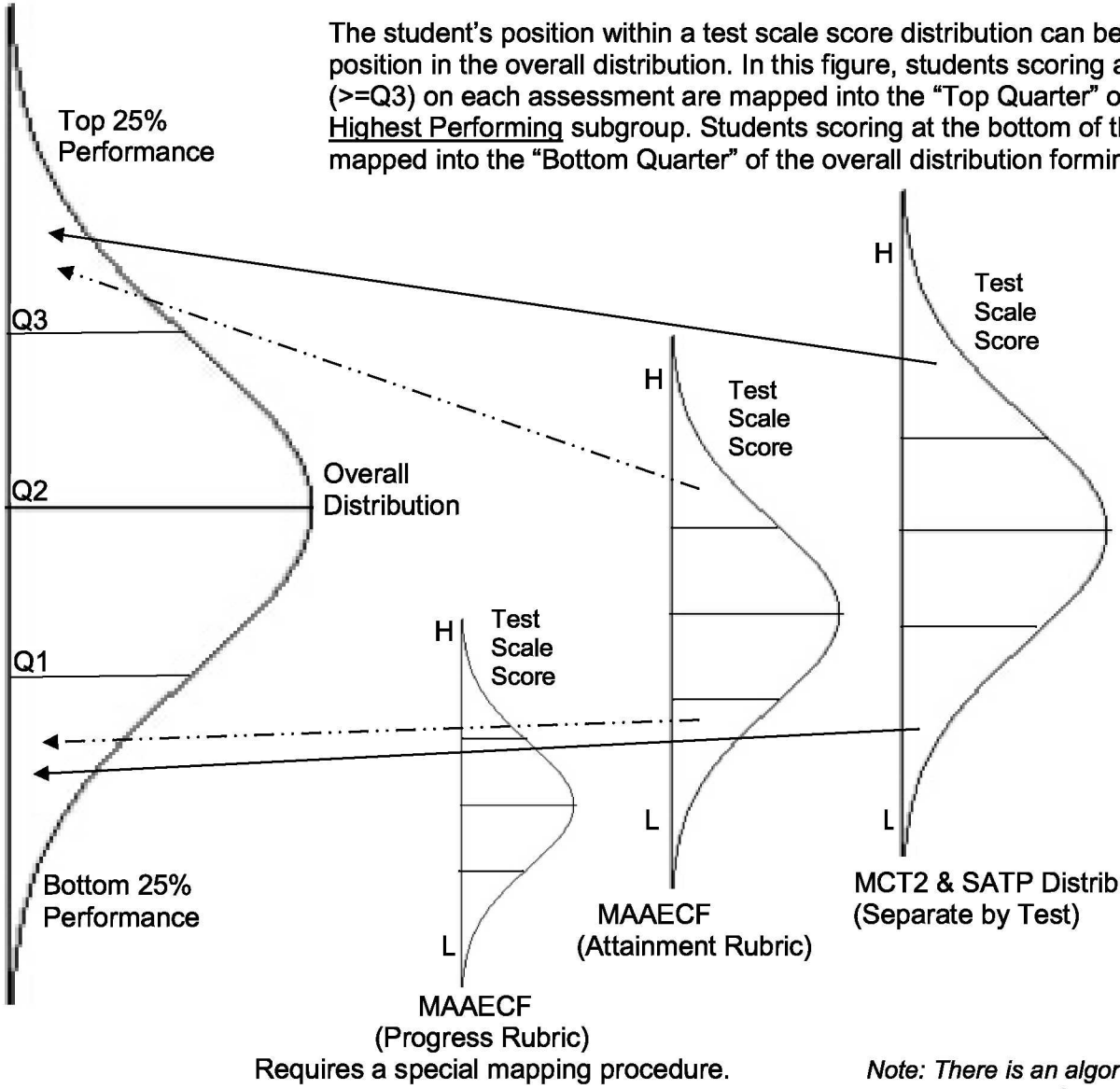
Appendix 5 contains technical notes on the Differentiated Accountability system, the variables used for evaluating the eligibility criteria, and the proposed "cut" values. The procedures described in that Appendix were used to identify the Priority, Focus, and Reward schools listed in the state's flexibility request.

In summary, the proposed amended AYP model and the proposed Differentiated Accountability system are designed to improve student achievement, close achievement gaps and support continuous improvement for all schools.

The following pages outline the steps used to identify schools under the proposed Differentiated Accountability system.

Step 1. Map student performance on a test scale score distribution to an overall student performance distribution.

The student's position within a test scale score distribution can be statistically mapped to a corresponding position in the overall distribution. In this figure, students scoring at the top of the scale score distribution (>=Q3) on each assessment are mapped into the "Top Quarter" of the overall distribution forming the Highest Performing subgroup. Students scoring at the bottom of the scale score distributions (<Q1) are mapped into the "Bottom Quarter" of the overall distribution forming the Lowest Performing subgroup.



Note: Students falling within the inner quartile range (Q1-Q3) in a scale score distribution are mapped into the center of the overall distribution (arrows not shown on the figure). They are not part of the Highest and Lowest Performing subgroups.

This procedure is appropriate for measuring subgroup achievement gaps and assessing a school's effectiveness in closing the gaps between the highest and lowest performing students regardless of the demographic subgroups to which the students belong.

The goal is for a school to systematically close the achievement gap (by increasing the performance of the lowest performing subgroup) while increasing overall student achievement. [See figure on the next page]

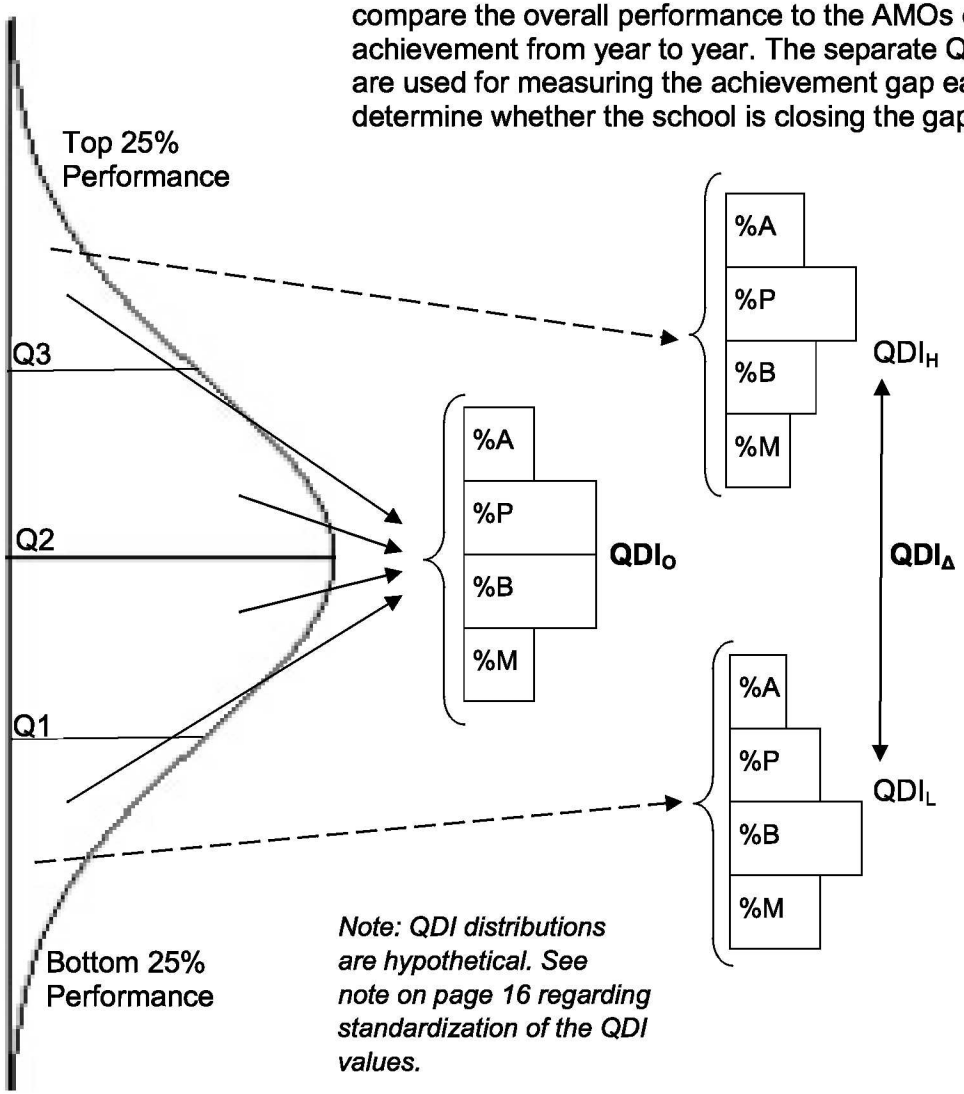
Options for use of score distributions:
(1) Overall distribution based on collapsed RLA & MTH scores.
(2) Separate RLA & MTH distributions.

Note: The distributions above are depicted as symmetrical/mesokurtic for illustration purposes only – the actual distributions will vary.

Note: There is an algorithm for adjusting the contribution of students scoring in the proficient and advanced levels on the MAAECF in districts where the percentage of students scoring in those levels exceeded 1% of all students in the grades assessed.

Step 2. Calculate an overall QDI value and separate QDI values for the highest and lowest performing subgroups.

The overall QDI value reflects the academic achievement of all students in the school. It is used to compare the overall performance to the AMOs every year and to assess school level improvement in achievement from year to year. The separate QDI values for the highest and lowest performing subgroups are used for measuring the achievement gap each year and for monitoring changes in the gap value to determine whether the school is closing the gap between its highest and lowest performing students.



Note: QDI distributions are hypothetical. See note on page 16 regarding standardization of the QDI values.

Note: QDI values are calculated using the percentage of students scoring in each proficiency level on the assessment:
A=Advanced, P=Proficient, B=Basic, and M=Minimal

QDI$_O$ is an overall measure of achievement for all students in the school. It represents the "all students" subgroup.

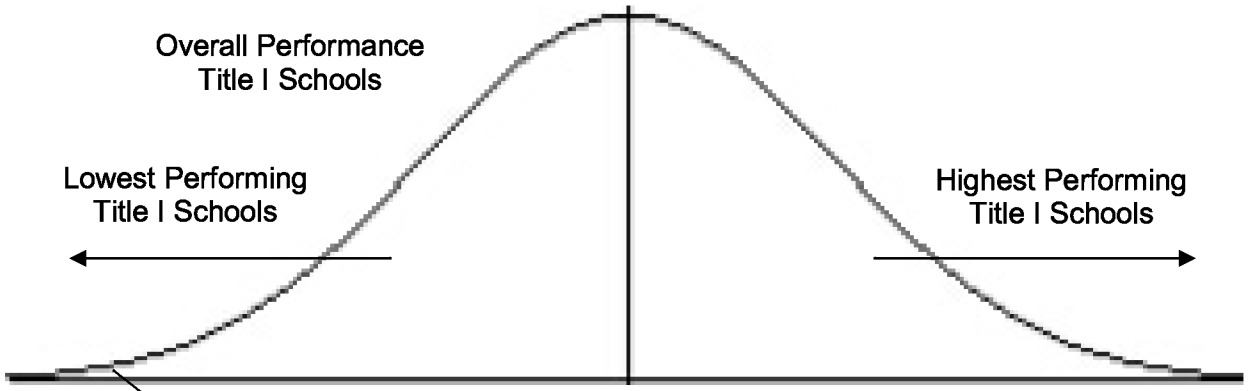
QDI$_H$ is a measure of achievement for the highest performing students in the school regardless of their demographic classifications.

QDI$_L$ is a measure of achievement for the lowest performing students in the school regardless of their demographic classifications.

QDI$_\Delta$ is a measure of the achievement gap at the school. The larger the difference between **QDI$_H$** and **QDI$_L$**, the larger the achievement gap. Initially, students in the "low" subgroup will likely comprise many students with historically low performing demographics (IEP, LEP, economically disadvantaged, minority). To close the achievement gap, the performance of students in all demographic classifications must improve – none can be left behind.

The **QDI$_O$** and **QDI$_\Delta$** values are used together to determine whether overall performance at the school is improving (is on target to reaching the achievement goal) and whether the school is closing the achievement gap between the highest and lowest performing students regardless of the demographic subgroups to which they belong. [See figure on the next page]

Step 3. Create school level distributions of overall performance over time (**QDI_O**) and identify **Priority Schools**.



Overall school performance
In earlier years (using **QDI_O**)

***Priority School**: A "priority school" is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is—

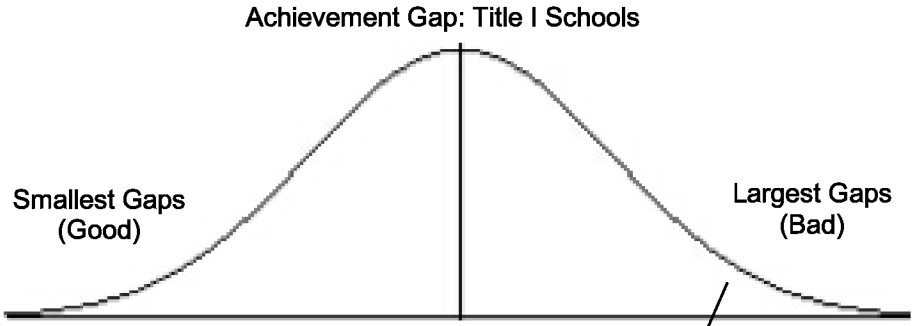
- a school among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group;
- a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or
- a Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model.

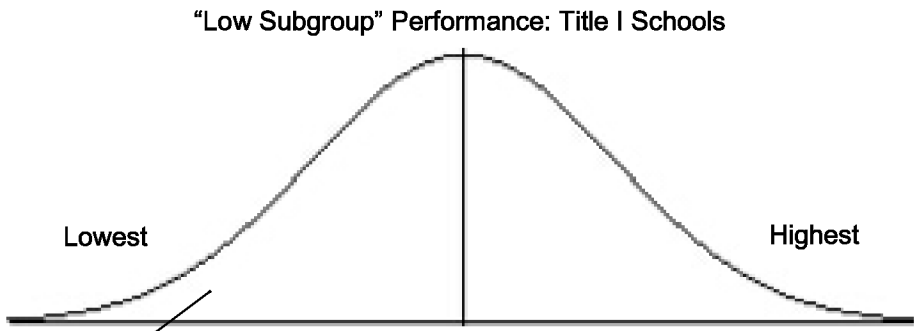
Cohort graduation rates for current and earlier school years from the Office of Research and Statistics.

SIG Program Information from the Office of Federal Programs

*Definition of Priority School is from *ESEA Flexibility*, September 23, 2011, U.S. Department of Education, page 10.

Step 4. Create school level distributions of achievement gaps (**QDI_{Δ}**) and "low" subgroup performance (**QDI_{L}**) and identify **Focus Schools**.





* **Focus School**: A "focus school" is a Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State. The total number of focus schools in a State must equal at least 10 percent of the Title I schools in the State. A focus school is—

- a school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates; or
- a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates.

An SEA must also identify as a focus school a Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school.

These determinations must be based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, or, at the high school level, graduation rates for one or more subgroups.

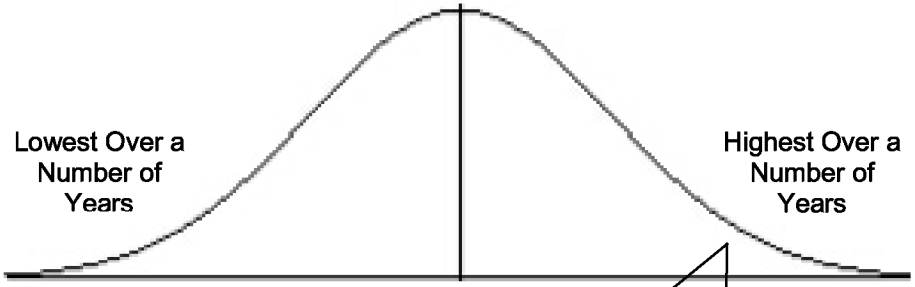
Cohort graduation rates for current and earlier school years from the Office of Research and Statistics (discuss "within school gaps").

"**Over a number of years**" was embedded in the criteria under "Priority Schools" and "Reward Schools"

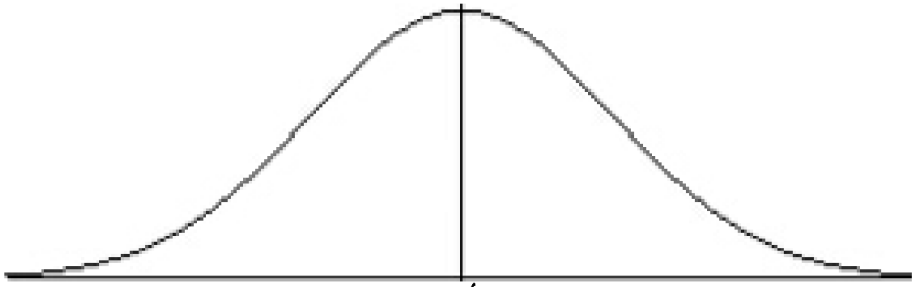
*Definition of Focus School is from *ESEA Flexibility*, September 23, 2011, U.S. Department of Education, page 9.

Step 5. Use the school level distributions of overall performance (**QDI_O**), create AYP/AMO distributions for **QDI_O** and **QDI_H** and use the achievement gap distributions (**QDI_Δ**) to identify **Reward Schools**.

Overall Performance: Title I Schools



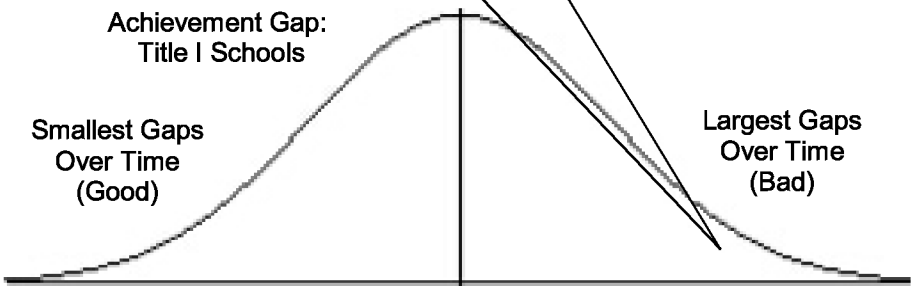
"AYP/AMO Distribution: Title I Schools
(Overall and for Lowest Performing Students Subgroup)



***Reward School**: A "reward school" is a Title I school that, based on the most recent data available, is—

- a "**highest-performing school**," which is a Title I school among the Title I schools in the State that have the highest absolute performance over a number of years for the "all students" group and for all subgroups, on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and, at the high school level, is also among the Title I schools with the highest graduation rates. A highest-performing school must be making AYP for the "all students" group and all of its subgroups. A school may not be classified as a "highest-performing school" if there are significant achievement gaps across subgroups that are not closing in the school; or
- a "**high-progress school**," which is a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the "all students" group over a number of years on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a "high-progress school" if there are significant achievement gaps across subgroups that are not closing in the school.

Achievement Gap:
Title I Schools



Cohort graduation rates for current and earlier school years from the Office of Research and Statistics.

*Definition of Reward School is from *ESEA Flexibility*, September 23, 2011, U.S. Department of Education, page 10.

APPENDIX 1

Technical Nuances – Ensuring Reliability and Validity in the AYP and DA Models

Applying the "1% Rule" in the Amended AYP Model

The proposed amended AYP model complies with 34 CFR §200.13(c)(4) that requires that the proficient and advanced scores of students with the most significant cognitive disabilities (SCD) based on alternate academic achievement standards included for AYP proficiency calculations do not exceed 1% of all students in the grades assessed within a district.

The procedure developed for implementing the rule (beginning with the AYP model run in 2004) uses a simple computer algorithm that applies an apportioning constant to each proficiency flag from the state's alternate assessment for SCD students. The apportioning constant is calculated for each district based on the degree to which the district exceeds the 1% cap. For example, if the number of SCD students with alternate assessment scores in the proficient and advanced level is twice that allowed, the calculated apportioning constant is 0.5. The algorithm applies the apportioning constant to the each student's proficiency flag (1.0 = proficient) causing the student to count as "half of a proficient student" within the AYP proficiency index calculations.

The algorithm worked equally well when "partial credit" was allowed in the NCLB AYP model (in 2005). In the hypothetical case above, a partially proficient alternate assessment score (proficiency flag=0.5) would be adjusted to 0.25. The student would count as "one quarter of a proficient student."

The computer algorithm used in the proposed amended AYP model accomplishes the same task. Since the student proficiency measures used in the amended AYP model represent full range performance distributions (not crude dichotomous proficiency classifications), the algorithm operates somewhat differently.

For any SCD alternate assessment score in the proficient or advanced levels, the proficiency flag for the assigned proficiency level (1.0) is multiplied by the district apportioning constant. In the hypothetical example above, the flag becomes 0.5 and the student counts as "one half of a proficient student." A separate value (calculated as 1 minus the district apportioning constant) is then assigned within the "not-proficient" portion of the full range performance distribution. In the case of a district with an apportioning constant of 0.75, the student would count as 75% (1.0 X 0.75) proficient and 25% (0.0 + [1.0 – 0.75] = 0.0 + 0.25) not-proficient. QDI values calculated using the adjusted distribution reflect the appropriate percentages of proficient and non-proficient students in compliance with the 1% rule.

Minimum N and Cut Points for Establishing the Contrasting Achievement Subgroups

The contrasting achievement group design in the amended AYP model will help eliminate a problem in the NCLB AYP model. In compliance with the NCLB requirement that data used for making AYP determinations are valid and reliable [NCLB §1111(b)(2)(C)(v)(II)(dd) and 34 CFR §200.20(c)and (d)], all states established a minimum N value. Subgroups containing fewer students are not counted for AYP purposes. That meant that for many schools and small districts, students counted within the "all students" group, but not within certain demographic subgroups.

Contrasting groups analysis has historically been conducted by assigning students to the high and low performance groups using the 75th percentile / P75 (3rd Quartile / Q3) and 25th percentile / P25 (1st Quartile / Q1) points in the overall distribution – the top and bottom quarters. There are two reasons for using groups near the ends of the distribution and ignoring students falling in the middle. First, if the distribution is split in the middle and all students are included in either the high or low group, students with performance very near the cut point might be incorrectly classified based on measurement error. Some students who should be in the high group would be incorrectly assigned to the low group and some students who should be in the low group would be incorrectly assigned to the high group. Thus, the corresponding statistics for the contrasting groups would not be accurate. Secondly, using only students falling at the top and bottom of the distribution (ignoring those in the middle) allows performance differences to be detected more readily.

Using the state's approved minimum N of 40, practically all schools will have enough students to have both subgroups included for making AYP determinations. Under the old AYP model, 74% of the schools in Mississippi were not held accountable for the IEP subgroup (that was 49% of the special education students). Under our proposed model only 2% of schools would have fewer than 40 students in the "lowest performing" subgroup (0.4% of the lowest performing students). See **Appendix 6**, Tables 1 and 2.

APPENDIX 2

Development of the New Model – Data Tables

Table 1. 2010-2011 Student Level Proficiency Distributions (FAY Students Only)

Test[1]	N-Count	% Minimal	% Basic	% Proficient	% Advanced	QDI[2]
MCT2 Language (All)[3]	212,463	12.8	33.8	43.6	9.8	**150**
MCT2 Language (non SPE)	193,431	10.3	33.3	46.0	10.5	157
MCT2 Language (SPE only)	19,029	39.0	38.8	18.7	3.6	87
MAAECF Language (A&P)	2,670	35.3	40.3	21.9	2.5	**92**
MAAECF LA (Attainment)	2,330	31.0	41.9	24.3	2.9	99
MAAECF LA (Progress)	340	64.4	30.0	5.6	0.0	41
MCT2 Math (All)	212,341	14.4	24.3	47.0	14.3	**161**
MCT2 Math (non SPE)	193,322	11.7	24.0	49.1	15.2	168
MCT2 Math (SPE only)	19,016	41.7	27.4	25.9	5.0	94
MAAECF Math (A&P)	2,670	36.0	39.8	20.3	3.9	**92**
MAAECF MA (Attainment)	2,330	31.9	40.8	22.9	4.5	100
MAAECF MA (Progress)	340	64.1	32.9	2.7	0.3	39
Science Test 5/8 (All)	68,073	16.8	27.5	38.2	17.4	**156**
Science Test 5/8 (non SPE)	62,508	14.6	27.3	39.8	18.4	162
Science Test 5/8 (SPE only)	5,563	42.3	30.7	20.8	6.3	91
MAAECF Science (A&P)	938	24.1	44.7	29.9	1.4	**109**
MAAECF SCI (Attainment)	835	21.6	44.2	32.7	1.6	114
MAAECF SCI (Progress)	103	44.7	48.5	6.8	0.0	62
English II (All)	32,074	21.0	21.7	39.3	18.0	**154**
English II (non SPE)	29,522	16.7	22.1	41.9	19.4	164
English II (SPE only)	2,552	70.5	17.8	10.1	1.6	43
Algebra I (All)	33,422	6.9	15.5	43.6	34.0	**205**
Algebra I (non SPE)	30,730	4.3	14.6	44.9	36.2	213
Algebra I (SPE only)	2,692	36.4	26.3	29.4	8.0	109
Biology NEW (All)	32,037	13.6	30.7	45.4	10.3	**152**
Biology NEW (non SPE)	29,747	10.9	30.7	47.5	11.0	159
Biology NEW (SPE only)	2,289	48.9	31.5	18.0	1.6	72

[1]Test results in this table are collapsed across grades. Algebra results differ significantly by grade.

[2]QDI is a general measure of performance based on the statewide proficiency level distribution.

Table 2. 2010-2011 Student Level Test Statistics for ESEA (FAY Students Only)

Test[1]	N-Count	SS Mean	SD	Low SS	High SS	
MCT2 Language (All)	212,614	149.7	12.1	106	190	
MCT2 Language (non SPE)	193,541	150.7	11.5	106	190	
MCT2 Language (SPE only)	19,070	139.6	13.6	106	187	
MAAECF Language (A&P)	2,670	75.4	27.5	0	132	
MAAECF LA (Attainment)	2,330	78.5	26.2	0	132	
MAAECF LA (Progress)	340	54.6	27.4	0	115	
MCT2 Math (All)	212,614	152.2	11.9	104	190	
MCT2 Math (non SPE)	193,541	153.1	11.3	105	190	
MCT2 Math (SPE only)	19,070	142.8	13.7	104	190	
MAAECF Math (A&P)	2,670	79.0	29.0	0	157	
MAAECF MA (Attainment)	2,330	82.1	27.8	0	157	
MAAECF MA (Progress)	340	57.8	28.5	0	126	
Science Test 5/8 (All)	68,073	150.3	12.0	110	192	
Science Test 5/8 (non SPE)	62,508	151.1	11.5	110	192	
Science Test 5/8 (SPE only)	5,563	141.3	13.6	110	190	
MAAECF Science (A&P)	938	85.6	33.0	0	154	
MAAECF SCI (Attainment)	835	88.3	32.2	0	154	
MAAECF SCI (Progress)	103	63.5	31.0	0	119	
English II (All)	32,074	650.4	12.2	610	691	
English II (non SPE)	29,522	651.7	11.5	610	691	
English II (SPE only)	2,552	636.1	11.5	609	674	
Algebra I (All)	33,422	656.7	12.0	610	691	
Algebra I (non SPE)	30,730	657.7	11.4	610	691	
Algebra I (SPE only)	2,692	645.2	13.1	610	683	
Biology NEW (All)	32,037	650.6	11.4	610	688	
Biology NEW (non SPE)	29,747	651.5	10.8	610	688	
Biology NEW (SPE only)	2,289	638.6	13.1	610	684	

[1]Test results in this table are collapsed across grades. Algebra results differ significantly by grade.

Table 3. 2010-2011 Quartile Statistics by Test Based on School Level Distributions

(All statistics represent scale score values from the corresponding test.)

Test[1]	# Schools	Q1 Mean/SD	Q1 L/Mdn/H	Q3 Mean/SD	Q3 L/Mdn/H	Q3 – Q1
MCT2 Language	682	142.6 / 4.9	110/143/161	156.4 / 4.7	110/157/169	13.8
MAAECF LA (Attainment)	609	67.5 / 24.0	0/69/124	85.4 / 24.0	0/89/132	17.9
MAAECF LA (Progress)	191	51.8 / 26.7	0/53/115	59.9 / 26.7	0/62/115	18.1
English II (All)	260	643.1 / 5.3	619/643/659	656.7 / 5.0	629/657/667	13.6
MCT2 Math (All)	682	145.2 / 4.7	116/145/166	158.5 / 4.5	134/159/190	13.3
MAAECF MA (Attainment)	609	71.1 / 25.6	0/72/143	89.1 / 26.0	0/91/146	18.0
MAAECF MA (Progress)	191	54.7 / 28.1	0/59/126	63.7 / 27.9	0/69/126	9.0
Algebra I (All)	389	653.3 / 7.9	620/653/674	663.6 / 7.2	620/664/683	10.3
Science Test 5/8 (All)	594	143.4 / 5.9	112/143/177	155.9 / 5.9	112/156/190	12.5
MAAECF SCI (Attainment)	408	81.2 / 31.0	0/85/154	94.1 / 31.9	0/97/154	12.9
MAAECF SCI (Progress)	81	63.0 / 31.7	0/66/119	67.9 / 30.9	0/76/119	4.9
Biology NEW (All)	257	644.1 / 5.3	621/644/657	656.1 / 5.3	621/656/668	12.0

[1]Test results in this table are collapsed across grades. Algebra results differ significantly by grade.

The values in this table are from the initial run using SAS PCTLDEF definition 5 (see Appendix 4 for additional information).

Table 4. 2010-2011 Overall Performance Distributions
(Student Level Distributions – Students Assigned Based on School Distributions)

Test[1]	Bottom N-Count	Middle N-Count	Top N-Count	Bottom %	Middle %	Top %
MCT2 Language	58,016	102,043	58,570	26.5	46.7	26.8
MAAECF LA (Attainment)	615	1,101	621	26.3	47.1	26.6
MAAECF LA (Progress)	0	339	0	0.0	100.0	0.0
English II (All)	8,484	15,030	8,566	26.5	46.9	26.7
RLA – Across Tests	**67,115**	118,513	**67,757**	**26.5**	**46.8**	**26.7**
	Used for QDI_L		Used for QDI_H			
	253,374					
	Used for QDI_O					
MCT2 Math (All)	58,109	100,963	54,428	27.2	47.3	25.5
MAAECF MA (Attainment)	620	1,094	623	26.5	46.8	26.7
MAAECF MA (Progress)	0	339	0	0.0	100.0	0.0
Algebra I (All)	9,175	14,990	9,259	27.5	44.9	27.7
MTH – Across Tests	**69,904**	117,386	**64,310**	**27.2**	**47.0**	**25.8**
	Used for QDI_L		Used for QDI_H			
	249,593					
	Used for QDI_O					
Science Test 5/8 (All)	18,355	31,524	18,197	27.0	46.3	26.7
MAAECF SCI (Attainment)	236	364	232	28.4	43.8	27.9
MAAECF SCI (Progress)	0	104	0	0.0	100.0	0.0
Biology NEW (All)	8,555	14,938	8,546	26.7	49.6	26.7
SCI – Across Tests	**27,146**	46,930	**26,975**	**26.9**	**46.4**	**26.9**
	Used for QDI_L		Used for QDI_H			
	101,045					
	Used for QDI_O					

[1]Test results in this table are collapsed across grades. Algebra results differ significantly by grade.

Note: All MAAECF scores based on the Progress Rubric are mapped into the middle of the overall distribution because that assessment produces a truncated scale score distribution and limits students' proficiency levels to Minimal and Basic.

Table 5. State Level QDI Values (QDI Overall, Highest Subgroup, Lowest Subgroup, Gap)

	QDI_O	QDI_H	QDI_L	QDI_Δ
Mississippi Statewide Performance	158	247	58	189

Note: The calculations in this table used the students shown in Table 4 (selected using the school level test scale score distributions).

Table 6. Proficiency Distributions for Calculating State Level QDI Values

QDI Value (Students Used)	N (Scores)	%Minimal	%Basic	%Proficient	% Advanced
QDI_O (Uses all Students)	608,389	14.1	27.9	43.9	14.1
QDI_H (>= P75 Students)	160,592	0.1	1.0	51.2	47.7
QDI_L (< P25 Students)	163,009	49.4	43.9	6.1	0.6

Note: Includes 3rd grade language and mathematics scores back-mapped to student's actual K-2 school.

Table 7. School Level QDI Statistics
(QDI Overall, Highest Subgroup, Lowest Subgroup, Gap)

QDI Value	# Schools	Mean QDI	SD	Min	Mdn	Max
Test Data for SY 2010/2011						
QDI_O	832	154.5	31.0	65	156	242
QDI_H	832	243.7	27.0	173	242	300
QDI_L	832	54.3	33.6	0	53	171
QDI_Δ	832	189.3	18.3	113	191	264
Test Data for SY 2009/2010						
QDI_O	843	149.9	33.3	61	150	260
QDI_H	843	240.4	30.0	149	237	300
QDI_L	843	49.2	34.3	0	48	204
QDI_Δ	843	191.2	22.4	95	190	271
Test Data for SY 2008/2009						
QDI_O	838	143.1	34.0	64	144	262
QDI_H	838	233.3	29.8	153	230	300
QDI_L	838	44.2	33.5	0	43	209
QDI_Δ	838	189.1	18.9	91	190	250

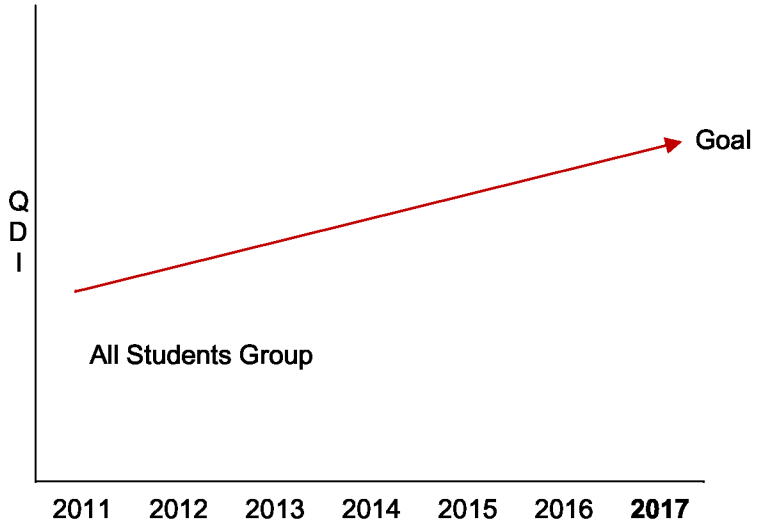
Note: 2011 Correlation between QDI_O and QDI_Δ = -0.35 (gaps exist at both ends of the QDI_O scale).

APPENDIX 3

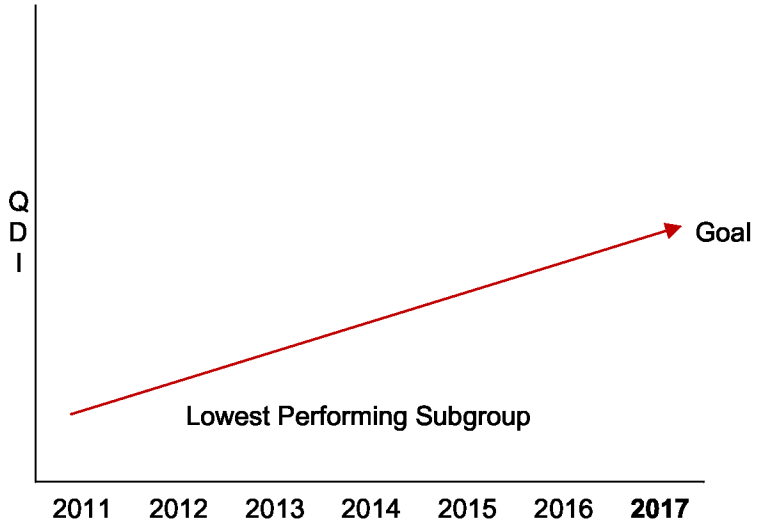
Resetting AMOs

The figures below show AMO trajectories based on state level data under Option A. The change required for the lowest performing subgroup to reach the goal is greater than the improvement required for the all students group. This is a requirement under the ESEA flexibility for resetting AMOs.

Option A: Decrease the percentage of non-proficient students by half by 2016-2017.



The line begins at the 2010-2011 performance point (QDI=158)
Calculations: 200 – 158 = 42 / 2 = 21 (total QDI point increase required by 2017)
The required QDI change per year is 21 / 6 = 3.5 (rounds to 4 points)
The line ends in 2017 at a QDI goal value of 182 (see Table 1)



The line begins at the 2010-2011 performance point (QDI=58)
Calculations: 200 – 58 = 142 / 2 = 71 (total QDI point increase required by 2017)
The required QDI change per year is 71 / 6 = 11.833 (rounds to 12 points)
The line ends in 2017 at a QDI goal value of 130 (see Table 1)

Mississippi will reset its AMOs using Option A. The Option A AMO calculations are based on the procedure described in the USED Flexibility documents (FLEX, FAQ, RQST) with an overall proficiency goal of QDI 200.

Although the proposed amended AYP model incorporates only two achievement subgroups ("All Students" and "lowest performing students") for ensuring improved performance of the students in all NCLB subgroups, supplemental analyses are run to determine the percentages of students in each NCLB subgroup with scores in the "low performing students" subgroup.
Table 3 in **Appendix 6** shows the percentages of students from each of the NCLB AYP subgroups represented in the three areas of the overall distribution. The "lowest performing" area in this table represents the "lowest performing students" subgroup. It is clear that the majority of special education students and a significant percentage of the LEP students are placing within the "lowest performing students" subgroup.

Using the NCLB subgroups with a minimum N of 40 in 2011, 49% of students with disabilities and 83% of LEP students were not included in school AYP determinations. Under our proposed amendment, only 0.4% of students in the lowest performing subgroup would not be included for making AYP determinations

Table 1. State AMOs

School Year	All Students	Lowest Performing Subgroup
2011-2012	162	70
2012-2013	166	82
2013-2014	170	94
2014-2015	174	106
2015-2016	178	118
2016-2017	182	130

Statistics for New AMOs Under Option A

Under the ESEA flexibility, separate AMOs are established for each school and district in the state based on student performance in 2010-2011. The following information shows the results using re-set school level AMOs.

For every school in the state, the 2010/2011 data were used to set a baseline. A trajectory was calculated that represented decreasing the percentage of non-proficient students by half by 2017 (Option A). Separate AMOs were established for the "all students" group and the "lowest performing students" subgroup. School level statistics are shown below.

The average QDI increase required for the "all students subgroup across all schools is about 23 points (about 4 points per year). For the "lowest performing students" subgroup, the required QDI increase is much larger – about 73 points (about 12 points per year).

Table 2. **Total** Required QDI Point Increase from Baseline in 2011 to Goal

	All Students	Lowest Performing Subgroup
# Schools	832	832
Mean	**23.2**	**72.8**
SD	14.7	16.8
Maximum	67.5	100.0
75th Percentile	34.3	86.0
Median	**22.0**	**73.5**
25th Percentile	11.8	63.0
Minimum	0.0	14.5

Table 3. **Per Year** Required QDI Point Increase from Baseline in 2011 to Goal

	All Students	Lowest Performing Subgroup
# Schools	832	832
Mean	**3.9**	**12.1**
SD	2.5	2.8
Maximum	11.3	16.7
75th Percentile	5.7	14.3
Median	**3.7**	**12.3**
25th Percentile	2.0	10.5
Minimum	0.0	2.4

APPENDIX 4

Quantile Calculations and Subgroup Selection Logic for the ESEA Differentiated Rewards, Accountability and Support System

January 18, 2012

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Office of Research and Statistics
Mississippi Department of Education

The procedures in the state's waiver request under ESEA flexibility include forming contrasting achievement groups for purposes of measuring achievement gaps and tracking the performance of the lowest performing students. In the initial work, computer programs determined two quantile points and used those values for assigning students to "low performing" and "high performing" subgroups. Low performing students were defined as those scoring in the bottom quarter of the scale score distribution and high performing students were defined as those scoring in the top quarter of the distribution. Accordingly, the program calculated the scale score falling at the 25th percentile (P25) / 1st quartile (Q1) and the scale score falling at the 75th percentile (P75) / 3rd quartile (Q3) for each test distribution for every school and every district in the state. Each student's scale score was compared to the Q1 and Q3 values to determine if he/she would be assigned to the low performing subgroup or the high performing subgroup.

The text below is from *SAS User's Guide: Basics, Version 5 Edition*, © 1985, page 737.

Quantiles

Quantiles, including percentiles, quartiles, and the median, are useful for a detailed study of a distribution. For a set of measurements arranged in order of magnitude, the pth percentile is the value that has p% of the measurements below it and $(100-p)$% above it. The median is the 50th percentile. Since it may not be possible to divide your data so that you get exactly the desired percentile, a more precise definition is used (see the UNIVARIATE procedure).

The upper quartile of a distribution is the value below which 75% of the measurements fall (the 75th percentile). Twenty-five percent of the measurements fall below the lower quartile value. Selected percentiles and quartiles are calculated by the UNIVARIATE procedure. The RANK procedure can be used to calculate any desired quantiles.

Consistent with the definition of percentiles, a certain percentage of student scores fall <u>below</u> the stated percentile value. For example, 25% of the student scores fall <u>below</u> (not at or below) the calculated 25th percentile value. This is true for distributions containing very large numbers of students with at all possible score values represented in the distribution. So, the initial selection logic assigned a student to the low performing subgroup if his/her scale score was <u>below</u> the Q1 value and to the high performing subgroup is his/her scale score was <u>at or above</u> the Q3 value (75% of the scores are below Q3, so 25% of the scores are at or above Q3).

When using distributions containing small numbers of students (the case for many schools and districts) the logic above is unlikely to place exactly 25% of the students in the low and high performing subgroups. However, in the initial analyses, the average percentages of students being assigned to the low and high performing subgroups were quite different -- 25% and 28%, respectively. Percentages closer to 25%/25% could not be achieved by simply changing the Boolean logic.

Using all possible scale score comparisons to the Q1 and Q3 points still resulted in non equivalent percentages. The solution was to adjust both the comparison logic and the specific quantile calculation equation.

The text below is from SAS User's Guide: Basics, page 1186. It shows different ways of calculating quantile points.

For distributions containing very large numbers of students with all possible score values represented in the distribution, the quantiles produced under the different definitions are nearly identical and the percentages of students identified using those quantiles would be nearly identical. With small distributions containing non consecutive scale scores the quantiles can exhibit greater variability. The task was to select the definition that would work best with the school level distributions comprising small numbers of students.

Computational Methods

The sample mean, the sample standard deviation, the minimum, and the maximum are computed using the original data. All other statistics are computed after the data have been truncated to single precision (approximately seven significant digits).

Standard algorithms (Fisher 1973) are used to compute the moment statistics. Using the PCTLDEF= option, you can specify one of five methods for computing quantile statistics. See "SAS Descriptive Procedures" for computations.

Let n be the number of nonmissing values for a variable and let $x_1, x_2, \ldots, x_n$ represent the ordered values of the variable. For the tth percentile, where $p = t/100$, let

$$np = j + g$$

where j is the integer part and g is the fractional part of np.

The tth percentile, y, for example, is defined as:

DEFINITION 1: weighted average at x_{np}

$$y = (1-g)x_j + gx_{j+1}$$

where x_0 is taken to be x_1

DEFINITION 2: observation numbered closest to np

$$y = x_i$$

where i is the integer part of $np + 1/2$

DEFINITION 3: empirical distribution function

$$y = x_j \quad \text{if } g = 0$$
$$y = x_{j+1} \quad \text{if } g > 0$$

Continued on the Next Page

DEFINITION 4: weighted average aimed at x_{np+1}

$$y = (1-g)x_j + gx_{j+1}$$

where $(n+1)p = j + g$

where x_{n+1} is taken to be x_n

DEFINITION 5: empirical distribution function with averaging

$$y = (x_j + x_{j+1})/2 \text{ if } g = 0$$
$$y = x_{j+1} \quad \text{if } g > 0$$

where $np = j + g$.

Definition 5 is the SAS default and is the most frequently used method of calculating quantiles. This definition was used in the initial work. In conjunction with the standard Boolean logic for placing students in the low and high performing subgroups, the calculated quantiles produced subgroups containing differing percentages of students.

Analyses using all five definitions above combined with all possible comparisons ("below" and "at or below" for Q1 crossed with "at or above" and "above" for Q3) produced a wide variety of subgroup assignment patterns.

The best combination places 26-27% of the students in each of the subgroups. That combination used quantile calculation Definition 4, an "at or below" comparison for Q1 and an "at or above" comparison for Q3.

APPENDIX 5

Technical Notes on DA Criteria and Triage Logic

Table 1. Characteristics of DA Criterion Flags (Triage Flags) Ver. 1.6 / February 14, 2012

Binary Variable[1]	Short Description	Timeframe	Title I Status	Criterion Value Determined	Primary Requirement	Secondary Requirement	State Selection[3]
Criteria for Identification of **Priority** Schools (see Page 12)[1]							
PRI_ACH	In lowest 5% on overall achievement	Current year	Participant	Set in Flex	Must meet both ("and")		In 5%
PRI_LOP	Lack of progress in overall achievement	Over 3 years	Participant	State Call			
PRI_PHS	Participating HS with <60% grad rate	Over 3 years	Participant	Set in Flex	Single ("or")		In 5%
PRI_EHS	Eligible HS with <60% grad rate	Over 3 years	Eligible	Set in Flex	Single ("or")		In 5%
PRI_SIG	Tier I or Tier II SIG school	Current year	Participant	Set in Flex	Single ("or")		In 5%
PRI_MET[2]	Met all criteria for selection	*Number of schools must be >= 5% of all Title I schools in the state (schools selected first).*					
Criteria for Identification of **Focus** Schools (see Page 13)							
FOC_WSG	Largest within-school gaps	Over 3 years	Participant	State Call	Single ("or")		In 10%
FOC_LAS	Low achieving subgroup	Over 3 years	Participant	State Call	Single ("or")		In 10%
FOC_HSG	Low HS grad rate	Over 3 years	Participant	State Call	Single ("or")		Mandatory
FOC_MET **FOC_MAN**	Met all criteria for discretionary and/or mandatory selection	*Number of schools must be >= 10% of all Title I schools (with priority schools not included)*					
Criteria for Identification of **Reward** Schools (see Page 14)							
RSP_ALL	Highest overall achievement	Over 3 years	Participant	State Call	Must meet all 4 ("and") but no grad for Ele & Mid Schools	Must also meet below	Selection is optional – state decides
RSP_SUB	Highest subgroup achievement	Over 3 years	Participant	State Call			
RSP_HSG	Highest grad rate	Current year	Participant	State Call			
RSP_AYP	Made AYP overall and subgroup	Current year	Participant	Set in Flex			
RSP_WSG	Cannot have a significant gap	Current year	Participant	State Call	Gap must be small or 0.		
RSI_WSG	Significant gaps must be closing	Over 3 years	Participant	State Call	Note: Small gap is OK.		
RSI_ACH	In top 10% in overall improvement	Over 3 years	Participant	Set in Flex	HS must meet both.	Must also meet above	
RSI_HSG	Most progress increasing grad rate	Over 3 years	Participant	State Call			
RSP_MET **RSI_MET**	Met all criteria for "highest performing" and/or "high progress" classification	*No required number of schools (there shouldn't be any schools eligible for Priority, Focus, or Not Making Progress within the schools eligible for this category – will check)*					

[1]Variables are listed in the order that the corresponding criteria appear on pages 13-15 in the body of the main paper.

[2]Variables named "_MET" and "_MAN" indicate whether a school met the requirements for selection as a particular category of school under DA.

[3]The state identifies the actual schools for each Differentiated Accountability category using specified criteria (based on the required number of schools and mandatory assignment) and discretionary selections.

Table 2. Description of the Statistical Measure Used for Setting Each DA Criterion Flag (Triage Flag) Ver. 1.6 / February 14, 2012

Binary Variable	Short Description (including timeframe)		Data/Variables Used: IF … THEN <Flag> = 1	Values Used in Run	
				Pre-Set	SSV[1]
PRI_ACH	In lowest 5% on overall achievement	C	QDI_O_3 < P05	P05	
PRI_LOP	Lack of progress in overall achievement	3	QDI_O_13 < SSV[2] *This is the same variable used to set NMP_LOP*		P27
PRI_PHS	Participating HS with <60% grad rate	3	GRAD4_1, GRAD4_2 & GRAD4_3 all <60	60	
PRI_EHS	Eligible HS with <60% grad rate	3	GRAD4_1, GRAD4_2 & GRAD4_3 all <60	60	
PRI_SIG	Tier I or Tier II SIG school	C	SIG = 'Y'	'Y'	
PRI_MET	Met all criteria for selection		(PRI_ACH=1 & PRI_LOP=1) or PRI_PHS=1 or PRI_EHS=1 or PRI_SIG=1		
FOC_WSG	Largest within-school gaps	3	QDI_GAP_1 QDI_GAP_2 & QDI_GAP_3 all >= SSV		P80
FOC_LAS	Low achieving subgroup	3	QDI_L_1, QDI_L_2 & QDI_L_3 all < SSV		P20
FOC_HSG	Low HS grad rate	3	GRAD4_1, GRAD4_2 & GRAD4_3 all <60	60	
FOC_MET	Met all criteria for discretionary selection		FOC_WSG=1 or FOC_LAS=1 or FOC_HSG=1		
FOC_MAN	Met criterion for mandatory selection		FOC_HSG=1		
RSP_ALL	Highest overall achievement	3	QDI_O_1, QDI_O_2 & QDI_O_3 all >= SSV		P80
RSP_SUB	Highest subgroup achievement	3	QDI_L_1, QDI_L_2 & QDI_L_3 all >= SSV		P80
RSP_HSG	Highest grad rate	C	GRAD4_3 >= SSV		P80
RSP_AYP	Made AYP overall and subgroup	C	Met AYP (2011 used for waiver request. Will use "new AYP" later.	Met	
RSP_WSG	Cannot have a significant gap	C	QDI_GAP_3 < SSV		P25
RSI_WSG	Significant gaps must be closing	3	QDI_GAP_3 < SSV (small gap OK) or QDI_GAP_13 < SSV[3]		P25 / P25
RSI_ACH	In top 10% in overall improvement	3	QDI_O_13 >= P90	P90	
RSI_HSG	Most progress increasing grad rate	3	GRAD4_13 >= SSV		P75
RSP_MET	Met all "highest performing" criteria		RSP_ALL=1 & RSP_SUB=1 (& RSP_HSG=1 for HS) & RSP_AYP=1 & RSP_WSG=1		
RSI_MET	Met all "high-progress" criteria		RSI_ACH=1 (& RSI_HSG=1 for HS) & RSI_WSG=1		

[1]This represents a "State-Set Value" rather than a value specified in the ESEA Flexibility requirements.

[2]QDI_O_13 = QDI_O_3 minus QDI_O_1, so high values represent progress/improvement and low values represent a lack of progress.

[3]QDI_GAP_13 = QDI_GAP_3 minus QDI_GAP_1, so **negative values represent a closing gap** and positive values represent an increasing gap.

Note: Percentile values (P05, P25, etc.) are based on the distribution of Title I schools with data on the variable.

APPENDIX 6

Supporting Data for the Proposed Amended AYP and DA Models

Table 1. Schools Not Held Accountable for NCLB Subgroups 2011 AYP

NCLB AYP Subgroup	Schools with N<40 in RLA		Schools with N<40 in MTH	
	% Schools	# Students	% Schools	# Students
All Students	0%	0 (0.0%)	0%	0 (0.0%)
IEP (Special Education)	74%	13,228 (48.7%)	74%	13,258 (48.9%)
LEP	98%	3,040 (82.9%)	98%	3,023 (82.8%)
Economically Disadvantaged	2%	686 (0.4%)	2%	615 (0.4%)
Asian	99%	2,324 (84.6%)	99%	2,283 (84.3%)
Black	16%	2,795 (2.0%)	16%	2,800 (2.1%)
Hispanic	97%	4,773 (75.2%)	97%	4,739 (75.0%)
Native American	99%	385 (73.5%)	99%	383 (73.4%)
White	36%	2,594 (2.0%)	36%	2,515 (1.9%)

Table 2. Schools That Would Not Be Held Accountable for Subgroups in the Amended AYP Model

Amended AYP Subgroup	Schools with N<40	
	% Schools	# Students
All Students	0%	0 (0.0%)
Lowest Performing Students	2%	615 (0.4%)

Table 3. Distribution of NCLB Subgroup Students in the Amended AYP Model

Performance Groupings[1]		Percentage of Students from each NCLB AYP Subgroup							
		IEP	LEP	NAM	ECD	HIS	BLK	WHT	ASI
Highest	RLA	9%	14%	20%	21%	23%	22%	32%	42%
	MTH	11%	20%	23%	21%	26%	21%	31%	50%
	SCI	10%	13%	20%	21%	24%	20%	34%	43%
Middle	RLA	32%	41%	48%	47%	45%	47%	46%	42%
	MTH	33%	46%	50%	47%	47%	47%	47%	37%
	SCI	32%	39%	50%	47%	45%	47%	46%	40%
Lowest[1]	RLA	59%	45%	32%	32%	32%	31%	21%	17%
	MTH	56%	34%	27%	32%	26%	32%	23%	13%
	SCI	58%	48%	30%	33%	31%	34%	20%	17%
N-Count	RLA	24,974	3,128	500	157,965	5,665	125,621	118,231	2,435
	MTH	25,073	3,163	498	157,249	5,694	124,171	115,998	2,319
	SCI	8,788	941	205	61,226	2,061	50,226	47,263	966

[1]The performance groupings were formed using students' performance on the school level scale score distribution for each statewide assessment. Highest performing students scored at or above the 75th percentile and Lowest performing students scored at or below the 25th percentile.

[2]The students in this category comprise the "Lowest Performing" subgroup in the amended AYP model. All but 2% of the schools in the state have at least 40 students in this subgroup and will be held accountable for the subgroup's performance against the reset AMOs.

Attachment 8b.
Support for Priority and Focus:
Accountability Plans

Mississippi Department of Education
Monitoring Plan for
School Improvement Grant 1003(g)

Overview

The Office of School Recovery (OSR) is undertaking an integrated approach to School Improvement Grant 1003g (SIG) monitoring and school accountability. The approach is intended to assess the district/school's progress in the implementation of the school improvement intervention model and to determine the types of support needed in order for the school to meet the goals identified in their SIG plan.

The integrated approach to school improvement grant monitoring and school accountability taken by the OSR ensures a comprehensive evidence base. The OSR will make use of existing data sources where possible. Other information will need to be gathered at the district and/or school level and will be described in this document. Evidence will be gathered through site visits by Implementation Specialists from the OSR, the collection of progress data, the completion of implementation progress reports, and an annual site visit by staff from the Mississippi Department of Education that includes gathering and reviewing documentation, conducting interviews, and visiting classrooms.

OSR staff will share findings from the information gathered with the districts and schools to help them understand where implementation is successful, where implementation challenges exist, how challenges may be addressed, and how plans for subsequent years may be improved. This integrated approach will establish common data collection processes to gather information that will be immediately useful to schools in their work, as well as useful to long-term accountability requirements and grant renewal decisions.

The Monitoring and Accountability Process

Following are details about the site visits, evidence gathering, and reporting processes.

Site Visits by OSR Implementation Specialists

Implementation Specialists from the OSR will conduct monthly site visits throughout the school year. The purpose of the site visits is to provide support to districts and schools as they implement their improvement plans and to gather information on implementation progress to determine further support to be extended. Implementation Specialists will use the *Indicators of Implementation* (Appendix A) as the basis for determining implementation progress of the districts and schools. The implementation indicators are subdivided into five key components: Organizational Structures, Leadership, Personnel and Professional Development, Curriculum and Instruction, and Support System/Strategies. Also provided in the *Indicators of Implementation* document are examples of evidence that may be used to demonstrate the extent of implementation for each indicator. Districts and schools should refer to the document to direct their data gathering efforts prior to site visits.

Documentation files should be maintained and organized around the indicators in the five key components. If a document is needed to show implementation progress for more than one indicator, it is sufficient to file it with one indicator and make reference to where it may be found in other indicators for which that documentation may be relevant. For example, in the *Personnel and Professional Development* component, the faculty handbook may serve as evidence for both documentation of the district/school system of rewards for school staff as well as for the means to identify and support school staff members that are struggling. In this case, the handbook might be filed in the indicator on rewards with a note in the other indicator specifying that the handbook may be found in the system of rewards folder.

The *Indicators of Implementation* represent a comprehensive structure for implementing school improvement grant plans. They are aligned with the U.S. Department of Education's *Student Achievement and School Accountability Programs (SASA) Monitoring Plan for School Improvement Grants* (published on January 12, 2011) that identifies various indicators of progress for school improvement intervention models.

After conducting each district and school site visit, Implementation Specialists will complete and submit a site visit report to the OSR. Following OSR review, site visit reports will be submitted to the Superintendent, district school improvement specialists, and principal. Notes recorded on the *Indicators of Implementation* form during each site visit provide the basis for completing the site visit report on district and school implementation status and recommendations.

In October/November, Implementation Specialists will complete and submit a site visit rating summary to the OSR. On this report, the Implementation Specialist rates the status of the district and school on their implementation progress over the several months (scale: 1 = not addressed or no evidence, 2 = minimal evidence, 3 = satisfactory evidence supported from multiple sources, 4 = evidence exceeds standard, 5 = extensive evidence aligned with exemplary implementation). Ratings are given on the indicators within each of the five key components. In addition to ratings of progress, Implementation Specialists are asked to identify the strengths and areas needing improvement in each of the five components.

District/School Online Monitoring and Reporting System

Throughout the school year, designated district and school staff will assess the progress of SIG schools using the Mississippi Star Online Monitoring and Reporting System. The Mississippi Star is a web-based tool that guides a district and school leadership team in charting its improvement and managing the continuous improvement process. Mississippi Star includes Wise Ways research briefs to support the indicators, presenting best practice research and strategies for the indicators as well as Indicators in Action video modules demonstrating the practices.

Each school's *leadership team* will guide the improvement efforts. The team should include key district and school administrators, teacher leaders, and may include others instrumental to the improvement process (e.g., a school board member, student support personnel, and/or a

parent representative). Each team will also designate a *process manager* who interfaces with the web-based system, distributes documents to team members in advance of meetings, and enters the team's minutes and work products into the system. In collaboration with the principal, the process manager also prepares agendas, documents, and worksheets for the team meetings.

Mississippi Star also enables district school improvement specialists to assist the teams through coaching comments about the team's ongoing work. While coaching comments may be offered by the director of the OSR, by the implementation specialists, or by the district school improvement specialists, coaching feedback will be input into the Mississippi Star System by the district school improvement specialists. The school improvement team should review the feedback, responding with comments or questions (which are input into the system by the process manager). This process is intended to facilitate a positive dialogue to maximize improvement efforts.

The primary work of the leadership team is in the section called *Indicator Based Planning Tools* found on the Dashboard of the Mississippi Star Online System (the initial web page after logging into the system). By selecting the Transformation/Turnaround Indicators in that section, the leadership team can assess and develop plans for continuously monitoring the progress of implementing the improvement indicators. This self-reflective process enables the team to guide the school in meeting their annual benchmarks and goals. While in the main menu page of the Transformation/Turnaround Indicators, the team can access the Wise Ways research, Videos in Action, and other relevant documents under the *Resources and Reports* link in the upper right-hand corner.

Also available on the Mississippi Star System Dashboard page are annual forms to complete that factor into the grant renewal process. The Leading Indicators Annual Form and the Lagging Indicators Annual Form require the team to develop an overall three year goal for each of the leading and lagging indicators, provide data showing where the school is at the initiation of the SIG grant, and develop annual benchmarks for each of the three years. At the conclusion of each year, actual progress toward meeting the yearly benchmark will be reported, showing the extent that the school met the annual benchmark and providing information to guide their continued progress toward meeting the three-year goal.

A third form to be completed is the Interventions Annual Form. The form is organized by the SIG Federal Requirements and asks the leadership team to describe the specific interventions included in the plan that address each of the requirements and the expected outcomes. For each of the three years, the team will report on their progress toward implementing the indicators directed at meeting each federal requirement and the specific intervention(s) relative to the requirement. To assist the team in completing this form, there is a document called *Mississippi Indicators by Federal Requirements* on the Dashboard under *Other Documents/Web Pages.* This document shows which of the Mississippi indicators address each of the federal requirements.

Annual Monitoring Visit (Fiscal)
The Office of School Recovery will conduct an annual on-site fiscal monitoring visit. The purpose of this visit is to ensure compliance with School Improvement Grant 1003(g) and American Recovery and Reinvestment Act regulations as well as to provide support to districts and schools as they implement their improvement plans. OSR staff will use the *Indicators of Fiscal Compliance* (Appendix C) as the basis for determining fiscal compliance. The document contains examples of supporting evidence and has been subdivided into components that align with the 2011 OMB Circular A-133 Compliance Supplement as well as the American Recovery and Reinvestment Act regulations. Districts and schools should refer to the *Indicators of Fiscal Compliance* to direct their data gathering efforts prior to the fiscal monitoring visit.

Annual Monitoring Visit (Programmatic)
SIG districts and schools will also participate in an annual programmatic monitoring visit conducted by the Office of School Recovery. Prior to the site visit, the monitoring team will have reviewed and met to discuss the following documents: district/school SIG application, district reports on SIG implementation progress and accompanying documentation showing evidence of implementation.

The monitoring team will conduct an interview with the district leadership team and discuss the documentation of implementation. A member of the school leadership team will provide the monitoring team with a tour of the selected school and a sample of classrooms. In addition, interviews will be conducted with school leadership team members, teachers, and parents. (See Appendix B for interview questions.) Site visit activities and interview questions are based on the U.S. Department of Education's *Student Achievement and School Accountability Programs (SASA) Monitoring Plan for School Improvement Grants, October 1, 2010 to September 30, 2011,* with slight adaptations.

District (LEA) Interview The monitoring team will conduct an interview with the district staff responsible for SIG implementation (that may occur on the afternoon prior to the school visit). The district will ensure that individuals who can address the interview questions are present for the interview, including the person responsible for Federal or Title I programs, and may include other individuals responsible for aspects of the SIG program relating to the application, the budget, data collection, and implementation of the school intervention(s).

School Site-Visit The monitoring team will interview the school's SIG leadership team, teachers, parents, and students as well as visit several classrooms. The school site visit should be designed to provide the monitoring team with an accurate picture of a typical day in the school. The site visit should begin with an entrance conference with the school administrator(s) to provide context for the interviews and classroom observations, and should conclude with a brief exit conference with the school administrator(s).

- **SIG Leadership Team Interview** The leadership team should include the school

principal and any individuals who have been responsible for the decision-making process with regards to planning and implementing the SIG intervention(s). Although some leadership teams may include parents, it is not necessary to include them in this interview, as a separate interview with parents will also be conducted.

- **Teacher Group Interview** A group of 3-5 pre-selected teachers should include at least one teacher from a grade and subject that is tested through statewide assessments, at least one returning teacher, and at least one new teacher. The group should **not** include any teacher who also serves on the leadership team, nor should members of the school's leadership team or the district be present for this interview.

- **Parent Group Interview** A pre-selected group of 8-10 parents of students currently enrolled in the school will be interviewed. Participants should be parents who are not employees of the school district.

- **Classroom Observations and Student Interviews** A member of the school leadership team provides a tour of the school and classrooms to illustrate the implementation of various aspects of the school intervention (e.g., efforts to change school culture, data use, various programs/strategies being implemented). The school leadership team member will provide a list of the classrooms to be observed (approximately 3-4 pre-selected classrooms to be visited for a period of 5 to 10 minutes each) and escorts the team into the classrooms, providing pre/post-observation commentary to show various model components in action. The school leadership team member will explain what the monitoring team should expect to see in the classroom and from teachers and students. While in at least one of the classrooms, the monitoring team will also spend approximately 15 minutes interviewing the entire class of students.

Sample School Visit Schedule

DAY 1

10:00 – 12:00	Entrance Meeting with District Leadership Team
12:00 – 12:45	**Lunch**
1:00 – 2:15	Classroom Observations & Student Interviews
2:15 – 5:00	Monitoring Team Work Session

DAY 2

8:00 – 8:30	Entrance Meeting at School
8:30 – 10:30	School Leadership Team Interview
10:45 – 11:30	Teacher Interviews
11:45 – 1:00	Parent Interviews over Lunch
1:00 – 3:00	Monitoring Team Work Session
3:00 – 3:15	Exit with School Administrator(s)

The monitoring team will complete a written report and submit it to the OSR within 20 days after the site visit. OSR staff provides feedback to the district and its school(s) within 30-45 days of the site visit. Following is more specific information about the site visits conducted by the Mississippi Department of Education monitoring team.

Steps in the Annual Site Visit Process

1. OSR staff communicates with district to determine and/or finalize dates for site visits and to introduce district and school leadership to the monitoring protocol.
2. OSR staff works with district and its school(s) to establish a specific schedule for the site visit.
3. OSR staff identifies site visit monitoring teams consisting of 2-3 individuals.
4. The district and its school(s) compile the evidence of implementation progress prior to the site visit guided by the examples of evidence from the *Indicators of Implementation* and *Indicators of Fiscal Compliance* documents.
5. The school site visit begins with an entrance conference with the school administrator(s) to gain context for the upcoming interviews and observations. The school site visit concludes with a brief exit conference with the school administrator(s).
6. At the conclusion of the annual site visit to the district and its school(s), the monitoring team completes their report and submits the report to the OSR within 20 days of the visit.
7. OSR staff provides feedback to the district and its school(s) within 30-45 days of the site visit.

Roles and Responsibilities

Following are key roles and responsibilities of the OSR site visit coordinator, districts, schools, and the monitoring team in preparing for and conducting the annual monitoring site visits.

<u>Implementation Specialist and/or Monitoring Team Leader</u>

- Coordinates with the district and its school(s)
    - Prior to site visit, Implementation Specialist will contact the district and its school(s) to ensure that the monitoring schedule developed by the district is made available in a timely manner.
    - Implementation Specialist ensures that the school has secured adequate meeting space for the site visit team.
    - Implementation Specialist serves as the contact person to address any questions the district and its school(s) may have about the site visit process.
    - Two weeks prior to site visit, OSR staff and/or Implementation Specialist contacts monitoring team members and ensures that all materials have been provided prior to the site visit.
    - Once on site, the monitoring team leader reviews the schedule with the team and ensures that all focus groups and classroom visits are handled in a professional manner.
    - The monitoring team leader is responsible for maintaining open channels of communication with the district and schools at all times.
    - At the conclusion of the site visit, the monitoring team leader facilitates a brief

meeting with the school administrator(s) prior to leaving the school.

District and its School(s)

- Provides documentation to monitoring team
    - Two - three weeks prior to the site visit, the district and its school(s) will compile the evidence of implementation progress as outlined in the *Indicators of Implementation* and provide the documentation to OSR (request may be made for electronic files).
- Acts as a partner in the site visit process
    - Makes the purpose and process of the monitoring team's visit clear to all faculty and staff.
    - Works with the monitoring team to ensure the visit runs smoothly.
    - District and school leadership works collaboratively with the monitoring team leader during the visit to provide any additional documents requested.
    - District and school leadership maintains good communication with the monitoring team leader throughout the process, honestly expressing concerns and feedback from staff.
    - District and school leadership responds to the monitoring team's feedback by stating their position and making available any additional evidence to support its position.
- Designates a meeting room
    - The monitoring team will need a meeting space while at the school. The space should allow for confidential meetings and should be available to monitoring team members for the full visit.
    - To the extent possible, interviews and focus groups should not be scheduled in this space, but planned for elsewhere in the building.

Monitoring Team Members

- Monitoring team members exhibit professionalism and maintain confidentiality at all times.
- In advance of the site visit, each monitoring team member thoroughly reviews district and school documents and arrives at the site knowledgeable about the school.
- Monitoring team members complete the site visit schedule as established by the district and/or its school(s).
- Notes from interviews and classroom visits are complete and organized for the end-of-day meetings.
- Site visit team members develop a written monitoring report, ensuring that the report reflects the consensus of the team.

Mississippi Department of Education
Office of School Improvement
School Support Plan

Standards to be Assessed and Reported on

1. Leadership
The school and school district have effective leadership that facilitates learning for all students, improves teaching and learning, provides effective school management, and works for improvement of the school.

2. Curriculum and Assessment
A viable curriculum is aligned to state standards, employs data-driven revisions, and uses strategies and resources that support the curriculum. Assessments are aligned with the curriculum and reflect the level of difficulty and the format of the state tests.

3. Delivery of Instruction
Instructional methods facilitate achievement for all students through an appropriate, orderly classroom climate, the on-going assessment of student progress, and rigorous, research-based instructional strategies.

4. School Climate and Safety
The physical setting, school routines, procedures, and rules are structured to provide a safe, efficient learning environment.

Procedures

The team members will visit **randomly-selected** classrooms to observe instruction and to hold brief interviews with teachers. *REMEMBER: If the school is small and time allows for every classroom to be visited – do it; however, in larger schools (particularly high schools) the team may not be able to visit **EVERY** classroom within the allotted time period, it is not necessary anymore with the new process.*

Classroom observers may stay the entire class period or only part of it. Teachers should have a chair or desk available for the observer. A few interviews may take place immediately after school. Most interviews will be held during teachers' planning periods; therefore, teachers are asked to stay in their classrooms during their planning period. Team members will also interview the principal and other administrators. Teachers and administrators may be asked for documents or test information that should be easily accessible.

¤ **Team leaders should convey all of this information to the principal during the initial phone conversation to set-up the logistics of the site visit.**

Materials

The following materials should be available in the team workroom. **Team leaders should inform school and district personnel that these materials will be reviewed by the team and returned; therefore, it is not necessary to make a copy.** This information will also be sent via letter to the superintendent with CC to the principal. The team may ask for other documents during the visit.

District Level Information
School board minutes for the last two board meetings or for two critical board meetings
District Strategic Plan
Consolidated Federal Programs Application
Special Education Plan

School Level Information (for the school being visited)
School Improvement Plan or Corrective Action Plan
Student handbook and teacher handbook
Curriculum guide and pacing guide
School Safety Plan
Professional development plan for the current year
The most recent test from each classroom teacher

Pre-visit Information
(These materials should be sent to the team leader prior to the visit.)
Copy of the district or school analysis of the state test scores
School and/or District Report Card
Dates of any situations that may affect the site visit schedule, such as early release days
List of staff members who have academic or administrative assignments
Each teacher's planning time and location, building map
Teacher schedules or master schedule with room numbers, bell schedule, and building map

¤ Prior to site visit, team leader contacts superintendent and principal to confirm logistics.

Typical Site Visit Schedule (Evidence-Based Investigation)

Day 1

- Team leader makes adjustments to team assignments based on class schedules (if necessary)
- Team leader contacts or meets with superintendent to let him or her know we have officially begun
- A team member meets with the principal, reminds him or her to tell teachers to remain in classrooms during planning period while team is on-site and to have chair/desk available for classroom observations
- Team members begin interviews and observations
- Team meets at regular intervals to debrief and adjust initial plan

Day 2

- Team modifies and/or expands interviews and observations, if needed, based on Day 1 outcomes
- Expansion can include Central Office and other district personnel
- Interviews continue
- Classroom observations continue
- Team meets at regular intervals to debrief and adjust initial plan
- **After day 2 of the school visit, the team reviews data collected to determine remaining necessary information and "holes" in data collection for report writing purposes**

Day 3

Morning: Complete observations and interviews

- Review the instructional practices at the school level
- Determine the leadership capacity for improving student achievement at the building level
- Explore how data is used to drive instruction

Afternoon: Collaborate as a team to determine the strengths and challenges that the team will recommended to the district to increase student achievement and complete first draft of report.

Team Responsibilities

Team Leader	Team Member
• Contact superintendent and principal of assigned site by phone after September 16, 2011 to schedule exact dates for site visit (anytime after Sept. 26 and before mid-Oct) • Contact superintendent about District level documents to have at first school site on first day of site visit *(see Materials section of Standards/Procedures/Materials/Schedule document)* • Contact principal about documents to send to you PRIOR to site visit and what documents to have available in a workroom area at each school *(see Materials section of Standards/Procedures/Materials/Schedule document)* • Contact principal to inform them of procedures for site visit *(see Procedures section of Standards/Procedures/Materials/Schedule document)* • Contact Team members after all logistics are final for initial needs assessment site visit • Schedule interviews, observations, etc. • Arrange for pick-up of any needed materials ("black box") and/or equipment from MDE and ensure return of unused materials and/or equipment to MDE **ONE WEEK** after completion of site visit • Submit electronic version of final report to MDE liaison **ONE WEEK** after completion of site visit • Coordinate Technical Assistance (TA) visits with other team members • Submit final TA plan to MDE liaison no later than Thanksgiving break • Attend any mandatory trainings called for by MDE • Submit required paperwork to MDE in a timely manner (TA Forms and travel due every two weeks following work report invoice schedule) • Send copy of TA work report form (either electronic or hard copy) to Superintendent within two (2) days of TA site visits • Conduct short exit conference with the principal or designee after every site visit	• Comply with schedule for Needs Assessment site visit and TA visits as assigned by Team Leader • Notify Team Leader of conflicts well in advance • Assist Team Leader in writing and proofing/editing report • Pick up and return materials and/or equipment for team, if needed • Attend any mandatory trainings called for by MDE • Submit required paperwork to MDE in a timely manner (TA Forms and travel due every two weeks following work report invoice schedule) • Send copy of TA work report form (either electronic or hard copy) to Team Leader AND Superintendent within two (2) days of TA site visits • Conduct short exit conference with the principal or designee after every site visit

Technical Assistance Plan
(Name) School – (Name) District

***SMART* GOAL (expectation for technical assistance at the school):**

Team members targeted area of technical assistance at the school:

1.

2.

3.

4.

5.

6.

Other technical assistance/services being offered at the school (to consider):

Time-frame for technical assistance (be specific):

***ATTACH CROSS REFERENCE REPORT WITH FINDINGS & RECOMMENDATIONS.**

Technical Assistance Log (TAL)

Instructions: The completed form must be submitted to Office of School Improvement following the TA visit (One TAL per each day of technical assistance given). Invoices for contractual work will not be paid until all TAL's are completed, signed, and submitted.

Name _____ **Date** _____

School _____ **District** _____

Time In_____ **Time Out** _____ **Number Served** _____

Personnel/Group Assisted _____

Specify type of technical assistance (check all that apply)

___classroom observation/follow-up with teacher
___modeling/demonstration
___mentoring
___professional development/workshop
(attach sign-in sheet)

___building walk-through
___teacher conference
___school/district administration conference
___other (give explanation)
_____
_____
_____
_____

Summary of Assistance Provided
(Explain how the TA you provided addressed goals listed in the TA plan; attach additional documentation if appropriate)

Attachment 9

Reward, Priority, and Focus Schools List (Redacted per USDE Webinar)

Note: Mississippi's school identification lists are based upon 2010-2011 school year data. Therefore, the completed list below is redacted to conceal school-specific information for three reasons:

1. The final listing of Reward, Priority, and Focus schools will be compiled based upon 2011-12 school year data, and those data are not yet available.
2. The USDE has recommended redaction of school names.
3. The proposed accountability process within the waiver is not officially approved.

Total # of Title I schools in the State: 722
Total # of Title I-participating high schools in the State with graduation rates less than 60%: 4 based on 2010-2011 data (final number to be determined with 2011-2012 data)

Key

Reward School Criteria:

- **A.** Highest-performing school
- **B.** High-progress school

Priority School Criteria:

- **C.** Among the lowest five percent of Title I schools in the State based on proficiency and lack of progress of the "all students" group
- **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years
- **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years
- **E.** Tier I or Tier II SIG school implementing a school intervention model

Focus School Criteria:

- **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate
- **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
- **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a Priority school

Sort	District	School	School Code	Reward School	Priority School	Focus School
1	District X	School Y	DDDDSSS		C	
2	District X	School Y	DDDDSSS		C	
3	District X	School Y	DDDDSSS		C	
4	District X	School Y	DDDDSSS		C	
5	District X	School Y	DDDDSSS		C	
6	District X	School Y	DDDDSSS		C	
7	District X	School Y	DDDDSSS		C	
8	District X	School Y	DDDDSSS		C	
9	District X	School Y	DDDDSSS		C	
10	District X	School Y	DDDDSSS		C	
11	District X	School Y	DDDDSSS		C	
12	District X	School Y	DDDDSSS		C	
13	District X	School Y	DDDDSSS		D-1	
14	District X	School Y	DDDDSSS		D-1	
15	District X	School Y	DDDDSSS		D-1	
16	District X	School Y	DDDDSSS		D-1	
17	District X	School Y	DDDDSSS		D-2	
18	District X	School Y	DDDDSSS		D-2	
19	District X	School Y	DDDDSSS		E	
20	District X	School Y	DDDDSSS		E	
21	District X	School Y	DDDDSSS		E	
22	District X	School Y	DDDDSSS		E	

Sort	District	School	School Code	Reward School	Priority School	Focus School
23	District X	School Y	DDDDSSS		E	
24	District X	School Y	DDDDSSS		E	
25	District X	School Y	DDDDSSS		E	
26	District X	School Y	DDDDSSS		E	
27	District X	School Y	DDDDSSS		E	
28	District X	School Y	DDDDSSS		E	
29	District X	School Y	DDDDSSS		E	
30	District X	School Y	DDDDSSS		E	
31	District X	School Y	DDDDSSS		E	
32	District X	School Y	DDDDSSS		E	
33	District X	School Y	DDDDSSS		E	
34	District X	School Y	DDDDSSS		E	
35	District X	School Y	DDDDSSS		E	
36	District X	School Y	DDDDSSS		E	
37	District X	School Y	DDDDSSS			F
38	District X	School Y	DDDDSSS			F
39	District X	School Y	DDDDSSS			F
40	District X	School Y	DDDDSSS			F
41	District X	School Y	DDDDSSS			F
42	District X	School Y	DDDDSSS			F
43	District X	School Y	DDDDSSS			F
44	District X	School Y	DDDDSSS			F
45	District X	School Y	DDDDSSS			F
46	District X	School Y	DDDDSSS			F
47	District X	School Y	DDDDSSS			F
48	District X	School Y	DDDDSSS			F
49	District X	School Y	DDDDSSS			F
50	District X	School Y	DDDDSSS			F
51	District X	School Y	DDDDSSS			F
52	District X	School Y	DDDDSSS			F
53	District X	School Y	DDDDSSS			F
54	District X	School Y	DDDDSSS			F
55	District X	School Y	DDDDSSS			F
56	District X	School Y	DDDDSSS			F
57	District X	School Y	DDDDSSS			F
58	District X	School Y	DDDDSSS			F
59	District X	School Y	DDDDSSS			F
60	District X	School Y	DDDDSSS			F
61	District X	School Y	DDDDSSS			F
62	District X	School Y	DDDDSSS			F
63	District X	School Y	DDDDSSS			F
64	District X	School Y	DDDDSSS			F
65	District X	School Y	DDDDSSS			F
66	District X	School Y	DDDDSSS			F
67	District X	School Y	DDDDSSS			F
68	District X	School Y	DDDDSSS			F
69	District X	School Y	DDDDSSS			F
70	District X	School Y	DDDDSSS			F
71	District X	School Y	DDDDSSS			F

Sort	District	School	School Code	Reward School	Priority School	Focus School
72	District X	School Y	DDDDSSS			F
73	District X	School Y	DDDDSSS			F
74	District X	School Y	DDDDSSS			F
75	District X	School Y	DDDDSSS			F
76	District X	School Y	DDDDSSS			F
77	District X	School Y	DDDDSSS			F
78	District X	School Y	DDDDSSS			F
79	District X	School Y	DDDDSSS			F
80	District X	School Y	DDDDSSS			G
81	District X	School Y	DDDDSSS			G
82	District X	School Y	DDDDSSS			G
83	District X	School Y	DDDDSSS			G
84	District X	School Y	DDDDSSS			G
85	District X	School Y	DDDDSSS			G
86	District X	School Y	DDDDSSS			G
87	District X	School Y	DDDDSSS			G
88	District X	School Y	DDDDSSS			G
89	District X	School Y	DDDDSSS			G
90	District X	School Y	DDDDSSS			G
91	District X	School Y	DDDDSSS			G
92	District X	School Y	DDDDSSS			G
93	District X	School Y	DDDDSSS			G
94	District X	School Y	DDDDSSS			G
95	District X	School Y	DDDDSSS			G
96	District X	School Y	DDDDSSS			G
97	District X	School Y	DDDDSSS			G
98	District X	School Y	DDDDSSS			G
99	District X	School Y	DDDDSSS			G
100	District X	School Y	DDDDSSS			G
101	District X	School Y	DDDDSSS			G
102	District X	School Y	DDDDSSS			G
103	District X	School Y	DDDDSSS			G
104	District X	School Y	DDDDSSS			G
105	District X	School Y	DDDDSSS			G
106	District X	School Y	DDDDSSS			G
107	District X	School Y	DDDDSSS			G
108	District X	School Y	DDDDSSS			G
109	District X	School Y	DDDDSSS			G
110	District X	School Y	DDDDSSS			G
111	District X	School Y	DDDDSSS			G
112	District X	School Y	DDDDSSS			G
113	District X	School Y	DDDDSSS			G
114	District X	School Y	DDDDSSS			G
115	District X	School Y	DDDDSSS			G
116	District X	School Y	DDDDSSS			G
117	District X	School Y	DDDDSSS	A		
118	District X	School Y	DDDDSSS	A		
119	District X	School Y	DDDDSSS	A		
120	District X	School Y	DDDDSSS	A		

Sort	District	School	School Code	Reward School	Priority School	Focus School
121	District X	School Y	DDDDSSS	A		
122	District X	School Y	DDDDSSS	A		
123	District X	School Y	DDDDSSS	A		
124	District X	School Y	DDDDSSS	A		
125	District X	School Y	DDDDSSS	A		
126	District X	School Y	DDDDSSS	A		
127	District X	School Y	DDDDSSS	A		
128	District X	School Y	DDDDSSS	A		
129	District X	School Y	DDDDSSS	A		
130	District X	School Y	DDDDSSS	A		
131	District X	School Y	DDDDSSS	A		
132	District X	School Y	DDDDSSS	A		
133	District X	School Y	DDDDSSS	A		
134	District X	School Y	DDDDSSS	A		
135	District X	School Y	DDDDSSS	A		
136	District X	School Y	DDDDSSS	A		
137	District X	School Y	DDDDSSS	A		
138	District X	School Y	DDDDSSS	B		
139	District X	School Y	DDDDSSS	B		
140	District X	School Y	DDDDSSS	B		
141	District X	School Y	DDDDSSS	B		
142	District X	School Y	DDDDSSS	B		
143	District X	School Y	DDDDSSS	B		
144	District X	School Y	DDDDSSS	B		
145	District X	School Y	DDDDSSS	B		
146	District X	School Y	DDDDSSS	B		
147	District X	School Y	DDDDSSS	B		
148	District X	School Y	DDDDSSS	B		
149	District X	School Y	DDDDSSS	B		
150	District X	School Y	DDDDSSS	B		
151	District X	School Y	DDDDSSS	B		
152	District X	School Y	DDDDSSS	B		
153	District X	School Y	DDDDSSS	B		
154	District X	School Y	DDDDSSS	B		
155	District X	School Y	DDDDSSS	B		
156	District X	School Y	DDDDSSS	B		
157	District X	School Y	DDDDSSS	B		
158	District X	School Y	DDDDSSS	B		
159	District X	School Y	DDDDSSS	B		
160	District X	School Y	DDDDSSS	B		
161	District X	School Y	DDDDSSS	B		
162	District X	School Y	DDDDSSS	B		
163	District X	School Y	DDDDSSS	B		

Attachment 10.
Mississippi Teacher Performance Evaluation Process Manual (DRAFT)

AMERICAN INSTITUTES FOR RESEARCH®

MISSISSIPPI TEACHER APPRAISAL INSTRUMENT
DRAFT RUBRIC

	1. PLANNING			
	1. Plans lessons that demonstrate knowledge of content and pedagogy			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
1. PLANNING	Lesson plans: • include all of the necessary content and connect it across disciplines with connections that are consistently clear, meaningful, and relevant to students' lives. • demonstrate appropriate sequencing of learning experiences and provide multiple and varied ways to demonstrate knowledge and skill. • demonstrate collaboration with specialized professionals[1] in making the appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners	Lesson plans: • include nearly all of the necessary content and connect it across disciplines; however, connections are not consistently clear, meaningful, or relevant to students' lives. • demonstrate appropriate sequencing of learning experiences and provide several ways to demonstrate knowledge and skills • demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners, but does not demonstrate collaboration with specialized professionals	Lesson plans: • include only part of the necessary content and/or do not connect it across disciplines. • demonstrate inconsistent sequencing of learning experiences or provide limited ways to demonstrate knowledge and skill. • Inconsistently demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners; does not demonstrate collaboration with specialized professionals.	Lesson plans: • do not include the necessary content and do not connect it across disciplines. • do not or rarely demonstrate appropriate sequencing of learning experiences or provide ways to demonstrate knowledge and skill. • do not or rarely demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners; and do not demonstrate collaboration with specialized professionals.

[1] (e.g., special educators, related service providers, language learning specialists, librarians, media specialists)

	2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
1. PLANNING	Teacher: • consistently and appropriately uses multiple and varied data sources (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class. • consistently and effectively incorporates the classes' questions and interests by collaborating with students to design and implement relevant learning experiences while leveraging family and community resources in the process. • consistently and appropriately designs instruction to build on the classes' prior knowledge, experience, and/or cultural background; allows learners to accelerate as they demonstrate their understanding.	Teacher: • consistently and appropriately uses data (formal and informal) about prior experiences, language proficiencies, achievement levels, and special needs of the class. • consistently and effectively incorporates the classes' questions and interests by collaborating with students to design and implement relevant learning experiences. • consistently and appropriately designs instruction to build on the classes' prior knowledge, experience, and/or cultural background; inconsistently allows learners to accelerate as they demonstrate their understanding.	Teacher: • sporadically or inappropriately uses data (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class. • sporadically and/or ineffectively incorporates the classes' questions and interests by collaborating with students to design and implement relevant learning experiences. • sporadically or inappropriately designs instruction to build on the classes' prior knowledge, experience, and/or cultural background; does not allow learners to accelerate as they demonstrate their understanding.	Teacher: • does not use data (formal or informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class. • does not or rarely incorporates the classes' questions and interests by collaborating with students to design and implement relevant learning experiences. • does not or rarely designs instruction to build on the classes' prior knowledge, experience, and/or cultural background; does not allow learners to accelerate as they demonstrate their understanding.

	3. Selects instructional goals that incorporate higher-level learning for all students			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
1. PLANNING	Lesson plans: • include instructional goals that incorporate higher-level learning for all students and are connected to previous units and content. • include instructional goals that are specific, measurable, time-bound, and appropriate for all students. • demonstrate that the teacher analyzes multiple and appropriate data sources[2] to determine students' skill levels and considers those levels when selecting instructional goals and strategies. • include instructional goals that fully align with state content standards, or when applicable, the CCSS, and culminate in a performance task(s)	Lesson plans: • include instructional goals that incorporate higher-level learning for all students. • include instructional goals appropriate for all students, but goals are not specific, measureable, or time-bound. • demonstrate that teacher considers students' individual skill levels when selecting instructional goals and strategies. • include instructional goals that fully align with state content standards, or when applicable, the CCSS, but do not culminate in a performance task(s).	Lesson plans: • include instructional goals that incorporate higher-level learning for most students. • include instructional goals, but goals are not appropriate for all students. • inconsistently demonstrate that teacher consider students' individual skill levels when selecting instructional goals and strategies. • include instructional goals that only partially align with state content standards, or when applicable, the CCSS.	Lesson plans: • do not include instructional goals that incorporate higher-level learning for all students. • do not include instructional goals appropriate for all students. • do not demonstrate that teacher considers students' individual skill levels when selecting instructional goals and strategies. • do not include instructional goals that align with state content standards, or when applicable, the CCSS.

[2] (e.g., formal and informal assessments, pre-assessments, classroom questions and behavior, etc.)

	4. Plans units of instruction that align with Mississippi Curriculum Framework (MCF), or when applicable, the Common Core State Standards (CCSS)			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
1. PLANNING	Lesson plans: • include all the knowledge and skills necessary for expected student performance specified in the Mississippi Curriculum Framework (MCF), or when applicable, the CCSS. • regularly include multiple and varied opportunities for all students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. • include student activities and tasks that align fully and clearly to the appropriate expectations and are rigorous and relevant.	Lesson plans: • include most of the knowledge and skills necessary for expected student performance specified in the Mississippi Curriculum Framework (MCF), or when applicable, the CCSS. • regularly include opportunities for most students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. • include student activities and tasks that align, but not fully or clearly, to the appropriate expectations, but are rigorous and relevant.	Lesson plans: • include only part of the knowledge and skills necessary for expected student performance specified in the Mississippi Curriculum Framework (MCF), or when applicable, the CCSS. • inconsistently include opportunities for students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. • include student activities and tasks that vaguely align to the appropriate expectations and are only partially rigorous and relevant.	Lesson plans: • do not include knowledge and skills necessary for expected student performance specified in the Mississippi Curriculum Framework (MCF), or when applicable, the CCSS. • rarely or does not include opportunities for the students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. • do not include or rarely include student activities and tasks that align to the appropriate expectations or are rigorous and relevant.

	2. ASSESSMENT			
2. ASSESSMENT	**5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons/instruction as necessary**			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
	Teacher: • works independently and collaboratively to appropriately use assessment results to adjust individual or whole-class instructional strategies • maintains accurate and complete records of student work and performance that demonstrate student progress consistently • consistently provides clear and actionable feedback to enable students to improve their performance	Teacher: • appropriately uses assessment results to adjust individual or whole-class instructional strategies. • maintains accurate and complete records of student work and performance • provides clear and actionable feedback to students to enable them to improve their performance.	Teacher: • ineffectively or inaccurately uses assessment results to adjust individual or whole-class instructional strategies. • maintains limited or inaccurate records of student work and performance (e.g. summative information only) • provides students with minimal or only summative feedback on their performance.	Teacher: • does not or rarely uses assessment results to adjust individual or whole-class instructional strategies. • does not maintain accurate records of student work and performance • does not or rarely provides students with feedback on their performance.

2. ASSESSMENT	6. Incorporates assessments into instructional planning that demonstrate high expectations for all students.			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
	Teacher: • develops or selects appropriate assessments and balances the use of formative, summative, and pre- assessments to support and verify learning to high expectations; continually seeks appropriate ways to employ technology to support assessment practice. • uses assessments that fully and clearly align with the MCF or CCSS's framework (when applicable) and are rigorous and relevant.	Teacher: • develops or selects appropriate assessments and balances the use of formative, summative, and pre- assessments to support and verify learning to high expectations; occasionally seeks appropriate ways to employ technology to support assessment practice. • uses assessments that align with the MCF or CCSS (when applicable) and are rigorous and relevant.	Teacher: • develops or selects a limited variety of appropriate assessments and inappropriately combines formative, summative, and pre-assessments to support and verify learning to high expectations. • uses assessments that partially align with the MCF or CCSS (when applicable), but may not be rigorous or relevant.	Teacher: • develops or selects a limited variety of appropriate assessments and ineffectively combines formative, summative, and pre-assessments to support and verify learning to high expectations. . • does not use assessments that align with the MCF or CCSS (when applicable) or are not rigorous and relevant.

	3. INSTRUCTION			
3. INSTRUCTION	**7. Demonstrates deep knowledge of content during instruction**			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
	Teacher: • uses multiple representations and explanations that capture key ideas in the discipline and promote each student's achievement of content standards by consistently anticipating common misconceptions in learning the discipline. • stimulates class reflection on prior content knowledge, links new concepts to familiar concepts, and makes clear and relevant connections to the students' experiences through real-life applications and tasks. • assists students in developing a deep understanding by engaging students in connecting the content to other appropriate subject areas and applying content to solving timely, real-world problems.	Teacher: • uses multiple representations and explanations that capture key ideas in the discipline and promote each student's achievement of content standards by sometimes anticipating common misconceptions in learning the discipline. • relates content to classes' prior content knowledge, links new concepts to familiar concepts, and makes appropriate connections to the students' experiences. • connects the content to other appropriate subject area(s) and connections are generally effective and clear	Teacher: • uses limited or insufficient representations and explanations that capture key ideas in the discipline; does not promote each student's achievement of content standards by anticipating common misconceptions in learning the discipline. • Inconsistently or ineffectively relates content to classes' prior content knowledge, links new concepts to familiar concepts, and makes appropriate connections to the students' experiences. • connects the content to other subject areas but connections are ineffective or unclear.	Teacher: • does not or rarely uses representations and explanations that capture key ideas in the discipline; does not promote each student's achievement of content standards by anticipating common misconceptions in learning the discipline. • does not or rarely relates content to classes' prior content knowledge, links new concepts to familiar concepts, or makes appropriate connections to the students' experiences. • does not connect the content to other subject areas.

3. INSTRUCTION	8. Actively engages students in the learning process			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
	Teacher: • uses a variety of instructional strategies and resources that are appropriate for all students' skill levels and learning styles. • links content with student interests through clear, meaningful connections by consistently incorporating students' questions and ideas (when appropriate). • regularly engages all students in active learning by providing multiple opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. • engages the class in using a wide range of learning skills and diverse technology tools to access, interpret, and apply information.	Teacher: • uses a variety of instructional strategies and resources that are appropriate to most students' skill levels and learning styles. • links content with student interests through clear and meaningful connections by occasionally incorporating students' questions and ideas (when appropriate). • engages most students in active learning by providing multiple opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. • engages the class in using appropriate learning skills and technology tools to access,	Teacher: • uses a variety of instructional strategies and resources, but strategies are sometimes inappropriate for most students' skill levels or learning styles. • links content with student interests, but connections are occasionally unclear or ineffective. • engages some students in active learning by providing a few opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. • inconsistently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information.	Teacher: • uses a single instructional strategy or resource that is consistently inappropriate for most students' skill levels or learning styles. • does not link content with student interests. • does not or rarely engages all students in active learning by providing opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. • does not engage the class in using appropriate learning skills and technology tools to access, interpret, and apply information.

		interpret, and apply information.		

3. INSTRUCTION	9. Uses questioning and discussion techniques to promote higher order thinking skills			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
	Teacher: • uses questions to check for understanding of content and skillfully corrects all student misunderstandings at appropriate times, and effectively adapts instruction.	Teacher: • uses questions to check for understanding of content, adequately corrects most student misunderstandings at appropriate times, and adapts instruction when needed.	Teacher: • uses questions to check for understanding of content, but sometimes inadequately corrects student misunderstandings or does so at inappropriate times; is	Teacher: • does not use questions to check for understanding of content or does not respond or adapt instruction to student misunderstandings. • uses questions, coaching, and

	• Uses questions, coaching, and feedback that elicit extensive participation and discussion; questions require higher order thinking and are timed appropriately throughout the lesson. • responds to students' correct answers by probing for higher-level understanding each time. • uses questions to help students make connections to other students' comments and does so at appropriate times and probes to encourage further discussion.	• uses questions, coaching, and feedback that elicit good participation and discussion; questions require higher order thinking skills, but are not timed appropriately • responds to students' correct answers by probing for higher-level understanding more than half of the time. • uses questions to help students make connections to other students' comments and does so at appropriate times, but may not probe to encourage further discussion.	ineffective at adapting instruction. • uses questions, coaching, and feedback that elicit good participation and discussion; but most questions require only lower order thinking skills and are not timed appropriately. • responds to students' correct answers by probing for higher-level understanding less than half of the time. • uses questions to help students make connections to other students' comments, but may do so at inappropriate times or may not probe to encourage further discussion.	feedback that elicit limited student participation and lead to recitation of information rather than discussion. • does not respond to students' correct answers by probing for higher-level understanding. • does not use questions to help students make connections to other students' comments.

	10. Brings multiple perspectives to the delivery of content			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
3. INSTRUCTION	Teacher: • consistently and clearly connects instruction with the classes' prior knowledge and daily lives, as well as aspects of their community and life experiences • uses relevant and timely examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives. • regularly uses instructional strategies and activities that help all students develop multiple perspectives to analyze, synthesize, and evaluate content and to expand their understanding of local and global issues by creating novel approaches to solving problems.	Teacher: • connects instruction with the classes' prior knowledge and daily lives, as well as aspects of their community and life experiences • uses examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives. • uses instructional strategies and activities that help most students develop multiple perspectives to analyze, synthesize, and evaluate content and to expand their understanding local and global issues.	Teacher: • inconsistently or unclearly connects instruction with classes' prior knowledge and daily lives, as well as aspects of their community and life experiences. • uses examples in instruction and activities that reflect the cultural diversity of the class, but do not include diverse social and cultural perspectives. • occasionally or ineffectively uses instructional strategies and activities that help most students develop multiple perspectives to analyze, synthesize, and to evaluate content and expand their understanding local and global issues.	Teacher: • does not or rarely connects instruction with the classes' prior knowledge and daily lives, as well as aspects of their community and life experiences. • does not or rarely uses examples in instruction and activities that reflect the cultural diversity of the class and do not include diverse social and cultural perspectives. • does not or rarely uses instructional strategies or activities that help students to develop multiple perspectives to analyze, synthesize, and evaluate content and to expand their understanding local and global issues.

3. INSTRUCTION	11. Communicates clearly and effectively			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
	Teacher: • communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely throughout the lesson and adapts communication style in response to student behavior. • speaks clearly and at an appropriate pace; successfully facilitates student discussion. • consistently makes eye contact with students, regularly uses non-verbal communication to reinforce appropriate student behavior, and adapts non-verbal behavior to meet each individual student's needs. • uses developmentally appropriate language and explanations and adapts communication style as needed.	Teacher: • communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely throughout the lesson. • speaks clearly and at an appropriate pace but occasionally monopolizes the discussion when facilitating student discussion. • consistently makes eye contact with students and regularly uses non-verbal communication to reinforce appropriate student behavior. • uses developmentally appropriate language and explanations, but may not adapt his or her communication style as needed.	Teacher: • communicates written and oral content, expectations directions, and procedures, but occasionally lacks clarity or effective organization. • speaks clearly, but may not use appropriate pacing, and/or dominates the discussion when facilitating student discussion. • regularly makes eye contact with students, but only occasionally uses non-verbal communication to reinforce. appropriate student behavior. • sometimes uses language or explanations that are developmentally inappropriate.	Teacher: • does not communicate written and oral content, expectations, explanations, directions, and procedures in a clear and organized manner. • does not speak clearly or at an appropriate pace and dominates the discussion when facilitating student discussion. • rarely makes eye contact with students or uses non-verbal communication to reinforce appropriate student behavior. • consistently uses developmentally inappropriate language.

	4. LEARNING ENVIRONMENT			
	12. Manages available classroom space and resources effectively for student learning			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
4. LEARNING ENVIRONMENT	Teacher: • organizes and uses available physical space, materials, and resources to facilitate movement and communication for all students and staff. • provides spaces appropriate to all individual student needs and planned activities. • collaborates with colleagues to use supplementary resources and technology effectively and ensures all students have access, support, and time to use classroom and school resources.	Teacher: • organizes and uses available physical space, materials and resources to facilitate movement and communication for most students and staff. • provides spaces appropriate to most individual student needs and planned activities. • uses supplementary resources and technology effectively and ensures all students have access, support, and time to use classroom and school resources.	Teacher: • organizes and uses available physical space, materials, and resources in a reasonable manner; however, the arrangement impedes movement and communication for students and staff. • provides spaces appropriate to some student needs or planned learning activities • inconsistently or ineffectively uses supplementary resources and technology and not all students have access, support, and time to use classroom and school resources.	Teacher: • does not organize and use the available physical space, materials, and resources in a reasonable manner and the arrangement impedes movement and communication for students and staff. • does not provide space appropriate to individual student needs or planned activities. • does not use supplementary resources and technology effectively and students do not have access, support, or time to use classroom and school resources.

4. LEARNING ENVIRONMENT	13. Creates and maintains a climate of safety, respect, and support for all students			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
	Teacher: • treats all students with respect, has a strong, nurturing relationship with each student, and proactively facilitates respectful and encouraging relationships among students. • facilitates student collaboration by encouraging students to recognize and celebrate the diverse experiences and achievements of groups and individual students. • ensures the classroom is a safe place for all students to voice their thoughts and opinions, and when possible, engages students in monitoring and enforcing classroom rules on speech and conduct.	Teacher: • treats all students with respect and has a strong, nurturing relationship with each student. • cultivates a climate of inclusion by building on the diverse experiences of students and by celebrating the achievements of groups and individual students. • ensures the classroom is a safe place for all students to voice their thoughts and opinions.	Teacher: • treats all students with respect and establishes rapport with each student. • overlooks opportunities to draw on the diverse experiences of students or celebrate the achievements of groups or individual students. • inconsistently ensures the classroom is a safe place for all students to voice their thoughts and opinions	Teacher: • does not treat all students with respect and has poor relationships with some students; uses derogatory statements about students' identities, cultures, or backgrounds. • disregards the diverse experiences of students and the achievements of groups or individual students. • does not ensure the classroom is a safe place for all students to voice their thoughts and opinions

4. LEARNING ENVIRONMENT	14. Maximizes time available for instruction			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
	Teacher: • Begins class on time, establishes and follows procedures consistently, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions and uses appropriate pacing; and when appropriate, involves students in developing and managing classroom procedures.	Teacher: • Begins class on time, establishes and follows procedures consistently, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions, and uses appropriate pacing.	Teacher: • Begins class at irregular times, establishes procedures but these are not followed consistently, does not transition smoothly between tasks, disruptions are addressed but in an inefficient manner, and appropriate pacing methods are not used.	Teacher: • Begins class late, does not establish clear procedures, does not transition smoothly between tasks, allows disruptions to continue unaddressed, and appropriate pacing methods are not used.

4. LEARNING ENVIRONMENT	15. Establishes and maintains a culture of learning to high expectations			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
	Teacher: • clearly and consistently communicates instructional goals to students, has high expectations for students of all levels, and encourages student participation when revising or establishing goals (if applicable). • consistently holds all students accountable for meeting instructional goals and revises appropriately when these goals need to change.	Teacher: • clearly and consistently communicates instructional goals to students and has high expectations for students of all levels. • consistently holds all students accountable for meeting instructional goals.	Teacher: • does not clearly or consistently communicate instructional goals to students, but has high expectations for students of all levels. • holds most students accountable for meeting instructional goals, but could be more consistent with the entire class.	Teacher: • does not clearly or consistently communicate instructional goals to students and has modest or inconsistent expectations of students. • does not hold all students accountable for meeting instructional goals.

	16. Manages student behavior to provide productive learning opportunities for all students			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
4. LEARNING ENVIRONMENT	Teacher: • establishes, communicates, and reinforces classroom rules and expectations, ensures that students understand the rules, and when appropriate, involves students in the creation and monitoring of classroom rules and expectations. • monitors student behavior, anticipates potential problems, and prevents inappropriate behaviors from occurring by proactively reinforcing procedures.	Teacher: • establishes, communicates, and reinforces classroom rules and expectations, and ensures that students understand the rules. • monitors student behavior and responds consistently to inappropriate behavior, but may not anticipate potential problems.	Teacher: • establishes and communicates classroom rules and expectations but overlooks opportunities to reinforce them. • monitors student behavior but may not anticipate problems and occasionally responds inconsistently to inappropriate behavior.	Teacher: • does not establish and communicate classroom rules and expectations. • does not monitor student behavior or anticipate problems and/or responds to inappropriate behavior in an inconsistent manner.

	5. PROFESSIONAL RESPONSIBILITIES			
5. PROFESSIONAL RESPONSIBILITIES	**17. Engages in continuous professional development and applies new information learned in the classroom**			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
	Teacher: • proactively seeks out and participates in professional development and makes a substantial contribution to the profession through activities such as action research and coaching (formally or informally) other teachers. • applies lessons learned from professional development to benefit students, fully integrates the new material into lesson plans, instructional strategies, or classroom procedures, and shares new information/lessons learned with colleagues. • coaches and/or collaborates with other colleagues in developing a personal plan for continuous improvement with priorities consistent with district goals and based on analysis of student assessment results and annual performance appraisal.	Teacher: • proactively seeks out and participates in professional development activities. • applies lessons learned from professional development to benefit students and fully integrates the new information into lesson plans, instructional strategies, or classroom procedures. • proactively develops and maintains a personal plan for continuous improvement with priorities consistent with district goals, based on analysis of student assessment results and annual performance appraisal.	Teacher: • participates only in professional development activities that are convenient. • applies lessons learned from professional development to benefit students, but does not fully integrate the new information into lesson plans, instructional strategies, or classroom procedures. • has a personal plan for continuous improvement but it is not maintained; priorities may not be consistent with district goals, or are not based on analysis of student assessment results or annual performance appraisal.	Teacher: • participates only in professional development activities that are required. • does not apply lessons learned from professional development to benefit students. • does not have a personal plan for continuous improvement.

5. PROFESSIONAL RESPONSIBILITIES	18. Demonstrates professionalism and high ethical standards/acts in alignment with Mississippi Code of Ethics			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
	Teacher: • is familiar with Mississippi Code of Ethics and collaborates with colleagues to advocate, model, and teach safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. • Leads and/or collaborates with colleagues to ensure full compliance with school and district regulations and timelines by encouraging others do the same.	Teacher: • is familiar with Mississippi Code of Ethics and advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. • complies fully with school and district regulations and timelines.	Teacher: • is familiar with Mississippi Code of Ethics and engages in safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media. • complies minimally with school and district regulations and timelines.	Teacher: • is unfamiliar with Mississippi Code of Ethics and does not engage in safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media. . • does not comply with school and district regulations and timelines.

	19. Establishes and maintains effective communication with families			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
5. PROFESSIONAL RESPONSIBILITIES	Teacher: • provides clear, understandable information to families on student progress and activities on a regular and consistent basis throughout the school year and encourages student participation in communicating with families. • consistently engages families in the instructional program and class activities; incorporates student and family feedback in instructional content and activities when appropriate and reasonable. • attempts to work collaboratively with students and their families to establish mutual expectations to support student development and achievement.	Teacher: • provides clear, understandable information to families on student progress and activities on a regular and consistent basis throughout the school year. • consistently engages families in the instructional program and class activities. • engages in ongoing communication with students' families to establish expectations to support student development and achievement.	Teacher: • provides information to families on student progress and activities; however, communication is sporadic, incomplete, or unclear. • sporadically engages some families in the instructional program or class activities. • sporadically engages in communication with students' families to establish expectations to support student development and achievement.	Teacher: • provides little or no information to families on student progress and activities. • makes no attempt to engage families in the instructional program or class activities. • Makes no attempt to engage in communication with students' families to establish expectations to support student development and achievement.

	20. Collaborates with colleagues and is an active member of a professional learning community in the school			
	Distinguished	**Effective**	**Emerging**	**Unsatisfactory**
5. PROFESSIONAL RESPONSIBILITIES	Teacher: • assumes a leadership or supporting role within the professional learning community and for school and district events and projects. • serves as a leader by encouraging others to collaborate and addresses most requests made by peers in a timely and productive fashion. • leads or supports professional colleagues in creating opportunities to reflect, problem-solve, and share new ideas and experiences; seeks and gives feedback to improve student performance and teaching practices. • leads or collaborates in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress towards those goals.	Teacher: • actively participates in the professional learning community and in school and district events and projects. • actively identifies opportunities to collaborate with others and addresses most requests made by peers in a timely and productive fashion. • actively collaborates with professional colleagues to create opportunities to reflect, problem-solve, and share new ideas and experiences; seeks and gives feedback to improve student performance and teaching practices. • contributes to in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress towards those goals.	Teacher: • participates, when asked, in the professional learning community and in school and district events and projects. • makes some effort to collaborate with colleagues and addresses most requests made by colleagues in a timely and productive fashion. • makes some effort to collaborate with professional colleagues when opportunities arise to reflect, problem-solve, and share new ideas and experiences; seeks and gives feedback to improve student performance and teaching practices • sporadically contributes to the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress towards those goals.	Teacher: • avoids participating in the professional learning community or in school and district events and projects. • avoids working with others that he or she disagrees with, and disregards requests made by colleagues. • does not collaborate with professional colleagues when opportunities arise to reflect, problem-solve, or share new ideas and experiences; does not seek or give feedback to improve student performance and teaching practices • does not contribute to the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress towards those goals.

Attachment 11a.
State Board Meeting Minutes
November 2011

Minutes of Mississippi Board of Education Meeting

November 18, 2011

The regular meeting of the Mississippi Board of Education was held at 8:30 a.m. on Friday, November 18, 2011 in the 4th Floor Boardroom of the Central High School Building, 359 North West Street, Jackson, Mississippi. Board members present were: Ms. Kami Bumgarner, Mr. Hal Gage, Dr. O. Wayne Gann, Mr. Claude Hartley, Mr. William H. Jones, Dr. John R. Kelly, Dr. Sue Matheson, Mr. Charles McClelland, and Ms. Martha Murphy.

I. The meeting was called to order by Mr. Charles McClelland, Chair. Mr. McClelland noted the statement on the agenda that cellular telephones and pagers are not permitted during the Board meeting.

II. Mr. Charles McClelland led the Pledge of Allegiance to the Flag and Dr. O. Wayne Gann gave the Invocation.

III. On a motion by Dr. Sue Matheson, seconded by Dr. John R. Kelly, the Board unanimously approved the minutes of the meeting of October 20-21, 2011.

IV. On a motion by Mr. Claude Hartley, seconded by Dr. O. Wayne Gann, the Board voted unanimously to amend the agenda to add item 28: Approval of staff salary adjustments based on increased level of responsibility and job performance; and item 29: Approval of appointment of Bureau Director II for the Office of Internal Accountability.

On a motion by Mr. William H. Jones, seconded by Mr. Claude Hartley, the Board voted unanimously to approve the agenda as presented.

On a motion by Mr. Claude Hartley, seconded by Dr. O. Wayne Gann, the Board voted unanimously to move the December Teleconference meeting from Friday, December 16, 2011 to Thursday, December 15, 2011 at 8:30 a.m.

V. Mr. Charles McClelland gave the following Report of the Chair:

- Reminded Board members to make their Christmas contribution for a needy family;
- Reported that on November 15 Dr. Burnham and he attended the Mississippi School Board Association Conference held in Jackson and commended Dr. Burnham on a great job in presenting *Standing on the Shoulders of Giants* to the group.
- Recognized Ms. Rhea Bishop, Executive Director, Mississippi Center for Education Innovation (MCEI). He stated that MCEI had purchased banners to recognize the Star Schools Districts and districts that had made the greatest gain.

VI. Approval of Action Items
(Items below are numbered to correspond to the items as discussed on Thursday, November 17, 2011.)

07. On a motion by Dr. John R. Kelly, seconded by Dr. Sue Matheson, the Board unanimously approved to modify the contract with Jimmy L. Hopkins to serve as Conservator for the Hazlehurst City School District (copy attached).
(Office of School Improvement, Oversight & Recovery)

08. On a motion by Dr. John R. Kelly, seconded by Dr. Sue Matheson, the Board unanimously approved to modify the contract with Robert E. King to serve as Interim Conservator for the North Panola School District (copy attached).
(Office of School Improvement, Oversight & Recovery)

09. On a motion by Dr. John R. Kelly, seconded by Dr. Sue Matheson, the Board unanimously approved to modify the contract with Dr. George Gilreath to serve as Interim Conservator for the Indianola School District (copy attached).
(Office of School Improvement, Oversight & Recovery)

10. On a motion by Dr. John R. Kelly, seconded by Dr. Sue Matheson, the Board unanimously approved to modify the contract with James A. Malone to serve as Interim Conservator for the Tate County School District (copy attached).
(Office of School Improvement, Oversight & Recovery)

11. On a motion by Dr. John R. Kelly, seconded by Dr. Sue Matheson, the Board unanimously approved to modify the contract with Dr. Michael B. Vinson to serve as Conservator for the Okolona School District (copy attached).
(Office of School Improvement, Oversight & Recovery)

12. On a motion by Dr. John R. Kelly, seconded by Dr. Sue Matheson, the Board unanimously approved to modify the contract with Robert A. Strebeck to serve as Conservator for the Sunflower County School District (copy attached).
(Office of School Improvement, Oversight & Recovery)

13. On a motion by Dr. John R. Kelly, seconded by Dr. Sue Matheson, the Board unanimously approved to modify the contract with Charles King Barron, Sr. to serve as Conservator for the Drew School District (copy attached).
(Office of School Improvement, Oversight & Recovery)

14. On a motion by Dr. John R. Kelly, seconded by Dr. Sue Matheson, the Board unanimously approved to establish State Board Policy 5150 – Mississippi Recovery School District (Conservatorship). The item cleared the Administrative Procedures Act process with no public comment (copy attached).
(Office of School Improvement, Oversight & Recovery)

15. On a motion by Dr. John R. Kelly, seconded by Dr. Sue Matheson, the Board unanimously approved to award the Talent Search Grant to the Newton Municipal School District (copy attached).
(Office of School Improvement, Oversight & Recovery)

16. On a motion by Ms. Martha Murphy, seconded by Mr. Claude Hartley, the Board unanimously approved the report on submission of Plans of Rapid Compliance to the Mississippi Department of Education, Office of Special Education, as required by the 2003 Modified Mattie T. Consent Decree (copy attached).
(Office of Instructional Enhancement & Internal Operations)

17 On a motion by Ms. Martha Murphy, seconded by Mr. Claude Hartley, the Board unanimously approved the appointment of Ms. Elisha Campbell to serve as School Finance Officer for the Office of Federal Programs at an annual salary $69,670.57.
(Office of Instructional Enhancement & Internal Operations)

18. On a motion by Ms. Martha Murphy, seconded by Mr. Claude Hartley, the Board unanimously approved to renew the contract with CCH Consulting, Inc., to provide a Project Manager to oversee modifications and enhancements to a web-based payment system (copy attached).
(Office of Instructional Enhancement & Internal Operations)

19. On a motion by Ms. Martha Murphy, seconded by Mr. Claude Hartley, the Board voted unanimously to begin the Administrative Procedures Act process to revise the *Mississippi Early Learning Standards for Classrooms Serving Four-Year Old Children* (English Language Arts and Mathematics) (copy attached).
(Office of Instructional Enhancement & Internal Operations)

20. On a motion by Ms. Martha Murphy, seconded by Mr. Claude Hartley, the Board voted unanimously to begin the Administrative Procedures Act process to revise the *Mississippi Early Learning Standards for Classrooms Serving Three-Year Old Children* (English Language Arts and Mathematics) (copy attached).
(Office of Instructional Enhancement & Internal Operations)

21. On a motion by Ms. Martha Murphy, seconded by Mr. Claude Hartley, the Board voted unanimously to begin the Administrative Procedures Act process to revise/remove the following State Board Policies (copies attached):
(Office of Instructional Enhancement & Internal Operations)

    A. Approval to begin the Administrative Procedures Act process to revise State Board Policy 2100 – Class Size

    B. Approval to begin the Administrative Procedures Act process to revise State

Board Policy 2901 – Curriculum Guides

C. Approval to begin the Administrative Procedures Act process to revise State Board Policy 2902 – Approved Courses for the Secondary Schools

D. Approval to begin the Administrative Procedures Act process to revise State Board Policy 2904 – Early Learning Guidelines for Four Year Old Children

E. Approval to begin the Administrative Procedures Act process to revise State Board Policy 3700 – Gifted

F. Approval to begin the Administrative Procedures Act process to revise State Board policy 4400 - Kindergarten

G. Approval to begin the Administrative Procedures Act process to remove State Board Policy 1703 – Assistant Teacher Program

H. Approval to begin the Administrative Procedures Act process to remove State Board Policy 6006 – Kindergarten Classrooms

I. Approval to begin the Administrative Procedures Act process to remove State Board Policy 6300 – Reading Improvement Program

22. On a motion by Mr. Hal Gage, seconded by Mr. Claude Hartley, the Board unanimously approved the revision of the following State Board Policies (copies attached):
(Office of Instructional Enhancement & Internal Operations)

A. Approval to revise selected Vocational Education Board Policies to reflect a change in policy title and program names. The item cleared the Administrative Procedures Act process with no public comment.

B. Approval to revise State Board Policy 8201—Appeals Procedures for Consortia/Area Vocational School Joint Planning Waiver. The item cleared the Administrative Procedures Act process with no public comment.

C. Approval to revise State Board Policy 8204—Assurance of Equal Access to Vocational Programs. The item cleared the Administrative Procedures Act process with no public comment.

D. Approval to revise State Board Policy 8207—Vocational Courses Designation. The item cleared the Administrative Procedures Act process with no public comment.

E. Approval to revise State Board Policy 8213—New Program Approval for Vocational Ongoing Programs. The item cleared the Administrative Procedures Act process with no public comment.

F. Approval to revise State Board Policy 8302—Allocation of Vocational Education Plan Funds to Local Educational Agencies. The item cleared the Administrative Procedures Act process with no public comment.

G. Approval to revise State Board Policy 8401—Local Vocational Counselor. The item cleared the Administrative Procedures Act process with no public comment.

H. Approval to revise State Board Policy 8402—Local Vocational and Technical Education Administrator. The item cleared the Administrative Procedures Act process with no public comment.

I. Approval to revise State Board Policy 8403—Assignment Schedule of Local Vocational Personnel. The item cleared the Administrative Procedures Act process with no public comment.

J. Approval to revise State Board Policy 8500—Certification of Basic Skills Training and/or Retraining for Tax Credit. The item cleared the Administrative Procedures Act process with no public comment.

K. Approval to revise State Board Policy 8801—Acquisition and Accountability of Vocational Instructional Equipment. The item cleared the Administrative Procedures Act process with no public comment.

L. Approval to revise State Board Policy 9000—Vocational Licensure. The item cleared the Administrative Procedures Act process with no public comment.

M. Approval to revise State Board Policy 9202—Local Reimbursable Expense Items-Construction. The item cleared the Administrative Procedures Act process with no public comment.

N. Approval to revise State Board Policy 9205—Revenues. The item cleared the Administrative Procedures Act process with no public comment.

23. On a motion by Dr. Sue Matheson, seconded by Dr. O. Wayne Gann, the Board unanimously approved to modify the existing Mississippi Teacher Appraisal System for use in the Teacher Incentive Fund Grant School Districts. The item cleared the Administrative Procedures Act process with no public comment (copy attached).
(Office of Quality Professionals & Special Schools)

24. On a motion by Mr. Claude Hartley, seconded by Dr. O. Wayne Gann, the Board unanimously approved to contract with CIBER, Inc. to provide external statewide network and technical services support for the Mississippi Department of Education (copy attached).
(Office of Educational Accountability)

25. On a motion by Mr. Claude Hartley, seconded by Dr. O. Wayne Gann, the Board unanimously approved to contract with Coast Accountability Statistical Services (CASS), LCC to support transition of the accountability system (copy attached).
(Office of Educational Accountability)

26. On a motion by Mr. Hal Gage, seconded by Mr. Claude Hartley, the Board unanimously approved the appointment of Mr. Nathan Oakley to serve as Bureau Director II for the Office of Curriculum and Instruction at an annual salary of $87,000.00.
(Office of Instructional Enhancement & Internal Operations)

27. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved the following consent items (copies attached):

    A. Approval of monthly contracts with former State Employees receiving retirement benefits
    (Office of Instructional Enhancement & Internal Operations)

    B. Approval to renew competitive contracts for food and non-food products to local organizations in the State Food Purchasing Program
    (Office of Instructional Enhancement & Internal Operations)

28. On a motion by Dr. O. Wayne Gann, seconded by Dr. John R. Kelly, the Board unanimously approved the following staff salary adjustments based on increased level of responsibility and job performance:
    - Dr. Bill Welch, Bureau Director II, Office of Conservatorship - $[redacted]
    - Toni Kersh, Bureau Director II, Office of Dropout Prevention and Compulsory School Attendance Enforcement - $[redacted]
    - James Hart, Bureau Director II, Office of Accounting - $[redacted]
    - Josh Shoemaker, Bureau Director II, Office of Accountability Systems - $[redacted]

    (Office of State Superintendent)

29. On a motion by Dr. O. Wayne Gann, seconded by Dr. John R. Kelly, the Board unanimously approved the appointment of Ms. Kim McCurley to serve as Bureau Director II for the Office of Internal Accountability at an annual salary of $ [redacted] (copy attached).
(Office of State Superintendent)

VII. Recognition Ceremony

- **Mississippi JROTC Cadets**
  Legion of Valor Bronze Cross for Achievement Award
  Cadet Christian Bradshaw, Army JROTC, McLaurin High School
  Cadet Mark R. Crawford, MCJROTC, Horn Lake High School
  Cadet Amber Davis, Army JROTC, Lanier High School
  Cadet Robert HI Marsh III, Army JROTC, Brandon High School
  Cadet Jeffery I. Walton, Army JROTC, Northwest Rankin High School
  Cadet Jessie L. Welch, Army JROTC, Richland High School

- **Star Districts**
  Pass Christian Public School District, Dr. Sue Matheson
  Petal School District, Dr. John Buchanan
  Clinton Public School District, Dr. Phil Burchfield
  Enterprise School District, Ms. Rita Windham

- **Johnny Franklin**
  Education Policy Advisor
  Office of the Governor

- **November 2011 MDE Employee of the Month**
  Christy Todd
  Operations Management Analyst Principal
  Office of Career and Technical Education

VIII. State Board of Education

01. There was no report of meetings attended.
02. There was no request to approve attendance at a meeting.

IX. There was no other business.

X. On a motion by Dr. O. Wayne Gann, seconded by Mr. Claude Hartley, the meeting adjourned at 9:08 a.m.

Approved:

Charles McClelland, Chair
Mississippi Board of Education

Tom Burnham, Ed.D.
Executive Secretary
Mississippi Board of Education

Attachment 11b.
Evaluation Council Final Recommendations

RECOMMENDATION OF THE STATEWIDE TEACHER EVALUATION COUNCIL

INTRODUCTION

In June, 2010, the Mississippi Department of Education (MDE), through the Mississippi Teacher Center, commissioned the establishment of the Statewide Teacher Evaluation Council (STEC). The STEC was established to recommend to MDE a framework for the development of a statewide evaluation process for teachers and principals in Mississippi schools. These evaluations will be developed in response to national initiatives that focus on schoolwide improvement. The goal is that these evaluations be utilized to improve the practices of teachers and administrators, and to ultimately increase student achievement.

COUNCIL MEMBERSHIP

Most national school improvement initiatives require broad stakeholder input in the development of school improvement processes. The STEC was established to meet the requirement of broad stakeholder input. Teachers (4), administrators (5), union representatives (3), a community representative, the Governor's Office representative, teacher preparation program representatives (2), Mississippi Association of School Superintendents representative, and MDE personnel formed the membership of the STEC. The work performed by the STEC was facilitated by IMPACT Mississippi Education Consulting, LLC, a consulting firm with expertise in operating and improving local school districts. (See Appendix A for a detailed listing of STEC members.)

RECOMMENDATION DEVELOPMENT

The STEC met on three (3) different occasions to develop Guiding Principles for an effective educator evaluation system, and to make recommendations to MDE concerning the framework for educator evaluations. The group initially discussed the desired outcomes of an educator evaluation system. The group identified characteristics of "excellent" teachers, principals, and schools. These discussions and the identified characteristics of "excellence" created the basis for belief statements that became the foundation for the development of the group's Guiding Principles. The group also discussed national initiatives concerning professional development, student assessment data for the determination of student growth (value added), career ladders for teachers, and performance based compensation systems. The group also received information concerning U. S. Department of Education funding for Race to the Top, Teacher Incentive Fund grants, School Improvement Grants, and value added data systems. The group evaluated existing educator evaluation mechanisms in the State of Mississippi, as well as educator evaluation systems from other states, including the highest ranking applicants in Round One of the Race to the Top grants. The group also reviewed Mississippi's existing teacher performance standards for correlation with evaluation components. In order to obtain individual responses from STEC members, a questionnaire concerning possible components of an effective educator evaluation system and their usage was prepared and completed. This questionnaire was also completed by teachers attending training during the same time period.

GUIDING PRINCIPLES

The STEC utilized its preliminary work on identifying desired outcomes from educator evaluations and characteristics of "excellence" to form Guiding Principles. These Guiding Principles served as the parameters and perimeters for the recommendations that the STEC would give to MDE concerning an educator evaluation framework. After a review of preliminary belief statements and expansion of these statements to include characteristics of "excellence", the group finalized and adopted the following Guiding Principles, listed in order of importance as agreed upon by the STEC:

Guiding Principles

An Effective Educator Evaluation System Will:

1. Drive growth in student achievement at the classroom, department, school, and district levels.

2. Focus on effective teaching and learning based on national and state standards that target high expectations and meet the diverse needs of every learner.

3. Use multiple rating tools to assess levels of productivity, including 1) measures of teamwork and collaboration; 2) student assessment data including student growth; 3) school and classroom climate; 4) leadership.

4. Include comprehensive training on evaluation system components that provide fair, transparent scoring mechanisms and produce inter-rater reliability.

5. Promote and guide individual and collaborative professional learning and growth based on educator content knowledge and the use of research established best practices and technology.

6. Provide appropriate data to differentiate compensation in a fair and equitable manner.

7. Differentiate the evaluation process based on the educator's expertise and student assessment results.

8. Provide appropriate and timely feedback at multiple levels to detect individual and systemic strengths and weaknesses.

The subsequent work of the STEC was consistently compared to these Guiding Principles to ensure adherence to these foundational statements.

EVALUATION QUESTIONNAIRE

The members of the STEC were given an opportunity to complete a questionnaire concerning evaluation components, conducting evaluations, professional development in relation to evaluation results, and the usage and distribution of information from evaluation results. Teachers who attended Mississippi Delta Community College's Millennium Partnership Summer Institute for Secondary Teachers also completed the Evaluation Questionnaire. These teachers instruct in the areas of English/Language Arts, Math, and Science. Approximately 60 teachers participated in completing the questionnaire. (See Appendix B & C for a compilation of questionnaire results.)

The results of the questionnaire reflected broad consensus on a number of issues. The range of teacher responses was broader than the STEC responses, but the ranking of the responses followed a very similar sequence. Information on the responses is grouped by sections of the questionnaire.

Evaluation Components

Both groups considered the usage of evaluations for formative purposes as primary. The groups also considered the use of classroom observations and student growth data as major components of an evaluation system.

Conducting the Evaluation

Both the STEC and the teacher group responses reflected the desire for evaluations by peers. However, the groups differed somewhat on the number of observations to be performed. The teacher group felt strongly that two observations were sufficient, but the council responses reflected a desire for more than two observations. These differing responses may in some way relate to the perception by teachers of the effectiveness and utilization of evaluation results.

Professional Development

Both groups ranked professional development on evaluation system components as the highest need for success of the new system. Also, both groups indicated that the utilization of evaluation results should clearly drive professional development activities.

Evaluation Results

Both the teacher group and the STEC indicated the timely delivery of evaluation results are of highest importance. The groups also agreed that diagnostic information obtained through the evaluation system for each teacher was important. In addition, both groups indicated that evaluation results should also be a primary consideration in identifying teachers who are eligible to progress on career ladders.

The similarity of the ranking of the questionnaire results from the participating teachers and the STEC reflects a broad consensus on most major issues. An examination of the results clearly indicates that both groups see the utilization of evaluation results of the highest importance. The ranking of formative evaluations, professional development designed from evaluation results, and the desire for timely sharing of results indicates the agreement of the two groups that the utilization of evaluation results for improvement purposes should be the main purpose of an educator evaluation system.

SPECIFIC RECOMMENDATIONS

The STEC continued its work in the development of specific recommendations on various issues relating to components and processes to be included in an educator evaluation system. The recommendations are grouped by the Guiding Principle to which they relate.

Drive growth in student achievement at the classroom, department, school, and district levels.

RECOMMENDATION – The State of Mississippi should develop a single evaluation system that satisfies the requirements of all applicable processes.

Most school districts have their own evaluation instruments that have been developed by or for the district. An evaluation instrument currently exists that is utilized by MDE in schools identified for "School Improvement". In addition, classroom observation instruments have been developed to serve the appropriate purposes of Response to Intervention (RTI). The STEC strongly felt that a single evaluation instrument should be developed that meets all required statutory, regulatory, and improvement purposes.

Focus on effective teaching and learning based on national and state standards that target high expectations and meet the diverse needs of every learner.

RECOMMENDATION – The State of Mississippi should revise current state teacher and administrator performance standards to include an appropriate educator ethics standard. The State of Mississippi should also develop a code of ethics to be referenced in the new standard.

The code of ethics should define the professional behavior of educators and serve as a guide to ethical conduct. The code should protect the health, safety and general welfare of students and educators; outline objective standards of conduct for professional educators; and clearly define actions of an unethical nature for which disciplinary sanctions are justified.

RECOMMENDATION – The State of Mississippi should revise appropriate state standards to include appropriate focus on the diversity of student instructional needs and the diversity of student backgrounds and environments.

Given the broad range of student needs, the STEC felt the necessity to have educator performance standards address not only the diverse instructional needs of students, but to also address the teacher's responsibility to adapt teaching and learning strategies to meet the differing environments from which students arrive at school.

Use multiple rating tools to assess levels of productivity, including 1) measures of teamwork and collaboration; 2) student assessment data including student growth; 3) school and classroom climate; 4) leadership.

RECOMMENDATION – The State of Mississippi should develop an educator evaluation system that uses multiple rating tools to assess the productivity and effectiveness of educator performance. The rating tools should include the following components and should meet the following objectives:

- Student growth (value added)
- Classroom and/or school observations
- Positive student work habits (e.g., attendance, preparation of homework, obtaining passing grades)
- Achievement gap reduction
- Participation in collaborative activities with peers
- Individualized and personalized support for students (e.g., mentoring of students, personalized assistance to students, establishing partnerships with the community)
- Peer evaluations
- Usage of artifacts as objective evidence of meeting agreed upon goals

RECOMMENDATION – The State of Mississippi should develop an educator evaluation system that utilizes an appropriate scoring rubric that contains identified and properly defined standards for meeting or performing at each scoring level.

The STEC had very intense discussions concerning the objective nature of evaluations. The group felt that each standard and each scoring level should have clear descriptions of the activities or evidences that should be present or that may be observed to score an educator at a particular level. With clearly defined criteria, the evaluations become more objective in nature, and produce greater inter-rater reliability. The group clearly communicated its desire that any evaluation instrument should clearly define what an educator must achieve or possess to reach the various level of performance.

RECOMMENDATION – The State of Mississippi should develop an educator evaluation system that identifies performance levels between unsatisfactory and satisfactory, and that identifies performance levels above satisfactory. The STEC also recommends that two levels of performance above satisfactory be delineated, with the highest level of performance reserved for educators who display the most outstanding professional attributes and whose students obtain the highest student achievement.

The STEC reached consensus on its desire to see a five (5) step performance ranking system. The group discussed possible wording of the five (5) categories, but no consensus was reached on the specific descriptions used for the categories. The group, however, did agree that the perceived connotations of the descriptors should be considered as to limit the negative impact of an educator being labeled with a certain description.

Include comprehensive training on evaluation system components that provide fair, transparent scoring mechanisms and produce inter-rater reliability.

RECOMMENDATION – The State of Mississippi should develop appropriate training as part of an effective educator evaluation system. The activities should include training on evaluation components and the process for conducting the evaluation.

The STEC and teacher input evidenced by responses to the questionnaire clearly indicates the importance that should be given to the educator's understanding of the evaluation process. As stated previously, the group's desire that evaluations should be utilized as a tool for improvement were clearly evident. An educator's full understanding of the evaluation process will ease fears, and will foster acceptance of the evaluation system's purpose as a means for improvement.

Promote and guide individual and collaborative professional learning and growth based on educator content knowledge and the use of research established best practices and technology.

RECOMMENDATION – The State of Mississippi should develop an educator evaluation system that will provide appropriate information to identify professional development needs.

The STEC agreed that the evaluation system should provide adequate information that is specific in nature to identify the needs of the educator being evaluated. An evaluation system with proper descriptions, desired activities and outcomes, and identified criteria for achieving higher performance levels will provide specific details that will identify weaknesses and lead to more effective teaching and learning.

RECOMMENDATION – The State of Mississippi must NOT develop an evaluation system that is unfair and biased. The evaluation system must NOT create undue work for administrators and teachers, and must NOT produce an intimidating and subjective environment for staff.

The STEC also discussed what an evaluation system should NOT do. These discussions and points of interest have been synthesized into the above recommendation. The group discussed that evaluations should serve as a positive mechanism for improvement, and not a negative stimulus for uncertainty and burdensome responsibilities that could detract educators in their pursuit of serving students.

Provide appropriate data to differentiate compensation in a fair and equitable manner.

RECOMMENDATION – The State of Mississippi should develop an educator evaluation system that considers student growth as a significant factor in the overall evaluation results. The STEC reached consensus that student growth should account for between 40% and 60% of the final evaluation results of all educators.

The STEC had many discussions throughout its sessions on student growth and the importance of student performance in determining an educator's effectiveness. The group reached consensus that an increase in student achievement as indicated by student growth should be a primary factor in determining an educator's effectiveness. The impact of the climate from which a student arrives at

school and its effect on student performance was thoroughly discussed. The council agreed that appropriate measures must be placed in any student data system that gives credit for the value added to students by specific educators.

The group also embraced language from other states that provides that an educator cannot be rated effective or better unless they have demonstrated satisfactory levels of student growth. In addition, no educator should receive the lowest rating if they show satisfactory levels of student growth.

Differentiate the evaluation process based on the educator's expertise and student assessment results.

RECOMMENDATION – The State of Mississippi should develop an educator evaluation system that allows for differentiation of evaluation components other than student growth for educators at differing levels of expertise.

The STEC agreed that an evaluation system should provide for differentiation in the evaluation process for beginning/novice teachers, career teachers, and highly effective teachers. The group reached consensus that differentiation in the evaluation process should not be based solely on the educator's years of experience. However, the STEC unanimously agreed that all educators must meet student academic growth requirements for those students in their charge.

Provide appropriate and timely feedback at multiple levels to detect individual and systemic strengths and weaknesses.

RECOMMENDATION – The State of Mississippi should develop an educator evaluation system that provides appropriate and timely feedback at the teacher, school, and district levels.

The results of the questionnaire completed by the STEC and teachers clearly ranked timely feedback as an aspect of primary importance. The utilization of evaluation results for improvement can only occur if deficiencies noted are communicated in a time frame that allows for addressing needs.

The STEC also had several discussions concerning the utilization of surveys as a part of the evaluation process. The group reached consensus that surveys were an excellent source of information, but could be subjective in nature and may not clearly indicate true circumstances. The group agreed that MDE could include surveys as part of an electronic information gathering system, but that surveys should not be included in determining an educator's evaluation results.

SUMMARY

The Statewide Teacher Evaluation Council was formed to recommend a framework for a statewide educator evaluation system to the Mississippi Department of Education. The council included a broad range of stakeholders that represented various interest groups in the education community. The council developed Guiding Principles for an effective educator evaluation system and made several recommendations.

The overriding concern of the council was that an educator evaluation system should primarily serve as a mechanism for school improvement. All system components should be directed toward increasing student achievement.

The council recommends that student growth should be considered a significant factor in determining educator effectiveness. The council also recommends that an educator evaluation system should address the educator's various needs and levels of effectiveness, while not creating an undue burden. The council recommends that any educator evaluation system should to the greatest extent possible be objective rather than subjective in nature.

The council appreciates the opportunity to participate in this most important and relevant component of school improvement.

RESPECTFULLY SUBMITTED,

Members of the Statewide Teacher Evaluation Council

APPENDIX A

Members of the Statewide Teacher Evaluation Council

Sondra Caillavet	Biloxi Public School District
Stacey Donaldson	Jackson Public School District
Carol Dorsey	Jackson Public School District
Shannon Doughty	Natchez-Adams School District
Sharon Dungan	Simpson County School District
Dr. Pamela Felder	Jackson Public School District
Dr. Johnny Franklin	Office of the Governor
Nancy Hunter	Biloxi Public School District
Dr. James Hutto	IMPACT Mississippi Education
Terry Ingram	IMPACT Mississippi Education
Deloise Jones	Mississippi Association of Educators
Nancy Kent	American Federation of Teachers
Scott Lewis	IMPACT Mississippi Education
Nancy Loome	The Parents' Campaign
Dr. Jerry J. Morgan	Pascagoula School District
Dr. Del Phillips	Columbus School District
Kelly Riley	Mississippi Professional Educators
Dr. Tina Scholtes	Mississippi State University
Dale Sullivan	Mississippi Association of School Superintendents
Leisa Weaver	William Carey University

APPENDIX B

Evaluation Questionnaire
Responses from Statewide Teacher Evaluation Council

Statewide Teacher Evaluation Council

Teacher and Principal Evaluation Components and Processes

RECAP OF RESPONSES

Please rank the following items in relative importance of their inclusion in a teacher or principal evaluation instrument.
Use the following scale with "1" being "NOT IMPORTANT" and "5" being "VERY IMPORTANT".

Item Description	NOT IMPORTANT - - - - - - - - - - - - - - - - - - VERY IMPORTANT					Average	Percentage	Ranking
Evaluation Components	One	Two	Three	Four	Five	Scoring	Rank 4 or 5	in Group
Summative Evaluation	0	0	1	2	7	4.6	90%	2
Formative Evaluation	0	0	0	2	8	4.8	100%	1
Classroom Observation	0	1	0	3	6	4.4	90%	4
Student Assessment Data	0	0	3	3	4	4.1	70%	7
Student Assessment Data by Teacher	0	0	2	4	4	4.2	80%	5
Student Assessment Data by School	0	1	2	4	3	3.9	70%	8
Student Achievement Data (e.g. QDI)	0	0	2	4	4	4.2	80%	6
Student Growth Data (Value Added)	0	1	0	3	6	4.4	90%	3
Portfolio as Evaluation Component	0	0	3	5	2	3.9	70%	9
Artifacts as Evaluation Component	0	0	3	6	1	3.8	70%	10
Conducting the Evaluation								
Evaluation by Administrator/Supervisor	0	0	1	4	5	4.4	90%	1
Evaluation by Peer	0	0	0	7	3	4.3	100%	3
Observations at Least Twice a Year	1	0	2	3	4	3.9	70%	4
Observations More Than Twice a Year	0	1	1	1	7	4.4	80%	2
Electronic Input of Observation Information	1	0	2	6	1	3.6	70%	5
Electronic Input Using Portable Devices	1	2	3	3	1	3.1	40%	6
Professional Development								
Evaluator Training	0	1	0	0	9	4.7	90%	3
Training on Evaluation Components	0	0	0	0	10	5.0	100%	1
Professional Development Based on Evaluation Results	0	0	0	0	10	5.0	100%	2
Evaluation Results								
Timely Feedback on Evaluation Results (within 5 days)	0	0	0	0	10	5.0	100%	1
Evaluation as Basis for Performance Based Compensation	0	0	3	5	2	3.9	70%	5
Evaluation as Basis for Career Ladder Advancement	0	0	1	7	2	4.1	90%	4
Evaluation Results on a Teacher Level	0	0	0	4	6	4.6	100%	2
Evaluation Results on a School Level	0	1	2	5	2	3.8	70%	6
Evaluation Results on a District Level	0	2	2	4	2	3.6	60%	7
Comparison of Evaluation Results to Student Assessment Results	0	1	0	5	4	4.2	90%	3
Public Distribution of Evaluation Results by School	1	0	5	3	1	3.3	40%	8
Public Distribution of Evaluation Results by District	1	1	3	4	1	3.3	50%	9

NOTES AND COMMENTS

New teachers should have multiple observations.
Pay should not be based totally on student performance results, considering ELL and SPED.
Formal observations are appropriate even for veterans.
Time on task should be considered
Job-embeded professional development based on evaluation results is critical.

APPENDIX C

Evaluation Questionnaire Responses from Teachers

Statewide Teacher Evaluation Council

Teacher and Principal Evaluation Components and Processes

RECAP OF RESPONSES

Please rank the following items in relative importance of their inclusion in a teacher or principal evaluation instrument. Use the following scale with "1" being "NOT IMPORTANT" and "5" being "VERY IMPORTANT".

Item Description	NOT IMPORTANT - VERY IMPORTANT					Average	Percentage	Ranking
Evaluation Components	**One**	**Two**	**Three**	**Four**	**Five**	**Scoring**	**Rank 4 or 5**	**in Group**
Summative Evaluation	0	2	9	16	12	4.0	72%	4
Formative Evaluation	0	0	9	18	12	4.1	77%	1
Classroom Observation	2	0	7	15	17	4.1	78%	2
Student Assessment Data	0	4	11	16	10	3.8	63%	7
Student Assessment Data by Teacher	0	3	7	18	13	4.0	76%	5
Student Assessment Data by School	1	7	9	10	14	3.7	59%	8
Student Achievement Data (e.g. QDI)	2	1	13	10	12	3.8	58%	6
Student Growth Data (Value Added)	1	1	7	15	17	4.1	78%	3
Portfolio as Evaluation Component	7	3	14	9	8	3.2	41%	10
Artifacts as Evaluation Component	6	3	12	12	7	3.3	48%	9
Conducting the Evaluation								
Evaluation by Administrator/Supervisor	1	4	11	13	12	3.8	61%	3
Evaluation by Peer	0	2	14	15	10	3.8	61%	2
Observations at Least Twice a Year	0	2	9	16	14	4.0	73%	1
Observations More Than Twice a Year	7	6	14	6	7	3.0	33%	5
Electronic Input of Observation Information	5	9	10	10	7	3.1	41%	4
Electronic Input Using Portable Devices	7	7	11	7	6	2.9	34%	6
Professional Development								
Evaluator Training	1	1	4	12	23	4.3	85%	3
Training on Evaluation Components	0	0	7	11	23	4.4	83%	1
Professional Development Based on Evaluation Results	0	1	4	15	21	4.4	88%	2
Evaluation Results								
Timely Feedback on Evaluation Results (within 5 days)	1	0	3	11	26	4.5	90%	1
Evaluation as Basis for Performance Based Compensation	3	6	9	12	11	3.5	56%	7
Evaluation as Basis for Career Ladder Advancement	3	5	5	16	12	3.7	68%	4
Evaluation Results on a Teacher Level	0	2	9	12	18	4.1	73%	2
Evaluation Results on a School Level	3	3	11	12	12	3.7	59%	5
Evaluation Results on a District Level	3	4	11	8	14	3.7	55%	6
Comparison of Evaluation Results to Student Assessment Results	1	4	9	15	12	3.8	66%	3
Public Distribution of Evaluation Results by School	4	5	10	7	15	3.6	54%	8
Public Distribution of Evaluation Results by District	5	5	9	6	16	3.6	54%	9

NOTES AND COMMENTS

New teachers should have multiple observations.
Pay should not be based totally on student performance results, considering ELL and SPED.
Formal observations are appropriate even for veterans.
Time on task should be considered
Job-embeded professional development based on evaluation results is critical.

Attachment 11c.
AIR-MS Project Validation Plan (with descriptions)

MISSISSIPPI TEACHER APPRAISAL INSTRUMENT PROJECT
VALIDATION PLAN

This validation plan for the Mississippi Teacher's Evaluation Project outlines the process that AIR will use to evaluate the appraisal measures that will be developed to assess teacher performance. The plan begins with a description of AIR will collect evidence for the validity of the evaluation system based on the content of the measures. Next, we describe the process for establishing the relationships between the appraisal instrument and other relevant measures. This document then outlines some potential approaches for evaluating the relationship between the appraisal instruments and measures of teacher performance.

Content Validity

The content validity methods outlined in this section will ensure that the appraisal instruments (1) include a representative sample of teacher behaviors and (2) use sensible methods for assessing these behaviors. Common methods for establishing content validity rely on the input of subject matter experts (SMEs). SMEs are individuals who have experience in a particular position or are knowledgeable about that field.

Participants. AIR recommends soliciting the input from a diverse group of SMEs. This group should include:

- Elementary, middle school, and high school teachers from different subject areas
- Principals, assistant principals, and other school administrators
- District curriculum specialists and assessment directors

In order to ensure an adequate sample size, AIR recommends having at least 25-50 SMEs participate. Ideally, these individuals would come from different regions of the state. Geographical diversity minimizes the potential for regional biases to influence the validation process.

In addition to soliciting the input of these SMEs, MDE may consider inviting community representatives to participate in the content validation process as observers. These representatives could include parents, local business or civic leaders. Including these representatives as observers could lend credibility to the process.

Procedure. AIR will present participants with a plan for developing the appraisal instruments. This plan will include:

- A list of the types of measures that will be used with item-level examples
- A matrix linking each measure with the associated performance standards
- An approximate timeframe for administering the appraisal instruments
- A scoring rubric for each instrument

SMEs will be invited to provide feedback regarding the quality of the instruments using this plan. First, feedback will be gathered quantitatively using specific rating scales. These scales will evaluate the (1) importance of each performance standard as measured by the appraisal instruments and (2) the relevance of each instrument to a teacher's job (Guion, 1998). Examples of these rating scales are provided in Table 1 (adapted from Cascio, 1998). Other rating anchors are available, and AIR will present

options to MDE, including considerations for the advantages of each. Following the first round of ratings, SMEs will have an opportunity to discuss their ratings in small groups, share information about the relevance of each, and revise their ratings during a second round of ratings.

Table 1. Examples of Rating Scales for SME Feedback.

Importance - The performance standard measure by this instrument is:				
1	2	3	4	5
Not necessary for teacher performance		Useful, but not essential for teacher performance		Essential for teacher performance
Relevance – This appraisal instrument is:				
1	2	3	4	5
Not at all relevant to a teacher's job		Somewhat relevant to a teacher's job		Extremely relevant to a teacher's job

In addition to quantitative feedback, AIR will gather qualitative data from SMEs. For instance, SMEs will be asked to discuss the pros and cons of evaluating particular teacher behaviors or using certain assessment methods. Likewise, SMEs will be asked to consider any potential issues of fairness for each instrument. These conversations will be facilitated by AIR personnel using a semi-structured protocol.

Finally, SMEs will also be asked to consider different weighting structures for separate groups of teachers. For instance, it may be important to emphasize particular teaching standards for elementary school teachers versus high school teachers. Likewise, particular standards may be more important depending on a teacher's subject area (e.g., Math, Language Arts, or Special Education). In order to facilitate the conversation, these discussions may be held within particular subgroups of SMEs (e.g., all high school teachers). If MDE will consider adjustments to the evaluation system based on grade level, subject, or both, it is important to have adequate representation from each of these groups (at least 8-10 per group). As such, the group size might need to be toward the high end of 25-50.

Construct Validity

The construct validation plan will proceed as detailed in the proposal using an MTMM-style approach to examine the extent to which the domains of teacher performance are measured reliably regardless of the source of the rating.

Criterion-Related Validity

The plan for criterion-related validity is dependent upon finalizing a state-level value-added model. Once the data from this model are available, AIR researchers will statistically link the teacher evaluation instrument to the results of the value-added model.

References

Cascio, W. F., & Aguinis, H. (2005). *Applied psychology in human resource management* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Guion, R. M. (1998). *Assessment, measurement, and prediction for personnel decisions*. Mahwah, NJ: Lawrence Erlbaum Associates.

Attachment 11d.
TIF PBCS Leadership Recommendations

Recommendation of the Leadership Committee

For the Development of a Performance Based Compensation System

As Part of the Mississippi Department of Education Teacher Incentive Fund Project

Prepared by IMPACT Mississippi Education Consulting, LLC

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Introduction

On September 23, 2010, the Mississippi Department of Education (MDE) was awarded a grant under the Teacher Incentive Fund (TIF) program. As described in the grant application, "The purpose of the TIF program is to support projects that develop and implement PBCSs for teachers, principals, and other personnel in order to increase educator effectiveness and student achievement, measured in significant part by student growth, in high-need schools." PBCS is the acronym for a Performance Based Compensation System (PBCS).

The TIF program application stated, "Grant recipients must demonstrate that their PBCSs are developed with the input of teachers and school leaders in the schools and LEAs the grants will serve." Therefore, this report is the culmination of a process in which significant input of various stakeholder groups has been obtained.

This report contains recommendations concerning the various elements of a proposed PBCS, and also contains recommendations for the development of components to be utilized in a PBCS, including an educator evaluation system and a student assessment data system that measures student growth. These various recommendations are contained in separate areas of this report.

Overview of TIF

The Teacher Incentive Fund (TIF) project of the Mississippi Department of Education (MDE) represents a cohesive and integrated strategy for increasing the effectiveness of the educator workforce, and, therefore, increasing student achievement. The project should be seen as more than an incentive program for educators. It should be seen as a multi-strategy approach to increased student achievement.

The TIF program application states, "Grant recipients may also use TIF funds to develop or improve systems and tools (which may be developed and used either for the entire LEA or only for schools served under the grant) that would enhance the quality and success of the PBCS, such as high-quality teacher evaluations and tools to measure growth in student achievement." The application also stated, "While only teachers, principals, and other personnel who work in high-need schools as defined for this program may receive performance-based compensation under TIF, grant recipients may also use TIF funds to develop or improve systems and tools for use by either the entire LEA or only schools served by the grant that would enhance the quality and success of the PBCS. These might include both high-quality teacher evaluations, and tools to measure growth in student achievement." The program also provided that funds could be used to "provide educators with incentives to take on additional responsibilities."

Therefore, the TIF project for MDE contains five (5) elements for school improvement. The five (5) project components are:

1. Performance Based Compensation
2. Educator Evaluation
3. Student Assessment Information Identifying Student Growth
4. Professional Development
5. Career Ladders for Teachers

These five (5) components represent the project's cohesive strategy for school improvement.

Participating Schools and School Districts

The TIF project proposes to implement the school improvement strategies in ten (10) schools across the State of Mississippi. The application provided that the schools must meet the program definition of "high-need school", being defined by the program as "a school with 50 percent or more of its enrollment from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act. . ." The program also gave competitive preference to schools in which, "Student achievement in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools. . . in terms of key factors such as size, grade levels, and poverty levels."

Having identified these program considerations, MDE invited schools to participate in the program who met the following criteria at the end of the 2008-09 school year:

- School had a free and reduced lunch rate greater than 50%;
- School included grades ranging from 3rd Grade to 8th Grade, reflecting MCT2 assessment areas;
- School had a Quality Distribution Index (QDI) ranging from 131 to 139 on the state accountability system;
- School did not meet growth under the state accountability system.

Seven schools and districts meeting these criteria agreed to participate. Three of those school districts offered to include an additional school from their district that represented similar configuration and performance to allow for project evaluation within a school district.

Therefore, the ten (10) schools that are participating in the MDE TIF project are as follows:

School	District	Grades
Bruce Upper Elementary	Calhoun County School District	4-6
Cook Elementary	Columbus School District	K-5
Franklin Academy	Columbus School District	K-5
Central Elementary	George County School District	K-6
Oak Forest Elementary	Jackson Public School District	K-5
Van Winkle Elementary	Jackson Public School District	K-5
North Jones Elementary	Jones County School District	K-6
Magee Middle School	Simpson County School District	5-8
Mendenhall Junior High	Simpson County School District	5-8
Buckatunna Elementary	Wayne County School District	K-8

PBCS Development

The Mississippi Department of Education (MDE) contracted with IMPACT Mississippi Education Consulting, LLC to facilitate stakeholder input and the development of PBCS system components and operational elements. The TIF application stated, "Grant recipients must demonstrate that their PBCSs are developed with the input of teachers and school leaders in the schools and LEAs the grants will serve." Therefore, stakeholder involvement in PBCS design was essential. IMPACT Mississippi Education

utilized different stakeholder committees and individual teacher input activities to develop the PBCS design recommendations contained in this report.

Teacher Input Activity

IMPACT Mississippi Education personnel met with each teacher and administrator in each of the ten (10) participating schools. The school staff were given an overview of the TIF project and informed of the five (5) components of the TIF project. The staff then completed an activity to gauge their sentiment on differentiation in incentive amounts and the utilization of multiple measures to determine educator effectiveness. The next step of the activity evaluated the educator's feelings as to the ranking of multiple measures of effectiveness. The activity was designed to determine whether the actions of educators and the outcomes of student assessments should receive equal consideration in determining educator effectiveness. If the educator stated that the measures should not be weighed equally, then the activity was designed to identify which measure the educator felt should receive the greater consideration: actions of the teacher or outcomes of the student assessment.

The results of these activities will be presented in a separate report to MDE.

The results of the Teacher Input Activity were communicated with the various stakeholder committees that were assembled as part of the PBCS development process.

Stakeholder Committees

Three (3) distinct stakeholder committees were assembled to participate in the PBCS development process. The committees were identified as follows: Leadership Committee, Steering Committee, and Finance Committee. Each committee was assembled to serve a separate role in the development process. The configuration of each committee was:

Leadership Committee – District level administration and school level administration from each of the districts and schools. The district Superintendent or designee, and the district Project Manager were part of this committee. The school Principal was also included in this committee.

Steering Committee – The district Project Manager and a school level administrator (not necessarily the Principal) were included in this committee. The committee also included at least two (2) teachers from each of the participating schools. The final committee consisted of a majority of teachers.

Finance Committee – The district's School Business Administrator and the district's Personnel Director or district level administrator in charge of personnel matters were included on this committee.

Each committee served a different purpose in the development of the PBCS recommendation. The groups met separately and on different dates. The aim of this configuration was to allow each group to address their specific needs and voice their unique concerns. Each group received information about the TIF project and general information about PBCS components included in other states or districts. The general process for the development of recommendations contained in this report was as follows:

1. The Leadership Committee determined the Guiding Principles to serve as the boundaries of the PBCS.

2. The Steering Committee determined specific employee groupings and specific incentive categories to serve as a recommendation to the Leadership Committee. The Steering Committee also recommended incentive amounts based on the budgetary recommendation of the Finance Committee.
3. The Finance Committee determined eligibility for incentives and payout provisions to serve as a recommendation to the Leadership Committee. The Finance Committee also made recommendations concerning budgetary issues and an appeals process.
4. The Leadership Committee received all recommendations from the Steering Committee and Finance Committee. The Leadership Committee also received a report from the Teacher Input Activity. After considering all recommendations, the Leadership Committee then determined the final recommendation to deliver to MDE, as contained in this report.

Guiding Principles

At its initial meeting, the Leadership Committee developed Guiding Principles. These Guiding Principles were to serve as the system parameters during the PBCS development process. Each stakeholder group was asked to compare their actions and recommendations to the Guiding Principles.

The Guiding Principles of the Leadership Committee state:

A performance based compensation system should:

- Promote and advance highly effective instruction across all academic areas to provide positive student outcomes.
- Recognize educators who exceed expected outcomes and exhibit appropriate professional conduct.
- Include an appropriate communication plan for internal and external stakeholders.
- Include an appeals process.
- Provide differentiated school, group, and individual incentives that support teamwork and collaboration.
- Utilize multiple valid and reliable measures, including attendance, student growth, and student achievement.
- Be aligned with available resources and sustainable.

PBCS DESIGN RECOMMENDATIONS

After having received and considered the recommendations of the Steering Committee and Finance Committee, the Leadership Committee hereby recommends the following:

Eligibility

The following recommendations concerning eligibility of employees to participate in the PBCS are made:

1. All licensed staff at the school are eligible for incentives. Retirees who have been reemployed for less than a full school year are not eligible.
2. MDE is requested to seek U. S. Department of Education authorization to provide incentives to non-licensed instructional staff at the school. Payment of incentives to non-instructional licensed staff was not included in the original TIF project application.
3. Staff must be employed at the school on or before September 1 of any school year to be eligible for incentives payable for a particular school year.

4. Licensed staff must complete the terms and time period of the educator's contract of employment to include the last day of the school year to be eligible for incentives payable for a particular school year.
5. Any licensed staff who performs functions in different employee grouping categories qualifies for the applicable percentage of each employee grouping category based on instructional periods or percentage of instructional time during a complete five (5) day instructional week.
6. Any licensed staff who performs functions at more than one school or for less than the full instructional day qualifies for the applicable percentage of time at the school offering incentives based on instructional periods or percentage of instructional time during a complete five (5) day instructional week.
7. An employee may not be absent for more than ten (10) days to be eligible for any incentives under the PBCS except for the following reasons - military leave, family medical leave, jury duty, religious holidays, workers compensation, school business, professional development, and bereavement leave.

Budgetary Considerations

The following recommendations concerning the budgeting of funds for the PBCS are made:

1. The total amount of possible incentives should not exceed the budgeted funds contained in the TIF project budget.
2. Even though the total incentives are designed to not exceed the TIF project budget, appropriate language should be proposed to include in school board policy stating in the event the total cost of incentives under the performance based compensation system exceeds the budgeted funds, the total incentive amount calculated for each recipient should be reduced proportionally by the amount of calculated incentives in excess of budgeted amounts.

Execution of Appropriate Agreements

The following recommendations concerning the execution of appropriate agreements between the district and the employee are made:

1. An appropriate agreement should be executed between the school district and the employee at the beginning of employment for the school year separate from any regular contract of employment between the employee and the district.
2. The executed agreement should contain all incentives for which the employee is eligible, including employee grouping categories, criteria for determining incentives, possible incentive amounts, and any implementation or distribution provisions.

Incentive Differentiation

The following recommendations concerning the differentiation in incentive amounts are made:

1. Differentiation in incentives should be based on two (2) thresholds of incentive criteria.
2. The higher incentive amount based on the higher threshold criteria should be one hundred percent (100%) of the maximum incentive amount. The lower incentive amount based on the lower threshold criteria should be two-thirds (2/3rds) or 66.67% of the maximum incentive amount.

General Incentive Categories

The following general descriptions of the incentive categories are provided. Specific incentive criteria are recommended later in this report.

1. School-level incentives should be provided based on student growth.
2. School-level incentives should be provided based on student achievement.

3. Group-level incentives should be provided based on grade level student outcomes.
4. Group-level incentives should be provided based on subject area student outcomes.
5. Individual incentives should be provided based on class level growth for assessed teachers.
6. Differentiation in incentives amounts should be provided based on identified levels of student performance and/or educator evaluation results.

Incentive Categories

The following incentive categories are recommended:

- School Level Incentive
- School Level Achievement
- 3rd Grade Achievement – Total Grade
- 3rd Grade Achievement - Class Level - Math
- 3rd Grade Achievement -Class Level - Language
- Class Level Growth - Math
- Class Level Growth - Language
- Class Level Growth - Science
- Subject Area Growth - Math
- Subject Area Growth - Language
- Subject Area Growth - Science
- Grade Level Growth
- Teamwork Incentive

Incentive Category Criteria

Each incentive category has criteria that have been identified for receiving an incentive in the particular category. Each category also has two levels of incentives, with the higher level receiving the maximum incentive amount and the lower level receiving 2/3rds of the maximum incentive amount.

In some instances, the student outcome threshold for the particular category will be based on the student growth levels defined by the educator evaluation system.

Below is a chart reflecting the recommended incentive category and the criteria for the indicated incentive levels.

NOTE: Policy language in this section highlighted with BOLD, UNDERLINE, ITALIC should be modified upon finalization of the teacher evaluation system.

Incentive Category	**Lower Level Incentive**	**Higher Level Incentive**
School Level Incentive	School meets ***growth*** in majority of assessment grades and areas	School meets ***higher level growth as defined by educator evaluation system*** in majority of assessment grades and areas

Incentive Category	Lower Level Incentive	Higher Level Incentive
School Level Achievement	School Quality Distribution Index (QDI) increases more than the state average QDI increase. In the event the state average QDI decreases, there will be no Lower Level Incentive.	School Quality Distribution Index (QDI) increases by double (2 times) the state average QDI increase, OR school receives "High Performing" OR "Star" labeling on state accountability system. In the event the state average QDI decreases, the school QDI must increase 8 points to qualify for incentives.
3rd Grade Achievement - Total Grade	Pre-Kindergarten to 2nd Grade teachers receive ***first "acceptable" label under educator evaluation system for total 3rd grade achievement based on 3rd Grade QDI***	Pre-Kindergarten to 2nd Grade teachers receive ***a higher label under educator evaluation system for total 3rd grade achievement based on 3rd Grade QDI***
3rd Grade Achievement Class Level - Math	3rd Grade teachers receive ***first "acceptable" label under educator evaluation system for Math student achievement based on 3rd Grade Class Level Math QDI***	3rd Grade teachers receive ***a higher label under educator evaluation system for Math student achievement based on 3rd Grade Class Level Math QDI***
3rd Grade Achievement Class Level - Language	3rd Grade teachers receive ***first "acceptable" label under educator evaluation system for Language student achievement based on 3rd Grade Class Level Language QDI***	3rd Grade teachers receive ***a higher label under educator evaluation system for Language student achievement based on 3rd Grade Class Level Language QDI***
Class Level Growth - Math	Teachers in assessed Math subject receive ***first "acceptable" label under educator evaluation system for class level student growth in Math***	Teachers in assessed Math subject receive ***higher label under educator evaluation system for class level student growth in Math***
Class Level Growth - Language	Teachers in assessed Language subject receive ***first "acceptable" label under educator evaluation system for class level student growth in Language***	Teachers in assessed Language subject receive ***higher label under educator evaluation system for class level student growth in Language***
Class Level Growth - Science	Teachers in assessed Science subject receive ***first "acceptable" label under educator evaluation system for class level student growth in Science***	Teachers in assessed Science subject receive ***higher label under educator evaluation system for class level student growth in Science***

Incentive Category	Lower Level Incentive	Higher Level Incentive
Subject Area Growth - Math	All Math assessments meet ***growth***. Teachers in subject area must also receive ***first "acceptable" label under educator evaluation system***.	All Math assessments meet ***a higher percentile of growth as defined by the educator evaluation system***. Teachers in subject area must also receive ***higher label under educator evaluation system***.
Subject Area Growth - Language	All Language assessments meet ***growth***. Teachers in subject area must also receive ***first "acceptable" label under educator evaluation system***.	All Language assessments meet ***a higher percentile of growth as defined by the educator evaluation system***. Teachers in subject area must also receive ***higher label under educator evaluation system***.
Subject Area Growth - Science	All Science assessments meet ***growth***. Teachers in subject area must also receive ***first "acceptable" label under educator evaluation system***.	All Science assessments meet ***a higher percentile of growth as defined by the educator evaluation system***. Teachers in subject area must also receive ***higher label under educator evaluation system***.
Grade Level Growth	All assessments in a particular grade meet ***growth***. Teachers in a grade must also receive ***first "acceptable" label under educator evaluation system***.	All assessments in a particular grade meet ***a higher percentile of student growth as defined by the educator evaluation system***. Teachers in a grade must also receive ***a higher label under educator evaluation system***.
Teamwork Incentive	The assessment or assessments to which a licensed educator is assigned meets ***growth***. Educator must also receive ***first "acceptable" label under educator evaluation system***.	The assessment or assessments to which a licensed educator is assigned meets ***a higher percentile of student growth as defined by the educator evaluation system***. Educator must also receive ***a higher label under educator evaluation system***.

All educators must receive at least ***the first "acceptable"label under the educator evaluation system*** to qualify for any individual or group incentives under the Performance Based Compensation System.

Employee Groupings

The following employee groups are recommended. Each licensed employee will be proportionally placed in the appropriate group to determine the incentive amounts for which the employee is eligible. See the previous recommendation on distributing an employee's incentive in more than one employee group if the employee performs multiple functions.

- Pre-Kindergarten
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade Regular Education Self Contained
- 5th Grade Regular Education Self Contained
- 6th Grade Regular Education Self Contained
- 4th Grade Math
- 4th Grade English/Language
- 4th Grade Science
- 4th Grade Non-Assessed Core
- 5th Grade Math
- 5th Grade English/Language
- 5th Grade Science
- 5th Grade Non-Assessed Core
- 6th Grade Math
- 6th Grade English/Language
- 6th Grade Science
- 6th Grade Non-Assessed Core
- 7th Grade Math
- 7th Grade English/Language
- 7th Grade Science
- 7th Grade Non-Assessed Core
- 8th Grade Math
- 8th Grade English/Language
- 8th Grade Science
- 8th Grade Non-Assessed Core
- Special Education with Growth Data
- Special Education without Growth Data
- Non-Core Instructional
- Non-Instructional Licensed
- Principal
- Assistant Principal / Master Teacher

Utilization of Educator Evaluation System Results

As mentioned previously, a licensed educator must receive ***an "acceptable" label under the appropriate educatory evaluation system*** to be eligible for an individual or group level incentive. All licensed employees would be eligible for a school level incentive regardless of evaluation results. The following list of Incentive Categories requires a licensed educator must receive ***an "acceptable" label under the appropriate educatory evaluation system*** to be eligible for an individual or group level incentive.

Incentive Category Linked to
Educator Evaluation System

- 3rd Grade Achievement – Total Grade

- 3rd Grade Achievement - Class Level - Math
- 3rd Grade Achievement -Class Level - Language
- Class Level Growth - Math
- Class Level Growth - Language
- Class Level Growth - Science
- Subject Area Growth - Math
- Subject Area Growth - Language
- Subject Area Growth - Science
- Grade Level Growth
- Teamwork Incentive

Distribution of Incentives

The following recommendations concerning the distribution of incentives are made:

1. An employee should be notified prior to the distribution of incentives of the amount of incentive to be received by the employee.
2. Payment of incentives should be made in the same manner as any payment of employee compensation, subject to all applicable taxes and withholdings.
3. Payment of incentives should be made in a single payment.
4. Payment of incentives should be made in a payment separate from the regular payment of employee compensation.

Appeals

The following recommendations concerning an employee's right to appeal under the PBCS are made:

1. Once employees are notified of the amount of the incentives to be received, an employee should be offered an opportunity to appeal the calculation of the incentive amount.
2. Under this appeal process, an employee will not be allowed to appeal any component or measure included in the educator evaluation system. Employees also will not be allowed to appeal any student assessment results. The employee can only appeal the incentive calculation.
3. The following process for appeals is hereby recommended:
    a. The employee must appeal the incentive calculation in writing to the Superintendent within three (3) days of receipt of the incentive determination correspondence. The appeal must identify the specific component the employee is appealing.
    b. The Superintendent will select the appropriate parties to review the incentive calculation.
    c. The Superintendent will render a written decision concerning the appeal within five (5) days of the date of the appeal.
    d. If the employee disagrees with the decision of the Superintendent, the employee must appeal the Superintendent's decision in writing to the Board of Education within two (2) days from the date the employee receives the decision of the Superintendent.
    e. The Board of Education shall review the appeal at its next meeting. The evidence obtained during the appeal process shall serve as the basis for the Board's decision.
    f. The Board of Education shall render its decision on the appeal within five (5) days of its initial review. The decision of the Board of Education shall be final.

g. If the employee fails to meet the timing of any appeal contained in this process, the incentive calculation shall be deemed final. If the district fails to meet the timing of any response contained in this process, then the position of the employee shall be deemed correct.
h. All reference to days included in this appeal process shall be considered as working days based on the school calendar adopted by the Board of Education.

Recommendation of Incentive Amounts

The following chart reflects the Leadership Committee's recommendation on incentive amounts and incentive categories for which an employee group qualifies.

The dollar amounts listed represent the MAXIMUM AMOUNT payable in a incentive category for the indicated employee group. As described previously, the lower incentive amount is 2/3rds or 66.67% of the maximum amount listed.

BUDGETARY COMPLIANCE - In determining incentive amounts, IMPACT Mississippi Education calculated the maximum incentive amounts of all eligible staff at the participating schools. It was determined that the total maximum incentives for all schools combined do not exceed the TIF project budget for performance based compensation incentives.

TIF PBCS Model - Maximum Amt.	School Level Incentive	School Level Achievement	3rd Grade Achievement	3rd Grade Achievement Class Level - Math	3rd Grade Achievement Class Level - Lauguage	Math Class Level Growth	English Class Level Growth	Science Class Level Growth	Math Subject Area	English Subject Area	Science Subject Area	Grade Level Incentive	Team work Incentive	Total Maximum Incentive
Pre-Kindergarten	500	200	900											1,600
Kindergarten	500	200	900											1,600
1st Grade	500	200	900											1,600
2nd Grade	500	200	900											1,600
3rd Grade	500	200		900	900				200	200	200	400		3,500
4th Grade Regular Ed Self Contained	500	200				900	900		200	200	200	400		3,500
5th Grade Regular Ed Self Contained	500	200				900	900	300	200	200	200	400		3,800
6th Grade Regular Ed Self Contained	500	200				900	900		200	200	200	400		3,500
4th Grade Math	500	200				1,500			500			400		3,100
4th Grade English/Language	500	200					1,500			500		400		3,100
4th Grade Science	500	200									500	400		1,600
4th Grade Non-Assessed	500	200										400	500	1,600
5th Grade Math	500	200				1,500			500			400		3,100
5th Grade English/Language	500	200					1,500			500		400		3,100
5th Grade Science	500	200						1,500			500	400		3,100
5th Grade Non-Assessed	500	200										400	500	1,600
6th Grade Math	500	200				1,500			500			400		3,100
6th Grade English/Language	500	200					1,500			500		400		3,100
6th Grade Science	500	200									500	400		1,600
6th Grade Non-Assessed	500	200										400	500	1,600
7th Grade Math	500	200				1,500			500			400		3,100
7th Grade English/Language	500	200					1,500			500		400		3,100
7th Grade Science	500	200									500	400		1,600
7th Grade Non-Assessed Core	500	200										400	500	1,600
8th Grade Math	500	200				1,500			500			400		3,100
8th Grade English/Language	500	200					1,500			500		400		3,100
8th Grade Science	500	200						1,500			500	400		3,100
8th Grade Non-Assessed Core	500	200										400	500	1,600
Spec. Ed. With Growth Data	500	200				500	500						500	2,200
Spec. Ed. Without Growth Data	500	200											500	1,200
Non-Core Instructional	500	200											500	1,200
Non-Instructional Licensed	500	200											500	1,200
Principal	2,200	800												3,000
Assistant Principal / Master Teacher	1,500	500												2,000
Non-Licensed Instructional	500	200												700

Recommendations Concerning an Educator Evaluation System

Each licensed employee group has a defined incentive category in which the receipt of the incentive is linked directly to the results of the educator evaluation system. There are other incentive categories in which the employee may receive an incentive based solely on student outcomes, regardless of the results of the educator evaluation system.

Therefore, the Leadership Committee wishes to make certain recommendations to the Mississippi Department of Education concerning the measures to be utilized in the new educator evaluation system.

The following recommendations relate to the relative weight given to different measures of educator effectiveness:

Pre-Kindergarten to 2nd Grade Teachers - Student outcomes weighted at forty (40%) percent and other measures including classroom observation weighted at sixty (60%) percent.

3rd Grade to 8th Grade Teachers - Student outcomes weighted at sixty (60%) percent and other measures including classroom observation weighted at forty (40%) percent.

The following recommendations relate to the student outcome measures to be utilized for various employee groups:

Pre-Kindergarten to 2nd Grade Teachers - Student outcome measures should be based on the total 3rd grade level achievement as determined by the school's 3rd grade QDI. The state average 3rd grade QDI should be considered the "acceptable" level of student performance.

3rd Grade Teachers - Student outcome measures should be based on 3rd grade achievement as determined by class level QDI for each assessment. Teachers should receive a separate effectiveness labeling for each assessment area. Therefore, a 3rd grade teacher would receive a math effectiveness rating based in part on the class level math QDI, and would receive a language effectiveness rating based in part on the class level language QDI.

4th to 6th Grade Regular Education Self Contained Teachers - Student outcome measures should be based on class level student growth percentiles. Teachers should receive a separate effectiveness labeling for each assessment area. Therefore, a 4th grade teacher would receive a math effectiveness rating based in part on the class level math student growth, and would receive a language effectiveness rating based in part on the class level language student growth.

4th to 8th Grade Teachers in Assessed Courses - Student outcome measures should be based on class level student growth percentiles for the students assigned to the teacher.

4th to 8th Grade Teachers in Non-Assessed Core Courses with a Future Assessment in the School in the Same Subject Area - Student outcome measures should be based on the total student growth percentiles on the future assessment in the same school. For example, the student outcome measures for a 6th grade science teacher would be the total student growth percentiles on the 8th grade science assessment in the same school.

4th to 8th Grade Teachers in Non-Assessed Core Courses without a Future Assessment in the School - Student outcome measures should be based on the student growth percentiles on all assessments in the grade in which the teacher works.

Teachers of Non-Core Courses and Non-Instructional Licensed Staff - Student outcome measures should be based on student growth percentiles on assessments to which the licensed staff are assigned by school or district administration. These growth percentiles may be based on all assessments at the school, identified grade level or subject area assessments at the school, or specific assessment results. For example, the librarian could be assigned to the student growth percentiles for the entire school, all language assessment results, or the language results for a particular grade or grade range.

Special Education Teachers with Available Growth Data - Student outcomes for special education teachers should be based on the growth percentile numbers for the students specifically assigned to the special education teacher. Teachers may receive a separate effectiveness rating for each assessed subject area, given sufficient student counts in a particular assessed subject area to meet any statistical reliability concerns.

Recommendation Concerning Writing Assessment Outcomes

The Leadership Committee, based on the initial recommendation of the Steering Committee, recommends that the outcomes of the 4th Grade, 7th Grade, and 10th Grade Writing Assessments not be utilized in determining educator effectiveness. Both committees addressed concerns that the assessment scoring may not be reliable across all performance levels, and question the assessment results in comparison to the performance levels on the MCT2 assessment. In particular, student performance at the Advanced and Proficient levels on the MCT2 assessment show very noticeable differences between students receiving a Writing Assessment score of 3 or 4. Therefore, the Leadership Committee recommends the Writing Assessment results not be utilized in determining educator effectiveness.

Conclusion

The Leadership Committee wishes to thank the various committee members and the staff of the TIF schools for their participation in this development process. The Committee also wishes to thank the staff of the Mississippi Department of Education and the Mississippi Teacher Center for its assistance in this project to improve the schools of the State of Mississippi.

A complete list of the committee members is included as Appendix A to this report.

APPENDIX A

Committee Members

Leadership Committee

Lorenda Cheeks	Jackson Public School District
Keith Clay	Wayne County School District
Ronnie Crane	Wayne County School District
Susie Dillard	Jones County School District
Tom Duncan	Simpson County School District
Pam Felder	Jackson Public School District
Anderle Foster	Jones County School District
Robert Hill	Jones County School District
Lois Kappler	Columbus Municipal School District
Michelle King	Jackson Public School District
Martha Liddell	Columbus Municipal School District
Barbara Massey	George County School District
Paula Monaghan	Calhoun County School District
Mike Moore	Calhoun County School District
Patricia Overstreet	Columbus Municipal School District
Rosie Payton	Jackson Public School District
Del Phillips	Columbus Municipal School District
Max Ponder	Simpson County School District
Kim Poteete	Calhoun County School District
Kathy Sellers	George County School District
Janice Skiffer	Simpson County School District
Wanda Walker-Bowen	Jackson Public School District
Joe Welch	Simpson County School District
Patti Wilkins	George County School District
Jeanne Wood	Wayne County School District

Steering Committee

Crystal Bates	Wayne County School District
Karen Beach	Jones County School District
Jennifer Bell	Columbus Municipal School District
Sarah-Jane Briggs	Jackson Public School District
Lorenda Cheeks	Jackson Public School District
Mandy Clark	Columbus Municipal School District
Susie Dillard	Jones County School District
Donna Dixon	George County School District
Tom Duncan	Simpson County School District
Patti Fondren	Columbus Municipal School District
Anderle Foster	Jones County School District
Mildred Gandy	Wayne County School District
Robert Hill	Jones County School District

Steering Committee - CONTINUED

Krista Howell	George County School District
Sharonda Jones	Simpson County School District
Lois Kappler	Columbus Municipal School District
Christina King	Simpson County School District
Anne Land	Jackson Public School District
Martha Liddell	Columbus Municipal School District
Laura McAlpin	Jackson Public School District
Shanita McDonald	Jackson Public School District
Paula Monaghan	Calhoun County School District
Niki Necaise	Calhoun County School District
Pam Odom	Calhoun County School District
Lashunda Overby	Simpson County School District
Patricia Overstreet	Columbus Municipal School District
Charla Parker	Jones County School District
Max Ponder	Simpson County School District
Kim Poteete	Calhoun County School District
Lynn Revette	Wayne County School District
Dela Sanders	Simpson County School District
Kathy Sellers	George County School District
Janice Skiffer	Simpson County School District
Shenecia Stamps	Jackson Public School District
Shannon Staton	George County School District
Wanda Walker-Bowen	Jackson Public School District
Sharon Weems	Columbus Municipal School District
Patti Wilkins	George County School District
Jeanne Wood	Wayne County School District

Finance Committee

Carol Dorsey	Jackson Public School District
Tom Duncan	Simpson County School District
Doug Everett	Wayne County School District
Myra Gillis	Columbus Municipal School District
Mark Herrington	Jones County School District
Kenneth Hughes	Columbus Municipal School District
Dale Keyes	Jones County School District
Joanna Maddox	Simpson County School District
Sharolyn Miller	Jackson Public School District
Teresa Dunn	Calhoun County School District
Kathy Sellers	George County School District
Stuart White	George County School District

Attachment 11e.
Timeline for Performance Evaluation

KEY MILESTONE/ACTIVITY	TIMELINE	PARTY/S RESPONSIBLE	RESOURCES	SIGNIFICANT OBSTACLES
Step 1: Redesign the Existing MS Teacher Appraisal System **A. Gather stakeholder input** • Meet with *2010 District Teachers of the Year* • Convene *State Teacher Evaluation Council (STEC)* • Gather input at professional conferences • Meet with professional organizations • Collaborate with teachers, principals, and other stakeholders **B. Contract with American Institutes for Research to redesign current teacher evaluation instrument** • Develop standards, domains, and performance levels • Create evaluation rubric **C. Develop Student Growth Model** • Contract with Dr. Damian Betebenner, NCIEA **D. Post draft for public comments** **E. Get approval from State Board of Education (SBE) to implement evaluation system in TIF pilot sites**	June 2010- Nov. 2011	MDE Staff American Institutes for Research (AIR) Impact MS NCIEA	State, federal, and/or private funding sources	Mississippi's existing educator evaluation system was designed for use in schools identified as "Schools in Improvement." The other state public school districts had the flexibility to select their own methods of evaluating educators. This quality of evaluations varied greatly from district to district. No system was in place to tie teacher/principal effectiveness to student growth. Therefore, revising and streamlining the existing instrument, identifying a student growth measure, and garnering support for a statewide system has been challenging.
Step 2: Pilot System and Continue Gathering Input from Stakeholders **A. Monitor the pilot process** **B. Convene stakeholder groups** • Convene meetings for teachers to review and provide feedback regarding standards and indicators for the teacher evaluation system. • Convene meetings for principals/administrators regarding the draft teacher evaluation standards and indicators. • Post on-line feedback forms for teacher/administrator feedback. • Conduct feedback session during *MS Association of Secondary Administrators Fall Conferences* • Collaborate with the state's professional teacher organizations to gather feedback on the draft appraisal	Nov. 2011 – Dec. 2012	MDE Staff RESA	State, federal, and/or private funding sources	Staff capacity

instrument. • Email copies of the draft document to state *Milken Educators* to review standards/rubric and provide feedback. • Email *National Board Certified Teachers* in MS to review standards/rubric and provide feedback. • Conduct a review/feedback session at the *State Superintendent's Principal and Superintendent Advisory Panel* meeting. • Conduct a review/feedback session at the *State Superintendent's Teacher Advisory Panel meeting* • Post draft appraisal rubric on MDE website for comments • Conduct sessions with *2012 District Teachers of the Year* to review system and provide feedback. • Utilize comments, recommendations, research, and best practices to revise the rubric and standards. • Analyze a preliminary run of student growth data • Request SBE adoption of teacher evaluation system guidelines.				
Step 3: Provide Training on the Statewide Evaluation System **A. Implement Communication Plan** **B. Facilitate training**	June 2012-June 2013	MDE Staff	State, federal, and/or private funding sources	Staff Capacity
Step 4: Field Test and Implement the Teacher and Principal Evaluation System **A. Conduct teacher/administrator evaluations** **B. Monitor the implementation of the system to inform professional development**	August 2013-June 2014	MDE Staff	State, federal, and/or private funding sources	Staff Capacity
Step 4: Support Teacher Practice • Use rating instrument to identify areas for improvement • Monitor growth data (monitor support) • Establish Professional Learning Communities • Use evaluation results to improve teacher/administrator practice and student outcomes	August 2013-June 2014	MDE Staff	State, federal, and/or private funding sources	Establishing Professional Learning Communities in schools unfamiliar with the process has required a great deal of facilitation.