

## Mississippi Race to the Top Application Appendices Table of Contents

Appendix	Appendix Description
General Information	Report of the New Commission on the Skills of the American Workforce - Executive Summary (Front Pocket)
A1	MS Board of Education Graphic - Vision, Mission, Goals and Strategies
A2	National Council of Teachers of English Report, <i>The Genteel Unteaching of America's Poor</i>
A3	Drop Out Prevention "On the Bus" Campaign
A4	Summary of Mississippi Code Documents
A5	Mississippi Board of Education Strategic Plan
A6	Mississippi Curriculum Framework and Assessment Revision History
A7	Redesigning Education for the 21st Century Workforce
A8	Data Quality Counts Report
A9	Common Core State Standards Memorandum of Agreement
A9	Partnership for Assessment of Readiness for College and Career Memorandum of Agreement
A9	National Center for Education and Economy Memorandum of Agreement
A10	Graduation Rate Task Force Report
A11	Dual Enrollment and Credit
A12	State Longitudinal Data System History and Description
A13	Alternate Route Programs in Mississippi
A14	Alternate Route School Leader Program
A15	Mississippi Teacher Center (MTC)
A16	Mississippi Accountability Standards
A17	LEA MOU
A18	LEA Sample Scope of Work
A19	Letters of Support
A20	Specific Institutions of Higher Learning Goals Related to College Enrollment
A21	Delivery Unit Approach Information
A22	P-16 Council Information
A23	Organizational Charts for Grant Leadership, including Office of Innovation and Reform
A24	Structure and Organization of LEA Support
A25	State Funding Information
A26	MS Board of Education Organizational Chart Past and Present
A27	List of MS Race to the Top Critical Review Team Members
A28	List of MS Race to the Top Advisory Committee Members
A29	Agencies Information
A30	Standards and Assessment Reform Efforts
A31	Process and Performance Review - Educator Preparation Programs
A32	Mississippi National Board Certified Teacher Program
A33	Mississippi Project Clear Voice
A34	Teacher Recruitment, Preparation and Retention in MS: Issues and Solutions
A35	Mississippi Standards for School Leaders

**Mississippi Race to the Top Application Appendices  
Table of Contents**

Appendix	Appendix Description
B1	Common Core Standards Adoption and Implementation Plan
B2	PARCC Partner State List
B3	Explanation of State Board Examination Systems
C1	Statewide Longitudinal Data System (SLDS) History and Plan
D1	Commission on Teacher and Administrator Education, Certification and Licensure and Development
D2	Mississippi Principal Corps and Mississippi Turnaround Leadership Academy
D3	National Institute for School Leadership Executive Development Model
D4	Quality of Distribution Index(QDI)
D5	Teach for America (TFA) Rubric
D6	Vanderbilt Assessment of Leadership in Education (VAL-ED)
D7	Mississippi Educator Technology Proficiency Standards
D8	MDE Process and Performance Review
D9	Alternative Route Program Evaluation Report
D10	Blue Ribbon Committee Information - Leaders and Teachers
E1	Legislative Task Force to Study Underperforming Schools and School Districts
E2	Mississippi School Accountability Evaluation Team
E3	School Improvement Grant 2010 List of Eligible Schools
E4	Federal Program Office Support
E5	Implementation Plan for Section E
F1	History of Education Reform Since 1982
F2	Educational Appropriations Spreadsheet
F3	Mississippi Adequate Education Program (MAEP)
F4	Office of Healthy Schools Information
G	Implementation Plans for All Sections
STEM-1	CREATE Foundation
STEM-2	Center for Professional Futures
EARLY-1	Early Learning Collaboration Act of 2007

**Mississippi Race to the Top Application Appendices**  
**Table of Contents**

<b>Appendix</b>	<b>Appendix Description</b>
EARLY-2	Mississippi Building Blocks
EARLY-3	Promise School Model
EARLY-4	Mississippi State University Early Childhood Institute Excel by 5
EARLY-5	Early Childhood Advisory Council Report to Governor Haley Barbour

## Mississippi Board of Education Comprehensive Mission Statement.

The Mississippi Board of Education has established a bold vision and mission for the Mississippi Department of Education that will dramatically improve K-12 education in Mississippi over the next five years. The Board has outlined the following three overarching goals that will serve to measure the fulfillment of this vision and mission and has identified five strategies to achieve these goals.

**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	Goal 2	Goal 3
To mobilize resources and supports to help ensure that all students exit Third Grade reading on grade level by 2020.	To reduce the dropout rate to 13% by 2013.	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 21 <sup>st</sup> Century workforce in Mississippi.

## Mississippi Board of Education Comprehensive Mission Statement.

The Mississippi Board of Education has established a bold vision and mission for the Mississippi Department of Education that will dramatically improve K-12 education in Mississippi over the next five years. The Board has outlined the following three overarching goals that will serve to measure the fulfillment of this vision and mission and has identified five strategies to achieve these goals.

**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	Goal 2	Goal 3
To mobilize resources and supports to help ensure that all students exit Third Grade reading on grade level by 2020.	To reduce the dropout rate to 13% by 2013.	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 21 <sup>st</sup> Century workforce in Mississippi.

# The Genteel Unteaching of America's Poor

From the President's View

Kylene Beers

Senior Reading Advisor to Secondary Schools, Reading and Writing Project, Teachers College  
President, National Council of Teachers of English

## IN THIS REPORT

- The Human Context for the National Day on Writing
- The Scene: One Large Inner-City High School
- The Cast: "Those" Kids
- The Theme: Segregation by Intellectual Rigor
- The Ongoing Denouement: Our Journeys

## The Human Context for the National Day on Writing

A few years ago, I shared an eye-opening encounter with some teachers in a large urban high school, an encounter that affected my perspective and provided the foundation for the scene I am about to set. The memory of that experience is vivid as the National Council of Teachers of English prepares for the National Day on Writing (October 20, 2009). Writing, more than any other intellectual endeavor, sharpens our thinking. Yet, in too many schools, especially schools overwhelmed by poverty, writing is not about thinking but about copying; not about creating but about editing; not about persuading or telling or sharing or clarifying but about completing fill-in-the-blank activities or circling verbs in blue and nouns in red or counting the number of sentences in a paragraph to make sure the requisite three (or four or five) are there.

As President of the National Council of Teachers of English, I hold many expectations for the National Day on Writing and our National Gallery of Writing; the highest and most ambitious expectations are connected to how this day will give all students—not some, not many, not most, but all students—the opportunity to show the nation a part of themselves through their writing. Assistive pieces for teachers and parents will be found at the National Day on Writing site (<http://www.ncte.org/action/dayonwriting>) so that everyone has access to tools that will help each student write well. It has been said that reading can serve as a window to the world; if that is true, then writing is what opens the window. That window must be opened for all.

## The Scene: One Large, Inner-City High School

This particular window looks out on a large, inner-city high school where I observed instruction several years ago. Too many students crowded into too small classrooms that held too few books and offered too little support created a climate that was at best depressed and at worst oppressive. The teachers' parking lot was surrounded by an eight-foot cyclone fence looped with barbed wire. The gate into the lot was locked after the last

**NCTE** National Council of  
Teachers of English

©March 2009 National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096; <http://www.ncte.org>; 1-800-369-6283. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, or any information storage and retrieval system, without permission from the copyright holder. A full-text PDF of this document may be downloaded free for personal, non-commercial use through the NCTE website: <http://www.ncte.org> (requires Adobe Acrobat Reader).

car arrived. Students and teachers entered the fifty-year-old building through front doors framed by ten-year-old metal detectors. Hallways were bare except for the occasional poster that reminded students “Truancy Is a Crime” or “A One-Two Punch Is a One-Way Ticket to Suspension.” Classrooms all looked the same: graffiti-covered desks in long straight rows; battered blackboards etched with profanity; worn-out overhead projectors on wobbly stools sending dim images toward screens hung precariously from crumbling ceilings; windows covered by broken blinds; faded green walls reflecting fluorescent lights . . . when they worked.

Each day as students entered the building, security guards instructed them to empty their pockets, empty their backpacks, empty their purses, stand over here for pat downs, hurry up and gather materials, stop pushing, stop yelling, stop cursing, get to class. At the same time, teachers were arriving in the main workroom to sign in and check their mailboxes, only to hear the principal reminding them how many days remained before *the test*, meaning, of course, the state assessment.

“Make today count,” he said each day, as teachers filled Styrofoam cups from one of three stained Mr. Coffee Makers. “If I walk by your room, I want to see standards written out on the blackboard and students in their seats and working. In their seats and working.” One day, not able to listen to his admonition yet again, I asked if he was serious—that students always needed to be in their desk seats to work.

“Yep,” he replied.

“Why?” I asked. “What if they need to be standing up, say, to give a report?”

“Not our kids,” he said. “Our kids stay in their seats.”

“You’re kidding,” I said, sure that he was going to break out in a smile, and we’d laugh at his comment.

He stared at me with no hint of a smile, not even a twitch. “Some kids,” he said, nodding out toward the bus lot teeming with students, “like those out there heading to class right this minute so they aren’t late, learn best with rules. Rules and structure. We give it to them.” And then he walked away.

## The Cast: “Those” Kids

He didn’t say it unkindly, that comment about “those” kids. Upon reflection, I realized he said it with sincerity, perhaps concern, and certainly with conviction. Somehow along the way, he had concluded that those kids, *those* kids whose lives are lived in the gaps—the poverty gap, the health care gap, the nutrition gap, to name but a few—and whose lives are spent wondering—wondering where dinner will come from, where they’ll sleep tomorrow, what they’ll do when they’re approached about joining a gang, what they’ll do when someone in their family is sick and no one can pay for a visit to the doctor, what will happen when there’s no money for rent or the paperback novel for English class or the poster board for their history project or

even the bus fare to get to the store—*those* kids will do better if we just require that they stay in their seats. *Those* kids just need some structure. And we do them an important service by providing it.

I watched teachers in the building use instructional material that required chanted replies; I saw them distribute photocopied packets that re-

duced complex topics such as the Holocaust to a series of questions requiring only literal thinking and written answers in complete sentences, black ink only. I asked teachers if they thought classroom discussions might be helpful. All answered no, not for their students.

“Those kids, well, they live in such turmoil at home that we provide structure, quiet, orderliness, here at school,” one social studies teacher explained to me. An English teacher echoed his sentiments, “Students here need to get the basics; we don’t have much time with them when you look at all they need to learn, so we must drill the basics into them. They do better with strong discipline.” The science teacher chimed in: “Some kids can handle the higher-level thinking discussions you might see in other schools, but not the kids here; the kids here haven’t had anyone show them how to act, so we do. We demand they sit still and answer questions, and they learn how to do that. We demand that they memorize information that they would

*And there it was—that declaration that those kids, those kids whose lives are limited not by their potential and not by their poverty but by the interpretation of what that poverty means they can achieve, those kids require an education that does not look like the education of children whose lives are lived in the security of abundance, or if not abundance, then at least the security of enough.*

otherwise never learn. In fact, if we can get them to memorize facts, we believe we've come a long way. That's what those kids need."

I looked out into the hallway as students walked past. "Those kids?" I asked. They nodded. "Don't you think they'd enjoy conversation? Discussion? Ideas to debate? Sitting in groups and figuring things out? Making connections to their own lives? Speculating and wondering? Don't you think they would benefit from learning that memorizing isn't enough, that experimenting and doubting and revising and debating options and thinking through multiple solutions is critical?"

## The Theme: Segregation by Intellectual Rigor

One woman teacher leaned toward me, patted my arm, and interrupted my litany: "You mean well, I'm sure," she said, "but you just don't understand what those kids need. It's a little hard at first," she continued, "but then you realize that those kids, well, they need you to treat them differently if they're going to make good grades."

"Differently from what?" I asked.

She stared for a moment before answering, "You know, from other kids, other kids who don't need this type of structured education."

"What type of education do other kids need?" I asked.

She bristled through her smile and said it was obvious to her that some kids could handle the freedom that allowed them to do more creative things, to "handle the higher levels of Bloom's taxonomy," to interact more with their peers, and if I understood more about the students in their high school, I'd understand that.

And there it was—that declaration that those kids, *those* kids whose lives are limited not by their potential and not by their poverty but by the interpretation of what that poverty means they can achieve, *those* kids require an education that does not look like the education of children whose lives are lived in the security of abundance, or if not abundance, then at least the security of enough. That assertion was accompanied by the genteel smile of someone assured that I, too, would see the value of this diminished educational experience once I had spent time with *those* kids.

*We are left with an education of America's poor that cannot be seen as anything more than a segregation by intellectual rigor, something every bit as shameful and harmful as segregation by color.*

*That* declaration has guided too many instructional decisions in too many schools. Too many school boards, superintendents, principals, and even teachers choose instructional materials and strategies for *those* kids that in all likelihood would not be offered to the gifted kids or the kids whose parents know how to demand and can afford better technology, libraries, textbooks, teachers, supplies, tutors, playgrounds, gyms, and . . . well, anything that can be bought with the money these parents will willingly, can easily, supply. No one would ever suggest that a scripted program be used to teach these kids; that's the curriculum for *those* kids, because those kids need *that* help, *that* kind of education.

That declaration, that genteel declaration, so easily accepted as wisdom, hides behind the well-intentioned and soft-spoken statements of "they need structure" and "they need discipline" and "they need the basics." In the end, we are left with an education of America's poor that cannot be seen as anything more than a segregation by intellectual rigor, something every bit as shameful and harmful as segregation by color.

These are harsh indictments from me, I realize, and I know that many would never teach any student, especially students of poverty, in such a way. You are as dismayed as I am at the attitudes and comments of some of the

teachers and the principal in that high school. This segregation by intellectual rigor under the guise of "helping those kids find some sort of success" is an appalling injustice that must be addressed.

I should mention that as I spent more time in the school described here, I did find some more reflective thinking. Many teachers believed that the educational experiences they offered to students at this school were forced on them by district-level administrators who, in turn, felt pressure from state and federal policies. Others eventually reported that they lacked needed knowledge on how to help underachieving students, explaining that while they didn't like what they were doing, they lacked the research base and practical experience to try a different approach themselves, let alone to encourage administrators or colleagues to try something else.

While I remain dismayed at the number of schools that turn to scripted programs and highly structured class

routines—sometimes almost militaristic environments—guided by the belief that “those” kids require an education that is mostly about learning to follow rules, I am always heartened by teachers who stand in opposition to such practices and offer students, all students, rich, exciting, and powerful educational experiences. I find those teachers in cities and towns across the nation, and know that they are changing the lives of the students they teach.

## The Ongoing Denouement: Our Journey

Any story has its heroes, its strong characters who lead us on a journey to a satisfying conclusion. Our story has those heroes, too. We have leaders out there right now, talking to teachers, to media, to politicians and administrators and parents, and they are working hard to institute change based on research, experience, and common sense. But our story of educational reform is not complete. It requires what is likely to be a long and difficult journey. We have a lot to fix in education, bigger things than we’ve dared imagine.

Not too long ago, we had a Secretary of Education who wrote that Ford’s assembly line factory model is the right one for our schools. I am ashamed of such a statement. Schools aren’t about the mass production of the exact same product. Some of our students will emerge as writers, others as mathematicians, and others as artists or scientists or athletes or mechanics or homemakers or orators or . . . well, the list is as divergent as our students.

Additionally, in public schools—and this is what I like the most about public schools—everyone is welcome.

Unlike assembly lines that discard materials that can’t guarantee a predetermined uniform result, public schools don’t discard any child. Children can come hungry or filthy; they can speak English or Spanish or Vietnamese or Hmong; they can be athletic or clumsy, artistic or musical; they can be black or white, Latino or Asian; they can be gay or straight, rich or poor; Muslim or Jewish or Christian or Hindu or atheist. They can know a lot or a little. In public schools, teachers take students as they are, respect all as they are, and promise to teach all, *as they are*. It might be the plaque on the Statue of Liberty that says, “Give me your tired, your poor/Your huddled masses yearning to breathe free” but it’s public schools that live that message daily.

Somewhere along the way, we’ve forgotten that the teachers in our midst do live that message daily. We’ve forgotten that the best teachers are thoughtful, creative, independent thinkers, not passive, restrained script-followers; these teachers teach from a cornucopia of pedagogy, choosing the

*It might be the plaque on the Statue of Liberty that says, “Give me your tired, your poor/Your huddled masses yearning to breathe free,” but it’s public schools that live that message daily.*

right instructional strategy for each student; these teachers value the probing question from the curious—even angry—student far more than the right answer from the passive one. The best teachers and principals demand that *those* kids receive the same rigorous education we want for *all* kids, the rich education each student deserves. Those teachers and principals—the ones I see far more often than not—stand boldly against such bigotry, such racism, such low expectations. Those educators will lead this nation in true educational reform. In so doing, they will remind us of all that is lost with the genteel unteaching of America’s poor.



### **Quick Facts About Dropouts**

- Mississippi's goal is to cut the dropout rate in half by 2013.
- The state's current dropout rate is 15.9 percent.
- Imagine a school bus full of students – that's about how many Mississippi students drop out, on average, each school day.
- Approximately 10,000 students drop out of Mississippi schools each year.
- The cost of dropouts to our state is \$458 million annually.

### **What is the economic and social impact when students drop out of school?**

- Studies show that dropouts are more than twice as likely as high school graduates to slip into poverty in any given year.
- Approximately 168,000 high school dropouts are on Medicaid in Mississippi, costing the state more than \$208 million annually.
- If the male high school graduation rate increased just 5%, the reduced crime rate and increased earnings would give Mississippi a combined savings and revenue of more than \$93 million annually.
- School dropouts are more likely than graduates to go to jail. Past studies have shown that high school dropouts account for 75% of inmates in state prisons, 59% of federal prisoners and 69% of local jail inmates.
- Overall, high school dropouts cost the state of Mississippi more than \$458 million annually in lost revenue and added public assistance and incarceration costs.

### **What are the solutions?**

Each school district in the state has its own dropout prevention plan and a team dedicated to implementing the plan. The dropout prevention team is designed to work as a school-community partnership and includes school personnel as well as representatives from local businesses, faith-based organizations and the community at large.

Although there is no single solution to the dropout problem, there are some proven strategies that can make a positive impact:

- Early childhood education. Starting kindergarten ready to learn is the best way to set students on a path to graduation. Students who start out behind typically stay behind. More students are retained in kindergarten and first grade than at any other time.
- Parental involvement. When parents monitor their children's grades and communicate with their teachers and schools, students attend school more regularly and perform better academically.
- High quality teachers and classroom instruction that makes learning relevant.

- Successful transitions. Giving extra support to students during key transition points (elementary to middle school, middle school to high school) can help them adjust to changes and make a positive start in their new environment.
- Opportunities for real-world learning, such as internships, job shadowing and service learning. Exposure to the workplace helps students understand the role of work in adult life and encourages them to explore future employment possibilities.
- Relationships with caring adults. Having a mentor helps at-risk students feel valued and motivated to stay in school. A mentor who contributes even a small amount of time can have a significant impact on an individual child.

### **Who can address the problem?**

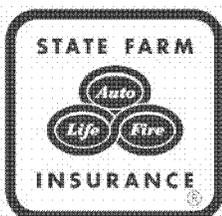
Schools can't do it alone. We need parents, businesses, non-profit and faith-based groups, churches and community leaders to **get on the bus** and help students **stay on the bus** toward graduation.

Some current school-community initiatives include:

- A mentoring and tutoring program pairs at-risk seventh graders with high school juniors and seniors. The older students are paid as a part-time job (through a business donation) to help younger students with school work and to serve as role models.
- One organization provides community and faith-based outreach to at-risk students by recruiting former teachers to offer tutoring services and members of participating churches to serve as mentors. Students meet weekly with tutors and mentors.
- A middle school hosted an official eighth grade pledge ceremony in which students made a public commitment to graduate in the Class of 2012. Families, friends and other students watched as a caring adult escorted each eighth grader to sign the pledge. Each student received a necklace with the inscription PLEDGE 2012.
- One large company identified the 10 school districts in which most of its employees live and gave dropout prevention grants to those schools.
- A high school hosted a 'Reality Fair' during school hours, with participation by local businesses. Students were assigned a salary based on a fictitious educational level and then used their "paycheck" to pay taxes, buy food and other essentials, pay their rent or mortgage and utility bills, and purchase cell phones, clothes and other items.
- One company promotes the importance of afterschool programs by sponsoring an annual event highlighting the need for afterschool programs and the positive results achieved by youth who spend afterschool hours in constructive, organized activities.

To learn more, visit [www.onthebus.ms](http://www.onthebus.ms). There, you'll find guidance and resources designed for parents, community leaders, faith-based organizations, businesses and others who are interested in getting **On the Bus** to help keep students in school.

**On the Bus** is a campaign funded by a \$1.5 million grant from State Farm®, in partnership with the Mississippi Department of Education and the Public Education Forum of Mississippi.



**§ 37-18-5. School improvement plan; local parent advisory committee; assistance team; community-based prekindergarten through higher education council.**

(1) Based on the findings of the evaluation report and the results of the public meeting, the State Department of Education and the evaluation team leader shall assist the school principal and other local school officials in the development of a school improvement plan to improve its deficiencies. A local parents/citizens advisory council shall be established by the evaluation team at the school in order to provide input and guidance into the development of the school improvement plan and its evaluation during the implementation period. Local parent-teacher associations and other community-based organizations shall have input in the selection of the parents/citizens advisory council. Where no active local parent-teacher group exists, the State Department of Education may request assistance from the Mississippi Parent-Teacher Association and other community-based organizations in the selection of the local parents/citizens advisory council. The local parents/citizens advisory council shall consist of representatives from each of the following local groups: (a) five (5) representatives of the local PTA, PTSA or other parent organization, (b) two (2) local elected officials or community activist, (c) two (2) students, (d) two (2) local business leaders. Persons who are employed by the local school district are not eligible for membership on the parents/citizens advisory council.

(2) The school improvement plan shall be developed and approved by the principal of the School At-Risk, the superintendent of the local school district, the local school board and a majority of the teachers of the school, within a time period to be determined by the evaluation team. If the plan is not approved, the State Board of Education may approve and implement the plan in the school.

(3) The State Department of Education shall provide technical assistance and shall assist in identifying funding to the School At-Risk in the implementation of the school improvement plan, including the implementation of any recommended professional development plan, and the department may contract with the institutions of higher learning to provide such technical assistance. The assistance team shall collaborate with school and school district employees in the implementation and monitoring of the school improvement plan and the State Department of Education shall ensure that a report is issued monthly to the local school board and the local parents/citizens advisory council.

(4) A school district that has been designated as failing as defined by the State Board of Education shall also establish a community-based prekindergarten through higher education council comprised of a broad spectrum of the community, including economic developers, elected officials, civic leaders, business leaders, faith-based leaders, social services, nonprofit organizations, school attendance officers, law enforcement officials, health department officials, day care providers, librarians, parents and others with the knowledge and resources that can be leveraged to build strong communities. The State Board of Education shall develop procedures for appointments to the council, which shall not be appointed solely by the school board. The council will serve as a community-led group that is inclusive, accountable and required to publicly report progress to the community as a whole.

**Sources:** Laws, 2000, ch. 533, § 3; Laws, 2000, ch. 610, §§ 3, 7; Laws, 2008, ch. 462, § 3; Laws, 2009, ch. 516, § 9, eff from and after passage (approved Apr. 8, 2009.)

**§ 37-18-7. Professional development plan for educators identified as needing improvement; sanctions.**

(1) As part of the school improvement plan for a School At-Risk, a professional development plan shall be prepared for those school administrators, teachers or other employees who are identified by the evaluation team as needing improvement. The State Department of Education shall assist the School At-Risk in identifying funds necessary to fully implement the school improvement plan.

(2) (a) If a principal is deemed to be in need of improvement by the evaluation team, a professional development plan shall be developed for the principal, and the principal's full participation in the professional development plan shall be a condition of continued employment. The plan shall provide professional training in the roles and behaviors of an instructional leader and shall offer training specifically identified for that principal's needs. The principal of a School At-Risk may be assigned mentors who have demonstrated expertise as an exemplary-performing principal. Mentors shall make a personal time commitment to this process and may not be evaluators of the principals being mentored. The local school administration shall continue to monitor and evaluate all school personnel during this period, evaluate their professional development plans and make personnel decisions as appropriate.

(b) At the end of the second year, if a school continues to be a School At-Risk and a principal has been at that school for three (3) or more years, the administration shall recommend and the local school board shall dismiss the principal in a manner consistent with Section 37-9-59, and the State Board of Education may initiate the school district conservatorship process authorized under Section 37-17-6. If extenuating circumstances exist, such as the assignment of a principal at a School At-Risk for less than two (2) years, other options may be considered, subject to approval by the State Board of Education.

(3) (a) If a teacher is deemed to be in need of professional development by the independent evaluation team, that teacher shall be required to participate in a professional development plan. This plan will provide professional training and will be based on each teacher's specific needs and teaching assignments. The teacher's full participation in the professional development plan shall be required. This process shall be followed by a performance-based evaluation, which shall monitor the teacher's teaching skills and teaching behavior over a period of time. This monitoring shall include announced and unannounced reviews. Additionally, the teacher also may be assigned a mentor who has demonstrated expertise as a high-performing teacher.

(b) If, after one (1) year, the teacher fails to perform, the local school administration shall reevaluate the teacher's professional development plan, make any necessary adjustments to it, and require his participation in the plan for a second year.

(c) If, after the second year, the teacher fails to perform, the administration shall recommend and the local school shall dismiss the teacher in a manner consistent with Section 37-9-59.

(4) (a) If the evaluation report reveals a school district central office problem, a superintendent of the school district having a School At-Risk shall be required to participate in a professional development plan. Additionally, the superintendent may be assigned mentors who are high-

performing superintendents and have demonstrated expertise and knowledge of high-performing schools. The local school board will continue to evaluate the performance of the superintendent and his participation in a professional development plan, making appropriate revisions to the plan as needed.

(b) If a school continues to be a School At-Risk after a second year, the local school board may take one (1) of the following actions:

(i) Impose a cap on the superintendent's salary; or

(ii) Make any necessary adjustments to his professional development plan and require his continued participation in a plan.

(c) If a school continues to be designated a School At-Risk after three (3) years of implementing a school improvement plan the State Board of Education shall, or if more than fifty percent (50%) of the schools within the school district are designated as Schools At-Risk in any one (1) year the State Board of Education may, issue a written request with documentation to the Governor asking that the office of the superintendent of such school district be subject to recall. Whenever the Governor declares that the office of the superintendent of such school district is subject to recall, the local school board or the county election commission, as the case may be, shall take the following action:

(i) If the office of superintendent is an elected office, in those years in which there is no general election, the name shall be submitted by the State Board of Education to the county election commission, and the county election commission shall submit the question at a special election to the voters eligible to vote for the office of superintendent within the county and such special election shall be held within sixty (60) days from notification by the State Board of Education. The ballot shall read substantially as follows:

"Shall County Superintendent of Education \_\_\_\_\_ (here the name of the superintendent shall be inserted) of the \_\_\_\_\_ (here the title of the school district shall be inserted) be retained in office? Yes \_\_\_\_\_ No \_\_\_\_\_ "

If a majority of those voting on the question votes against retaining the superintendent in office, a vacancy shall exist which shall be filled in the manner provided by law; otherwise, the superintendent shall remain in office for the term of such office, and at the expiration of such term shall be eligible for qualification and election to another term or terms.

(ii) If the office of superintendent is an appointive office, the name of the superintendent shall be submitted by the president of the local school board at the next regular meeting of the school board for retention in office or dismissal from office. If a majority of the school board voting on the question vote against retaining the superintendent in office, a vacancy shall exist which shall be filled as provided by law, otherwise, the superintendent shall remain in office for the duration of his employment contract.

(5) In the event a school continues to be designated a School At-Risk after three (3) years of implementing a school improvement plan the State Board of Education shall, or in the event that

more than fifty percent (50%) of the schools within the school district are designated as Schools At-Risk in any one (1) year the State Board of Education may, issue a written request with documentation to the Governor that the membership of the school board of such school district shall be subject to recall. Whenever the Governor declares that the membership of the school board shall be subject to recall, the county election commission or the local governing authorities, as the case may be, shall take the following action:

(a) If the members of the local school board are elected to office, in those years in which the specific member's office is not up for election, the name of the school board member shall be submitted by the State Board of Education to the county election commission, and the county election commission at a special election shall submit the question to the voters eligible to vote for the particular member's office within the county or school district, as the case may be, and such special election shall be held within sixty (60) days from notification by the State Board of Education. The ballot shall read substantially as follows:

"Members of the \_\_\_\_\_ (here the title of the school district shall be inserted) School Board who are not up for election this year are subject to recall because of the school district's continued designation as a School At-Risk. Shall the member of the school board representing this area, \_\_\_\_\_ (here the name of the school board member holding the office shall be inserted), be retained in office? Yes \_\_\_\_\_ No \_\_\_\_\_ "

If a majority of those voting on the question vote against retaining the member of the school board in office, a vacancy in that board member's office shall exist which shall be filled in the manner provided by law; otherwise, the school board member shall remain in office for the term of such office, and at the expiration of the term of office, the member shall be eligible for qualification and election to another term or terms of office. However, if a majority of the school board members are recalled in the special election, the Governor shall authorize the board of supervisors of the county in which the school district is situated to appoint members to fill the offices of the members recalled. The board of supervisors shall make such appointments in the manner provided by law for filling vacancies on the school board, and the appointed members shall serve until the office is filled at the next regular special election or general election.

(b) If the local school board is an appointed school board, the name of all school board members shall be submitted as a collective board by the president of the municipal or county governing authority, as the case may be, at the next regular meeting of the governing authority for retention in office or dismissal from office. If a majority of the governing authority voting on the question vote against retaining the board in office, a vacancy shall exist in each school board member's office, which shall be filled as provided by law; otherwise, the members of the appointed school board shall remain in office for the duration of their term of appointment, and such members may be reappointed.

(c) If the local school board is comprised of both elected and appointed members, the elected members shall be subject to recall in the manner provided in paragraph (a) of this subsection. Appointed members shall be subject to recall in the manner provided in paragraph (b).

(6) In the event a school continues to be designated a School At-Risk after three (3) years of

implementing a school improvement plan, or in the event that more than fifty percent (50%) of the schools within the school district are designated as Schools At-Risk in any one (1) year, the State Board of Education may request that the Governor declare a state of emergency in that school district. Upon the declaration of the state of emergency by the Governor, the State Board of Education may take all such action for dealing with school districts as is authorized under subsection (11) or (14) of Section 37-17-6, including the appointment of an interim conservator.

(7) The State Department of Education shall make a semiannual report to the State Board of Education identifying the number and names of schools classified as Schools At-Risk, which shall include a description of the deficiencies identified and the actions recommended and implemented. The department shall also notify the State Board of Education of any School At-Risk which has successfully completed their improvement plans and shall notify the Governor and the Legislature of such school's progress.

(8) The State Board of Education shall direct and provide comprehensive staff development training for school administrators and teachers on the new requirements of this chapter. Any new assessment instruments to be used in conjunction with any evaluation required by this chapter shall be made available for review by teachers, administrators and other staff. Prior to evaluation of individual teachers, administrators and other staff pre-evaluation interviews will be conducted. Likewise, after any evaluation is complete, post-evaluation interviews will be conducted. During such post-interviews, evaluators shall identify and discuss the following: teaching techniques used, teaching strengths and weaknesses and an overall assessment of performance.

(9) No later than July 1 of each year the State Board of Education shall report to the State Legislature and the public at large:

(a) An itemized accounting of the use of state funds to provide technical, legal and financial assistance to each School At-Risk, and to such schools which had been designated as Schools At-Risk within the previous three (3) years, if such schools received such assistance at any time during the previous three (3) years;

(b) An explanation of the problems sought to be addressed in each such school receiving this assistance and for which such expenditure of funds was undertaken;

(c) The actions taken in each school district to utilize the funds to address the problems identified in paragraph (b) immediately above;

(d) An evaluation of the impact of the effort to address the problems identified;

(e) An assessment of what further actions need to be undertaken to address these problems, if such problems have not been entirely alleviated; and

(f) An assessment of the impact which Chapter 421, Laws of 1999, and Chapter 610, Laws of 2000, are having on the educational goals which these statutes sought to address.

**Sources:** Laws, 2000, ch. 533, § 4; Laws, 2000, ch. 610, §§ 4, 7; Laws, 2007, ch. 518, § 3; Laws, 2008, ch. 462, § 4, eff from and after July 1, 2008.



HOUSE BILL NO. 1078  
(As Sent to Governor)

1 AN ACT TO CREATE NEW SECTION 37-11-8, MISSISSIPPI CODE OF  
2 1972, TO REQUIRE THE OFFICE OF HEALTHY SCHOOLS OF THE STATE  
3 DEPARTMENT OF EDUCATION TO DEVELOP AND IMPLEMENT THE HEALTHIER  
4 SCHOOL INITIATIVE TO PROMOTE HEALTHIER SCHOOL ENVIRONMENTS, TO  
5 REQUIRE THE OFFICE TO PROVIDE FINANCIAL INCENTIVES TO SCHOOLS  
6 RECEIVING RECOGNITION THROUGH THE HEALTHIERUS SCHOOL CHALLENGE, TO  
7 PROVIDE FINANCIAL AWARDS, SUBJECT TO LEGISLATIVE APPROPRIATION,  
8 FOR SCHOOLS RECEIVING CERTAIN LEVELS OF RECOGNITION, TO REQUIRE  
9 LOCAL SCHOOL DISTRICTS TO INCLUDE INFORMATION RELEVANT TO THE  
10 HEALTHIERUS SCHOOL CHALLENGE ON THEIR DISTRICT WEB SITES, TO  
11 REQUIRE THE OFFICE TO PROVIDE TECHNICAL ASSISTANCE TO SCHOOLS THAT  
12 ELECT TO PARTICIPATE IN THE CHALLENGE TO BECOME A HEALTHIERUS  
13 SCHOOL, TO ESTABLISH THE CRITERIA REQUIRED TO BE MET BY SCHOOLS  
14 PARTICIPATING IN THE CHALLENGE, TO REQUIRE AN APPLICATION FOR  
15 CERTIFICATION AS A HEALTHIERUS SCHOOL TO BE SUBMITTED TO THE STATE  
16 DEPARTMENT OF EDUCATION FOR REVIEW BY THE OFFICE OF HEALTHY  
17 SCHOOLS, TO REQUIRE THE OFFICE TO FORWARD APPROVED APPLICATIONS TO  
18 THE UNITED STATES DEPARTMENT OF AGRICULTURE FOR CONSIDERATION, AND  
19 TO AUTHORIZE SCHOOLS TO MODIFY AN APPLICATION THAT IS NOT APPROVED  
20 BY THE OFFICE; AND FOR RELATED PURPOSES.

21 WHEREAS, the United States Department of Agriculture's Food  
22 and Nutrition Service (FNS) recognizes schools that take a  
23 leadership role in helping students learn to make healthy eating  
24 and active lifestyle choices through the HealthierUS School  
25 Challenge (HUSSC); and

26 WHEREAS, the HealthierUS School Challenge (HUSSC) was  
27 established to recognize schools that are creating healthier  
28 school environments through their promotion of good nutrition and  
29 physical activity on four (4) levels of superior performance:  
30 Bronze, Silver, Gold, and Gold Award of Distinction; and

31 WHEREAS, to qualify for the awards, a school must submit a  
32 formal application and meet basic criteria set forth by the Food  
33 and Nutrition Service reflecting the HUSSC criteria recommended in

35 Medicine's (IOM) recommendations published in April 2007 for foods  
36 that should be served in schools, outside of the organized school  
37 lunch meals; and

38 WHEREAS, HealthierUS Schools also must have a local school  
39 wellness policy as mandated by the United States Congress which  
40 supports the HUSSC initiative and affirms that the school plays a  
41 critical role in promoting student health, preventing childhood  
42 obesity, and combating problems associated with poor nutrition and  
43 physical inactivity; NOW, THEREFORE,

44 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

45 **SECTION 1.** The following shall be codified as Section  
46 37-11-8, Mississippi Code of 1972:

47 37-11-8. (1) The Office of Healthy Schools of the State  
48 Department of Education shall develop and implement the Healthier  
49 School Initiative, consistent with the HealthierUS School  
50 Challenge developed by the United States Department of Agriculture  
51 and administered through its Food and Nutrition Service, to  
52 facilitate healthy choices and practices by local school districts  
53 through the promotion of healthier school environments. The  
54 office shall establish standard procedures to be adhered to by  
55 schools electing to participate in the program and shall establish  
56 a deadline for the submission of applications for participation in  
57 the initiative.

58 (2) Subject to the availability of funds whether  
59 appropriated by the Legislature, in an amount not to exceed Two  
60 Hundred Thousand Dollars (\$200,000.00), or received as gifts,  
61 bequests, endowments or grants from any public or private source,  
62 the Office of Healthy Schools shall provide financial incentives  
63 to schools receiving recognition through the HealthierUS School  
64 Challenge for purposes of funding the resources and staff training  
65 needed to meet healthy eating, nutrition education and physical

68 (a) Two Thousand Dollars (\$2,000.00) shall be awarded  
69 to schools receiving the Bronze Award level of recognition;

70 (b) Four Thousand Dollars (\$4,000.00) shall be awarded  
71 to schools receiving Silver Award level of recognition;

72 (c) Six Thousand Dollars (\$6,000.00) shall be awarded  
73 to schools receiving Gold Award level of recognition; and

74 (d) Eight Thousand Dollars (\$8,000.00) shall be awarded  
75 to schools receiving Gold Award of Distinction level of  
76 recognition.

77 (3) The Office of Healthy Schools shall require local school  
78 districts to include information relevant to the HealthierUS  
79 School Challenge on their district Web sites and shall provide  
80 technical assistance to schools that elect to participate in the  
81 challenge to become a HealthierUS School. The office shall  
82 require participating schools to:

83 (a) Enroll as a Team Nutrition School;

84 (b) Offer reimbursable lunches that demonstrate healthy  
85 menu planning practices and principles of the Dietary Guidelines  
86 for Americans and that meet United States Department of  
87 Agriculture nutrition standards;

88 (c) Provide nutrition education to students;

89 (d) Provide students with physical education and the  
90 opportunity for physical activity;

91 (e) Maintain an average daily participation of school  
92 enrollment for reimbursable lunches; and

93 (f) Adhere to guidelines established by Food and  
94 Nutrition Service for foods served and/or sold in schools outside  
95 the National School Lunch Program.

96 (4) To be eligible for participation, a school must:

97 (a) Be a public elementary or secondary school;

98 (b) Participate in the National School Lunch Program;

101           (d) Submit an application to the United States  
102 Department of Agriculture.

103           (5) Application for certification as a HealthierUS School  
104 must be submitted to the State Department of Education for review  
105 by the Office of Healthy Schools, which, upon its approval, shall  
106 forward the applications to the United States Department of  
107 Agriculture for consideration. Any application that is not  
108 approved based on standards for submission established by the  
109 Office of Healthy Schools shall be returned with instructions for  
110 modification and resubmission by the submitting school.

111           **SECTION 2.** This act shall take effect and be in force from  
112 and after July 1, 2010.

**§ 37-21-51. Legislative findings; Early Learning Collaborative Act of 2007; implementation of voluntary early care and education grant program; application for and use of funds; grant application oversight committee; application criteria; administration of program.**

(1) As used in Sections 37-21-51 through 37-21-55, the term "preschool or prekindergarten children" means any children who have not entered kindergarten.

(2) To ensure that all children have access to quality early childhood education and development services, the Legislature finds and declares the following:

(a) Parents have the primary duty to educate their young preschool children;

(b) The State of Mississippi can assist and educate parents in their role as the primary caregivers and educators of young preschool children; and

(c) There is a need to explore innovative approaches and strategies for aiding parents and families in the education and development of young preschool children.

(3) (a) This subsection shall be known and may be cited as the "Early Learning Collaborative Act of 2007."

(b) The Mississippi Department of Human Services shall implement a voluntary early care and education grant program, which shall be a collaboration among the entities providing prekindergarten programs including Head Start, licensed child care facilities and licensed public, parochial and private school prekindergarten programs. Enrollment in the preschool or prekindergarten program shall be coordinated with the Head Start agencies in the local areas and shall not be permitted to cause a reduction in children served by the Head Start program. Under this program, eligible entities may submit an application for funds to (i) defray the cost of additional teaching staff, appropriate educational materials and equipment and to improve the quality of educational experiences offered to four-year-old children in existing licensed early care and education programs, and/or to (ii) extend developmentally appropriate education services at such existing licensed programs currently serving four-year-old children to include practices of high quality instruction, and to (iii) administer, implement, monitor and evaluate the programs. Grant funds shall be provided on a local entity matching fund basis to be determined by the Department of Human Services.

(c) The Department of Human Services shall contract with an appropriate early care and education program entity to serve as the fiscal agent for the program. All grant applicants shall be required to collaborate with other early care and education programs, provide a local community match to the grant award, designate one (1) entity as fiscal agent for the grant, and meet teacher qualifications.

(d) The early care and education program grants shall be awarded to successful applicants who meet the criteria developed by a committee appointed by the Governor, consisting of, but not limited to, representatives of the Mississippi Department of Human Services Office for Children and Youth, the Mississippi Head Start Association, the Mississippi Head Start Collaboration Office, the Mississippi Department of Education, the Mississippi State Department of Health Child Care Licensure Division and licensed child care facilities, one (1) of which must have a

majority low-income population, in the state. The committee shall meet upon call of the Governor and shall organize for business by electing a chairman. Administrative and clerical support for the committee shall be provided by the Department of Human Services. The committee shall establish grant application criteria, procedures and deadlines. The criteria must include all conditions prescribed in paragraph (c), and shall include, but not be limited to: voluntary enrollment of children, qualifications for teachers and assistant teachers, allowed expenses, children with special needs, use of a research-based curriculum aligned with the learning objectives/milestones in the Mississippi Early Learning Guidelines for Four-Year-Old Children, teacher/child ratios, child care facility licensure requirements, and collaboration with other early childhood programs.

(e) Any teacher, assistant teacher or other employee whose salary and fringe benefits are paid from early care and education grants under this act shall not be deemed to be classified as state or local school district employees and shall not be eligible for state health insurance benefits or membership in the Public Employees' Retirement System.

(f) Subject to the availability of funds appropriated therefor, the Department of Human Services shall administer the implementation, monitoring and evaluation of the early care and education grant program including the awards and the application process. The State Department of Education, Office of Reading, Early Childhood and Language Arts, in partnership with the Mississippi Department of Human Services, Office for Children and Youth, shall develop educational criteria regarding research-based curriculum, the state's early learning guidelines and developmentally appropriate educational services. Funding shall be provided subject to appropriation beginning with the 2008 fiscal year. The department shall make an annual report to the Legislature and the Governor regarding the effectiveness of the program.

**Sources:** Laws, 2000, ch. 510, § 1; Laws, 2007, ch. 440, § 1, eff from and after July 1, 2007; reenacted and amended, Laws, 2009, ch. 345, § 27, eff from and after June 30, 2009.

**§ 37-18-1. Superior-Performing and Exemplary Schools Programs; designation as Superior-Performing, Exemplary, or School At-Risk School; growth expectations and proficiency measurements; monetary incentives; special recognition for schools receiving Superior-Performing or Exemplary School designation.**

(1) The State Board of Education shall establish, design and implement a Superior-Performing Schools Program and an Exemplary Schools Program for identifying and rewarding public schools that improve. The State Board of Education shall develop rules and regulations for the program, establish criteria and establish a process through which Superior-Performing and Exemplary Schools will be identified and rewarded. Upon full implementation of the statewide testing program, Superior-Performing, Exemplary or School At-Risk designation shall be made by the State Board of Education in accordance with the following:

(a) A growth expectation will be established by testing students annually and, using a psychometrically approved formula, by tracking their progress. This growth expectation will result in a composite score each year for each school.

(b) A determination will be made as to the percentage of students proficient in each school. This measurement will define what a student must know in order to be deemed proficient at each grade level and will clearly show how well a student is performing. The definition of proficiency shall be developed for each grade, based on a demonstrated range of performance in relation to content as reflected in the Mississippi Curriculum Frameworks. This range of performance must be established through a formal procedure including educators, parents, community leaders and other stakeholders.

(c) A school has the following two (2) methods for designation as either a Superior-Performing or an Exemplary School, to be determined on an annual basis:

(i) A school exceeds its growth expectation by a percentage established by the State Board of Education; or

(ii) A school achieves the grade level proficiency standard established by the State Board of Education.

Any school designated as a School At-Risk which exceeds its growth expectation by a percentage established by the State Board of Education shall no longer be considered a School At-Risk and shall be eligible for monetary awards under this section.

(2) Superior-Performing and Exemplary Schools 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. These incentive funds may be used for specific school needs, including, but not limited to:

(a) Funding for professional development activities. Staff participating in such activities will report to the school and school district about the benefits and lessons learned from such training;

(b) Technology needs;

(c) Sabbaticals for teachers or administrators, or both, to pursue additional professional development or educational enrichment;

(d) Paid professional leave;

(e) Training for parents, including, but not limited to, the following:

(i) Curriculum;

(ii) Chapter 1;

(iii) Special need students;

(iv) Student rights and responsibility;

(v) School and community relations;

(vi) Effective parenting.

All funds awarded under this subsection shall be subject to specific appropriation therefor by the Legislature.

(3) The State Board of Education shall provide special recognition to all schools receiving Superior-Performing or Exemplary designation and their school districts. Examples of such recognition include, but are not limited to: 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 Mississippi Educational Television.

**Sources:** Laws, 2000, ch. 533, § 1; Laws, 2000, ch. 610, §§ 1, 7; Laws, 2008, ch. 462, § 1, eff from and after July 1, 2008.

**§ 37-18-3. School At-Risk designation for schools deficient in educating students; appropriation of adequate funds to provide assistance; evaluation team and report.**

(1) Upon full implementation of the statewide testing programs developed by the State Board of Education pursuant to Chapter 16, Title 37, Mississippi Code of 1972, not later than December 31, 2002, the board shall establish for those individual schools failing to meet accreditation standards established under this chapter for Schools At-Risk, a program of development to be complied with in order to receive state funds. The Legislature shall, subject to the availability of funds, annually appropriate adequate funds to implement the provisions of this chapter. The State Board of Education may, in its discretion, assess local school districts for the costs of implementing the provisions of this chapter.

(2) Following a thorough analysis of school data each year, the State Department of Education shall identify those schools that are deficient in educating students and are in need of improvement. This analysis shall measure the individual school performance by determining if a school met its assigned yearly growth expectation and by determining what percentage of the students in the school are proficient. A school shall be identified as a School At-Risk and in need of assistance if the school: (a) does not meet its growth expectation and has a percentage of students functioning below grade level, as designated by the State Board of Education; (b) is designated as a Level 1 school, or other future comparable performance designation by the State Board of Education; or (c) is designated as a Level 2 school, or other future comparable performance designation by the State Board of Education, for two (2) consecutive years.

(3) Within fifteen (15) days after a School At-Risk has been identified, written notice shall be sent by the State Board of Education by certified mail to both the school principal and the local board of education. Within fifteen (15) days after notification the State Board of Education shall assign an evaluation team to the school. The evaluation team shall consist of a minimum of seven (7) trained members appointed by the State Superintendent of Education and approved by the State Board of Education from the following categories: (a) school superintendents; (b) school principals; (c) curriculum coordinators; (d) at least two (2) teachers; (e) local school board members; (f) community leaders; (g) parents; and (h) institutions of higher learning personnel. Optional evaluation team members in specialized areas may be utilized by the State Department of Education if needed. These additional members may include individuals with expertise and knowledge in such areas as vocational-technical education, special education, federal programs and school technology. Evaluation team members shall be independent of the school being evaluated and shall not be employees of the State Department of Education. The team may include retired educators who have met certain standards and have completed all necessary training. All evaluation team members shall be trained, at a minimum, in the following: (a) school accreditation legal requirements; (b) data analysis; (c) curriculum alignment; (d) effective curriculum and instructional strategies; (e) the State Department of Education school improvement plan process; (f) personnel appraisal; (g) effective community involvement; (h) public relations; (i) safe and orderly school climate; (j) policy development and implementation; (k) effective school resource allocation; and (l) effective school management. A team leader shall be chosen by the department for each evaluation team to provide overall guidance to the team. The State Department of Education shall assist each evaluation team by providing administrative and clerical support.

(4) An approved evaluation team shall have the following powers and duties:

(a) The evaluation team may request any financial documentation that it deems necessary, and the School At-Risk, with the assistance and cooperation of the school district central office, shall submit such requested financial information to the evaluation team.

(b) The evaluation team shall analyze the School At-Risk data to determine probable areas of weakness before conducting an on-site audit. The evaluation team shall proceed to conduct an on-site audit and shall prepare an evaluation report. If necessary, the evaluation team may request additional individuals in specialty areas to participate as team members in preparing the evaluation. After completing the evaluation of the School At-Risk, the team shall prepare and adopt its school evaluation report, which shall be submitted to the State Superintendent of Public Education for approval within forty-five (45) calendar days. The school evaluation report shall identify any personnel who were found by the evaluation team to be in need of improvement and need to participate in a professional development plan. Evaluation instruments used to evaluate teachers, principals, superintendents or any other certified or classified personnel will be instruments which have been validated for such purposes.

(5) Following the approval of the evaluation report by the State Superintendent of Public Education, a representative from the State Superintendent of Education and the evaluation team leader shall present the evaluation report to the principal of the School At-Risk and to the superintendent and school board members of the local school district. Following this presentation, the evaluation report shall be presented to the community served by the School At-Risk at an advertised public meeting.

**Sources:** Laws, 2000, ch. 533, § 2; Laws, 2000, ch. 610, §§ 2, 7; Laws, 2008, ch. 462, § 2, eff from and after July 1, 2008.

MISSISSIPPI LEGISLATURE

1998 Regular Session

To: Education; Appropriations

By: Representatives Manning, Morris, Livingston, Bailey

**House Bill 609**

***(As Sent to Governor)***

AN ACT ENTITLED THE "MISSISSIPPI CRITICAL TEACHER SHORTAGE ACT OF 1998"; TO ESTABLISH THE CRITICAL NEEDS TEACHER SCHOLARSHIP PROGRAM FOR THE PURPOSE OF AWARDING FULL SCHOLARSHIPS TO FULL-TIME AND PART-TIME COLLEGE STUDENTS AGREEING TO TEACH IN A GEOGRAPHICAL CRITICAL TEACHER SHORTAGE AREA OF THE STATE; TO AMEND SECTION 37-143-11, MISSISSIPPI CODE OF 1972, TO PROVIDE THAT THE WILLIAM F. WINTER TEACHER SCHOLAR LOAN PROGRAM SHALL BE A PROGRAM FOR PERSONS WHO WISH TO TEACH IN ANY AREA IN THE STATE; TO CLARIFY THAT THE CONVERSION OF LOANS INTO SCHOLARSHIPS UNDER THE WILLIAM F. WINTER TEACHER SCHOLAR LOAN PROGRAM SHALL BE AT A RATE OF TWO SEMESTERS SERVICE FOR EACH YEAR A LOAN WAS RECEIVED, EXCEPT WHERE THE PARTICIPANTS RENDER SERVICE IN A GEOGRAPHICAL CRITICAL TEACHER SHORTAGE AREA, IN WHICH CASE THE CONVERSION MAY BE AT THE SAME RATIO AS UNDER THE CRITICAL NEEDS TEACHER SCHOLARSHIP PROGRAM; TO AMEND SECTION 37-149-1, MISSISSIPPI CODE OF 1972, TO ESTABLISH THE POSITION OF PROFESSIONAL TEACHER RECRUITER WITHIN THE MISSISSIPPI TEACHER CENTER; TO CREATE NEW SECTION 37-149-7, MISSISSIPPI CODE OF 1972, TO PRESCRIBE THE DUTIES OF PROFESSIONAL TEACHER RECRUITERS; TO REQUIRE THE STATE DEPARTMENT OF EDUCATION TO PROVIDE FUNDS TO LOCAL SCHOOL DISTRICTS TO REIMBURSE LICENSED TEACHERS FOR MOVING EXPENSES WHEN SUCH TEACHERS RELOCATE IN ORDER TO TEACH IN A GEOGRAPHICAL CRITICAL TEACHER SHORTAGE AREA OF THE STATE; TO AUTHORIZE LOCAL SCHOOL BOARDS IN GEOGRAPHICAL CRITICAL TEACHER SHORTAGE AREAS TO REIMBURSE TEACHER APPLICANTS FOR TRAVEL EXPENSES TO AND FROM THEIR INTERVIEW; TO AMEND SECTION 37-9-77, MISSISSIPPI CODE OF 1972, TO REQUIRE THE STATE DEPARTMENT OF EDUCATION TO REIMBURSE SCHOOL DISTRICTS FOR A PORTION OF THE SALARIES PAID BY THE DISTRICTS TO TEACHERS PARTICIPATING IN THE SCHOOL ADMINISTRATOR SABBATICAL PROGRAM; TO AMEND SECTION 37-17-8, MISSISSIPPI CODE OF 1972, TO REQUIRE A PORTION OF SCHOOL DISTRICTS' IN-SERVICE TRAINING FOR ADMINISTRATORS AND TEACHERS TO BE DEDICATED TO SCHOOL DISCIPLINE TECHNIQUES AND TO PROVIDE THAT SCHOOL DISTRICTS SHALL NOT BE REQUIRED TO SUBMIT STAFF DEVELOPMENT PLANS TO THE COMMISSION ON SCHOOL ACCREDITATION; TO REQUIRE ALL TEACHER EDUCATION PROGRAMS

TO INCLUDE MANDATORY COURSES ON SCHOOL DISCIPLINE AND CLASSROOM MANAGEMENT; TO REQUIRE EACH STATE INSTITUTION OF HIGHER LEARNING TO SUBMIT AN ANNUAL PERFORMANCE REPORT ON THE INSTITUTION'S TEACHER EDUCATION PROGRAM AND TO SPECIFY THE COMPONENTS OF THE REPORT; TO AUTHORIZE THE DEPARTMENT OF EDUCATION TO ESTABLISH REGIONAL BEHAVIORAL INSTITUTES TO PROVIDE TRAINING TO TEACHERS AND ADMINISTRATORS IN DISCIPLINES AND CLASSROOM MANAGEMENT STRATEGIES; TO ESTABLISH THE UNIVERSITY ASSISTED TEACHER RECRUITMENT AND RETENTION GRANT PROGRAM TO PROVIDE SCHOLARSHIPS TO PERSONS PURSUING A MASTER OF EDUCATION DEGREE OR EDUCATIONAL SPECIALIST DEGREE WHILE SUCH PERSONS RENDER SERVICE TO THE STATE AS A LICENSED TEACHER IN A GEOGRAPHICAL CRITICAL TEACHER SHORTAGE AREA; TO ESTABLISH THE MISSISSIPPI EMPLOYER-ASSISTED HOUSING TEACHER PROGRAM TO PROVIDE SPECIAL HOME LOANS TO TEACHERS RENDERING SERVICE IN A GEOGRAPHICAL CRITICAL TEACHER SHORTAGE AREA; TO ESTABLISH A PILOT PROGRAM IN ONE SCHOOL DISTRICT FOR THE CONSTRUCTION OF RENTAL HOUSING UNITS FOR TEACHERS AND OTHER SCHOOL DISTRICT EMPLOYEES; TO REQUIRE THE DEPARTMENT OF EDUCATION AND THE BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING TO JOINTLY PREPARE AN ANNUAL REPORT FOR THE LEGISLATURE TO ASSESS THE IMPACT OF TEACHER RECRUITMENT INCENTIVE PROGRAMS ESTABLISHED IN THIS ACT ON THE EMPLOYMENT OF TEACHERS IN CRITICAL SHORTAGE AREAS; TO ESTABLISH A SPECIAL FUND IN THE STATE TREASURY TO BE KNOWN AS THE "MISSISSIPPI CRITICAL TEACHER SHORTAGE FUND" FOR THE PURPOSE OF IMPLEMENTING THE PROGRAMS ESTABLISHED UNDER THIS ACT; TO REESTABLISH A CENTER FOR EDUCATION ANALYSIS WHICH SHALL BE ADMINISTRATIVELY ATTACHED TO THE PUBLIC EDUCATION FORUM OF MISSISSIPPI; TO DIRECT THE CENTER FOR EDUCATION ANALYSIS TO DEVELOP AND SUBMIT TO THE LEGISLATURE AN ANNUAL REPORT ON THE IMPLEMENTATION OF THE MISSISSIPPI ADEQUATE EDUCATION FUNDING FORMULA, INCLUDING SCHOOL DISTRICT CAPITAL EXPENDITURES FUNDED BY THE INTERIM SCHOOL DISTRICT CAPITAL EXPENDITURE FUND PROGRAM; TO REQUIRE THAT THE ANNUAL MISSISSIPPI REPORT CARD SHALL INCLUDE A SPECIAL REPORT ASSESSING THE IMPLEMENTATION OF THE MISSISSIPPI ADEQUATE EDUCATION PROGRAM IN ALL SCHOOL DISTRICTS AFTER FULL IMPLEMENTATION; AND FOR RELATED PURPOSES.

WHEREAS, in many rural areas and communities in the State of Mississippi, particularly in the Mississippi Delta, there exists a critical shortage of qualified teachers that continues to grow at an increasing rate as the number of teachers in those areas who are eligible for retirement escalates while fewer college students aspire to a career in teaching; and

WHEREAS, the absence of a qualified teacher in every classroom in the state contributes to overall lower test scores for the State of Mississippi and will negatively impact the state's work force of tomorrow, made of our children of today; and WHEREAS, it is the intent of the Legislature, in passing this act, to immediately reverse this teacher shortage trend by offering

attractive incentives to qualified persons who pursue a profession in teaching and agree to serve in those communities wherein the greatest need for teachers exists, thereby enabling every child in the State of Mississippi to receive a quality education: NOW, THEREFORE,

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. This act shall be known and may be cited as the "Mississippi Critical Teacher Shortage Act of 1998."

SECTION 2. (1) There is established the "Critical Needs Teacher Scholarship Program," the purpose of which is to attract qualified teachers to those geographical areas of the state where there exists a critical shortage of teachers by awarding full scholarships to persons declaring an intention to serve in the teaching field who actually render service to the state while possessing an appropriate teaching license.

(2) Any individual who is enrolled in or accepted for enrollment at a baccalaureate degree-granting institution of higher learning whose teacher education program is approved by the State Board of Education or at an accredited, nonprofit community or junior college in the State of Mississippi who expresses in writing an intention to teach in a geographical area of the state in which there exists a critical shortage of teachers, as designated by the State Board of Education, shall be eligible for a financial scholarship to be applied toward the costs of the individual's college education. The annual amount of the award shall be equal to the total cost for tuition, room and meals, books, materials and fees at the college or university in which the student is enrolled, not to exceed an amount equal to the highest total cost of tuition, room and meals, books, materials and fees assessed by a state institution of higher learning during that school year. Awards made to nonresidents of the state shall not include any amount assessed by the college or university for out-of-state tuition.

(3) Awards granted under the Critical Needs Teacher Scholarship Program shall be available to both full-time and part-time students. Students enrolling on a full-time basis may receive a maximum of four (4) annual awards. The maximum number of awards that may be made to students attending school on a part-time basis, and the maximum time period for part-time students to complete the number of academic hours necessary to obtain a baccalaureate degree in education, shall be established by rules and regulations jointly promulgated by the Board of Trustees of State Institutions of Higher Learning and the State Board of Education. Critical Needs Teacher Scholarships shall not be based upon an applicant's eligibility for financial aid.

(4) Except in those cases where employment positions may not be available upon completion of licensure requirements, at the beginning of the first school year in which a recipient of a Critical Needs Teacher Scholarship is eligible for employment as a licensed teacher, that person shall begin to render service as a licensed teacher in a public school district in a geographical area of the state where there is a critical shortage of teachers, as approved by the State Board of Education. Any person who received four (4) annual awards, or the equivalent of four (4) annual awards, shall render three (3) years' service as a licensed teacher. Any person who received fewer than four (4) annual awards, or the equivalent of four (4) annual awards, shall render one (1) year's service as a licensed teacher for each year that the person received a full-time student

scholarship, or for the number of academic hours equivalent to one (1) school year, as determined by the Board of Trustees of State Institutions of Higher Learning, which a part-time student received a scholarship. (5) Any person failing to complete a program of study which will enable that person to become a licensed teacher shall become liable immediately to the Board of Trustees of State Institutions of Higher Learning for the sum of all Critical Needs Teacher Scholarship awards made to that person, plus interest accruing at the current Stafford Loan rate at the time the person abrogates his participation in the program. Any person failing to complete his teaching obligation, as required under subsection (4) of this section, shall become liable immediately to the board for the sum of all scholarship awards made to that person less the corresponding amount of any awards for which service has been rendered, plus interest accruing at the current Stafford Loan rate at the time the person discontinues his service, except in the case of a deferral of debt for cause by the State Board of Education when there is no employment position immediately available upon a teacher's completion of licensure requirements. After the period of such deferral, such person shall begin or resume teaching duties as required under subsection (4) or shall become liable to the board under this subsection. If a claim for payment under this subsection is placed in the hands of an attorney for collection, the obligor shall be liable for an additional amount equal to a reasonable attorney's fee.

(6) The obligations made by the recipient of a Critical Needs Teacher Scholarship award shall not be voidable by reason of the age of the student at the time of receiving the scholarship.

(7) The Board of Trustees of State Institutions of Higher Learning and the State Board of Education shall jointly promulgate rules and regulations necessary for the proper administration of the Critical Needs Teacher Scholarship Program. The Board of Trustees of State Institutions of Higher Learning shall be the administering agency of the program.

(8) If insufficient funds are available to fully fund scholarship awards to all eligible students, the Board of Trustees of State Institutions of Higher Learning shall make the awards to first-time students on a first-come, first-served basis; however, priority consideration shall be given to persons previously receiving awards under the Critical Needs Teacher Scholarship Program.

(9) All funds received by the Board of Trustees of State Institutions of Higher Learning from the repayment of scholarship awards by program participants shall be deposited in the Mississippi Critical Teacher Shortage Fund.

SECTION 3. Section 37-143-11, Mississippi Code of 1972, is amended as follows:

37-143-11. (1) \* \* \* It is \* \* \* the intention of the Legislature to attract and retain qualified teachers by awarding incentive loans to persons declaring an intention to serve in the teaching field and who actually render service to the state while possessing an appropriate teaching license.

(2) There is \* \* \* established the "William F. Winter Teacher Scholar Loan Program."

(3) To the extent of appropriations available, students who are enrolled in any baccalaureate degree-granting institution of higher learning in the State of Mississippi accredited by the

Southern Association of Colleges and Schools and approved by the Mississippi Commission on College Accreditation, or any accredited nonprofit community or junior college, and who have expressed in writing a present intention to teach in Mississippi, shall be eligible for student loans to be applied to the costs of their college education. Persons who have been admitted to a teacher education program \* \* \* as approved by the State Board of Education shall also qualify for loans at approved institutions.

(4) A freshman establishing initial eligibility shall be eligible for a maximum of four (4) annual loans and a senior shall be eligible for one (1) annual loan.

(5) The maximum annual loan shall be set by the Board of Trustees of State Institutions of Higher Learning at an amount not to exceed the cost of attendance at any baccalaureate degree-granting institution of higher learning in the State of Mississippi. However, it is the intent of the Legislature that the maximum annual loan amounts under the William F. Winter Teacher Scholar Loan Program shall not be of such amounts that would compete with the Critical Needs Teacher Scholarship Program.

(6) The loans of persons who actually render service as licensed teachers in a public school in Mississippi for a major portion of the school day for at least seventy-eight (78) school days during each of eight (8) school semesters of the ten (10) immediately after obtaining a baccalaureate degree, shall be converted to interest-free scholarships. Conversion shall be based on two (2) semesters of service for each year a loan was received, and the Board of Trustees of State Institutions of Higher Learning shall not authorize the conversion of loans into interest-free scholarships at any other ratio, except as follows: Participants in the William F. Winter Teacher Scholar Loan Program may have their loans converted into interest-free scholarships at the same ratio as under the Critical Needs Teacher Scholarship Program if they render service as a licensed teacher in a public school district in a geographical area of the state where there is a critical shortage of teachers, as designated by the State Board of Education.

(7) Persons failing to complete an appropriate program of study shall immediately become liable to the Board of Trustees of State Institutions of Higher Learning for the sum of all outstanding loans, except in the case of a deferral of debt for cause by the board, after which period of deferral, study may be resumed. Persons failing to meet teaching requirements in any required semester shall immediately be in breach of contract and become liable to the board for the amount of the corresponding loan received, with interest accruing at the current Stafford Loan rate at the time the breach occurs, except in the case of a deferral of debt for cause by the board, after which period of deferral, teaching duties required hereunder will be resumed. If the claim for payment of such loan is placed in the hands of an attorney for collection after default, then the obligor shall be liable for an additional amount equal to a reasonable attorney's fee.

(8) A loan made pursuant to this section shall not be voidable by reason of the age of the borrower at the time of receiving the loan.

(9) Failure to repay any loan and interest that becomes due shall be cause for the revocation of a person's teaching license by the State Department of Education.

(10) All monies repaid to the Board of Trustees of State Institutions of Higher Learning hereunder shall be added to the appropriations made for purposes of this section, and those appropriations shall not lapse.

(11) The Board of Trustees of State Institutions of Higher Learning with the concurrence of the State Board of Education shall jointly promulgate regulations necessary for the proper administration of this section.

(12) If insufficient funds are available for requested loans to a qualified student during any fiscal year, the Board of Trustees of State Institutions of Higher Learning shall make pro rata reductions in the loans made to qualifying applicants. Priority consideration shall be given to persons receiving previous loans and participating in the program.

(13) The Board of Trustees of State Institutions of Higher Learning shall make an annual report to the Legislature. Each \* \* \* report shall contain a complete enumeration of the board's activities, loans or scholarships granted, names of persons to whom granted and the institutions attended by those receiving the same, the teaching location of applicants who have received their education and become licensed teachers within this state as a result of the loans and/or scholarships. The board shall make a full report and account of receipts and expenditures for salaries and expenses incurred under the provisions of this section. The board shall, upon its records and any published reports, distinguish between those recipients who have breached their contracts but with the board's permission who have paid their financial obligations in full, and those recipients who have breached their contracts and remain financially indebted to the state.

SECTION 4. Section 37-149-1, Mississippi Code of 1972, is amended as follows:

37-149-1. (1) There is \* \* \* established within the State Department of Education, the Mississippi Teacher Center for the purpose of insuring that the children of our state are taught by quality professionals. The center shall serve as an interagency center focused on teacher recruitment, enhanced training and initial instructional support.

(2) The center shall have a staff which shall consist of one (1) director, one (1) administrative assistant and professional teacher recruiters. A steering committee shall be established which shall consist of one (1) member from each of the following: the Board of Trustees of State Institutions of Higher Learning, the State Board for Community and Junior Colleges, the State Board of Education, the Board of the Mississippi Association of Independent Colleges, the Board of the Mississippi Association of Colleges of Teacher Education, trustees of the local school boards, teachers and the private sector. The members of the steering committee shall be appointed by the State Superintendent with the approval of the board. The steering committee shall direct the work and establish policies for the purpose of operating the center.

(3) The center shall provide leadership for the following initiatives:

(a) The initiation and monitoring of high school programs for teacher recruitment;

(b) The initiation and monitoring of college level programs for teacher recruitment;

- (c) The establishment of a Beginning Teacher/Mentoring program, as authorized in Sections 37-9-201 through 37-9-213;
- (d) The sponsorship of a teacher renewal institute;
- (e) The continuation of the Teacher Corps program;
- (f) The enhancement of the William Winter Scholarship program;
- (g) Research for the development of professional teaching standards;
- (h) Provide additional scholarships for any targeted populations needing potential teachers; and
- (i) Provide assistance to local school districts in identifying and locating specific teacher needs.

SECTION 5. The following shall be codified as Section 37-149-7, Mississippi Code of 1972:

37-149-7. The State Superintendent of Public Education shall appoint three (3) persons to serve as professional teacher recruiters, who shall have the following duties:

- (a) To educate high school students, through oral presentations made on the campuses of all public high schools and the distribution of written materials, on the importance of teaching as a profession, emphasizing the critical need for teachers in certain geographical areas of the state and the availability of financial scholarships to college students in exchange for service as a licensed teacher in such geographical areas under the Critical Needs Teacher Scholarship Program;
- (b) To encourage assistant teachers in the public schools to pursue a college education that will enable them to become licensed teachers, informing all assistant teachers of the availability of financial scholarships to both full-time and part-time college students under the Critical Needs Teacher Scholarship Program;
- (c) To actively recruit, both within the state and out-of-state, teachers to render service to the state as a licensed teacher in a geographical area of the state where there exists a critical shortage of teachers, as designated by the State Board of Education, while receiving a scholarship to pursue a Master of Education degree or Educational Specialist degree at an institution of higher learning under the University Assisted Teacher Recruitment and Retention Grant Program;
- (d) To actively recruit, both within the state and out-of-state, nonpracticing licensed teachers to return to the teaching profession to render service as a licensed teacher in a public school district in a geographical area of the state where there is a critical shortage of teachers, as designated by the State Board of Education;
- (e) To actively recruit, both within the state and out-of-state, persons holding a baccalaureate degree in a field other than education who exhibit potential for a career in teaching to pursue a standard teaching license through the alternate teaching route; and

(f) To notify teachers of the availability of special home loans, subject to eligibility for persons who render service to the state as a licensed teacher in a geographical area of the state where there exists a critical shortage of teachers, as designated by the State Board of Education.

SECTION 6. The State Board of Education shall prescribe rules and regulations which, subject to available appropriations, allow for reimbursement to the state licensed teachers, from both in-state and out-of-state, who enter into a contract for employment in a school district situated within a geographical area of the state where there exists a critical shortage of teachers, as designated by the State Board of Education, for the expense of moving when the employment necessitates the relocation of the teacher to a different geographical area than that in which the teacher resides before entering into such contract. In order to be eligible for the reimbursement, the teacher must apply to the local district and the district must obtain the prior approval from the department for reimbursement before the relocation occurs. If the reimbursement is approved, the department shall provide funds to the school district to reimburse the teacher an amount not to exceed One Thousand Dollars (\$1,000.00) for the documented actual expenses incurred in the course of relocating, including the expense of any professional moving company or persons employed to assist with the move, rented moving vehicles or equipment, mileage in the amount authorized for state employees under Section 25-3-41 if the teacher used his personal vehicle or vehicles for the move, meals and such other expenses associated with the relocation in accordance with the department's established rules and regulations. No teacher may be reimbursed for moving expenses under this section on more than one (1) occasion.

Nothing in this section shall be construed to require the actual residence to which the teacher relocates to be within the boundaries of the school district which has executed a contract for employment with the teacher or within the boundaries of the area designated by the State Board of Education as the critical teacher shortage area in order for the teacher to be eligible for reimbursement for his moving expenses. However, teachers must relocate within the boundaries of the State of Mississippi.

SECTION 7. The school board of any school district situated within a geographical area of the state where there exists a critical shortage of teachers, as designated by the State Board of Education, in its discretion, may reimburse persons who interview for employment as a licensed teacher with the district for the mileage and other actual expenses incurred in the course of travel to and from the interview by such persons at the rate authorized for county and municipal employees under Section 25-3-41. Any reimbursement by a school board under this section shall be paid from nonminimum education program funds.

SECTION 8. Section 37-9-77, Mississippi Code of 1972, is amended as follows:

37-9-77. (1) There is \* \* \* established the Mississippi School Administrator Sabbatical Program which shall be available to licensed teachers employed in Mississippi school districts for not less than three (3) years, for the purpose of allowing such teachers to become local school district administrators under the conditions set forth in this section. The State Board of Education, in coordination with the Board of Trustees of State Institutions of Higher Learning, shall develop guidelines for the program. Application shall be made to the State Department of Education for the Mississippi School Administrator Sabbatical Program by qualified teachers meeting the

criteria for a department-approved administration program and who have been recommended by the local school board. Administration programs that are eligible for the administrator sabbatical program shall be limited to those that have been approved by the department by the January 1 preceding the date of admission to the program. Admission into the program shall authorize the applicant to take university course work and training leading to an administrator's license \* \* \* .

(2) The salaries of the teachers approved for participation in the administrator sabbatical program shall be paid by the employing school district from nonminimum education program funds. However, the State Department of Education shall reimburse the employing school districts for the cost of the salaries and paid fringe benefits of teachers participating in the administrator sabbatical program for one (1) contract year. Reimbursement shall be made in accordance with the then current minimum education program salary schedule under Section 37-19-7, except that the maximum amount of the reimbursement from state funds shall not exceed the minimum education program salary for a teacher holding a Class A license and having five (5) years' experience. The local school district shall be responsible for that portion of a participating teacher's salary attributable to the local supplement and for any portion of the teacher's salary that exceeds the maximum amount allowed for reimbursement from state funds as provided in this subsection, and the school board may not reduce the local supplement payable to that teacher. Any reimbursements made by the State Department of Education to local school districts under this section shall be subject to available appropriations and may be made only to school districts determined by the State Board of Education as being in need of administrators.

(3) Such teachers participating in the program on a full-time basis shall continue to receive teaching experience and shall receive the salary prescribed in Section 37-19-7, including the annual experience increments. Such participants shall be fully eligible to continue participation in the Public Employees Retirement System and the Public School Employees Health Insurance Plan during the time they are in the program on a full-time basis.

(4) As a condition for participation in the School Administrator Sabbatical Program, such teachers shall agree to employment as administrators in the sponsoring school district for not less than five (5) years following completion of administrator licensure requirements. Any person failing to comply with this employment commitment in any required school year, unless the commitment is deferred as provided in subsection (5) of this section, shall immediately be in breach of contract and become liable to the State Department of Education for that amount of his salary and paid fringe benefits paid by the state while the teacher was on sabbatical, less twenty percent (20%) of the amount of his salary and paid fringe benefits paid by the state for each year that the person was employed as an administrator following completion of the administrator licensure requirements. In addition, the person shall become liable to the local school district for any portion of his salary and paid fringe benefits paid by the local school district while the teacher was on sabbatical that is attributable to the local salary supplement or is attributable to the amount that exceeds the maximum amount allowed for reimbursement from state funds as provided in subsection (2) of this section, less twenty percent (20%) of the amount of his salary and paid fringe benefits paid by the school district for each year that the person was employed as an administrator following completion of the administrator licensure requirements. \* \* \* Interest on the amount due shall accrue at the current Stafford Loan rate at the time the breach occurs \* \* \* . If the claim for repayment of such salary and fringe benefits is placed in the hands

of an attorney for collection after default, then the obligor shall be liable for an additional amount equal to a reasonable attorney's fee.

(5) If there is not an administrator position immediately available in the sponsoring school district after a person has completed the administrator licensure requirements, or if the administrator position in the sponsoring school district in which the person is employed is no longer needed before the completion of the five-year employment commitment, the local school board shall defer any part of the employment commitment that has not been met until such time as an administrator position becomes available in the sponsoring school district. If such a deferral is made, the sponsoring school district shall employ the person as a teacher in the school district during the period of deferral, unless the person desires to be released from employment by the sponsoring school district and the district agrees to release the person from employment. If the sponsoring school district releases a person from employment, that person may be employed as an administrator in another school district in the state that is in need of administrators as determined by the State Board of Education, and that employment for the other school district shall be applied to any remaining portion of the five-year employment commitment required under this section. Nothing in this subsection shall prevent a school district from not renewing the person's contract before the end of the five-year employment commitment in accordance with the School Employment Procedures Law (Section 37-9-101 et seq.). However, if the person is not employed as an administrator by another school district after being released by the sponsoring school district, or after his contract was not renewed by the sponsoring school district, he shall be liable for repayment of the amount of his salary and fringe benefits as provided in subsection (4) of this section.

(6) All funds received by the State Department of Education from the repayment of salary and fringe benefits paid by the state from program participants shall be deposited in the Mississippi Critical Teacher Shortage Fund.

(7) This section shall stand repealed from and after July 1, 2001.

SECTION 9. Section 37-17-8, Mississippi Code of 1972, is amended as follows:

37-17-8. (1) The State Board of Education \* \* \*, through the Commission on School Accreditation, shall establish criteria for comprehensive in-service staff development plans. These criteria shall: (a) include, but not be limited to, formula and guidelines for allocating available state funds for in-service training to local school districts; \* \* \* (b) require that a \* \* \* portion of the \* \* \* plans be devoted exclusively for the purpose of providing staff development training for beginning teachers within that local school district and for no other purpose; and (c) require that a portion of the school district's in-service training for administrators and teachers be dedicated to the application and utilization of various disciplinary techniques. The board shall each year make recommendations to the Legislature concerning the amount of funds which shall be appropriated for this purpose.

(2) Beginning with the 1998-1999 school year, school districts shall not be required to submit staff development plans to the Commission on School Accreditation for approval. However, any school district accredited at Level 1 or Level 2 shall include, as a part of any required corrective

action plan, provisions to address staff development in accordance with State Board of Education requirements. All school districts, unless specifically exempt from this section, must maintain on file staff development plans as required under this section. The plan shall have been prepared by a district committee appointed by the district superintendent and consisting of teachers, administrators, school board members, and lay people, and it shall have been approved by the district superintendent.

(3) In order to insure that teachers are not overburdened with paperwork and written reports, local school districts and the State Board of Education shall take such steps as may be necessary to further the reduction of paperwork requirements on teachers.

(4) If any school district meets Level 4 or 5 accreditation standards, the State Board of Education \* \* \*, in its discretion, may exempt such school district from the provisions of this section.

SECTION 10. The State Board of Education, acting through the Commission on Teacher and Administrator Education, Certification and Licensure and Development, shall require each educator preparation program in the state, as a condition for approval, to include a course or courses on school discipline or classroom management as a required part of the teacher education program. All school discipline or classroom management courses offered by a teacher education program shall be approved by the Educator License Commission.

SECTION 11. Each institution of higher learning with a teacher education program approved by the State Board of Education shall prepare and submit to the State Board of Education and to the Board of Trustees of State Institutions of Higher Learning an annual performance report on the institution's teacher education program. The report shall include the following information:

- (a) Teacher enrollment data;
- (b) Professional education faculty data;
- (c) Characteristics of students receiving initial licensure;
- (d) Number and percentage of program completers scoring at or above the proficiency level on the prescribed teacher education exit tests;
- (e) Satisfaction rate of employers and graduates;
- (f) Follow-up profiles of graduates of the teacher education program; and
- (g) Any other information required by the State Board of Education. Before requiring any other information, the State Board of Education shall conduct collaborative planning activities with the Mississippi Association of Colleges of Teacher Education and the Board of Trustees of State Institutions of Higher Learning.

The State Department of Education, in collaboration with the Mississippi Association of Colleges of Teacher Education and the Board of Trustees of State Institutions of Higher Learning, shall prepare a common form for the preparation and submission of the annual performance reports. The State Department of Education shall establish the date by which such reports must be submitted to the board. No later than sixty (60) days after the deadline date established for the submission of reports, the department shall submit a compilation of all annual performance reports received from the state institutions of higher learning to the Chairmen of the Education Committees of the House of Representatives and the Senate.

SECTION 12. (1) Subject to the availability of funds appropriated for such purpose, the State Department of Education may establish regional behavioral institutes for the purpose of providing state-of-the-art training to teachers and administrators in discipline and classroom management strategies.

(2) Any school district may volunteer to participate in a regional behavioral institute. However, the State Department of Education may require a school district to participate in a regional behavioral institute if the department determines that such participation is in the best interest of the school district based upon:

(a) Complaints received and determined by the department to be valid which relate to disciplinary problems in the school district;

(b) Any visit to the school by representatives of the department which indicates disciplinary problems in the school district; or

(c) A review of reports submitted by a school district to the department which indicates disciplinary problems in the school district.

SECTION 13. (1) There is established the University Assisted Teacher Recruitment and Retention Grant Program within the State Department of Education. The purpose of the program shall be to attract qualified teachers to those geographical areas of the state where there exists a critical shortage of teachers by making available scholarships to persons working towards a Master of Education degree or an Educational Specialist degree at an institution of higher learning whose teacher education program is approved by the State Board of Education.

(2) Any institution of higher learning in the State of Mississippi which offers a Master of Education degree or an Educational Specialist degree may apply to the department for participation in the program. Under the program, participating institutions shall collaborate with the Mississippi Teacher Center to identify, recruit and place teacher education graduates, from both within the state and out-of-state, in school districts situated within those areas of the state where there exists a critical shortage of teachers, as designated by the State Board of Education.

(3) The State Department of Education shall provide funds to participating institutions of higher learning for the purpose of awarding scholarships to qualified persons pursuing a Master of Education degree or an Educational Specialist degree at such institutions while rendering service to the state as a licensed teacher in a school district in a geographical area of the state where

there exists a critical shortage of teachers, as approved by the State Board of Education. The financial scholarship shall be applied to the total cost for tuition, books, materials and fees at the institution in which the student is enrolled, not to exceed an amount equal to the highest total cost of tuition, books, materials and fees assessed by a state institution of higher learning during that school year. Teachers who relocate within Mississippi from out-of-state in order to participate in the program shall be classified as residents of the state for tuition purposes.

(4) Students awarded financial scholarships under the University Assisted Teacher Recruitment and Retention Grant Program may receive such awards for a maximum of four (4) school years; however, the maximum number of awards which may be made shall not exceed the length of time required to complete the number of academic hours necessary to obtain a Master of Education degree or an Educational Specialist degree. Financial scholarships under the program shall not be based upon an applicant's eligibility for financial aid.

(5) Persons relocating to a geographical area of the state where there exists a critical shortage of teachers, as approved by the State Board of Education, to participate in the University Assisted Teacher Recruitment and Retention Grant Program shall be eligible for reimbursement for their moving expenses to the critical teacher shortage from the State Board of Education. The State Board of Education shall promulgate rules and regulations necessary for the administration of the relocation expense reimbursement component of the University Assisted Teacher Recruitment and Retention Grant Program.

(6) Subject to the availability of funds, the State Board of Education may provide for professional development and support services as may be necessary for the retention of teachers participating in the program in those geographical areas of the state where there exists a critical shortage of teachers.

(7) Any person participating in the program who fails to complete a program of study that will enable that person to obtain a Master of Education degree or Educational Specialist degree shall become liable immediately to the State Board of Education for the sum of all awards made to that person under the program, plus interest accruing at the current Stafford Loan rate at the time the person abrogates his participation in the program.

(8) As a condition for participation in the program, a teacher shall agree to employment as a licensed teacher in a school district located in a geographical area of the state where there exists a critical shortage of teachers, as designated by the State Board of Education, for a period of not less than three (3) years, which shall include those years of service rendered while obtaining the Master of Education degree or Educational Specialist degree. However, for any person who obtained a baccalaureate degree in education with a financial scholarship under the Critical Needs Teacher Scholarship Program and who entered the University Assisted Teacher Recruitment and Retention Grant Program before rendering service as a teacher, the period of employment for the purposes of this subsection shall be two (2) years, in addition to the employment commitment required under the Critical Needs Teacher Scholarship Program. Any person failing to comply with this employment commitment in any required school year shall immediately be in breach of contract and become liable immediately to the State Department of Education for the sum of all scholarships awarded and relocation expenses granted to that

person, less one-third (1/3) of the amount of that sum for each year that service was rendered, or for those persons whose required period of employment is two (2) years, less one-half (1/2) of the amount of that sum for each year that service was rendered, plus interest accruing at the current Stafford Loan rate at the time the breach occurs, except in the case of a deferral for cause by the State Board of Education when there is no employment position immediately available upon the teacher's obtaining of the Master of Education degree or Educational Specialist degree. After the period of such deferral, the person shall begin or resume the required teaching duties or shall become liable to the board under this subsection. If a claim for repayment under this subsection is placed in the hands of an attorney for collection after default, then the obligor shall be liable for an additional amount equal to a reasonable attorney's fee.

(9) All funds received by the State Department of Education from the repayment of scholarship awards and relocation expenses by program participants shall be deposited in the Mississippi Critical Teacher Shortage Fund.

(10) The State Board of Education shall promulgate rules and regulations necessary for the proper administration of the University Assisted Teacher Recruitment and Retention Grant Program.

SECTION 14. (1) There is established the Mississippi Employer-Assisted Housing Teacher Program, which shall be a special home loan program for eligible licensed teachers who render service to the state in a geographical area of the state where there exists a critical shortage of teachers, as designated by the State Board of Education. The home loan program shall be administered by the State Department of Education in conjunction with the Federal National Mortgage Association (Fannie Mae). The department may contract with one or more public or private entities to provide assistance in implementing and administering the program. The State Board of Education shall adopt rules and regulations regarding the implementation and administration of the program.

(2) Participation in the loan program shall be available to any licensed teacher who renders service in a geographical area of the state where there exists a critical shortage of teachers, as designated by the State Board of Education. Any person who receives a loan under the program shall be required to purchase a house and reside in a county in which the school district for which the teacher is rendering service, or any portion of the school district, is located. The maximum amount of a loan that may be made under the program to any person shall be Six Thousand Dollars (\$6,000.00).

(3) Any loan made under the program to a person who actually renders service as a teacher in a geographical area of the state where there exists a critical shortage of teachers, as designated by the State Board of Education, shall be converted to an interest-free grant on the basis of one (1) year's service for one-third (1/3) of the amount of the loan. Any person who does not render three (3) years' service as a teacher in a geographical area of the state where there exists a critical shortage of teachers, as designated by the State Board of Education, shall be liable to the State Department of Education for one-third (1/3) of the amount of the loan for each year that he does not render such service, plus interest accruing at the current Stafford Loan rate at the time the person discontinues his service. If a claim for repayment under this subsection is placed in the

hands of an attorney for collection, the obligor shall be liable for an additional amount equal to a reasonable attorney's fee.

(4) All funds received by the State Department of Education as repayment of loans by program participants shall be deposited in the Mississippi Critical Teacher Shortage Fund.

(5) This section shall stand repealed on July 1, 2000.

SECTION 15. (1) There is established a pilot program to provide for the construction of rental housing units for teachers in the West Tallahatchie School District, which pilot program shall be administered by the State Department of Education. The department may contract with one or more public or private entities to provide assistance in implementing and administering the program. The State Board of Education shall adopt rules and regulations regarding the implementation and administration of the program.

(2) The West Tallahatchie School District shall receive proposals from developers for the construction of the rental housing units, and submit its recommendation to the State Department of Education about which developer should construct the units. The department shall make the final determination about the developer that will construct the units.

(3) After selection of the developer, the department shall loan the developer not more than Two Hundred Thousand Dollars (\$200,000.00) for construction of the units. The interest rate on the loan shall be equal to one percent (1%) below the discount rate at the Federal Reserve Bank in the Federal Reserve district in which the school district is located, and the loan shall be repaid in not more than fifteen (15) years, as determined by the department. All funds received by the department as repayment of the principal and interest of the loan shall be deposited in the Mississippi Critical Teacher Shortage Fund. If a claim against the developer for repayment is placed in the hands of an attorney for collection, the obligor shall be liable for an additional amount equal to a reasonable attorney's fee.

(4) The developer shall operate the rental housing units. For a period of ten (10) years or until such time as the loan to the developer is repaid, whichever is longer, the priority for residence in the units shall be given first to teachers employed by the school district, then to other licensed school district employees, and then to any other school district employees.

SECTION 16. The State Department of Education and the Board of Trustees of State Institutions of Higher Learning shall jointly prepare an annual report for the Legislature, to be submitted by December 1 of each year beginning in 1998, which shall assess the impact of the teacher recruitment incentive programs authorized under House Bill No. 609, 1998 Regular Session, on the employment of licensed teachers in critical teacher shortage areas. The report shall include, at a minimum, the numbers of persons who have participated in each of the programs each year, and the numbers of persons who have participated in the programs who have rendered service as teachers in critical teacher shortage areas each year by school district.

SECTION 17. There is established in the State Treasury a special fund to be designated the "Mississippi Critical Teacher Shortage Fund," into which shall be deposited those funds

appropriated by the Legislature, and any other funds that may be made available, for the purpose of implementing the programs established under Sections 2, 6, 8, 12, 13, 14 and 15 of this act. Money in the fund at the end of a fiscal year shall not lapse into the General Fund, and interest earned on any amounts deposited into the fund shall be credited to the special fund.

SECTION 18. (1) There is established a Center for Education Analysis which shall be an advisory group attached to the Public Education Forum of Mississippi. The Center for Education Analysis shall create a structure to systematically collect, compile and coordinate data that can be disseminated to business, legislative and education entities for decision-making purposes relating to public education. The Center for Education Analysis may enter into a contractual agreement with the Public Education Forum of Mississippi in order to place the Center within the administrative framework of the Public Education Forum under the following conditions:

(a) All new programs authorized in this section are subject to the availability of funds specifically appropriated therefor by the Legislature from the Education Enhancement Fund to the Public Education Forum for the support and maintenance of the programs of the Center for Education Analysis.

(b) The Public Education Forum will provide a business framework to coordinate its recommendations and reports with the programs of the Center for Education Analysis.

(c) The Public Education Forum shall employ a Director for the Center for Education Analysis with appropriate qualifications. Any public funds expended pursuant to this section shall be audited by the Mississippi Department of Audit.

There is created in the State Treasury a special fund to be known as the "Center for Education Analysis Fund." Monies may be expended out of such funds pursuant to appropriation by the Legislature, to implement the public education analysis program established under the provisions of this section. Disbursements from such fund shall be made only upon requisition of the Director for the Center for Education Analysis.

(2) The Center for Education Analysis established in subsection (1) shall develop and submit to the Legislature and the Governor an annual report on the implementation of the Mississippi Adequate Education Program funding formula and the Interim School District Capital Expenditure Fund program. The first report shall be submitted on January 1, 1999, relating to implementation of the adequate education program and interim capital expenditure program activities during the preceding fiscal year, and shall be submitted annually on January 1 of each subsequent year until January 1, 2003, at which time the report shall become a distinct part of the Mississippi Report Card describing the one hundred percent (100%) implementation of the Mississippi Adequate Education Program funding formula. The annual report shall include the following:

(a) A description of the amount of Mississippi Adequate Education Program funds available to each school district during the phase-in period compared to the amount of funds available upon full implementation of the funding formula;

- (b) A description of each school district's capital expenditure plan, including:
- (i) A listing of the school district facilities to be constructed, purchased, repaired, renovated, remodeled or enlarged, with designation of the nature of each such project as new construction, retrofitting/renovation, or site work and/or preparation;
  - (ii) For each completed capital improvement project and upon the completion of any approved capital expenditure plan, a listing by individual project of:
    - (A) The total dimensions of each construction, renovation or site preparation project;
    - (B) The total project cost in dollars;
    - (C) The project cost per square foot of newly constructed space or, in the case of renovation, per square foot of the principal structure affected by such renovation;
    - (D) The total cost of all furniture and equipment per project;
    - (E) The total amount of nonconstruction fees per project;
    - (F) The total of other costs associated with the project not otherwise included in items (A) through (E) above; and
    - (G) The number of classrooms created and/or affected by the project;
  - (iii) A listing of all school district State Aid Capital Improvement Bonds secured by Mississippi Adequate Education Program funds issued by school districts and the capital improvements funded through such bond issue;
  - (iv) A description of any other local bond issue proceeds combined with such funds for capital improvement purposes; and
  - (v) Any other appropriate information relating to capital improvements by school districts as determined by the State Board of Education;
- (c) An annual assessment of the impact of additional funding under the Mississippi Adequate Education Program on such school districts with less than a Level III accreditation; and
- (d) An annual assessment of the impact of teacher recruitment incentives on the employment of licensed teachers in critical teacher shortage geographic areas, including, but not limited to, all incentive programs authorized under House Bill No. 609, 1998 Regular Session.

SECTION 19. This act shall take effect and be in force from and after its passage.

## § 37-9-77. School Administrator Sabbatical Program

(1) There is established the Mississippi School Administrator Sabbatical Program which shall be available to licensed teachers employed in Mississippi school districts for not less than three (3) years, for the purpose of allowing such teachers to become local school district administrators under the conditions set forth in this section. The State Board of Education, in coordination with the Board of Trustees of State Institutions of Higher Learning, shall develop guidelines for the program. Application shall be made to the State Department of Education for the Mississippi School Administrator Sabbatical Program by qualified teachers meeting the criteria for a department-approved administration program and who have been recommended by the local school board. Administration programs that are eligible for the administrator sabbatical program shall be limited to those that have been approved by the department by the January 1 preceding the date of admission to the program. Admission into the program shall authorize the applicant to take university course work and training leading to an administrator's license.

(2) The salaries of the teachers approved for participation in the administrator sabbatical program shall be paid by the employing school district from nonminimum education program funds. However, the State Department of Education shall reimburse the employing school districts for the cost of the salaries and paid fringe benefits of teachers participating in the administrator sabbatical program for one (1) contract year. Reimbursement shall be made in accordance with the then current minimum education program salary schedule under Section 37-19-7, except that the maximum amount of the reimbursement from state funds shall not exceed the minimum education program salary for a teacher holding a Class A license and having five (5) years' experience. The local school district shall be responsible for that portion of a participating teacher's salary attributable to the local supplement and for any portion of the teacher's salary that exceeds the maximum amount allowed for reimbursement from state funds as provided in this subsection, and the school board may not reduce the local supplement payable to that teacher. Any reimbursements made by the State Department of Education to local school districts under this section shall be subject to available appropriations and may be made only to school districts determined by the State Board of Education as being in need of administrators.

(3) Such teachers participating in the program on a full-time basis shall continue to receive teaching experience and shall receive the salary prescribed in Section 37-19-7, including the annual experience increments. Such participants shall be fully eligible to continue participation in the Public Employees' Retirement System and the Public School Employees Health Insurance Plan during the time they are in the program on a full-time basis.

(4) As a condition for participation in the School Administrator Sabbatical Program, such teachers shall agree to employment as administrators in the sponsoring school district for not less than five (5) years following completion of administrator licensure requirements. Any person failing to comply with this employment commitment in any required school year, unless the commitment is deferred as provided in subsection (5) of this section, shall immediately be in breach of contract and become liable to the State Department of Education for that amount of his salary and paid fringe benefits paid by the state while the teacher was on sabbatical, less twenty percent (20%) of the amount of his salary and paid fringe benefits paid by the state for each year that the person was employed as an administrator following completion of the administrator licensure requirements. In addition, the person shall become liable to the local school district for any portion of his salary and paid fringe benefits paid by the local school district while the teacher was on sabbatical that is attributable to the local salary supplement or is attributable to the amount that exceeds the maximum amount allowed for reimbursement from state funds as provided in subsection (2) of this section, less twenty percent (20%) of the amount of his salary and paid fringe benefits paid by the school district for each year that the person was employed as an administrator following completion of the administrator licensure requirements. Interest on the amount due shall accrue at the current Stafford Loan rate at the time the breach occurs. If the claim for repayment of such salary and fringe benefits is placed in the hands of an attorney for collection after default, then the obligor shall be liable for an additional amount equal to a reasonable attorney's fee.

(5) If there is not an administrator position immediately available in the sponsoring school district after a person has completed the administrator licensure requirements, or if the administrator position in the sponsoring school district in which the person is employed is no longer needed before the completion of the five-year employment commitment, the local school board shall defer any part of the employment commitment that has not been met until such time as an administrator position becomes available in the sponsoring school district. If such a deferral is made, the sponsoring school district shall employ the person as a teacher in the school district

during the period of deferral, unless the person desires to be released from employment by the sponsoring school district and the district agrees to release the person from employment. If the sponsoring school district releases a person from employment, that person may be employed as an administrator in another school district in the state that is in need of administrators as determined by the State Board of Education, and that employment for the other school district shall be applied to any remaining portion of the five-year employment commitment required under this section. Nothing in this subsection shall prevent a school district from not renewing the person's contract before the end of the five-year employment commitment in accordance with the School Employment Procedures Law (Section 37-9-101 et seq.). However, if the person is not employed as an administrator by another school district after being released by the sponsoring school district, or after his contract was not renewed by the sponsoring school district, he shall be liable for repayment of the amount of his salary and fringe benefits as provided in subsection (4) of this section.

(6) All funds received by the State Department of Education from the repayment of salary and fringe benefits paid by the state from program participants shall be deposited in the Mississippi Critical Teacher Shortage Fund.

**§ 37-3-2. Certification of teachers and administrators.**

(6) (b) Standard License - Nontraditional Teaching Route. Beginning January 1, 2004, an individual who has a passing score on the Praxis I Basic Skills and Praxis II Specialty Area Test in the requested area of endorsement may apply for the Teach Mississippi Institute (TMI) program to teach students in Grades 7 through 12 if the individual meets the requirements of this paragraph (b). The State Board of Education shall adopt rules requiring that teacher preparation institutions which provide the Teach Mississippi Institute (TMI) program for the preparation of nontraditional teachers shall meet the standards and comply with the provisions of this paragraph.

(i) The Teach Mississippi Institute (TMI) shall include an intensive eight-week, nine-semester-hour summer program or a curriculum of study in which the student matriculates in the fall or spring semester, which shall include, but not be limited to, instruction in education, effective teaching strategies, classroom management, state curriculum requirements, planning and instruction, instructional methods and pedagogy, using test results to improve instruction, and a one (1) semester three-hour supervised internship to be completed while the teacher is employed as a full-time teacher intern in a local school district. The TMI shall be implemented on a pilot program basis, with courses to be offered at up to four (4) locations in the state, with one (1) TMI site to be located in each of the three (3) Mississippi Supreme Court districts.

(ii) The school sponsoring the teacher intern shall enter into a written agreement with the institution providing the Teach Mississippi Institute (TMI) program, under terms and conditions as agreed upon by the contracting parties, providing that the school district shall provide teacher interns seeking a nontraditional provisional teaching license with a one-year classroom teaching experience. The teacher intern shall successfully complete the one (1) semester three-hour intensive internship in the school district during the semester immediately following successful completion of the TMI and prior to the end of the one-year classroom teaching experience.

(iii) Upon completion of the nine-semester-hour TMI or the fall or spring semester option, the individual shall submit his transcript to the commission for provisional licensure of the intern teacher, and the intern teacher shall be issued a provisional teaching license by the commission, which will allow the individual to legally serve as a teacher while the person completes a nontraditional teacher preparation internship program.

(iv) During the semester of internship in the school district, the teacher preparation institution shall monitor the performance of the intern teacher. The school district that employs the provisional teacher shall supervise the provisional teacher during the teacher's intern year of employment under a nontraditional provisional license, and shall, in consultation with the teacher intern's mentor at the school district of employment, submit to the commission a comprehensive evaluation of the teacher's performance sixty (60) days prior to the expiration of the nontraditional provisional license. If the comprehensive evaluation establishes that the provisional teacher intern's performance fails to meet the standards of the approved nontraditional teacher preparation internship program, the individual shall not be approved for a standard license.

(v) An individual issued a provisional teaching license under this nontraditional route shall successfully complete, at a minimum, a one-year beginning teacher mentoring and induction program administered by the employing school district with the assistance of the State Department of Education.

(vi) Upon successful completion of the TMI and the internship provisional license period, applicants for a Standard License - Nontraditional Route shall submit to the commission a transcript of successful completion of the twelve (12) semester hours required in the internship program, and the employing school district shall submit to the commission a recommendation for standard licensure of the intern. If the school district recommends licensure, the applicant shall be issued a Standard License - Nontraditional Route which shall be valid for a five-year period and be renewable.

(vii) At the discretion of the teacher preparation institution, the individual shall be allowed to credit the twelve (12) semester hours earned in the nontraditional teacher internship program toward the graduate hours required for a Master of Arts in Teacher (MAT) Degree.

(viii) The local school district in which the nontraditional teacher intern or provisional licensee is employed shall compensate such teacher interns at Step 1 of the required salary level during the period of time such individual is completing teacher internship requirements and shall compensate such Standard License - Nontraditional Route teachers at Step 3 of the required salary level when they complete license requirements.

Implementation of the TMI program provided for under this paragraph (b) shall be contingent upon the availability of funds appropriated specifically for such purpose by the Legislature. Such implementation of the TMI program may not be deemed to prohibit the State Board of Education from developing and implementing additional alternative route teacher licensure programs, as deemed appropriate by the board. The emergency certification program in effect prior to July 1, 2002, shall remain in effect.

The State Department of Education shall compile and report, in consultation with the commission, information relating to nontraditional teacher preparation internship programs, including the number of programs available and geographic areas in which they are available, the number of individuals who apply for and possess a nontraditional conditional license, the subject areas in which individuals who possess nontraditional conditional licenses are teaching and where they are teaching, and shall submit its findings and recommendations to the legislative committees on education by December 1, 2004.

A Standard License - Approved Program Route shall be issued for a five-year period, and may be renewed. Recognizing teaching as a profession, a hiring preference shall be granted to persons holding a Standard License - Approved Program Route or Standard License - Nontraditional Teaching Route over persons holding any other license.

SENATE BILL NO. 2288  
(As Sent to Governor)

1 AN ACT TO CODIFY SECTION 37-152-3, MISSISSIPPI CODE OF 1972,  
2 TO CONTINUE THE TASK FORCE TO STUDY AND REPORT ON THE STATUS OF  
3 FAILING SCHOOLS AND SCHOOL DISTRICTS IN MISSISSIPPI, EFFECTIVENESS  
4 MEASURES FOR IMPROVEMENT OF THOSE SCHOOLS AND SCHOOL DISTRICTS,  
5 AND ENHANCEMENT OF ACCOUNTABILITY AND SANCTIONS IMPOSED ON THOSE  
6 SCHOOLS AND SCHOOL DISTRICTS; TO DIRECT THE TASK FORCE TO STUDY  
7 AND REPORT ON THE ADVANTAGES, DISADVANTAGES AND FEASIBILITY OF  
8 SCHOOL DISTRICT CONSOLIDATION IN MISSISSIPPI; TO DIRECT THE TASK  
9 FORCE TO STUDY AND REPORT ON THE GOVERNANCE STRUCTURE OF LOCAL  
10 SCHOOL BOARDS; TO DIRECT THE TASK FORCE TO STUDY AND REPORT ON THE  
11 OPERATION OF ALTERNATIVE SCHOOL PROGRAMS; TO CREATE THE TEEN  
12 PREGNANCY TASK FORCE TO STUDY AND MAKE RECOMMENDATION TO THE  
13 LEGISLATURE ON THE COORDINATION OF SERVICES TO REDUCE TEEN  
14 PREGNANCY AND PROVIDE PRENATAL AND POSTNATAL TRAINING TO EXPECTANT  
15 TEEN PARENTS IN MISSISSIPPI; TO DIRECT THE HOUSE AND SENATE  
16 EDUCATION COMMITTEES TO STUDY CERTAIN MATTERS RELATING TO DEAF  
17 EDUCATION; TO ESTABLISH THE MISSISSIPPI SESQUICENTENNIAL OF THE  
18 AMERICAN CIVIL WAR COMMISSION, TO PREPARE FOR AND COMMEMORATE THE  
19 SESQUICENTENNIAL OF MISSISSIPPI'S PARTICIPATION IN THE AMERICAN  
20 CIVIL WAR; TO PROVIDE FOR THE COMMISSION'S MEMBERSHIP,  
21 ORGANIZATION AND RESPONSIBILITIES; TO PROVIDE AN ANNUAL  
22 APPROPRIATION FOR THE COMMISSION; AND FOR RELATED PURPOSES.

23 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

24 **SECTION 1.** The following shall be codified as Section  
25 37-152-3, Mississippi Code of 1972:

26 37-152-3. (1) It is the intent of the Legislature and the  
27 expectation of each community in the state that all children  
28 receive a quality public education and attend a school that  
29 provides for this opportunity. The Legislature also recognizes  
30 that annual performance reports show that a significant number of  
31 schools and school districts consistently underperform and fail to  
32 meet the minimum performance measures that define success.

33 (2) To assist the Legislature in shaping public policy to  
34 improve student outcomes and educational opportunities for all

36 and report on the status of failing schools and school districts  
37 in Mississippi, effectiveness measures for improvement of those  
38 schools and school districts, and enhancement of accountability  
39 and sanctions imposed on those schools and school districts.

40 (3) The task force shall be composed of the following  
41 fifteen (15) members:

42 (a) The Chairmen of the House and Senate Education  
43 Committees;

44 (b) The Chairmen of the House and Senate Appropriations  
45 Committees;

46 (c) The State Superintendent of Public Education;

47 (d) The Director of the Office of Educational  
48 Accountability, State Department of Education;

49 (e) A business leader in the state appointed by the  
50 Speaker of the House of Representatives from the Third Supreme  
51 Court District;

52 (f) A business leader in the state appointed by the  
53 Lieutenant Governor from the First Supreme Court District;

54 (g) A business leader in the state appointed by the  
55 Governor from the Second Supreme Court District;

56 (h) The Director of the Mississippi Economic Council,  
57 or his designee;

58 (i) The superintendent of a local public school  
59 district appointed by the Lieutenant Governor;

60 (j) A member of a local public school board appointed  
61 by the Speaker of the House of Representatives;

62 (k) A classroom teacher in a public school who has not  
63 less than five (5) years' teaching experience in the public  
64 schools, appointed by the State Superintendent of Public  
65 Education;

66 (l) A parent of a child who is a student in a public

69           (4) Appointments to the task force must be made within  
70 thirty (30) days after the effective date of this act. Within  
71 fifteen (15) days after the expiration of the period for making  
72 appointments, on a day to be designated by the State  
73 Superintendent of Public Education, the task force shall meet and  
74 organize by selecting from its membership a chairman and a vice  
75 chairman. The vice chairman also must serve as secretary and be  
76 responsible for keeping all records of the task force. A majority  
77 of the membership of the task force shall constitute a quorum. In  
78 the selection of its officers and the adoption of rules,  
79 resolutions and reports, an affirmative vote of a majority of the  
80 task force shall be required. All members must be notified in  
81 writing of all meetings at least five (5) days before the date on  
82 which a meeting of the task force is scheduled.

83           (5) The task force may contract for any professional  
84 services that it deems necessary to complete its work and may tour  
85 at least two (2) failing schools and school districts in the state  
86 and two (2) Level 5 schools and school districts in the state.  
87 The Legislature shall appropriate sufficient funding to the State  
88 Department of Education for the contractual costs and travel  
89 associated with attending meetings and for the on-site visits to  
90 school districts.

91           (6) Members of the task force who are not legislators, state  
92 officials or state employees shall be compensated at the per diem  
93 rate authorized by Section 25-3-69 and reimbursed in accordance  
94 with Section 25-3-41 for mileage and actual expenses incurred in  
95 the performance of their duties. Legislative members of the task  
96 force shall be paid from the contingent expense funds of their  
97 respective houses in the same manner as provided for committee  
98 meetings when the Legislature is not in session; however, no per  
99 diem or expense for attending meetings of the task force may be

102 authorized by vote at a meeting of the task force, which action  
103 must be recorded in the official minutes of the meeting.  
104 Nonlegislative members may be paid from any funds made available  
105 to the task force for that purpose.

106 (7) The task force shall compile data, study and report on  
107 the following matters:

108 (a) The factors used to determine and define both  
109 failing and Level 5 schools or school districts;

110 (b) Current resources and assistance available to both  
111 failing and Level 5 schools or school districts;

112 (c) Identification of additional assistance and  
113 resources which are needed in failing schools and school  
114 districts;

115 (d) How effectively failing schools and school  
116 districts utilize available assistance and resources;

117 (e) Current accountability measures and sanctions  
118 imposed on failing schools and school districts;

119 (f) A comparison of how other states across the nation  
120 provide assistance and resources and determine accountability  
121 measures and sanctions for failing schools and school districts;

122 (g) Practical and effective accountability measures and  
123 sanctions that will foster improvements in a timely manner in  
124 failing schools and school districts;

125 (h) Benchmarks, including academic performance,  
126 leadership capacity and financial stability, which must be met for  
127 a district to be released from conservatorship; and

128 (i) Any other issues relating to failing schools and  
129 school districts deemed significant by the task force.

130 (8) In addition, the task force shall hear testimony from  
131 experts as well as compile data, study and report on the following  
132 matters:

133           (a) A history of school district consolidation in  
134 Mississippi, and a comparison of the history and outcomes of  
135 school district consolidation in other states in the nation;

136           (b) The feasibility of consolidation in Mississippi,  
137 including specifically examining parts of the state that may have  
138 multiple school districts in the same general area, or in parts of  
139 the state that have small or rural local school districts, and  
140 evaluating how effectively those school districts are currently  
141 using their resources;

142           (c) The financial impact of school district  
143 consolidation on the local school districts and the local economy  
144 to include millage rates, bond indebtedness, teacher pay and other  
145 issues;

146           (d) The effect of school district consolidation on  
147 student performance, the scope of the curriculum and the quality  
148 of instruction;

149           (e) The impact of school district consolidation on the  
150 identity of the school community, including administrators,  
151 faculty, staff, parents and students, as well as the larger  
152 community;

153           (f) The effect of school district consolidation on  
154 issues relating to school board and superintendent elections; and

155           (g) Any other issues relating to school district  
156 consolidation deemed significant by the task force.

157           (9) In addition, the task force shall hear testimony from  
158 experts as well as compile data, study and report on the following  
159 matters:

160           (a) The selection and governance structure of local  
161 school boards in Mississippi. The purpose of such study is to  
162 review current statutory provisions for the selection of school  
163 boardmembers and the forms of governance of school boards and to

165 of school boards in Mississippi which may enhance and promote more  
166 efficient operations of school systems;

167 (b) The function of alternative school programs in  
168 Mississippi to help at-risk students to successfully re-enter the  
169 mainstream school setting through remediation and modified  
170 behavioral isolation in a highly structured positive environment:

171 (i) Review and consider coordinated services and  
172 plans and related studies done by or through existing state  
173 agencies and advisory, policy or research organizations to  
174 increase the accountability of alternative schools;

175 (ii) Review and consider the referral of students  
176 to alternative schools to correct and prevent disparate treatment  
177 of students and to ensure that proper procedural protections are  
178 in place to provide due process;

179 (iii) Consider objectives to facilitate  
180 appropriate services being provided to alternative schools in  
181 every school district;

182 (iv) Consider compliance with existing legal and  
183 policy requirements for individualized instructional plans,  
184 curricula addressing cultural and learning style differences, a  
185 rigorous workload, minimal noninstructional time, counseling for  
186 parents and students, clean, safe and functional facilities and  
187 staff with adequate credentials; and

188 (v) Consider correcting noncompliance by providing  
189 authority to the Mississippi Department of Education to create an  
190 accessible process by which parents could file complaints  
191 regarding denial of services to students that are guaranteed by  
192 law;

193 (c) Any other related issues determined by the task  
194 force.

195 (10) The State Department of Education shall provide

198 force shall submit to the Legislature and the Governor a written  
199 report of its findings and recommendations on measures to improve  
200 underperforming schools and school districts and enhancement of  
201 accountability measures and sanctions imposed on underperforming  
202 schools and school districts, and the other educational issues  
203 assigned under subsections (8) and (9). The task force shall  
204 continue in existence and shall conduct a periodic study to  
205 monitor and update its recommendations relative to failing school  
206 districts and other educational issues under its jurisdiction and  
207 make annual reports.

208 (11) This section shall stand repealed on July 1, 2012.

209 **SECTION 2.** (1) There is created the Teen Pregnancy Task  
210 Force to study and make recommendation to the Legislature on the  
211 coordination of services to reduce teen pregnancy and provide  
212 prenatal and postnatal training to expectant teen parents in  
213 Mississippi. The task force shall make a report of its findings  
214 and recommendations to the Legislature during the 2010 Regular  
215 Session.

216 (2) The task force shall be composed of the following  
217 sixteen (16) members:

218 (a) The Chairmen of the Senate and House Public Health  
219 and Welfare Committees, or their designees;

220 (b) The Chairmen of the Senate and House Education  
221 Committees, or their designees;

222 (c) The Chairman of the House Select Committee on  
223 Poverty;

224 (d) One (1) member of the Senate appointed by the  
225 Lieutenant Governor;

226 (e) The Executive Director of the Department of Human  
227 Services, or designee;

228 (f) The State Health Officer, or designee;

231           (h) The Executive Director of the Division of Medicaid,  
232 or designee;

233           (i) The Executive Director of the State Department of  
234 Mental Health, or designee;

235           (j) The Vice Chancellor for Health Affairs and Dean of  
236 the University of Mississippi Medical Center School of Medicine,  
237 or designee;

238           (k) Two (2) representatives of the private health or  
239 social services sector appointed by the Governor;

240           (l) One (1) representative of the private health or  
241 social services sector appointed by the Lieutenant Governor; and

242           (m) One (1) representative of the private health or  
243 social services sector appointed by the Speaker of the House of  
244 Representatives.

245           (3) Appointments shall be made within thirty (30) days after  
246 the effective date of this act, and, within fifteen (15) days  
247 thereafter on a day to be designated jointly by the Speaker of the  
248 House and the Lieutenant Governor, the task force shall meet and  
249 organize by selecting from its membership a chairman and a vice  
250 chairman. The vice chairman shall also serve as secretary and  
251 shall be responsible for keeping all records of the task force. A  
252 majority of the members of the task force shall constitute a  
253 quorum. In the selection of its officers and the adoption of  
254 rules, resolutions and reports, an affirmative vote of a majority  
255 of the task force shall be required. All members shall be  
256 notified in writing of all meetings, such notices to be mailed at  
257 least fifteen (15) days before the date on which a meeting is to  
258 be held.

259           (4) Members of the task force who are not legislators, state  
260 officials or state employees shall be compensated at the per diem  
261 rate authorized by Section 25-3-69 and shall be reimbursed in

264 of the task force shall be paid from the contingent expense funds  
265 of their respective houses in the same manner as provided for  
266 committee meetings when the Legislature is not in session.  
267 However, no per diem or expense for attending meetings of the task  
268 force may be paid to legislative members of the task force while  
269 the Legislature is in session. No task force member may incur per  
270 diem, travel or other expenses unless previously authorized by  
271 vote, at a meeting of the task force, which action shall be  
272 recorded in the official minutes of the meeting. Nonlegislative  
273 members shall be paid from any funds made available to the task  
274 force for that purpose.

275 (5) The task force shall use clerical and legal staff  
276 already employed by the Legislature and any other staff assistance  
277 made available to it by the Department of Health, the Mississippi  
278 Department of Human Services and the Division of Medicaid. To  
279 effectuate the purposes of this section, any department, division,  
280 board, bureau, commission or agency of the state or of any  
281 political subdivision thereof shall, at the request of the  
282 chairman of the task force, provide to the task force such  
283 facilities, assistance and data as will enable the task force  
284 properly to carry out its duties.

285 (6) In order to carry out the functions and responsibilities  
286 necessary to study and make recommendations to the Legislature,  
287 the Teen Pregnancy Task Force shall:

288 (a) Form task force subgroups based on specific areas  
289 of expertise;

290 (b) Review and consider coordinated services and plans  
291 and related studies done by or through existing state agencies and  
292 advisory, policy or research organizations to reduce teen  
293 pregnancy and provide the necessary prenatal and postnatal  
294 training to expectant teen parents;

297 (d) Consider efforts of stakeholder groups to comply  
298 with federal requirements for coordinated planning and service  
299 delivery; and

300 (e) Work through the Department of Health, Mississippi  
301 Department of Human Services and the Division of Medicaid to cause  
302 any studies, assessments and analyses to be conducted as may be  
303 deemed necessary by the task force.

304 (7) This section shall stand repealed on July 1, 2012.

305 **SECTION 3.** The House and Senate Education Chairmen shall  
306 appoint three (3) members of their respective committees to form a  
307 joint subcommittee to study the following:

308 (a) The effectiveness of Oral/Auditory programs in  
309 teaching spoken language to the deaf so that they may compete and  
310 succeed with their hearing peers. The joint subcommittee may hear  
311 testimony from experts as well as compile data, study and report  
312 on the following:

313 (i) Review the funding structure by which the  
314 state currently operates in funding deaf education;

315 (ii) Conduct a study of the possibility of success  
316 in teaching spoken language before kindergarten if early  
317 intervention is properly funded;

318 (iii) Determine all deaf education program  
319 requirements relating to facilities, nutrition services and  
320 transportation;

321 (iv) Prepare a compilation and review of all deaf  
322 education services currently provided in Mississippi;

323 (v) Study any other issues relating to deaf  
324 education programs determined to be relevant by the task force;

325 (vi) Tour each deaf education program offered in  
326 the state; and

327 (vii) Make appropriate findings and

329 paragraph, including any legislative action that is considered  
330 necessary by the joint subcommittee.

331 (b) In addition, the joint subcommittee may hear  
332 testimony from experts as well as compile data, study and report  
333 on the following matters: resources and programs that currently  
334 support students that have been diagnosed with Autism Spectrum  
335 Disorder, the feasibility of implementing Autism Spectrum Disorder  
336 classrooms in public school districts throughout the state, and  
337 the feasibility of implementing transition services to teenagers  
338 and adults that have been diagnosed with Autism Spectrum Disorder.

339 (c) This section shall stand repealed on July 1, 2012.

340 **SECTION 4.** (1) The Mississippi Sesquicentennial of the  
341 American Civil War Commission (commission) is hereby established  
342 to prepare for and commemorate the Sesquicentennial of  
343 Mississippi's participation in the American Civil War (April  
344 1861-April 1865).

345 (2) The commission shall have a total membership of fifteen  
346 (15) members, or their designee, as follows: (a) the Executive  
347 Director of the Mississippi Development Authority; (b) the  
348 Executive Director of the Mississippi Department of Archives and  
349 History; (c) the State Department of Education, or his designee;  
350 (d) the Manager of the Bureau of Film and Culture of the  
351 Mississippi Development Authority, Division of Tourism; (e) the  
352 President/Chairman of the Mississippi Historical Society; (f) the  
353 Chairman of the Mississippi Civil War Battlefield Commission; (g)  
354 the Director of the Brice's Crossroads Battlefield Commission; (h)  
355 the Director of the Vicksburg National Military Park; (i) the  
356 Director of the Battle of Shiloh-Battle of Corinth National  
357 Military Park; (j) the Director of the Grand Gulf Military  
358 Monument; (k) a representative of the Mississippi Tourism  
359 Association; (l) the National Park Service Administrator of Ship

362 by the Lieutenant Governor who shall serve in an ex officio  
363 nonvoting capacity; and (o) a member of the Mississippi House of  
364 Representatives appointed by the Speaker who shall serve in an ex  
365 officio nonvoting capacity.

366 (3) Ex officio members and legislative members of the  
367 commission shall serve terms coincident with their terms of  
368 office. Citizen members shall serve a term of four (4) years.  
369 Appointments to fill vacancies other than the expiration of a term  
370 shall be for the unexpired terms. Vacancies shall be filled in  
371 the same manner as the original appointments and all members may  
372 be reappointed.

373 (4) The commission shall elect a chairman and vice chairman  
374 from among its membership. The commission may name five (5) of  
375 its members to constitute an executive committee, which shall act  
376 for the commission pursuant to its direction.

377 (5) The commission may appoint and establish an advisory  
378 council composed of citizens at large who have knowledge of  
379 American Civil War and Mississippi history and interest in its  
380 Sesquicentennial celebration, to assist the commission in its  
381 work.

382 (6) A majority of the members of the commission shall  
383 constitute a quorum. The meetings of the commission shall be held  
384 at the call of the chairman or whenever a majority of the members  
385 so request. No recommendation of the commission shall be adopted  
386 except by majority vote of the commission.

387 (7) Nonlegislative members of the commission shall receive  
388 no compensation for their services but may receive expense  
389 reimbursement and mileage for all reasonable and necessary  
390 expenses incurred in the performance of their duties as provided  
391 by law. Legislative members of the commission shall receive  
392 compensation applicable to committee meetings when the Legislature

394           (8) The commission shall hire an executive director, and  
395 relevant support staff, to guide and support the actions of the  
396 commission. Employment shall not extend beyond the date of  
397 expiration of the commission and shall be subject to an annual  
398 review by the executive committee of the commission.

399           (9) The commission may solicit, accept, use and dispose of  
400 public or nonpublic funds, gifts, grants, donations, bequests or  
401 other funds or real or personal property for the purpose of aiding  
402 or facilitating the work of the commission. The commission may  
403 procure services, enter into contracts, leases or other legal  
404 agreements as it may deem necessary to carry out its duties as set  
405 forth in this act, but no contract or other legal agreement shall  
406 be entered into by the commission that extends beyond the date of  
407 expiration of the commission.

408           (10) The commission shall have the following powers and  
409 duties:

410                 (a) Plan, develop and carry out educational,  
411 informational, new media/web-based programs and activities  
412 appropriate to commemorate the Sesquicentennial of the American  
413 Civil War, with emphasis on the military operations which occurred  
414 in the State of Mississippi;

415                 (b) Encourage interdisciplinary examination of the  
416 American Civil War;

417                 (c) Facilitate activities related to the American Civil  
418 War throughout Mississippi;

419                 (d) Encourage civic, historical, educational, economic  
420 and other organizations throughout Mississippi to organize and  
421 participate in activities to expand the understanding and  
422 appreciation of the significance of the American Civil War;

423                 (e) Provide technical and financial assistance to  
424 localities and nonprofit organizations to further the

426           (f) Develop programs and facilities to ensure that the  
427 Sesquicentennial commemoration of the American Civil War results  
428 in a positive legacy and long-term public benefit;

429           (g) Facilitate the development and conduct of programs  
430 designed to involve all citizens in activities that commemorate  
431 the American Civil War; and

432           (h) Submit to the Legislature and the Governor an  
433 annual report for publication of the work and activity of the  
434 commission no later than the first day of each regular session of  
435 the Legislature.

436           (11) The commission shall direct the Mississippi Department  
437 of Archives and History to enhance and expand Civil War markers  
438 across the state, along with all relevant educational and  
439 informational documentation necessary for the creation of a Civil  
440 War Trail, in advance of the initial celebration of the  
441 Sesquicentennial in Mississippi.

442           (12) All state agencies and universities shall provide  
443 technical assistance to the commission upon request.

444           (13) This section shall stand repealed on July 1, 2015.

445           **SECTION 5.** This act shall take effect and be in force from  
446 and after July 1, 2009.

**§ 37-13-85. Powers and duties.**

The Office of Compulsory School Attendance Enforcement shall have the following powers and duties, in addition to all others imposed or granted by law:

(a) To establish any policies or guidelines concerning the employment of school attendance officers which serve to effectuate a uniform system of enforcement under the Mississippi Compulsory School Attendance Law throughout the state, and to designate the number of school attendance officers which shall be employed to serve in each school district area;

(b) To supervise and assist school attendance officer supervisors in the performance of their duties;

(c) To establish minimum standards for enrollment and attendance for the state and each individual school district, and to monitor the success of the state and districts in achieving the required levels of performance;

(d) To provide to school districts failing to meet the established standards for enrollment and attendance assistance in reducing absenteeism or the dropout rates in those districts;

(e) To establish any qualifications, in addition to those required under Section 37-13-89, for school attendance officers as the office deems necessary to further the purposes of the Mississippi Compulsory School Attendance Law;

(f) To develop and implement a system under which school districts are required to maintain accurate records that document enrollment and attendance in such a manner that the records

reflect all changes in enrollment and attendance, and to require school attendance officers to submit information concerning public school attendance on a monthly basis to the office;

(g) To prepare the form of the certificate of enrollment required under the Mississippi Compulsory School Attendance Law and to furnish a sufficient number of the certificates of enrollment to each school attendance officer in the state;

(h) To publish a report each year on the work of school attendance officers in each school district concerning enforcement of the Mississippi Compulsory School Attendance Law. The report shall include: figures reflecting school attendance violations and reductions or increases in the school dropout rates; information describing attendance-related problems and proposed solutions for those problems; and any other information that the State Department of Education may require. The report shall be submitted to the State Board of Education and the Education Committees of the Senate and House of Representatives before the first day of July for the immediately preceding school year;

(i) To provide to the State Board of Education statistical information concerning absenteeism, dropouts and other attendance-related problems as requested by the State Board of Education;

(j) To provide for the certification of school attendance officers;

(k) To provide for a course of training and education for school attendance officers, and to require successful completion of the course as a prerequisite to certification by the office as school attendance officers;

(l) To adopt any guidelines or policies the office deems necessary to effectuate an orderly transition from the supervision of school attendance officers by district attorneys to the supervision by the school attendance officer supervisors;

(m) Beginning on July 1, 1998, to require school attendance officer supervisors to employ

persons employed by district attorneys before July 1, 1998, as school attendance officers without requiring such persons to submit an application or interview for employment with the State Department of Education;

(n) To adopt policies or guidelines linking the duties of school attendance officers to the appropriate courts, law enforcement agencies and community service providers; and

(o) To adopt any other policies or guidelines that the office deems necessary for the enforcement of the Mississippi Compulsory School Attendance Law; however, the policies or guidelines shall not add to or contradict with the requirements of Section 37-13-91.

SENATE BILL NO. 2293  
(As Sent to Governor)

1 AN ACT TO CREATE A NEW START SCHOOL PROGRAM TO BE  
2 ADMINISTERED BY THE MISSISSIPPI RECOVERY SCHOOL DISTRICT IN THE  
3 STATE DEPARTMENT OF EDUCATION; TO DEFINE THE TERM "NEW START  
4 SCHOOL"; TO REQUIRE A NEW START SCHOOL TO BE ESTABLISHED IN EACH  
5 PUBLIC SCHOOL THAT, DURING EACH OF THREE CONSECUTIVE SCHOOL YEARS,  
6 IS CONSIDERED FAILING; TO AUTHORIZE THE STATE BOARD OF EDUCATION  
7 TO GRANT A ONE-YEAR DELAY IN TRANSFORMING A SCHOOL INTO A NEW  
8 START SCHOOL WHEN MERITED; TO REQUIRE THE DEPUTY SUPERINTENDENT OF  
9 EDUCATION TO PROVIDE NOTICE TO THE PUBLIC AND ALL EMPLOYEES OF A  
10 FAILING SCHOOL OF ITS POTENTIAL TO BE TRANSFORMED INTO A NEW START  
11 SCHOOL; TO REQUIRE THE EVALUATION OF ALL LICENSED AND NONLICENSED  
12 EMPLOYEES IN A FAILING SCHOOL THAT IS TRANSFORMED INTO A NEW START  
13 SCHOOL BEFORE THE TERMINATION OF SUCH EMPLOYEES; TO REQUIRE THE  
14 STATE BOARD OF EDUCATION TO ADOPT RULES AND REGULATIONS RELATING  
15 TO THE NEW START SCHOOL PROGRAM; TO RESTRICT THE TRAVEL OF  
16 SUPERINTENDENTS AND MEMBERS OF LOCAL SCHOOL BOARDS HAVING A  
17 FAILING SCHOOL IN THEIR SCHOOL DISTRICTS; TO REDUCE THE AMOUNT OF  
18 THE PER DIEM RECEIVED BY MEMBERS OF LOCAL SCHOOL BOARDS HAVING A  
19 FAILING SCHOOL IN THEIR SCHOOL DISTRICTS BY ONE-HALF; TO AMEND  
20 SECTIONS 37-9-103 AND 37-9-3, MISSISSIPPI CODE OF 1972, IN  
21 CONFORMITY THERETO; TO CREATE THE "CONVERSION CHARTER SCHOOL ACT  
22 OF 2010"; TO ESTABLISH A PROCESS BY WHICH CHRONICALLY  
23 UNDER-PERFORMING PUBLIC SCHOOLS MAY BE CONVERTED TO CONVERSION  
24 CHARTER SCHOOL STATUS UPON A PETITION APPROVED BY MORE THAN 50% OF  
25 THE PARENTS OR GUARDIANS OF STUDENTS IN THOSE SCHOOLS, SUBJECT TO  
26 THE APPROVAL OF THE STATE BOARD OF EDUCATION; TO REQUIRE THAT A  
27 SCHOOL BE DESIGNATED LOW-PERFORMING, AT-RISK OF FAILING OR FAILING  
28 FOR THREE CONSECUTIVE YEARS BEFORE A PETITION MAY BE SUBMITTED  
29 REQUESTING CONVERSION; TO PRESCRIBE CERTAIN REQUIREMENTS FOR  
30 PETITIONS FOR THE CONVERSION OF PUBLIC SCHOOLS TO CONVERSION  
31 CHARTER SCHOOL STATUS; TO REQUIRE THE SPONSORS OF A PETITION TO  
32 CONDUCT A PUBLIC HEARING IN THE LOCAL SCHOOL DISTRICT IN WHICH THE  
33 PROPOSED SCHOOL TO BE CONVERTED TO CONVERSION CHARTER SCHOOL  
34 STATUS IS LOCATED BEFORE APPROVAL OF THE PETITION BY THE STATE  
35 BOARD OF EDUCATION; TO PROVIDE FOR A LOCAL MANAGEMENT BOARD OF A  
36 CONVERSION CHARTER SCHOOL AND FOR THE SELECTION OF ITS MEMBERS; TO  
37 REQUIRE THAT THE SELECTION OF MEMBERS TO THE LOCAL MANAGEMENT  
38 BOARD BE PERFORMED IN ACCORDANCE WITH RULES AND REGULATIONS  
39 PROMULGATED BY THE STATE BOARD OF EDUCATION FOR SUCH PURPOSES; TO  
40 PRESCRIBE THE POWERS AND DUTIES OF THE LOCAL MANAGEMENT BOARD AS  
41 THEY RELATE TO THE GOVERNANCE OF A CONVERSION CHARTER SCHOOL; TO  
42 PROVIDE THAT ALL ACADEMIC FUNCTIONS AND DECISIONS OF THE LOCAL  
43 MANAGEMENT BOARD IMPACTING THE CONVERSION CHARTER SCHOOL SHALL BE

47 CHARTER SCHOOL SHALL BE SUBJECT TO THE REVIEWING AND APPROVAL  
48 AUTHORITY OF THE LOCAL SCHOOL BOARD; TO PROVIDE CERTAIN IMMUNITY  
49 TO THE LOCAL MANAGEMENT BOARD, LOCAL SCHOOL BOARD AND STATE BOARD  
50 OF EDUCATION; TO REQUIRE THE LOCAL SCHOOL BOARD TO PROVIDE THE  
51 LOCAL MANAGEMENT BOARD WITH THE SAME LEGAL REPRESENTATION AS IS  
52 PROVIDED TO THE LOCAL SCHOOL BOARD; TO PRESCRIBE THE POWERS AND  
53 DUTIES OF THE STATE BOARD OF EDUCATION AS THEY RELATE TO THE  
54 ADMINISTRATION OF THIS ACT; TO PRESCRIBE THE PERIOD OF TIME IN  
55 WHICH THE STATE BOARD OF EDUCATION HAS TO REVIEW AND APPROVE OR  
56 DENY AN APPLICATION FOR CONVERSION CHARTER SCHOOL STATUS; TO  
57 PRESCRIBE CERTAIN PROCEDURES TO BE FOLLOWED BY THE STATE BOARD OF  
58 EDUCATION UPON REJECTION OF AN APPLICATION; TO PERMIT THE STATE  
59 BOARD OF EDUCATION TO EXERCISE THE OPTION TO TRANSFORM A FAILING  
60 SCHOOL INTO A NEW START SCHOOL IF THE PETITION FOR CONVERSION TO  
61 CONVERSION CHARTER SCHOOL STATUS IS REJECTED; TO PROVIDE THAT A  
62 CONVERSION CHARTER SCHOOL SHALL CONTINUE TO BE CONSIDERED A PUBLIC  
63 SCHOOL UNDER THE AUTHORITY OF THE LOCAL SCHOOL DISTRICT FOR  
64 CERTAIN FUNDING AND SERVICE PURPOSES; TO PROVIDE THAT STUDENTS  
65 WITHIN THE ATTENDANCE ZONE OF A PUBLIC SCHOOL CONVERTED TO  
66 CONVERSION CHARTER SCHOOL STATUS WHEN THE PETITION IS MADE FOR  
67 CONVERSION CHARTER SCHOOL STATUS SHALL BE ELIGIBLE FOR ENROLLMENT  
68 IN THE CONVERSION CHARTER SCHOOL; TO PROHIBIT THE ENROLLMENT OF  
69 TRANSFER STUDENTS; TO REQUIRE THAT STUDENTS WITHIN THE ATTENDANCE  
70 ZONE NOT ELECTING TO ATTEND THE CONVERSION CHARTER SCHOOL BE  
71 ALLOWED TO ATTEND ANOTHER PUBLIC SCHOOL IN THE LOCAL SCHOOL  
72 DISTRICT; TO PROVIDE THAT AN APPROVED CONTRACT FOR THE CONVERSION  
73 OF A PUBLIC SCHOOL TO CONVERSION CHARTER SCHOOL STATUS SHALL BE  
74 VALID FOR AN INITIAL MINIMUM TERM OF THREE SCHOOL YEARS; TO  
75 PROVIDE THE PROCESS BY WHICH A SCHOOL MAY BE REMOVED FROM  
76 CONVERSION CHARTER SCHOOL STATUS; TO PROVIDE THAT EMPLOYEES OF THE  
77 CONVERSION CHARTER SCHOOL ARE EMPLOYEES OF THE LOCAL SCHOOL  
78 DISTRICT FOR PURPOSES OF RECEIVING CERTAIN BENEFITS; TO LIMIT THE  
79 NUMBER OF CONVERSION CHARTER SCHOOLS TO THREE PER CONGRESSIONAL  
80 DISTRICT; TO PROHIBIT UNLAWFUL REPRISAL AGAINST SCHOOL DISTRICT  
81 EMPLOYEES WHO ARE INVOLVED IN A PETITION FOR THE CONVERSION OF A  
82 PUBLIC SCHOOL TO CONVERSION CHARTER SCHOOL STATUS; TO PROVIDE AN  
83 EXEMPTION TO THE EDUCATION EMPLOYMENT PROCEDURES LAW FOR  
84 CONVERSION CHARTER SCHOOLS DURING A SCHOOL'S FIRST YEAR; TO  
85 PRESCRIBE THE VARIOUS SOURCES OF FUNDING WHICH A CONVERSION  
86 CHARTER SCHOOL IS ELIGIBLE TO APPLY FOR AND ACCEPT; TO PROVIDE FOR  
87 THE REPEAL OF SECTIONS 1 THROUGH 16 OF THIS ACT; AND FOR RELATED  
88 PURPOSES.

89 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

90 **SECTION 1.** (1) This section applies only to those public  
91 schools in the State of Mississippi which, during each of three  
92 (3) consecutive school years, are considered failing, as  
93 determined by the State Department of Education.

94 For purposes of this section, the term "new start school"  
95 means the successor school to a public school in the State of  
96 Mississippi which, during each of three (3) consecutive school

97 years, is considered failing, as determined by the State  
98 Department of Education.

99 (2) There is established the New Start School Program for  
100 the purpose of transforming certain failing schools into quality  
101 educational options. Under the program, a new start school must  
102 be established in each public school that, during each of three  
103 (3) consecutive school years, is considered failing, as determined  
104 by the State Department of Education. The New Start School  
105 Program shall be under the administration of the Mississippi  
106 Recovery School District established under Section 37-17-6(11)(f).

107 (3) (a) Whenever a school is classified by the State  
108 Department of Education as a failing school for two (2) or more  
109 consecutive years, the Mississippi Recovery School District shall  
110 provide written notice to the principal and each licensed and  
111 nonlicensed employee in the school that if the school receives a  
112 classification of failing for the succeeding school year, the  
113 school will be transformed into a new start school and the  
114 person's employment with the local school district shall be  
115 terminated. The notice shall be sent by the deputy superintendent  
116 responsible for the Mississippi Recovery School District as soon  
117 as practicable after the school is classified as failing.

118 (b) In addition to the notice required under paragraph  
119 (a) of this subsection (3), the Mississippi Recovery School  
120 District shall provide notice to the public in a newspaper of  
121 general circulation in the local county that if the school  
122 receives a classification of failing for the succeeding school  
123 year, the school will be transformed into a new start school. The  
124 advertisement may not be placed in any portion of the newspaper  
125 where legal notices and classified advertisements appear. The  
126 advertisement shall appear in a newspaper that is published at  
127 least five (5) days a week, unless the only newspaper in the

130 consecutive weeks. The newspaper selected must be one of general  
131 interest, readership and circulation in all areas of the  
132 community.

133 (4) If a school that has been classified by the State  
134 Department of Education as a failing school for two (2) or more  
135 consecutive years is determined to be a failing school during the  
136 next succeeding school year, the Mississippi Recovery School  
137 District shall take such steps as may be necessary to facilitate  
138 the transformation of the failing school into a new start school.  
139 However, the school board of the local school district in which  
140 such a school is located may appeal to the State Board of  
141 Education for an additional year before the school must be  
142 transformed into a new start school. The State Board of  
143 Education, in its discretion, may grant a one-year delay if it  
144 determines circumstances merit giving the school an additional  
145 year to achieve academic improvement. If, during the additional  
146 year, the school is classified again as a failing school, the  
147 Mississippi Recovery School District shall proceed to transform  
148 the failing school into a new start school.

149 (5) The State Board of Education shall adopt rules and  
150 regulations governing the transformation of chronically failing  
151 schools into new start schools. The State Board of Education  
152 shall adopt rules and regulations that ensure that all students  
153 who were enrolled in, in attendance at and residing in the  
154 attendance zone of the public school before a new start school is  
155 instituted shall continue being eligible for and shall be deemed  
156 to be enrolled in the new start school without any required  
157 application process for the school. The rules and regulations  
158 must include, but not necessarily be limited to, the following  
159 provisions:

160 (a) The State Board of Education shall adopt rules and

163 new start school. The performance evaluation shall be conducted  
164 by the State Department of Education at the conclusion of the  
165 second consecutive year in which a school is classified as  
166 failing. For all licensed employees the said rules and  
167 regulations shall use qualitative and quantitative data, which  
168 shall include using the measures of student achievement, to assess  
169 the effectiveness of the educator. Any employee that receives an  
170 unsatisfactory evaluation may be terminated by the school district  
171 in which the school is located. Upon completion of an improvement  
172 plan, a person employed other than as a teacher who is terminated  
173 may apply for a position at the new start school or at another  
174 location in the school district; however, the school district may  
175 exercise its discretion in determining whether or not the person  
176 will be offered continued employment with the district. Upon  
177 completion of an improvement plan, a teacher terminated under this  
178 paragraph (a) may apply for employment in the new start school or  
179 for a position at another location in the school district. A  
180 teacher terminated under this paragraph (a) may be reemployed by  
181 the school district in the new start school, subject to the  
182 approval of that teacher's reemployment by the deputy  
183 superintendent responsible for the Mississippi Recovery School  
184 District.

185           (b) The deputy superintendent responsible for the  
186 Mississippi Recovery School District, with the assistance of an  
187 advisory committee of parents, guardians and community leaders,  
188 shall select a person to be employed as the principal of the new  
189 start school. Upon the request of the deputy superintendent, the  
190 superintendent of the school district in which the new start  
191 school is located shall enter into a contract with the person  
192 selected to be the principal in the same manner that contracts  
193 with principals are executed under Section 37-9-23. The principal

196 deputy superintendent responsible for the Mississippi Recovery  
197 School District. All decisions impacting the academic, finance or  
198 any other managerial or operational functions of the new start  
199 school shall be subject to the review and approval of the  
200 Mississippi Recovery School District.

201 (c) The principal of the new start school, chosen by  
202 the deputy superintendent under paragraph (b) of this subsection  
203 (5), shall select and recommend for employment all licensed and  
204 nonlicensed personnel for the school in the same manner as  
205 provided for other schools. The principal shall endeavor to  
206 select only the most qualified applicants for employment in the  
207 new start school. Each teacher recommended for employment in the  
208 new start school must be approved by the Deputy Superintendent of  
209 the Mississippi Recovery School District before a contract for  
210 employment may be executed with the teacher.

211 (d) The State Board of Education shall develop  
212 professional development courses of training specifically designed  
213 for licensed personnel in a new start school. All licensed  
214 employees of the new start school shall be required to participate  
215 in the professional development courses.

216 (e) The principal of a new start school shall establish  
217 an advisory council to assist in the transformation of the new  
218 start school. The advisory council may be composed of parents,  
219 students, educators and other community members who are interested  
220 in the success of the new start school.

221 (f) Subject to the availability of funds for such  
222 purposes, the campus of the new start school may be refurbished in  
223 efforts to distinguish the new start school from the failing  
224 school it is replacing. A new start school may receive donations  
225 or grants from any public or private source for making  
226 improvements to the new start school.

229 designated a new start school subject to the requirements of this  
230 section and the rules and regulations of the State Board of  
231 Education relating to new start schools.

232 (6) The 2009-2010 school year shall be the first year that a  
233 school's classification may be considered for purposes of this  
234 section, and a classification as a failing school in any year  
235 preceding the 2009-2010 school year may not be considered in  
236 determining if a particular school must be transformed into a new  
237 start school.

238 (7) If a local school district has one or more schools  
239 designated as failing for two (2) or more consecutive years as  
240 determined by the performance classifications of the state  
241 accountability rating system, as defined and adopted by the State  
242 Board of Education, the superintendent of that local school  
243 district shall be restricted only to travel that is mandated by  
244 law or prescribed by the State Department of Education.

245 (8) If a local school district has one or more schools  
246 designated as failing for two (2) or more consecutive years as  
247 determined by the performance classifications of the state  
248 accountability rating system, as defined and adopted by the State  
249 Board of Education, the members of the local school board of that  
250 school district shall be restricted only to travel that is  
251 mandated by law or prescribed by the State Department of  
252 Education, and shall have the amount of their per diem reduced by  
253 one-half (1/2).

254 **SECTION 2.** Section 37-9-103, Mississippi Code of 1972, is  
255 amended as follows:

256 37-9-103. (1) As used in Sections 37-9-101 through  
257 37-9-113, the word "employee" shall include:

258 (a) Any teacher, principal, superintendent or other  
259 professional personnel employed by the local school district for a

261 to have a valid license issued by the State Department of  
262 Education as a prerequisite of employment; or

263 (b) Any teacher, principal, superintendent or other  
264 professional personnel who has completed a continuous period of  
265 two (2) years of employment in a Mississippi public school  
266 district and one (1) full year of employment with the school  
267 district of current employment, and who is required to have a  
268 valid license issued by the State Department of Education as a  
269 prerequisite of employment.

270 (2) (a) The Education Employment Procedures Law shall not  
271 apply to any category of employee as defined in this section  
272 employed in any school district after the Governor declares a  
273 state of emergency under the provisions of Section 37-17-6(11).  
274 The Education Employment Procedures Law shall not be applicable in  
275 any school district for the full period of time that those  
276 conditions, as defined in Section 37-17-6(11), exist.

277 (b) The Education Employment Procedures Law shall not  
278 apply to any category of employee as defined in this section  
279 employed in any school that is a new start school, as provided for  
280 under Section 1 of this act.

281 (3) For purposes of Sections 37-9-101 through 37-9-113, the  
282 term "days" means calendar days.

283 **SECTION 3.** Section 37-9-3, Mississippi Code of 1972, is  
284 amended as follows:

285 37-9-3. Except as otherwise provided in Section 1 of this  
286 act, within the limits of the available funds, the superintendent  
287 of schools of a school district shall recommend to the school  
288 board thereof all noninstructional employees to be employed and  
289 may prescribe the duties thereof. Compensation for such employees  
290 may be paid from any lawful funds.

291 **SECTION 4.** Sections 4 through 16 of this act shall be known

293           SECTION 5. It is the intent of the Legislature that Sections  
294 4 through 16 of this act provide a means whereby the parents or  
295 guardians of students enrolled in eligible local public schools  
296 may choose to enter into a binding academic or vocational, or  
297 both, performance-based contract approved by the State Board of  
298 Education, called a "contract."

299           SECTION 6. For purposes of Sections 4 through 16 of this  
300 act, the following words and phrases shall have the meanings  
301 respectively ascribed in this section unless the context clearly  
302 indicates otherwise:

303           (a) "Conversion charter school" means a public school  
304 that has converted to operating under the terms of a contract  
305 entered into between the local management board of a conversion  
306 charter school and the State Board of Education.

307           (b) "Local school" means a public school in Mississippi  
308 which is under the management and control of the school board of  
309 the school district in which the school is located.

310           (c) "Petition" means a proposal to enter into an  
311 academic or vocational, or both, performance-based contract  
312 between the State Board of Education and the sponsors of a local  
313 school whereby the local school obtains a conversion charter  
314 school status.

315           (d) "Sponsor" means the group of parents or guardians  
316 of students enrolled in a public school rated as Low-Performing,  
317 At-Risk of Failing or Failing or an organization selected or  
318 appointed by the sponsoring group of parents or guardians to  
319 represent those parents or guardians submitting a petition to the  
320 State Board of Education for the conversion of a chronically  
321 under-performing public school into a conversion charter school,  
322 provided that during the petitioning process and the subsequent  
323 approval of a contract, that group of parents or guardians shall

325 (e) "Chronically under-performing public school" means  
326 a public school that, during each of three (3) consecutive school  
327 years, is rated as Low-Performing, At-Risk of Failing or Failing,  
328 as determined by the State Department of Education. For the  
329 purposes of Sections 4 through 16 of this act, the 2009-2010  
330 school year shall be the first year that a school's classification  
331 may be considered.

332 (f) "Board" means the State Board of Education.

333 (g) "Department" means the State Department of  
334 Education.

335 (h) "Local management board" means the five-member  
336 governing board of a conversion charter school composed of the  
337 parents or guardians of students enrolled in the conversion  
338 charter school responsible for the academic and administrative  
339 functions and decisions of the conversion charter school. The  
340 academic responsibilities are subject to the authority of the  
341 State Board of Education and the administrative responsibilities  
342 are subject to the authority of the local school board.

343 **SECTION 7.** (1) The provisions of Sections 4 through 16 of  
344 this act shall be applicable to only those chronically  
345 under-performing public schools in the State of Mississippi which  
346 seek to be converted, and ultimately may be converted, to  
347 conversion charter schools upon approval of a petition for  
348 conversion charter school status by the State Board of Education.

349 (2) The State Board of Education, subject to the  
350 requirements of the Mississippi Administrative Procedures Law,  
351 shall establish rules and regulations for the submission of  
352 petitions for the conversion of a public school to conversion  
353 charter school status and criteria and procedures for the  
354 operation of conversion charter schools. The board shall receive  
355 and review each petition for the conversion of a public school to

357 in its discretion, may approve the petition and grant conversion  
358 charter school status.

359 (3) In order to be approved, a petition for conversion  
360 charter school status must adequately include:

361 (a) A plan for improvement at the school level for  
362 improving student learning and achieving a Successful rating or  
363 higher under the State Accountability Model;

364 (b) A set of academic or vocational, or both,  
365 performance-based objectives and student achievement-based  
366 objectives for the term of the contract and the means for  
367 measuring those objectives on no less than an annual basis;

368 (c) An agreement to provide a yearly report to parents,  
369 the school board of the school district in which the conversion  
370 charter school is located, and the State Board of Education which  
371 indicates the progress made by the conversion charter school in  
372 the previous year in meeting the academic or vocational, or both,  
373 performance objectives;

374 (d) An agreement that the conversion charter school  
375 shall be nonsectarian;

376 (e) An agreement that the conversion charter school  
377 shall not charge tuition; and

378 (f) An agreement requiring the conversion charter  
379 school to be subject to financial audits in the same manner as  
380 public school districts.

381 (4) The procedures and process for the conversion of a  
382 public school to conversion charter school status shall be as  
383 follows:

384 (a) A petition shall be developed by a sponsor or its  
385 appointed representative and shall be made available to all  
386 parents or guardians of students enrolled in a public school that  
387 is chronically Low-Performing, At-Risk of Failing or Failing, as

389 the proposed conversion plan attached to the petition for their  
390 inspection and signing;

391 (b) The petition and conversion plan must be approved  
392 by more than fifty percent (50%) of the families of the students  
393 enrolled in a chronically under-performing public school during  
394 the third consecutive year in which the school has been designated  
395 as Low-Performing, At-Risk of Failing or Failing, as determined by  
396 the State Department of Education. The family of a student  
397 enrolled in a chronically under-performing public school proposed  
398 to be converted to conversion charter school status shall be  
399 entitled to one (1) vote per family without regard to the number  
400 of children a family may have enrolled as students at the school.  
401 The group of parents or guardians submitting or having the  
402 petition submitted on their behalf shall be considered the sponsor  
403 of the conversion charter school;

404 (c) The sponsor shall prepare and submit the petition  
405 and the conversion plan for conversion charter school status  
406 approved by the parents or guardians of students enrolled in a  
407 chronically under-performing public school to the State Board of  
408 Education upon forms prescribed by or in a format specified by the  
409 board;

410 (d) Before the petition for conversion granting a  
411 public school conversion charter school status is submitted to the  
412 State Board of Education for approval, the sponsor shall conduct a  
413 public hearing in the local school district in which the school  
414 proposed for conversion is located to allow the parents or  
415 guardians of students enrolled in the chronically under-performing  
416 public school affected by the conversion to be informed of the  
417 conversion process and to address any concerns relating to the  
418 process and subsequent operation of the conversion charter school;  
419 and

422 guardians of the students enrolled in the conversion charter  
423 school shall select members to serve on the conversion charter  
424 school's local management board, which members shall be selected  
425 in accordance with the rules and regulations promulgated by the  
426 State Board of Education for the selection of conversion charter  
427 school local management board members.

428 (5) The conversion plan to be attached to the petition must  
429 include the following:

430 (a) A description of the plan for school improvement  
431 that addresses how the school proposes to work toward improving  
432 student learning and achieving a Successful rating or higher under  
433 the State Accountability Model;

434 (b) An outline of proposed academic or vocational, or  
435 both, performance criteria to be used during the initial period of  
436 the contract to measure progress of the school in improving  
437 student learning and achieving a Successful rating or higher under  
438 the State Accountability Model requiring that:

439 (i) Academic performance criteria must include  
440 specific and measureable benchmarks of academic performance on  
441 state assessments; and

442 (ii) Academic performance criteria include a  
443 requirement that conversion charter schools not miss adequate  
444 yearly progress for any two (2) consecutive years, as defined by  
445 the No Child Left Behind Act of 2001, or other future federal  
446 school accountability requirements;

447 (c) A provision requiring the conversion charter school  
448 to comply with all rules, regulations, policies and procedures of  
449 the State Board of Education and the local school board and the  
450 provisions of the Mississippi Code of 1972 relating to the  
451 elementary and secondary education of students, except those  
452 rules, regulations, policies or procedures from which the

455 specified in the school's contract. Conversion charter schools  
456 must comply with general health and safety standards, state test  
457 assessments and accountability requirements, financial  
458 accountability and auditing requirements, and all reporting and  
459 data collecting requirements in the same manner as public schools  
460 in the local school district;

461 (d) The local management board shall not directly or  
462 indirectly communicate to a parent or guardian that the conversion  
463 charter school is unable to meet the needs of a child, but shall  
464 provide a free and public education to every student in the  
465 attendance zone;

466 (e) Conversion charter schools may not be exempted from  
467 the following statutes:

468 (i) Section 37-9-75, which relates to teacher  
469 strikes;

470 (ii) Section 37-11-20, which prohibits acts of  
471 intimidation intended to keep a student from attending school;

472 (iii) Section 37-11-21, which prohibits abuse of  
473 school staff;

474 (iv) Section 37-11-23, which prohibits the willful  
475 disruption of school and school meetings;

476 (v) Sections 37-11-29 and 37-11-31, which relate  
477 to reporting requirements regarding unlawful or violent acts on  
478 school property;

479 (vi) Section 37-151-107, which prohibits false  
480 reporting of student counts by school officials;

481 (vii) Applicable State Department of Health  
482 regulations;

483 (viii) Applicable federal No Child Left Behind  
484 requirements and any additional federal education programs; and

485 (ix) Applicable federal and state requirements for

488 (f) A detailed budget and a clear business plan,  
489 including any projected costs that extend beyond the regular  
490 operational costs of the conversion charter school;

491 (g) A plan of governance and the process by which the  
492 members of the local management board of the conversion charter  
493 school shall be selected to serve as the governing administrative  
494 authority, provided that:

495 (i) The local management board shall be composed  
496 of parents or guardians of students enrolled in and in attendance  
497 at the conversion charter school, selected by other parents or  
498 guardians of students enrolled in and in attendance at that  
499 school;

500 (ii) Members of the local management board may  
501 serve a term of three (3) years; however, a member's term of  
502 service on the local management board is contingent upon that  
503 member having a child continuously enrolled as a student at the  
504 conversion charter school during each school year that the member  
505 serves on the board. If a student no longer attends the  
506 conversion charter school and the board member has no other child  
507 enrolled in and attending the school, the term of the  
508 member-parent or guardian shall expire immediately and a new  
509 member selected. If a student is promoted and the board member  
510 has no other child enrolled in and attending the conversion  
511 charter school, the term of the member-parent or guardian shall  
512 expire immediately and a new member selected, unless the  
513 member-parent or guardian has another child who will be enrolled  
514 in the conversion charter school in the next succeeding scholastic  
515 year;

516 (iii) Members of the local management board shall  
517 serve without compensation;

518 (iv) No member of the local school board of any

521 (v) Procedures for the subsequent selection of  
522 members and filling vacancies that occur on the local management  
523 board are included; and

524 (vi) The selection of members to the local  
525 management board of conversion charter schools shall be performed  
526 in accordance with the rules and regulations promulgated by the  
527 State Board of Education for the selection of conversion charter  
528 school local management board members;

529 (h) An agreement to provide an annual academic  
530 achievement report to parents, the local school board of any  
531 school district from which the conversion charter school draws  
532 students and the State Board of Education, which indicates the  
533 progress made by the conversion charter school during the previous  
534 year in meeting its academic or vocational performance objectives.  
535 The report shall include, but not be limited to, the following  
536 information:

537 (i) Student progress concerning academic  
538 achievement;

539 (ii) Student attendance;

540 (iii) Student grades and scores on assessment  
541 instruments;

542 (iv) Incidents involving student discipline;

543 (v) Student socioeconomic data; and

544 (vi) Parent satisfaction with the schools;

545 (i) An agreement to provide a yearly financial report  
546 to parents, the local school board of any school district from  
547 which the conversion charter school draws students and the State  
548 Board of Education, which discloses all public and private funds  
549 received by the conversion charter school, and how those funds  
550 were expended;

551 (j) An agreement requiring all student records,

553 student and school data shall be accessible by the local school  
554 board;

555 (k) An agreement requiring members of the local  
556 management board of a conversion charter school to attend the  
557 training required under Section 37-3-4, provided by the  
558 Mississippi School Boards Association for local school board  
559 members and public school superintendents of this state, in order  
560 for those individuals to carry out their duties more effectively.  
561 Members of the local management board shall be reimbursed for the  
562 necessary expenses and mileage in attending any required training  
563 and shall be paid a per diem for each day in attendance at the  
564 training by the local school district in the amount authorized by  
565 Section 37-6-13 for members of the local school board;

566 (l) A transcript of the public hearing required under  
567 subsection (4) (d) of this section; and

568 (m) A description of the discipline policy to be  
569 adopted by the local management board, or alternatively, an  
570 agreement that the local management board shall adhere to the  
571 discipline policy implemented for the school district by the local  
572 school board.

573 (6) If a petition for the conversion of a public school to  
574 conversion charter school status is approved, the local management  
575 board, subject to the utilization of any available resources, may:

576 (a) Extend the school day or length of the scholastic  
577 year;

578 (b) Develop and establish a curriculum that is  
579 consistent with the Mississippi Curriculum Framework which  
580 provides courses that promote postsecondary education and  
581 vocational preparation and/or admission;

582 (c) Select, purchase and use textbooks, literature and  
583 other instructional materials that would improve educational

586           (d) Select a person to be employed as the principal of  
587 the conversion charter school or may contract with a profit or  
588 nonprofit organization which has operated a successful public  
589 school in any state or the District of Columbia for the daily  
590 administrative management of the conversion charter school,  
591 provided that daily administrative management shall not include  
592 the authority to employ or terminate conversion charter school  
593 administrators, teachers or other personnel, establish curriculum  
594 or adopt a budget. The person selected by the local management  
595 board to serve as principal of the conversion charter school must  
596 attend or must have attended a principal leadership program  
597 approved by the State Department of Education. If the local  
598 management board contracts with a profit or nonprofit organization  
599 for daily administrative management functions, that contract shall  
600 not abrogate or preempt any provisions of the contract entered  
601 into between the local management board and the State Board of  
602 Education for the conversion of the public school to conversion  
603 charter school status; and

604           (e) Select licensed teachers who are highly qualified  
605 under the No Child Left Behind Act for employment in the  
606 conversion charter school and determine the salaries of those  
607 teachers employed. The minimum salaries for licensed teachers  
608 employed in the conversion charter school shall be in accordance  
609 with the scale for teachers' salaries provided under the Teacher  
610 Opportunity Program, as established under Section 37-19-7.

611           (7) (a) All functions and decisions of the local management  
612 board impacting the academic curriculum, student progress and  
613 assessment, and the accountability standards of a conversion  
614 charter school shall be subject to the reviewing and approval  
615 authority of the State Board of Education.

616           (b) All administrative functions and decisions of the

619 shall be subject to the reviewing and approval authority of the  
620 local school board.

621 (8) Meetings of the local management board shall be subject  
622 to the requirements of Sections 25-41-1 through 25-41-17 governing  
623 open meetings.

624 (9) Nothing in Sections 4 through 16 of this act prohibits  
625 conversion charter schools from offering virtual service pursuant  
626 to state law and regulations defining virtual schools.

627 **SECTION 8.** (1) Members of the local management board, local  
628 school board and the State Board of Education are immune from  
629 civil and criminal liability with respect to all activities of a  
630 conversion charter school approved by the State Board of  
631 Education; however, the local management board, local school board  
632 or the State Board of Education, in its official capacity, may be  
633 held liable only for matters with which the respective board has  
634 been involved directly, including the misappropriation of funds,  
635 the appropriation of funds beyond the scope of its authority,  
636 abridging the due process rights of a student attending the  
637 conversion charter school, gross negligence, intentional and  
638 willful misconduct, malfeasance and nonfeasance.

639 (2) The local school board shall provide the local  
640 management board of a conversion charter school with the same  
641 legal representation as is provided to the local school board.

642 **SECTION 9.** (1) The State Board of Education shall establish  
643 a time line for accepting petitions requesting the conversion of a  
644 public school to conversion charter school status. The board and  
645 the Commission on School Accreditation shall review and rate all  
646 petitions for a conversion charter school.

647 (2) After initial review and rating, the board, with the  
648 advice of the Commission on School Accreditation, may approve or  
649 deny a petition based on criteria adopted by the board, which

652 provide a written response to each sponsor submitting a petition  
653 in writing within forty-five (45) days after the closing date for  
654 receiving petitions in the form of an approval or rejection. The  
655 response to rejected petitions shall include notification to the  
656 sponsors of the reasons for rejection.

657 (3) The board shall allow each sponsor, who submits a  
658 petition for a conversion charter school within thirty (30) days  
659 before the closing date for receiving petitions to resubmit the  
660 petition, if the original petition was found to be deficient by  
661 the board, after the sponsor has corrected any deficiencies.

662 (4) If a public school has been designated as a chronically  
663 failing school for three (3) consecutive years, as determined by  
664 the State Department of Education, and the petition for conversion  
665 to conversion charter school status is rejected by the State Board  
666 of Education, the board, on its own motion, may initiate the  
667 procedure to transform the failing school into a new start school  
668 under the New Start School Program authorized under Section 1 of  
669 this act.

670 **SECTION 10.** (1) A public school converted to conversion  
671 charter school status, upon approval by the State Board of  
672 Education, shall continue to be considered a public school under  
673 the authority of the local school district for purposes of  
674 receiving transportation services and funding, state funding for  
675 students based on per-pupil expenditures, classroom supplies  
676 resources, other adequate education program funds, including  
677 at-risk funding and any additional operational services provided  
678 to local schools by the district.

679 (2) The local school board, when providing transportation  
680 services to students enrolled in and attending a conversion  
681 charter school, shall comply with all statutes governing the  
682 transportation of students required of public school districts

684           (3) All students enrolled in, in attendance at and residing  
685 in the attendance zone of a public school when a petition is  
686 submitted for conversion charter school status shall be deemed to  
687 be enrolled in the conversion charter school when the petition is  
688 approved by the State Board of Education without any required  
689 application process for the school. Enrollment in a conversion  
690 charter school is limited to those students residing in the  
691 attendance zone of the conversion charter school, and shall not be  
692 open for the enrollment of transfer students unless any openings  
693 are available, at which time students within the local public  
694 school district may apply for admission into the conversion  
695 charter school. A conversion charter school is subject to any  
696 desegregation court orders in effect in the school district in  
697 which the conversion charter school is located. In the event that  
698 openings are available in a conversion charter school, the local  
699 management board, with the approval of the State Board of  
700 Education, shall establish an application process for students in  
701 the local school district, who reside outside of the attendance  
702 zone of the public school granted conversion charter school  
703 status, to seek enrollment in the conversion charter school,  
704 provided that the process is in compliance with rules and  
705 regulations promulgated by the State Board of Education. The  
706 parent of any student granted admission to the conversion charter  
707 school who resides outside the attendance zone of the school shall  
708 be responsible for transporting the student to and from the  
709 school.

710           (4) Any student enrolled in a public school converted to  
711 conversion charter school status who elects not to attend the  
712 conversion charter school shall be permitted by the local school  
713 board to attend another public school in the local school district  
714 that the student otherwise would be eligible to attend if not

717 student would be eligible to attend serving the student's current  
718 grade level, the local school board shall grant the student a  
719 release to seek enrollment in another school district.

720 **SECTION 11.** (1) The initial contract issued by the State  
721 Board of Education for a public school converted to conversion  
722 charter school status shall be for a minimum term of three (3)  
723 years. Thereafter, the State Board of Education may renew the  
724 contract for a conversion charter school on a one-year or  
725 multiyear basis, not to exceed three (3) years, if all parties to  
726 the original contract approve the renewal with a vote of a  
727 majority of the parents or guardians of students enrolled in the  
728 conversion charter school.

729 (2) After a school has been in conversion charter school  
730 status for three (3) years, the parents or guardians of students  
731 enrolled in the conversion charter school may request removal from  
732 conversion charter school status upon the submission of a petition  
733 of more than fifty percent (50%) of those parents or guardians to  
734 the State Board of Education.

735 (3) The State Board of Education shall prescribe the  
736 circumstances under which a conversion charter school shall cease  
737 to be designated a conversion charter school subject to the rules  
738 and regulations of the State Board of Education relating to  
739 conversion charter schools.

740 **SECTION 12.** All employees of a conversion charter school  
741 shall be deemed employees of the local school district for  
742 purposes of receiving certain state-funded employee benefits,  
743 including membership in the Public Employees' Retirement System  
744 and the State and School Employees Life and Health Insurance Plan.  
745 Conversion charter schools are public schools, and the employees  
746 of conversion charter schools are public school employees.

747 **SECTION 13.** The State Board of Education with the advice of

750 under the authority provided under Section 9 of this act, which  
751 such conversion charter schools shall not begin operations before  
752 July 1, 2013; however, no more than three (3) petitions for  
753 conversion charter school status in each of the four (4)  
754 congressional districts may be approved. After the sixth year,  
755 the board shall evaluate the existing process of converting public  
756 schools to conversion charter school status and shall make a  
757 recommendation to the Legislature on the feasibility of increasing  
758 the number of conversion charter schools in the state.

759 **SECTION 14.** A school district, school district employee or  
760 any other person who has control over personnel actions may not  
761 take unlawful reprisal against an employee of the school district  
762 because the employee is directly or indirectly involved in a  
763 petition to convert a public school to conversion charter school  
764 status. As used in this section, the term "unlawful reprisal"  
765 means an action that is taken by another school district employee  
766 as a direct result of a lawful application to convert a public  
767 school to conversion charter school status and which is adverse to  
768 the employee and results in one or more of the following for the  
769 employee:

- 770 (a) Disciplinary or corrective action;
- 771 (b) Detail, transfer or reassignment;
- 772 (c) Suspension, demotion or dismissal;
- 773 (d) An unfavorable performance evaluation;
- 774 (e) A reduction in pay, benefits or awards;
- 775 (f) Elimination of the employee's position without a  
776 reduction in force by reason of lack of monies or work; or
- 777 (g) Other significant changes in duties or  
778 responsibilities which are inconsistent with the employee's salary  
779 or employment classification.

780 **SECTION 15.** The Education Employment Procedures Law shall

782 is converted to a conversion charter school under Sections 4  
783 through 16 of this act.

784        **SECTION 16.** In addition to receiving state funds for  
785 operations, public schools converted to conversion charter school  
786 status may accept bequests, devises, donations and grants from any  
787 public or private source and may apply for federal funding under  
788 the federal "Race to the Top" program. It is the intent of the  
789 Legislature that in accordance with the conditions of federal  
790 funding under the federal "Race to the Top" program, public  
791 schools converted to conversion charter school status in  
792 Mississippi are authorized to operate conversion charter and  
793 autonomous public school programs that are high-performing. It is  
794 further the intent of the Legislature that public schools  
795 converted to conversion charter school status receive equitable  
796 state and federal funding compared to traditional public schools,  
797 as required by the federal "Race to the Top" program, and that the  
798 state shall not impose any school facility-related requirements on  
799 conversion charter schools which are more restrictive than those  
800 applied to traditional public schools.

801        **SECTION 17.** Sections 1 through 16 of this act shall stand  
802 repealed on July 1, 2016.

803        **SECTION 18.** This act shall take effect and be in force from  
804 and after July 1, 2010.

**§ 37-13-80. Office of Dropout Prevention created; qualifications and responsibilities of director; date for implementation of dropout prevention program; procedures for tracking students who enter and leave detention centers; dropout prevention plan to address student transition to home school districts; legislative intent.**

(1) There is created the Office of Dropout Prevention within the State Department of Education. The office shall be responsible for the administration of a statewide dropout prevention program and the Office of Compulsory School Attendance Enforcement.

(2) The State Superintendent of Public Education shall appoint a director for the Office of Dropout Prevention, who shall meet all qualifications established by the State Superintendent of Public Education and the State Personnel Board. The director shall be responsible for the proper administration of the Office of Dropout Prevention and any other regulations or policies that may be adopted by the State Board of Education. The director shall report to the Legislature on the activities and programs of the office by January 1 of each year beginning in 2009.

(3) Each school district shall implement a dropout prevention program approved by the Office of Dropout Prevention of the State Department of Education by the 2008-2009 school year.

(4) (a) School attendance officers, working with school district officials, shall gather accurate data on youth in juvenile detention centers to properly track students.

(b) The Office of Dropout Prevention in the Department of Education shall establish the procedure for the tracking of students who enter and leave detention centers on a statewide basis.

(5) Each school district's dropout prevention plan shall address how students will transition to the home school district.

(6) It is the intent of the Legislature that, through the statewide dropout prevention program and the dropout prevention programs implemented by each school district, the graduation rate for cohort classes will be increased to not less than eighty-five percent (85%) by the 2018-2019 school year. The Office of Dropout Prevention shall establish graduation rate benchmarks for each two-year period from the 2008-2009 school year through the 2018-2019 school year, which shall serve as guidelines for increasing the graduation rate for cohort classes on a systematic basis to eighty-five percent (85%) by the 2018-2019 school year.

**§ 37-159-3. Critical Needs Teacher Scholarship Program; eligibility; employment requirements; liability for failure to complete studies; deposit of funds; annual report.**

(1) There is established the "Critical Needs Teacher Scholarship Program," the purpose of which is to attract qualified teachers to those geographical areas of the state and those subject areas of the curriculum where there exists a critical shortage of teachers by awarding full scholarships to persons declaring an intention to serve in the teaching field who actually render service to the state while possessing an appropriate teaching license.

(2) Any individual who is enrolled in or accepted for enrollment at a teacher education program approved by the State Board of Education or other program at a baccalaureate degree-granting institution of higher learning in the State of Mississippi and has a passing score on the Praxis I Basic Skills Test who expresses in writing an intention to teach in a geographical area of the state or a subject area of the public school curriculum in which there exists a critical shortage of teachers, as designated by the State Board of Education, shall be eligible for a financial scholarship to be applied toward the costs of the individual's college education. The annual amount of the award shall be equal to the total cost for tuition, room and meals, books, materials and fees at the college or university in which the student is enrolled, not to exceed an amount equal to the highest total cost of tuition, room and meals, books, materials and fees assessed by a state institution of higher learning during that school year. Awards made to nonresidents of the state shall not include any amount assessed by the college or university for out-of-state tuition.

(3) Awards granted under the Critical Needs Teacher Scholarship Program shall be available to both full-time and part-time students. Students enrolling on a full-time basis may receive a maximum of two (2) annual awards. The maximum number of awards that may be made to students attending school on a part-time basis, and the maximum time period for part-time students to complete the number of academic hours necessary to obtain a baccalaureate degree in education, shall be established by rules and regulations jointly promulgated by the Board of Trustees of State Institutions of Higher Learning and the State Board of Education. Critical Needs Teacher Scholarships shall not be based upon an applicant's eligibility for financial aid.

(4) Awards granted under the Critical Needs Teacher Scholarship Program shall be made available to nontraditional licensed teachers showing a documented need for student loan repayment and employed in those school districts designated by the State Department of Education as a geographical area of the state or in a subject area of the curriculum in which there is a critical shortage of teachers. The maximum

annual amount of this repayment should not exceed Three thousand Dollars (\$3,000.00) and the maximum time period for repayment shall be no more than four (4) years.

(5) Except in those cases where employment positions may not be available upon completion of licensure requirements, at the beginning of the first school year in which a recipient of a Critical Needs Teacher Scholarship is eligible for employment as a licensed teacher or a nontraditional teacher intern pursuant to Section 37-3-2(6)(b), that person shall begin to render service as a licensed teacher or nontraditional teacher intern in a public school district in a geographical area of the state or a subject area of the curriculum where there is a critical shortage of teachers, as approved by the State Board of Education. Any person who received two (2) annual awards, or who received fewer than two (2) annual awards, or the equivalent of two (2) annual awards, shall render one (1) year's service as a licensed teacher for each year that the person received a full-time student scholarship.

(6) Any person failing to complete a program of study which will enable that person to become a licensed teacher or nontraditional teacher intern under Section 37-3-2(6)(b), as the case may be, shall become liable immediately to the Board of Trustees of State Institutions of Higher Learning for the sum of all Critical Needs Teacher Scholarship awards made to that person, plus interest accruing at the current Stafford Loan rate at the time the person abrogates his participation in the program. Any person failing to complete his teaching obligation, as required under subsection (4) of this section, shall become liable immediately to the board for the sum of all scholarship awards made to that person less the corresponding amount of any awards for which service has been rendered, plus interest accruing at the current Stafford Loan rate at the time the person discontinues his service, except in the case of a deferral of debt for cause by the State Board of Education when there is no employment position immediately available upon a teacher's completion of licensure requirements. After the period of such deferral, such person shall begin or resume teaching duties as required under subsection (4) or shall become liable to the board under this subsection. If a claim for payment under this subsection is placed in the hands of an attorney for collection, the obligor shall be liable for an additional amount equal to a reasonable attorney's fee.

(7) The obligations made by the recipient of a Critical Needs Teacher Scholarship award shall not be voidable by reason of the age of the student at the time of receiving the scholarship.

(8) Any student who, prior to July 1, 2003, has been accepted into the Critical Needs Teacher Scholarship Program under the authority of Section 37-159-3(4) shall be allowed to begin or remain in the scholar loan program based upon the prescribed

guidelines of the State Department of Education, and conversion for those students with fewer than four (4) annual awards shall be based on one (1) year of service in either (a) a geographic area of the state in which there exists a critical shortage of teachers as determined by the State Board of Education, or (b) a subject area of the curriculum in the public schools in which there exists a critical shortage of teachers as determined by the State Board of Education, for each year a loan was received by the student. For those students that receive the equivalent of four (4) annual awards, such students shall render three (3) years of service.

(9) The Board of Trustees of State Institutions of Higher Learning and the State Board of Education shall jointly promulgate rules and regulations necessary for the proper administration of the Critical Needs Teacher Scholarship Program. The Board of Trustees of State Institutions of Higher Learning shall be the administering agency of the program.

(10) If insufficient funds are available to fully fund scholarship awards to all eligible students, the Board of Trustees of State Institutions of Higher Learning shall make the awards to first-time students on a first-come, first-served basis; however, priority consideration shall be given to persons previously receiving awards under the Critical Needs Teacher Scholarship Program.

(11) All funds received by the Board of Trustees of State Institutions of Higher Learning from the repayment of scholarship awards by program participants shall be deposited in the Mississippi Critical Teacher Shortage Fund.

(12) The State Department of Education shall compile and report, in consultation with the Board of Trustees of State Institutions of Higher Learning, an annual report with findings and recommendations to the legislative committees on education by December 1, 2003, and annually thereafter, on the following:

(a) The number of participants in the Critical Needs Teacher Scholarship Program, by institution and by freshman, sophomore, junior and senior level;

(b) The number of nontraditional teacher license program participants;

(c) The number of individuals who completed the Critical Needs Teacher Scholarship Program and the school district in which they are employed;

(d) The number of individuals who are in default of their obligation under the Critical Needs Teacher Scholarship Program and the status of their obligation;

(e) The number of participants in the program who have successfully completed the Praxis examination in their junior year; and

(f) The number of noneducation majors participating in the program.

(13) Where local school districts exhibit financial need, the State Department of Education may, subject to the availability of funds specifically appropriated therefor by the Legislature, provide financial assistance for the recruitment of certified teachers in an amount not to exceed Seventy-five Thousand Dollars (\$75,000.00), annually.

HOUSE BILL NO. 1071  
(As Sent to Governor)

1 AN ACT TO CREATE THE EDUCATION ACHIEVEMENT COUNCIL TO REQUIRE  
2 THE COUNCIL TO WORK TOWARD INCREASING THE EDUCATIONAL ATTAINMENT  
3 AND SKILL LEVELS OF THE STATE'S WORKING-AGE POPULATION BENCHMARK  
4 TO THE NATIONAL AVERAGE BY 2025; TO REQUIRE THE COUNCIL TO PREPARE  
5 AN ANNUAL STATE REPORT CARD AND MAKE THE REPORT AVAILABLE IN  
6 CERTAIN MEDIUMS AND AT CERTAIN LOCATIONS; AND FOR RELATED  
7 PURPOSES.

8 WHEREAS, it is the intent of the Legislature and the  
9 expectation of the Board of Trustees for State Institutions of  
10 Higher Learning and the State Board for Community and Junior  
11 Colleges, as well as each institution of higher learning and  
12 community and junior college in the state that all students in  
13 those institutions receive a quality education and graduate from  
14 those institutions; and

15 WHEREAS, the Mississippi Legislature, during the 2009 Regular  
16 Session, established the Graduation Rate Task Force to assist the  
17 Legislature in shaping public policy to improve student outcomes  
18 and educational opportunities for all students in the institutions  
19 of higher learning by focusing on the means and methods to improve  
20 graduation rates and numbers; and

21 WHEREAS, the Graduation Rate Task Force completed its work on  
22 December 16, 2009, and submitted its report, recommending the need  
23 to increase the educational attainment and skill levels of the  
24 state's working-age population benchmark to the national average  
25 by 2025 to prepare a globally competitive workforce, enhance the  
26 state's future economy, and improve the quality of life for the  
27 state's citizens; and

30 by leading this agenda in partnership with the governing and  
31 coordinating roles of the Board of Trustees of State Institutions  
32 of Higher Learning and the State Board for Community and Junior  
33 Colleges; and

34 WHEREAS, the Graduation Rate Task Force identified several  
35 key components of this agenda to include: the alignment of K-12  
36 and higher education expectations for college-level learning;  
37 teacher preparation; reviewing admissions requirements and  
38 developmental education; implementation of a longitudinal data  
39 system; revising and strengthening transfer and articulation  
40 processes and policies; creating incentives for regional  
41 collaboration to ensure more students get through the system to  
42 higher levels of achievement; improving academic advisement at  
43 state institutions of higher learning; redesigning student  
44 financial aid; aligning financing policy with these long-term  
45 goals; and improving student recruitment, retention, persistence  
46 and completion; NOW, THEREFORE,

47 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

48 **SECTION 1.** (1) There is created an Education Achievement  
49 Council whose purpose is to sustain attention to the state's goal  
50 of increasing the educational attainment and skill levels of the  
51 state's working-age population benchmark to the national average  
52 by 2025.

53 (2) The Education Achievement Council shall consist of  
54 twenty-three (23) members:

55 (a) The Chairmen of the House and Senate Universities  
56 and Colleges Committees;

57 (b) The Chairmen of the House and Senate Education  
58 Committees;

59 (c) A representative of the Governor's office appointed  
60 by the Governor;

63 (e) The Chairman of the State Board of Education, or  
64 his designee;

65 (f) The Chairman and one (1) member of the State Board  
66 for Community and Junior Colleges, or his designee;

67 (g) The State Superintendent of Public Education, or  
68 his designee;

69 (h) The Commissioner of Higher Education, or his  
70 designee;

71 (i) The Executive Director of the State Board for  
72 Community and Junior Colleges, or his designee;

73 (j) Three (3) presidents of state institutions of  
74 higher learning appointed by the Board of Trustees of State  
75 Institutions of Higher Learning, one (1) of which must be from a  
76 historically black institution of higher learning;

77 (k) Three (3) community and junior college presidents  
78 appointed by the State Board for Community and Junior Colleges;

79 (l) The Executive Director of the Mississippi  
80 Department of Mental Health, or his designee;

81 (m) The President and Chief Executive Officer of the  
82 Mississippi Economic Council; and

83 (n) The Chairmen of the House and Senate Appropriation  
84 Committees, or their designees.

85 (3) The Education Achievement Council shall work  
86 collaboratively with the Board of Trustees of State Institutions  
87 of Higher Learning and the State Board for Community and Junior  
88 Colleges to achieve the state's goal, and shall not displace any  
89 governing or coordinating responsibilities.

90 (4) The Education Achievement Council shall:

91 (a) Establish the education achievement goals for the  
92 state;

93 (b) Develop and prescribe appropriate planning

95 (c) Establish appropriate benchmarks to measure  
96 progress, including degrees awarded per one hundred (100)  
97 full-time equivalent (FTE) students calculated using completed  
98 credit hours; conduct the necessary studies and analysis; and

99 (d) Contract for any professional services that it  
100 deems necessary to complete its work.

101 (5) The Education Achievement Council shall monitor and  
102 report on the state's progress toward these education achievement  
103 goals by preparing an annual state report card compiled from the  
104 annual reports prepared and submitted by each state institution of  
105 higher learning and community and junior college in the state.  
106 The state's annual report shall be made available on the Education  
107 Achievement Council Web site, as well as the Web sites of the  
108 Board of Trustees of State Institutions of Higher Learning and the  
109 State Board for Community and Junior Colleges.

110 (6) Each state institution of higher learning and community  
111 and junior college shall be required to develop and publish an  
112 annual report as prescribed by the Education Achievement Council.  
113 By November 1 of each year, as prescribed by the Education  
114 Achievement Council, each institution's annual report shall be  
115 published in a newspaper having general circulation in the county  
116 and posted on the institution's Web site in printable form. The  
117 public notice shall include information on the report's  
118 availability on the institution's Web site, with the Web site  
119 address, and the locations where a copy of the report may be  
120 obtained.

121 (7) Within sixty (60) days of the effective date of this  
122 act, the Education Achievement Council shall meet and organize by  
123 selecting from its membership a chairman, vice chairman and  
124 secretary each for a one-year term of office. A majority of the  
125 membership will constitute a quorum. In the selection of its

128 be notified in writing of all meetings at least five (5) days  
129 before the date on which a meeting is scheduled.

130 (8) The Legislature may appropriate funds to the Board of  
131 Trustees of State Institutions of Higher Learning for the  
132 administrative, contractual costs, travel and other expenses of  
133 the Education Achievement Council.

134 (9) Members of the Education Achievement Council who are not  
135 legislators, state officials or state employees may be compensated  
136 at the per diem rate authorized by Section 25-3-41 for mileage and  
137 actual expense incurred in the performance of their duties.  
138 Legislative members of the Education Achievement Council may be  
139 paid from the contingent expense funds of their respective houses,  
140 but only with the specific approval of the Senate Rules Committee  
141 or House Management Committee; however, no per diem or expense is  
142 authorized for attending meetings of the Education Achievement  
143 Council when the Legislature is in session. Nonlegislative  
144 members may be paid from any funds made available for that  
145 purpose.

146 (10) The Commissioner of Higher Education, or his designee,  
147 shall serve as the principal staff to support the Education  
148 Achievement Council. The Commissioner of Higher Education and the  
149 Executive Director of the State Board for Community and Junior  
150 Colleges shall provide appropriate staff to support the work of  
151 the Education Achievement Council.

152 **SECTION 2.** This act shall take effect and be in force from  
153 and after its passage.

HOUSE BILL NO. 488  
(As Sent to Governor)

1 AN ACT TO CREATE THE MISSISSIPPI AFTER-SCHOOL INITIATIVE TASK  
2 FORCE TO DEVELOP A PLAN TO ENSURE QUALITY AFTER-SCHOOL PROGRAMS  
3 FOR EVERY SCHOOL-AGE CHILD IN THE STATE OF MISSISSIPPI; TO CREATE  
4 A TASK FORCE TO STUDY AND REPORT ON GRADUATION RATES IN  
5 UNIVERSITIES AND COLLEGES; TO PROVIDE FOR THE MEMBERSHIP OF THE  
6 TASK FORCE; TO REQUIRE A REPORT TO THE LEGISLATURE; AND FOR  
7 RELATED PURPOSES.

8 WHEREAS, studies about what happens to unsupervised children  
9 indicate that when left alone, these children: have higher  
10 absentee rates at school and lower academic test scores; exhibit  
11 higher levels of fear, stress, nightmares, loneliness and boredom;  
12 are one and seven-tenths (1-7/10) times more likely to use  
13 alcohol; and are one and six-tenths (1-6/10) times more likely to  
14 smoke cigarettes; and

15 WHEREAS, data shows that in several communities throughout  
16 the United States, the violent juvenile crime rate soars in the  
17 hours immediately after school and that children are most likely  
18 to be victims of a violent crime committed by a nonfamily member  
19 between 2:00 p.m. and 6:00 p.m.; and

20 WHEREAS, research indicates that children who attend high  
21 quality after-school programs have better peer relations,  
22 emotional adjustment, conflict resolution skills, grades and  
23 conduct in school compared to their peers who are not in  
24 after-school programs; and

25 WHEREAS, children who attend after-school programs spend more  
26 time in learning opportunities, academic activities and enrichment  
27 activities and spend less time watching television than their

29 WHEREAS, in one (1) study, children who attended an  
30 after-school program missed fewer days of school, had better  
31 homework completion, better school behavior and higher test  
32 scores; and

33 WHEREAS, polls show that ninety-two percent (92%) of  
34 Americans believe there should be organized activities for  
35 children and teens during after-school hours; and

36 WHEREAS, polls show that seventy-five percent (75%) of  
37 Americans are ready to either pay more taxes or to forego a tax  
38 cut to provide children with good early childhood development  
39 programs and quality after-school programs; and

40 WHEREAS, as working parents can attest, child care concerns  
41 continue after children are old enough to go to school: a parent  
42 who is employed full time can be away from home an average of two  
43 thousand four hundred (2,400) hours a year, and children spend  
44 less than half of that time in school. If children participate in  
45 a quality school-age care program or another organized  
46 out-of-school time activity, parents can be assured that their  
47 children are safe and supervised; NOW, THEREFORE,

48 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

49 **SECTION 1.** (1) There is created a task force to be known as  
50 the "Mississippi After-School Initiative Task Force" to develop a  
51 plan to ensure quality after-school programs for every school-age  
52 child in the State of Mississippi. The task force shall make a  
53 report of its findings and recommendations, including any  
54 recommended legislation, to the Governor and Legislature before  
55 December 1, 2009.

56 (2) The members of the task force should represent several  
57 diverse disciplines including, but not limited to: violence  
58 prevention; parents; park districts; special need populations;  
59 private foundations; civic and cultural organizations;

62 health; research institutions; child and youth advocacy; alcohol,  
63 tobacco and substance abuse prevention; and mental health. The  
64 task force shall be composed of the following eleven (11) members:

65 (a) The State Superintendent of Public Education, or  
66 his or her designee;

67 (b) The Executive Director of the Mississippi  
68 Department of Human Services, or his or her designee;

69 (c) The Executive Officer of the State Department of  
70 Health, or his or her designee;

71 (d) The Chairman of the House of Representatives  
72 Education Committee, or his or her designee;

73 (e) The Chairman of the Senate Education Committee, or  
74 his or her designee; and

75 (f) Two (2) persons from each of the three (3) Supreme  
76 Court districts to be appointed by the Governor, one (1) of whom  
77 shall be experienced in early childhood development, runs an  
78 after-school program and an administrator of Head Start Program,  
79 for a total of six (6) members.

80 (3) All members of the task force must be appointed within  
81 thirty (30) days after the effective date of this act. The task  
82 force shall hold its first meeting no later than August 15, 2009,  
83 on the call of the Governor at a place designated by him. At that  
84 first meeting, the task force shall elect from among its  
85 membership a chairman and other officers, if any, determined to be  
86 necessary. A majority of the membership of the task force shall  
87 constitute a quorum, and an affirmative vote of a majority of the  
88 task force shall be required for all actions taken. All members  
89 must be notified in writing of all meetings at least five (5) days  
90 before the date on which a meeting of the task force is scheduled.

91 (4) The task force shall make an assessment of the  
92 after-school services available in this state, including

95 currently supporting after-school programs. The task force shall  
96 recommend a plan for coordinating after-school services and for  
97 achieving the goal of providing after-school services to every  
98 school-age child in the State of Mississippi.

99 (5) Members of the task force other than the legislative  
100 members shall receive reimbursement for travel expenses incurred  
101 while engaged in official business of the task force in accordance  
102 with Section 25-3-41, and the legislative members of the task  
103 force shall receive the compensation authorized for committee  
104 meetings when the Legislature is not in session. Payment of these  
105 expenses must be from funds made available specifically for such  
106 purpose by the Legislature or from any other public or private  
107 source.

108 (6) The State Department of Education and the Mississippi  
109 Department of Human Services, acting jointly, shall provide  
110 appropriate staff support to assist the task force in carrying out  
111 its duties. Each department shall designate an appropriate  
112 employee to act as a point of contact for the provision of staff  
113 support to the task force.

114 (7) Upon presentation of its report, the task force shall be  
115 dissolved.

116 **SECTION 2.** (1) It is the intent of the Legislature and the  
117 expectation of each institution of higher learning and community  
118 and junior colleges in the state that all students in such  
119 institutions receive a quality education and graduate from such  
120 institutions. The Legislature also recognizes that annual  
121 performance reports show that a significant number of students  
122 underperform and fail to meet their goal of graduation.

123 (2) To assist the Legislature in shaping public policy to  
124 improve student outcomes and educational opportunities for all  
125 students in such institutions of higher learning, there is

127 rates in the state institutions of higher learning and junior and  
128 community colleges.

129 (3) The task force shall be composed of the following  
130 thirteen (13) members:

131 (a) The Chairmen of the House and Senate Universities  
132 and Colleges Committees;

133 (b) The Chairmen of the House and Senate Education  
134 Committees;

135 (c) The State Superintendent of Public Education or his  
136 designee;

137 (d) The Commissioner of Higher Education or his  
138 designee;

139 (e) The Director of the State Board for Community and  
140 Junior Colleges or his designee;

141 (f) The Chairman of the Board of Trustees of State  
142 Institutions of Higher Learning, the State Board for Community and  
143 Junior Colleges and the State Board of Education;

144 (g) A representative of the Governor's Office appointed  
145 by the Governor;

146 (h) A president of one (1) comprehensive university  
147 appointed by the Board of Trustees of State Institutions of Higher  
148 Learning; and

149 (i) A president of one (1) historical black university  
150 appointed by the Board of Trustees of State Institutions of Higher  
151 Learning.

152 (4) Appointments to the task force must be made within  
153 thirty (30) days after the effective date of this act. Within  
154 fifteen (15) days after the expiration of the period for making  
155 appointments, on a day to be designated by the Commissioner of  
156 Higher Education, the task force shall meet and organize by  
157 selecting from its membership a chairman and a vice chairman. The

160 membership of the task force shall constitute a quorum. In the  
161 selection of its officers and the adoption of rules, resolutions  
162 and reports, an affirmative vote of a majority of the task force  
163 shall be required. All members must be notified in writing of all  
164 meetings at least five (5) days before the date on which a meeting  
165 of the task force is scheduled.

166 (5) The task force may contract for any professional  
167 services that it deems necessary to complete its work and shall  
168 tour any universities and community or junior colleges as it deems  
169 necessary. The Legislature shall appropriate sufficient funding  
170 to the Board of Trustees of State Institutions of Higher Learning  
171 for the contractual costs and travel associated with attending  
172 meetings and for the on-site visits to universities and community  
173 or junior colleges.

174 (6) Members of the task force who are not legislators, state  
175 officials or state employees shall be compensated at the per diem  
176 rate authorized by Section 25-3-69 and reimbursed in accordance  
177 with Section 25-3-41 for mileage and actual expenses incurred in  
178 the performance of their duties. Legislative members of the task  
179 force shall be paid from the contingent expense funds of their  
180 respective houses in the same manner as provided for committee  
181 meetings when the Legislature is not in session; however, no per  
182 diem or expense for attending meetings of the task force may be  
183 paid while the Legislature is in session. Task force members may  
184 not incur per diem, travel or other expenses unless previously  
185 authorized by vote at a meeting of the task force, which action  
186 must be recorded in the official minutes of the meeting.

187 Nonlegislative members may be paid from any funds made available  
188 to the task force for that purpose.

189 (7) The task force shall compile data, study and report on  
190 measures that may be taken to improve graduation rates in the

192           (8) The Commissioner of Higher Education shall provide  
193 appropriate staff to assist the task force with carrying out its  
194 duties. Before December 31, 2009, the task force shall submit to  
195 the Legislature and the Governor a written report of its findings  
196 and recommendations on measures to improve graduation rates in  
197 universities, community colleges and junior colleges. Upon  
198 presentation of its report, the task force shall be dissolved.

199           **SECTION 3.** This act shall take effect and be in force from  
200 and after its passage.

HOUSE BILL NO. 214  
(As Sent to Governor)

1 AN ACT TO REQUIRE THE STATE DEPARTMENT OF EDUCATION TO DESIGN  
2 CURRICULUM CHOICES FOR STUDENTS WHO ARE INTERESTED IN DIRECT ENTRY  
3 INTO THE WORKFORCE IMMEDIATELY FOLLOWING HIGH SCHOOL GRADUATION;  
4 TO PROVIDE THAT NO LOCAL SCHOOL BOARD, SCHOOL SUPERINTENDENT OR  
5 SCHOOL PRINCIPAL SHALL PROHIBIT A TEACHER FROM DISCUSSING AND  
6 ANSWERING QUESTIONS ON THE ORIGIN OF LIFE; TO CREATE A COMMISSION  
7 TO STUDY THE EFFECTIVENESS AND EFFICIENCY OF THE ADMINISTRATION OF  
8 COLLEGE TUITION ASSISTANCE PROGRAMS ADMINISTERED BY THE  
9 INSTITUTIONS OF HIGHER LEARNING AND EVALUATE MERIT BASED COLLEGE  
10 TUITION ASSISTANCE PROGRAMS; AND FOR RELATED PURPOSES.

11 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

12 **SECTION 1.** The State Department of Education shall design  
13 curriculum choices within the current requirements for a high  
14 school diploma for students who are interested in direct entry  
15 into the workforce immediately following high school graduation.  
16 It is the intent of the Legislature that the curriculum for this  
17 program be rigorous, meeting the requirements based on research  
18 outlining the skills needed for entry into the workforce. The  
19 program shall comply with the federal No Child Left Behind Act.  
20 The department shall design the program for entering ninth graders  
21 beginning with the 2007-2008 school year. The department shall  
22 report to the Legislature on January 1, 2007, on its plan for the  
23 program. Students who choose the curriculum under the program  
24 will receive a standard diploma.

25 **SECTION 2.** Section 1 of this act shall be codified as a new  
26 section in Chapter 3, Title 37, Mississippi Code of 1972.

27 **SECTION 3.** No local school board, school superintendent or  
28 school principal shall prohibit a public school classroom teacher  
29 from discussing and answering questions from individual students

31           SECTION 4. (1) There is created a commission to study the  
32 effectiveness and efficiency of the administration of college  
33 tuition assistance programs administered by the Institutions of  
34 Higher Learning. In addition, the commission shall evaluate merit  
35 based college tuition assistance programs and establish procedures  
36 and guidelines for implementing merit based programs.

37           The commission shall make a report of its findings and  
38 recommendations to the House and Senate Education Committees and  
39 to the House and Senate Universities and Colleges Committees by  
40 October 1, 2006, including any recommended legislation. Upon  
41 submission of its report to the Legislature the commission shall  
42 be dissolved.

43           (2) The commission shall be composed of the following five  
44 (5) members:

45                   (a) A representative of the State Department of  
46 Education, to be appointed by the State Superintendent of Public  
47 Education;

48                   (b) A representative from the Institutions of Higher  
49 Learning, to be appointed by the commissioner;

50                   (c) A representative from the State Board for Community  
51 and Junior Colleges, to be appointed by the executive director;

52                   (d) A representative from the Mississippi Association  
53 of Independent Colleges appointed by the President of the  
54 Mississippi Association of Independent Colleges; and

55                   (e) The State Treasurer, or his designee.

56           (3) Appointments shall be made within thirty (30) days after  
57 the effective date of this act. The commission shall hold its  
58 first meeting before July 15, 2006.

59           (4) Members of the commission may not be compensated for the  
60 performance of their duties. Any incidental costs associated with  
61 conducting the study shall be paid by the State Department of

63           (5) To effectuate the purposes of this section, any  
64 department, division, board, bureau, commission or agency of the  
65 state or of any political subdivision thereof shall, at the  
66 request of the chairperson of the task force, provide to the  
67 commission such facilities, assistance and data as will enable the  
68 commission to properly carry out its duties.

69           **SECTION 5.** This act shall take effect and be in force from  
70 and after its passage.

**§ 37-3-53. "Mississippi Report Card" on performance of students and public schools.**

Each school year, the State Board of Education, acting through the Office of Educational Accountability, shall develop a public school reporting system, or "Mississippi Report Card," on the performance of students and schools at the local, district and state level. In developing the report card, the Office of Educational Accountability shall collect school, district and state level student achievement data in the appropriate grades as designated by the State Board of Education in all core subjects, and compare the data with national standards to identify students' strengths and weaknesses. The Mississippi Report Card shall provide more than reports to parents on the level at which their children are performing; the report shall provide clear and comparable public information on the level at which schools, school districts and the state public education system are performing. The Office of Educational Accountability shall encourage local school districts and the general public to use Mississippi Report Card information along with local individual student data to assess the quality of instructional programs and the performance of schools and to plan and implement programs of instructional improvement.

Beginning with the 1998-1999 school year, the Mississippi Report Card shall include information, as compiled by the Office of Compulsory School Attendance Enforcement, which demonstrates clearly the absenteeism and dropout rates in each school district and the state and whether those rates reflect a positive or negative change from the same information as reported in the previous year's Mississippi Report Card.

**§ 37-149-1. Mississippi Teacher Center established; staff; steering committee; duties; legislative findings; Mississippi Troops to Teachers pilot program established; collaboration with national program; status report.**

(1) There is established within the State Department of Education, the Mississippi Teacher Center for the purpose of insuring that the children of our state are taught by quality professionals. The center shall serve as an interagency center focused on teacher recruitment, enhanced training and initial instructional support.

(2) The center shall have a staff which shall consist of one (1) director, one (1) administrative assistant and professional teacher recruiters. A steering committee shall be established which shall consist of one (1) member from each of the following: the Board of Trustees of State Institutions of Higher Learning, the State Board for Community and Junior Colleges, the State Board of Education, the Board of the Mississippi Association of Independent Colleges, the Board of the Mississippi Association of Colleges of Teacher Education, trustees of the local school boards, teachers and the private sector. The members of the steering committee shall be appointed by the State Superintendent with the approval of the board. The steering committee shall direct the work and establish policies for the purpose of operating the center.

(3) The center shall provide leadership for the following initiatives:

(a) The initiation and monitoring of high school programs for teacher recruitment;

(b) The initiation and monitoring of college level programs for teacher recruitment;

(c) The establishment of a Beginning Teacher/Mentoring program, as authorized in Sections 37-9-201 through 37-9-213;

(d) The sponsorship of a teacher renewal institute;

(e) The continuation of the Teacher Corps program;

(f) The enhancement of the William Winter Scholarship program;

(g) Research for the development of professional teaching standards;

(h) Provide additional scholarships for any targeted populations needing potential teachers; and

(i) Provide assistance to local school districts in identifying and locating specific teacher needs.

(4) (a) The Legislature recognizes that a highly qualified teacher in every public classroom in this state is fundamental to a quality education. The Legislature also recognizes that Mississippi has a serious shortage of qualified teachers to serve in the public schools of this state and that it has a responsibility to enact public policy in an effort to remedy that shortage of qualified teachers.

(b) There is hereby established a Mississippi "Troops to Teachers" pilot program in the State Department of Education to assist in the recruitment, licensure, referral, placement and compensation of military personnel interested in beginning a second career in public education as a teacher. The Teacher Center in the State Department of Education shall collaborate with the national "Troops to Teachers" program to establish the criteria and procedures for allocation of funds provided by the federal government to administer the pilot program to ensure the most effective placement of such teachers around the state taking into consideration the degree of teacher shortage in each school district.

(c) The Legislature shall appropriate funds necessary for the support of this pilot program which will not supplant federal funds provided for that purpose. The Office of the Governor shall transfer any federal funds provided for the Mississippi "Troops to Teachers" program to the State Department of Education for the administration of this program.

(d) The Department of Education shall report to the Legislature no later than January 1, 2009, on the status of the implementation of the Mississippi "Troops to Teachers" program and the need for its continuation.

**§ 37-149-3. Mississippi Teacher Center; goals and functions.**

(1) The center shall place a priority on its function as a teacher recruitment center. In addition to its other duties, it shall publicize the importance of the teaching profession, operate a teacher placement service, and create and manage a teacher renewal institute.

(2) The center shall be authorized to phase into operation its designated functions. Full operation of all the functions of the center shall be in place and operating by July 1, 1996.

(3) The center shall develop in-service training materials and shall provide for the establishment of a corps of trainers.

SENATE BILL NO. 2602  
(As Sent to Governor)

1 AN ACT ENTITLED THE "MISSISSIPPI EDUCATION REFORM ACT OF  
2 2006"; TO AMEND SECTION 37-19-7, MISSISSIPPI CODE OF 1972, TO  
3 PROVIDE ADDITIONAL BASE COMPENSATION FOR TEACHERS HOLDING LICENSES  
4 IN CRITICAL SUBJECT AREAS, TO PROVIDE ADDITIONAL COMPENSATION FOR  
5 TEACHERS EMPLOYED IN CRITICAL SHORTAGE AREAS, TO ESTABLISH A  
6 MISSISSIPPI PERFORMANCE BASED PAY PLAN TO REWARD LICENSED  
7 EDUCATION PERSONNEL AT SCHOOLS SHOWING IMPROVEMENT IN STUDENT TEST  
8 SCORES, AND TO PROVIDE ADDITIONAL BASE COMPENSATION FOR MENTOR  
9 TEACHERS IN MIDDLE SCHOOLS WITH APPROVED CLASSROOM MANAGEMENT  
10 PROGRAMS; TO AMEND SECTION 37-3-2, MISSISSIPPI CODE OF 1972, TO  
11 PROVIDE THAT ANY TEACHER FROM ANY STATE MEETING THE FEDERAL  
12 STANDARDS OF A HIGHLY QUALIFIED TEACHER SHALL BE ELIGIBLE FOR A  
13 STANDARD LICENSE IN MISSISSIPPI; TO AMEND SECTION 37-61-33,  
14 MISSISSIPPI CODE OF 1972, TO AUTHORIZE TEACHERS TO CARRY FORWARD  
15 APPROVED CLASSROOM SUPPLY EXPENDITURES INTO SUBSEQUENT FISCAL  
16 YEARS; TO CREATE A NEW SECTION TO BE CODIFIED AS SECTION  
17 37-7-301.1, MISSISSIPPI CODE OF 1972, TO GRANT HOME RULE TO LOCAL  
18 SCHOOL DISTRICTS; TO CREATE THE OFFICE OF DROPOUT PREVENTION  
19 WITHIN THE STATE DEPARTMENT OF EDUCATION; TO PROVIDE THAT THE  
20 STATE SUPERINTENDENT SHALL APPOINT A DIRECTOR OF THE OFFICE; TO  
21 REQUIRE EACH SCHOOL DISTRICT TO IMPLEMENT A DROPOUT PREVENTION  
22 PROGRAM BY THE 2008 SCHOOL YEAR; TO AMEND SECTION 37-13-81,  
23 MISSISSIPPI CODE OF 1972, TO PLACE THE OFFICE OF COMPULSORY SCHOOL  
24 ATTENDANCE ENFORCEMENT UNDER THE OFFICE OF DROPOUT PREVENTION; TO  
25 AMEND SECTION 37-13-83, MISSISSIPPI CODE OF 1972, TO REQUIRE THE  
26 DIRECTOR OF THE OFFICE OF COMPULSORY SCHOOL ATTENDANCE ENFORCEMENT  
27 TO REPORT DIRECTLY TO THE DIRECTOR OF THE OFFICE OF DROPOUT  
28 PREVENTION; TO AMEND SECTION 37-9-18, MISSISSIPPI CODE OF 1972, TO  
29 REQUIRE THE STATE AUDITOR TO AUDIT SCHOOL DISTRICTS FOR COMPLIANCE  
30 WITH APPROPRIATE FUNCTIONAL LEVEL EXPENDITURE CODES; TO AUTHORIZE  
31 THE ESTABLISHMENT OF A MISSISSIPPI VIRTUAL PUBLIC SCHOOL PROGRAM  
32 AND TO PRESCRIBE CERTAIN REQUIREMENTS FOR THE PROGRAM; TO CREATE A  
33 NEW SECTION TO BE CODIFIED AS SECTION 37-15-38, MISSISSIPPI CODE  
34 OF 1972, TO PROVIDE FOR THE CREATION OF HIGH SCHOOL AND UNIVERSITY  
35 OR COMMUNITY COLLEGE DUAL ENROLLMENT PROGRAMS, TO PRESCRIBE  
36 CONDITIONS FOR PARTICIPATION IN THE PROGRAM, TO PROVIDE FOR THE  
37 PAYMENT OF TUITION AND COSTS FOR UNIVERSITY AND COMMUNITY COLLEGE  
38 LEVEL COURSES, AND TO CLARIFY THAT COURSE WORK TAKEN UNDER THE  
39 PROGRAM SHALL BE DUAL CREDIT; TO CODIFY SECTION 37-15-39,  
40 MISSISSIPPI CODE OF 1972, TO REQUIRE SCHOOL DISTRICTS TO OFFER  
41 PRE-ADVANCED PLACEMENT COURSES, TO REQUIRE FUNDING TO BE MADE  
42 AVAILABLE IN THE 2007-2008 SCHOOL YEAR FOR ALL SOPHOMORES TO TAKE  
43 A NATIONALLY RECOGNIZED APTITUDE TEST FOR ADVANCED PLACEMENT  
44 CLASSES, AND TO REQUIRE ALL HIGH SCHOOLS TO OFFER AT LEAST FOUR  
45 ADVANCED PLACEMENT COURSES BEGINNING IN THE 2007-2008 SCHOOL YEAR;  
46 TO ESTABLISH A LIFELONG LEARNING COMMISSION TO STUDY THE RELEVANCE  
47 OF THE HIGH SCHOOL EXPERIENCE IN MISSISSIPPI; TO CODIFY SECTION  
48 37-3-95, MISSISSIPPI CODE OF 1972, TO REQUIRE THE STATE DEPARTMENT  
49 OF EDUCATION AND THE BOARD OF TRUSTEES OF STATE INSTITUTIONS OF

53 STATE DEPARTMENT OF EDUCATION AND THE REGIONAL EDUCATION SERVICE  
54 AGENCIES TO JOINTLY DEVELOP A PLAN FOR INCREASING THE DUTIES AND  
55 RESPONSIBILITIES OF THE AGENCIES; TO DIRECT THE DEPARTMENT OF  
56 HUMAN SERVICES TO ESTABLISH THE MISSISSIPPI CHILD CARE QUALITY  
57 STEP SYSTEM BY REQUIRING THE OFFICE FOR CHILDREN AND YOUTH OF THE  
58 DEPARTMENT OF HUMAN SERVICES TO DEVELOP AND IMPLEMENT A PILOT  
59 VOLUNTARY QUALITY RATING SYSTEM (QRS) FOR THE PURPOSE OF IMPROVING  
60 THE QUALITY OF ALL LICENSED EARLY CARE AND EDUCATION AND AFTER  
61 SCHOOL PROGRAMS; TO REQUIRE THE OFFICE FOR CHILDREN AND YOUTH TO  
62 CONDUCT A NEEDS ASSESSMENT TO DETERMINE THE NEED FOR AN INCENTIVE  
63 PROGRAM, WHICH WOULD ALLOW PARTICIPATING EARLY CARE AND EDUCATION  
64 PROGRAMS IN THE QRS ACCESS TO FUNDS TO PROVIDE INCENTIVES TO  
65 TEACHERS/DIRECTORS THAT MAKE EDUCATIONAL ADVANCEMENTS THAT ARE  
66 LISTED IN THE QRS CRITERIA; TO DIRECT THE STATE BOARD OF EDUCATION  
67 TO DEVELOP A WELLNESS CURRICULUM FOR USE BY SCHOOL DISTRICTS AND  
68 ESTABLISH RULES FOR IMPLEMENTING THE CURRICULUM; AND FOR RELATED  
69 PURPOSES.

70 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

71 **SECTION 1.** (1) This act shall be known and may be referred  
72 to as the "Mississippi Education Reform Act of 2006."

73 (2) The Legislature finds and determines that the quality  
74 and accountability of public education and its effect upon the  
75 social, cultural and economic enhancement of the people of  
76 Mississippi is a matter of public policy, the object of which is  
77 the education and performance of its children and youth.

78 **SECTION 2.** Section 37-19-7, Mississippi Code of 1972, is  
79 amended as follows:

80 37-19-7. (1) This section shall be known and may be cited  
81 as the Mississippi "Teacher Opportunity Program (TOP)." The  
82 allowance in the minimum education program and the Mississippi  
83 Adequate Education Program for teachers' salaries in each county  
84 and separate school district shall be determined and paid in  
85 accordance with the scale for teachers' salaries as provided in  
86 this subsection. For teachers holding the following types of  
87 licenses or the equivalent as determined by the State Board of  
88 Education, and the following number of years of teaching  
89 experience, the scale shall be as follows:

90 \* \* \*

91 **2005-2006 School Year and School Years Thereafter**

92 **Less Than 25 Years of Teaching Experience**

94	AAA.....	33,000.00
95	AA.....	32,000.00
96	A.....	30,000.00
97	<b>25 or More Years of Teaching Experience</b>	
98	AAAA.....	\$ 36,000.00
99	AAA.....	35,000.00
100	AA.....	34,000.00
101	A.....	32,000.00

102 The State Board of Education shall revise the salary scale  
103 prescribed above for the 2005-2006 school year to conform to any  
104 adjustments made to the salary scale in prior fiscal years due to  
105 revenue growth over and above five percent (5%). For each one  
106 percent (1%) that the Sine Die General Fund Revenue Estimate  
107 Growth exceeds five percent (5%) for fiscal year 2006, as  
108 certified by the Legislative Budget Office to the State Board of  
109 Education and subject to specific appropriation therefor by the  
110 Legislature, the State Board of Education shall revise the salary  
111 scale to provide an additional one percent (1%) across the board  
112 increase in the base salaries for each type of license.

113 It is the intent of the Legislature that any state funds made  
114 available for salaries of licensed personnel in excess of the  
115 funds paid for such salaries for the 1986-1987 school year shall  
116 be paid to licensed personnel pursuant to a personnel appraisal  
117 and compensation system implemented by the State Board of  
118 Education. The State Board of Education shall have the authority  
119 to adopt and amend rules and regulations as are necessary to  
120 establish, administer and maintain the system.

121 All teachers employed on a full-time basis shall be paid a  
122 minimum salary in accordance with the above scale. However, no  
123 school district shall receive any funds under this section for any  
124 school year during which the local supplement paid to any

127 from local supplement during the immediately preceding school  
128 year. The amount actually spent for the purposes of group health  
129 and/or life insurance shall be considered as a part of the  
130 aggregate amount of local supplement but shall not be considered a  
131 part of the amount of individual local supplement.

132 \* \* \*

133 **2005-2006 School Year**

134 **and School Years Thereafter Annual Increments**

135 For teachers holding a Class AAAA license, the minimum base  
136 pay specified in this subsection shall be increased by the sum of  
137 Seven Hundred Seventy Dollars (\$770.00) for each year of teaching  
138 experience possessed by the person holding such license until such  
139 person shall have twenty-five (25) years of teaching experience.

140 For teachers holding a Class AAA license, the minimum base  
141 pay specified in this subsection shall be increased by the sum of  
142 Seven Hundred Five Dollars (\$705.00) for each year of teaching  
143 experience possessed by the person holding such license until such  
144 person shall have twenty-five (25) years of teaching experience.

145 For teachers holding a Class AA license, the minimum base pay  
146 specified in this subsection shall be increased by the sum of Six  
147 Hundred Forty Dollars (\$640.00) for each year of teaching  
148 experience possessed by the person holding such license until such  
149 person shall have twenty-five (25) years of teaching experience.

150 For teachers holding a Class A license, the minimum base pay  
151 specified in this subsection shall be increased by the sum of Four  
152 Hundred Eighty Dollars (\$480.00) for each year of teaching  
153 experience possessed by the person holding such license until such  
154 person shall have twenty-four (24) years of teaching experience.

155 The level of professional training of each teacher to be used  
156 in establishing the salary allotment for the teachers for each  
157 year shall be determined by the type of valid teacher's license

160           (2) (a) The following employees shall receive an annual  
161 salary supplement in the amount of Six Thousand Dollars  
162 (\$6,000.00), plus fringe benefits, in addition to any other  
163 compensation to which the employee may be entitled:

164                   (i) Any licensed teacher who has met the  
165 requirements and acquired a Master Teacher certificate from the  
166 National Board for Professional Teaching Standards and who is  
167 employed by a local school board or the State Board of Education  
168 as a teacher and not as an administrator. Such teacher shall  
169 submit documentation to the State Department of Education that the  
170 certificate was received prior to October 15 in order to be  
171 eligible for the full salary supplement in the current school  
172 year, or the teacher shall submit such documentation to the State  
173 Department of Education prior to February 15 in order to be  
174 eligible for a prorated salary supplement beginning with the  
175 second term of the school year.

176                   (ii) A licensed nurse who has met the requirements  
177 and acquired a certificate from the National Board for  
178 Certification of School Nurses, Inc., and who is employed by a  
179 local school board or the State Board of Education as a school  
180 nurse and not as an administrator. The licensed school nurse  
181 shall submit documentation to the State Department of Education  
182 that the certificate was received before October 15 in order to be  
183 eligible for the full salary supplement in the current school  
184 year, or the licensed school nurse shall submit the documentation  
185 to the State Department of Education before February 15 in order  
186 to be eligible for a prorated salary supplement beginning with the  
187 second term of the school year. Provided, however, that the total  
188 number of licensed school nurses eligible for a salary supplement  
189 under this paragraph (ii) shall not exceed twenty (20).

190                   (iii) Any licensed school counselor who has met

193 Counselors and who is employed by a local school board or the  
194 State Board of Education as a counselor and not as an  
195 administrator. Such licensed school counselor shall submit  
196 documentation to the State Department of Education that the  
197 endorsement was received prior to October 15 in order to be  
198 eligible for the full salary supplement in the current school  
199 year, or the licensed school counselor shall submit such  
200 documentation to the State Department of Education prior to  
201 February 15 in order to be eligible for a prorated salary  
202 supplement beginning with the second term of the school year.  
203 However, any school counselor who started the National Board for  
204 Professional Teaching Standards process for school counselors  
205 between June 1, 2003, and June 30, 2004, and completes the  
206 requirements and acquires the master teacher certificate shall be  
207 entitled to the master teacher supplement, and those counselors  
208 who complete the process shall be entitled to a one-time  
209 reimbursement for the actual cost of the process as outlined in  
210 paragraph (b) of this subsection.

211 (iv) Any licensed speech-language pathologist and  
212 audiologist who has met the requirements and acquired a  
213 Certificate of Clinical Competence from the American  
214 Speech-Language-Hearing Association and who is employed by a local  
215 school board. Such licensed speech-language pathologist and  
216 audiologist shall submit documentation to the State Department of  
217 Education that the certificate or endorsement was received prior  
218 to October 15 in order to be eligible for the full salary  
219 supplement in the current school year, or the licensed  
220 speech-language pathologist and audiologist shall submit such  
221 documentation to the State Department of Education prior to  
222 February 15 in order to be eligible for a prorated salary  
223 supplement beginning with the second term of the school year.

226 certificate or endorsement, excluding any costs incurred for  
227 postgraduate courses, not to exceed Five Hundred Dollars (\$500.00)  
228 for a school counselor or speech-language pathologist and  
229 audiologist, regardless of whether or not the process resulted in  
230 the award of the certificate or endorsement. A local school  
231 district or any private individual or entity may pay the cost of  
232 completing the process of acquiring the certificate or endorsement  
233 for any employee of the school district described under paragraph  
234 (a), and the State Department of Education shall reimburse the  
235 school district for such cost, regardless of whether or not the  
236 process resulted in the award of the certificate or endorsement.  
237 If a private individual or entity has paid the cost of completing  
238 the process of acquiring the certificate or endorsement for an  
239 employee, the local school district may agree to directly  
240 reimburse the individual or entity for such cost on behalf of the  
241 employee.

242 (c) All salary supplements, fringe benefits and process  
243 reimbursement authorized under this subsection shall be paid  
244 directly by the State Department of Education to the local school  
245 district and shall be in addition to its minimum education program  
246 allotments and not a part thereof in accordance with regulations  
247 promulgated by the State Board of Education, and subject to  
248 appropriation by the Legislature. Local school districts shall  
249 not reduce the local supplement paid to any employee receiving  
250 such salary supplement, and the employee shall receive any local  
251 supplement to which employees with similar training and experience  
252 otherwise are entitled.

253 (d) The State Department of Education may not pay any  
254 process reimbursement to a school district for an employee who  
255 does not complete the certification or endorsement process  
256 required to be eligible for the certificate or endorsement. If an

259 complete the certification or endorsement process, the employee  
260 shall be liable to the school district or individual or entity for  
261 all amounts paid by the school district or individual or entity on  
262 behalf of that employee toward his or her certificate or  
263 endorsement.

264 (3) (a) Effective July 1, 2007, if funds are available for  
265 that purpose, the Legislature may authorize state funds for  
266 additional base compensation for teachers holding licenses in  
267 critical subject areas or the equivalent and who teach at least a  
268 majority of their courses in a critical subject area, as  
269 determined by the State Board of Education.

270 (b) Effective July 1, 2007, if funds are available for  
271 that purpose, the Legislature may authorize state funds for  
272 additional base compensation for teachers employed in a public  
273 school district located in a geographic area of the state  
274 designated as a critical teacher shortage area by the State Board  
275 of Education.

276 (4) (a) This section shall be known and may be cited as the  
277 "Mississippi Performance Based Pay (MPBP)" plan. In addition to  
278 the minimum base pay described in this section, only after full  
279 funding of MAEP and if funds are available for that purpose, the  
280 State of Mississippi may provide monies from state funds to school  
281 districts for the purposes of rewarding certified teachers,  
282 administrators and nonlicensed personnel at individual schools  
283 showing improvement in student test scores. The MPBP plan shall  
284 be developed by the State Department of Education based on the  
285 following criteria:

286 (i) It is the express intent of this legislation  
287 that the MPBP plan shall utilize only existing standards of  
288 accreditation and assessment as established by the State Board of  
289 Education.

292 access to the monies set aside in this section, the MPBP program  
293 shall be designed to calculate each school's performance as  
294 determined by the school's increase in scores from the prior  
295 school year. The MPBP program shall be based on a standardized  
296 scores rating where all levels of schools can be judged in a  
297 statistically fair and reasonable way upon implementation. At the  
298 end of each year, after all student achievement scores have been  
299 standardized, the State Department of Education shall implement  
300 the MPBP plan.

301 (iii) To ensure all teachers cooperate in the  
302 spirit of teamwork, individual schools shall submit a plan to the  
303 local school educational authority to be approved before the  
304 beginning of each school year beginning July 1, 2008. The plan  
305 shall include, but not be limited to, how all teachers, regardless  
306 of subject area, and administrators will be responsible for  
307 improving student achievement for their individual school.

308 (b) The State Board of Education shall develop the  
309 processes and procedures for designating schools eligible to  
310 participate in the MPBP. State assessment results, growth in  
311 student achievement at individual schools and other measures  
312 deemed appropriate in designating successful student achievement  
313 shall be used in establishing MPBP criteria. The State Board of  
314 Education shall develop the MPBP policies and procedures and  
315 report to the Legislature and Governor by December 1, 2006.

316 (5) (a) Beginning in the 2006-2007 school year, if funds  
317 are available for that purpose, each middle school in Mississippi  
318 shall have at least two (2) mentor teachers, as defined by  
319 Sections 37-9-201 through 37-9-213, who shall receive additional  
320 base compensation provided for by the State Legislature in the  
321 amount of One Thousand Dollars (\$1,000.00). For the purposes of  
322 this subsection (5), "middle school" means any school composed

324           (b) To be eligible for this state funding, the  
325 individual school must have a classroom management program  
326 approved by the local school board.

327           (c) If funds are available for that purpose, the state  
328 shall provide additional funding under this subsection for two (2)  
329 mentor teachers per middle school; however, local school districts  
330 may provide additional salary supplements for more than two (2)  
331 teacher mentors from nonadequate education program funds. The  
332 state department may develop an implementation process that fairly  
333 distributes these funds for the consideration of the Legislature.

334           **SECTION 3.** Section 37-3-2, Mississippi Code of 1972, is  
335 amended as follows:

336           37-3-2. (1) There is established within the State  
337 Department of Education the Commission on Teacher and  
338 Administrator Education, Certification and Licensure and  
339 Development. It shall be the purpose and duty of the commission  
340 to make recommendations to the State Board of Education regarding  
341 standards for the certification and licensure and continuing  
342 professional development of those who teach or perform tasks of an  
343 educational nature in the public schools of Mississippi.

344           (2) The commission shall be composed of fifteen (15)  
345 qualified members. The membership of the commission shall be  
346 composed of the following members to be appointed, three (3) from  
347 each congressional district: four (4) classroom teachers; three  
348 (3) school administrators; one (1) representative of schools of  
349 education of institutions of higher learning located within the  
350 state to be recommended by the Board of Trustees of State  
351 Institutions of Higher Learning; one (1) representative from the  
352 schools of education of independent institutions of higher  
353 learning to be recommended by the Board of the Mississippi  
354 Association of Independent Colleges; one (1) representative from

357 Colleges; one (1) local school board member; and four (4) lay  
358 persons. All appointments shall be made by the State Board of  
359 Education after consultation with the State Superintendent of  
360 Public Education. The first appointments by the State Board of  
361 Education shall be made as follows: five (5) members shall be  
362 appointed for a term of one (1) year; five (5) members shall be  
363 appointed for a term of two (2) years; and five (5) members shall  
364 be appointed for a term of three (3) years. Thereafter, all  
365 members shall be appointed for a term of four (4) years.

366 (3) The State Board of Education when making appointments  
367 shall designate a chairman. The commission shall meet at least  
368 once every two (2) months or more often if needed. Members of the  
369 commission shall be compensated at a rate of per diem as  
370 authorized by Section 25-3-69 and be reimbursed for actual and  
371 necessary expenses as authorized by Section 25-3-41.

372 (4) An appropriate staff member of the State Department of  
373 Education shall be designated and assigned by the State  
374 Superintendent of Public Education to serve as executive secretary  
375 and coordinator for the commission. No less than two (2) other  
376 appropriate staff members of the State Department of Education  
377 shall be designated and assigned by the State Superintendent of  
378 Public Education to serve on the staff of the commission.

379 (5) It shall be the duty of the commission to:

380 (a) Set standards and criteria, subject to the approval  
381 of the State Board of Education, for all educator preparation  
382 programs in the state;

383 (b) Recommend to the State Board of Education each year  
384 approval or disapproval of each educator preparation program in  
385 the state;

386 (c) Establish, subject to the approval of the State  
387 Board of Education, standards for initial teacher certification

389 (d) Establish, subject to the approval of the State  
390 Board of Education, standards for the renewal of teacher licenses  
391 in all fields;

392 (e) Review and evaluate objective measures of teacher  
393 performance, such as test scores, which may form part of the  
394 licensure process, and to make recommendations for their use;

395 (f) Review all existing requirements for certification  
396 and licensure;

397 (g) Consult with groups whose work may be affected by  
398 the commission's decisions;

399 (h) Prepare reports from time to time on current  
400 practices and issues in the general area of teacher education and  
401 certification and licensure;

402 (i) Hold hearings concerning standards for teachers'  
403 and administrators' education and certification and licensure with  
404 approval of the State Board of Education;

405 (j) Hire expert consultants with approval of the State  
406 Board of Education;

407 (k) Set up ad hoc committees to advise on specific  
408 areas; and

409 (l) Perform such other functions as may fall within  
410 their general charge and which may be delegated to them by the  
411 State Board of Education.

412 (6) (a) **Standard License - Approved Program Route.** An  
413 educator entering the school system of Mississippi for the first  
414 time and meeting all requirements as established by the State  
415 Board of Education shall be granted a standard five-year license.  
416 Persons who possess two (2) years of classroom experience as an  
417 assistant teacher or who have taught for one (1) year in an  
418 accredited public or private school shall be allowed to fulfill  
419 student teaching requirements under the supervision of a qualified

422 teacher is employed shall compensate such assistant teachers at  
423 the required salary level during the period of time such  
424 individual is completing student teaching requirements.

425 Applicants for a standard license shall submit to the department:

426 (i) An application on a department form;

427 (ii) An official transcript of completion of a  
428 teacher education program approved by the department or a  
429 nationally accredited program, subject to the following:

430 Licensure to teach in Mississippi prekindergarten through  
431 kindergarten classrooms shall require completion of a teacher  
432 education program or a bachelor of science degree with child  
433 development emphasis from a program accredited by the American  
434 Association of Family and Consumer Sciences (AAFCS) or by the  
435 National Association for Education of Young Children (NAEYC) or by  
436 the National Council for Accreditation of Teacher Education  
437 (NCATE). Licensure to teach in Mississippi kindergarten, for  
438 those applicants who have completed a teacher education program,  
439 and in Grade 1 through Grade 4 shall require the completion of an  
440 interdisciplinary program of studies. Licenses for Grades 4  
441 through 8 shall require the completion of an interdisciplinary  
442 program of studies with two (2) or more areas of concentration.  
443 Licensure to teach in Mississippi Grades 7 through 12 shall  
444 require a major in an academic field other than education, or a  
445 combination of disciplines other than education. Students  
446 preparing to teach a subject shall complete a major in the  
447 respective subject discipline. All applicants for standard  
448 licensure shall demonstrate that such person's college preparation  
449 in those fields was in accordance with the standards set forth by  
450 the National Council for Accreditation of Teacher Education  
451 (NCATE) or the National Association of State Directors of Teacher  
452 Education and Certification (NASDTEC) or, for those applicants who

455 (iii) A copy of test scores evidencing  
456 satisfactory completion of nationally administered examinations of  
457 achievement, such as the Educational Testing Service's teacher  
458 testing examinations; and

459 (iv) Any other document required by the State  
460 Board of Education.

461 (b) **Standard License - Nontraditional Teaching Route.**

462 Beginning January 1, 2004, an individual who has a passing score  
463 on the Praxis I Basic Skills and Praxis II Specialty Area Test in  
464 the requested area of endorsement may apply for the Teach  
465 Mississippi Institute (TMI) program to teach students in Grades 7  
466 through 12 if the individual meets the requirements of this  
467 paragraph (b). The State Board of Education shall adopt rules  
468 requiring that teacher preparation institutions which provide the  
469 Teach Mississippi Institute (TMI) program for the preparation of  
470 nontraditional teachers shall meet the standards and comply with  
471 the provisions of this paragraph.

472 (i) The Teach Mississippi Institute (TMI) shall  
473 include an intensive eight-week, nine-semester-hour summer program  
474 or a curriculum of study in which the student matriculates in the  
475 fall or spring semester, which shall include, but not be limited  
476 to, instruction in education, effective teaching strategies,  
477 classroom management, state curriculum requirements, planning and  
478 instruction, instructional methods and pedagogy, using test  
479 results to improve instruction, and a one (1) semester three-hour  
480 supervised internship to be completed while the teacher is  
481 employed as a full-time teacher intern in a local school district.  
482 The TMI shall be implemented on a pilot program basis, with  
483 courses to be offered at up to four (4) locations in the state,  
484 with one (1) TMI site to be located in each of the three (3)  
485 Mississippi Supreme Court districts.

488 providing the Teach Mississippi Institute (TMI) program, under  
489 terms and conditions as agreed upon by the contracting parties,  
490 providing that the school district shall provide teacher interns  
491 seeking a nontraditional provisional teaching license with a  
492 one-year classroom teaching experience. The teacher intern shall  
493 successfully complete the one (1) semester three-hour intensive  
494 internship in the school district during the semester immediately  
495 following successful completion of the TMI and prior to the end of  
496 the one-year classroom teaching experience.

497 (iii) Upon completion of the nine-semester-hour  
498 TMI or the fall or spring semester option, the individual shall  
499 submit his transcript to the commission for provisional licensure  
500 of the intern teacher, and the intern teacher shall be issued a  
501 provisional teaching license by the commission, which will allow  
502 the individual to legally serve as a teacher while the person  
503 completes a nontraditional teacher preparation internship program.

504 (iv) During the semester of internship in the  
505 school district, the teacher preparation institution shall monitor  
506 the performance of the intern teacher. The school district that  
507 employs the provisional teacher shall supervise the provisional  
508 teacher during the teacher's intern year of employment under a  
509 nontraditional provisional license, and shall, in consultation  
510 with the teacher intern's mentor at the school district of  
511 employment, submit to the commission a comprehensive evaluation of  
512 the teacher's performance sixty (60) days prior to the expiration  
513 of the nontraditional provisional license. If the comprehensive  
514 evaluation establishes that the provisional teacher intern's  
515 performance fails to meet the standards of the approved  
516 nontraditional teacher preparation internship program, the  
517 individual shall not be approved for a standard license.

518 (v) An individual issued a provisional teaching

521 induction program administered by the employing school district  
522 with the assistance of the State Department of Education.

523 (vi) Upon successful completion of the TMI and the  
524 internship provisional license period, applicants for a Standard  
525 License - Nontraditional Route shall submit to the commission a  
526 transcript of successful completion of the twelve (12) semester  
527 hours required in the internship program, and the employing school  
528 district shall submit to the commission a recommendation for  
529 standard licensure of the intern. If the school district  
530 recommends licensure, the applicant shall be issued a Standard  
531 License - Nontraditional Route which shall be valid for a  
532 five-year period and be renewable.

533 (vii) At the discretion of the teacher preparation  
534 institution, the individual shall be allowed to credit the twelve  
535 (12) semester hours earned in the nontraditional teacher  
536 internship program toward the graduate hours required for a Master  
537 of Arts in Teacher (MAT) Degree.

538 (viii) The local school district in which the  
539 nontraditional teacher intern or provisional licensee is employed  
540 shall compensate such teacher interns at Step 1 of the required  
541 salary level during the period of time such individual is  
542 completing teacher internship requirements and shall compensate  
543 such Standard License - Nontraditional Route teachers at Step 3 of  
544 the required salary level when they complete license requirements.

545 Implementation of the TMI program provided for under this  
546 paragraph (b) shall be contingent upon the availability of funds  
547 appropriated specifically for such purpose by the Legislature.  
548 Such implementation of the TMI program may not be deemed to  
549 prohibit the State Board of Education from developing and  
550 implementing additional alternative route teacher licensure  
551 programs, as deemed appropriate by the board. The emergency

554           The State Department of Education shall compile and report,  
555 in consultation with the commission, information relating to  
556 nontraditional teacher preparation internship programs, including  
557 the number of programs available and geographic areas in which  
558 they are available, the number of individuals who apply for and  
559 possess a nontraditional conditional license, the subject areas in  
560 which individuals who possess nontraditional conditional licenses  
561 are teaching and where they are teaching, and shall submit its  
562 findings and recommendations to the legislative committees on  
563 education by December 1, 2004.

564           A Standard License - Approved Program Route shall be issued  
565 for a five-year period, and may be renewed. Recognizing teaching  
566 as a profession, a hiring preference shall be granted to persons  
567 holding a Standard License - Approved Program Route or Standard  
568 License - Nontraditional Teaching Route over persons holding any  
569 other license.

570           (c) **Special License - Expert Citizen.** In order to  
571 allow a school district to offer specialized or technical courses,  
572 the State Department of Education, in accordance with rules and  
573 regulations established by the State Board of Education, may grant  
574 a one-year expert citizen-teacher license to local business or  
575 other professional personnel to teach in a public school or  
576 nonpublic school accredited or approved by the state. Such person  
577 may begin teaching upon his employment by the local school board  
578 and licensure by the Mississippi Department of Education. The  
579 board shall adopt rules and regulations to administer the expert  
580 citizen-teacher license. A Special License - Expert Citizen may  
581 be renewed in accordance with the established rules and  
582 regulations of the State Department of Education.

583           (d) **Special License - Nonrenewable.** The State Board of  
584 Education is authorized to establish rules and regulations to

587 three (3) years, except by special approval of the State Board of  
588 Education.

589           (e) **Nonlicensed Teaching Personnel.** A nonlicensed  
590 person may teach for a maximum of three (3) periods per teaching  
591 day in a public school or a nonpublic school accredited/approved  
592 by the state. Such person shall submit to the department a  
593 transcript or record of his education and experience which  
594 substantiates his preparation for the subject to be taught and  
595 shall meet other qualifications specified by the commission and  
596 approved by the State Board of Education. In no case shall any  
597 local school board hire nonlicensed personnel as authorized under  
598 this paragraph in excess of five percent (5%) of the total number  
599 of licensed personnel in any single school.

600           (f) **Special License - Transitional Bilingual Education.**  
601 Beginning July 1, 2003, the commission shall grant special  
602 licenses to teachers of transitional bilingual education who  
603 possess such qualifications as are prescribed in this section.  
604 Teachers of transitional bilingual education shall be compensated  
605 by local school boards at not less than one (1) step on the  
606 regular salary schedule applicable to permanent teachers licensed  
607 under this section. The commission shall grant special licenses  
608 to teachers of transitional bilingual education who present the  
609 commission with satisfactory evidence that they (i) possess a  
610 speaking and reading ability in a language, other than English, in  
611 which bilingual education is offered and communicative skills in  
612 English; (ii) are in good health and sound moral character; (iii)  
613 possess a bachelor's degree or an associate's degree in teacher  
614 education from an accredited institution of higher education; (iv)  
615 meet such requirements as to courses of study, semester hours  
616 therein, experience and training as may be required by the  
617 commission; and (v) are legally present in the United States and

620 shall be under an exemption from standard licensure if he achieves  
621 the requisite qualifications therefor. Two (2) years of service  
622 by a teacher of transitional bilingual education under such an  
623 exemption shall be credited to the teacher in acquiring a Standard  
624 Educator License. Nothing in this paragraph shall be deemed to  
625 prohibit a local school board from employing a teacher licensed in  
626 an appropriate field as approved by the State Department of  
627 Education to teach in a program in transitional bilingual  
628 education.

629 (g) In the event any school district meets Level 4 or 5  
630 accreditation standards, the State Board of Education, in its  
631 discretion, may exempt such school district from any restrictions  
632 in paragraph (e) relating to the employment of nonlicensed  
633 teaching personnel.

634 (h) Highly Qualified Teachers. Beginning July 1, 2006,  
635 any teacher from any state meeting the federal definition of  
636 highly qualified, as described in the No Child Left Behind Act,  
637 must be granted a standard five-year license by the State  
638 Department of Education.

639 (7) **Administrator License.** The State Board of Education is  
640 authorized to establish rules and regulations and to administer  
641 the licensure process of the school administrators in the State of  
642 Mississippi. There will be four (4) categories of administrator  
643 licensure with exceptions only through special approval of the  
644 State Board of Education.

645 (a) **Administrator License - Nonpracticing.** Those  
646 educators holding administrative endorsement but have no  
647 administrative experience or not serving in an administrative  
648 position on January 15, 1997.

649 (b) **Administrator License - Entry Level.** Those  
650 educators holding administrative endorsement and having met the

652 Mississippi school district. Administrator License - Entry Level  
653 shall be issued for a five-year period and shall be nonrenewable.

654 (c) **Standard Administrator License - Career Level.** An  
655 administrator who has met all the requirements of the department  
656 for standard administrator licensure.

657 (d) **Administrator License - Nontraditional Route.** The  
658 board may establish a nontraditional route for licensing  
659 administrative personnel. Such nontraditional route for  
660 administrative licensure shall be available for persons holding,  
661 but not limited to, a master of business administration degree, a  
662 master of public administration degree, a master of public  
663 planning and policy degree or a doctor of jurisprudence degree  
664 from an accredited college or university, with five (5) years of  
665 administrative or supervisory experience. Successful completion  
666 of the requirements of alternate route licensure for  
667 administrators shall qualify the person for a standard  
668 administrator license.

669 The State Department of Education shall compile and report,  
670 in consultation with the commission, information relating to  
671 nontraditional administrator preparation internship programs,  
672 including the number of programs available and geographic areas in  
673 which they are available, the number of individuals who apply for  
674 and possess a nontraditional conditional license and where they  
675 are employed, and shall submit its findings and recommendations to  
676 the legislative committees on education by December 1, 2004.

677 Beginning with the 1997-1998 school year, individuals seeking  
678 school administrator licensure under paragraph (b), (c) or (d)  
679 shall successfully complete a training program and an assessment  
680 process prescribed by the State Board of Education. Applicants  
681 seeking school administrator licensure prior to June 30, 1997, and  
682 completing all requirements for provisional or standard

685 Applicants seeking school administrator licensure during the  
686 period beginning July 1, 1997, through June 30, 1998, shall  
687 participate in the Mississippi Assessment Battery, and upon  
688 request of the applicant, the department shall reimburse the  
689 applicant for the cost of the assessment process required. After  
690 June 30, 1998, all applicants for school administrator licensure  
691 shall meet all requirements prescribed by the department under  
692 paragraph (b), (c) or (d), and the cost of the assessment process  
693 required shall be paid by the applicant.

694       (8) **Reciprocity.** (a) The department shall grant a standard  
695 license to any individual who possesses a valid standard license  
696 from another state \* \* \*.

697       (b) The department shall grant a nonrenewable special  
698 license to any individual who possesses a credential which is less  
699 than a standard license or certification from another state \* \* \*.  
700 Such special license shall be valid for the current school year  
701 plus one (1) additional school year to expire on June 30 of the  
702 second year, not to exceed a total period of twenty-four (24)  
703 months, during which time the applicant shall be required to  
704 complete the requirements for a standard license in Mississippi.

705       (9) **Renewal and Reinstatement of Licenses.** The State Board  
706 of Education is authorized to establish rules and regulations for  
707 the renewal and reinstatement of educator and administrator  
708 licenses. Effective May 15, 1997, the valid standard license held  
709 by an educator shall be extended five (5) years beyond the  
710 expiration date of the license in order to afford the educator  
711 adequate time to fulfill new renewal requirements established  
712 pursuant to this subsection. An educator completing a master of  
713 education, educational specialist or doctor of education degree in  
714 May 1997 for the purpose of upgrading the educator's license to a  
715 higher class shall be given this extension of five (5) years plus

717           (10) All controversies involving the issuance, revocation,  
718 suspension or any change whatsoever in the licensure of an  
719 educator required to hold a license shall be initially heard in a  
720 hearing de novo, by the commission or by a subcommittee  
721 established by the commission and composed of commission members  
722 for the purpose of holding hearings. Any complaint seeking the  
723 denial of issuance, revocation or suspension of a license shall be  
724 by sworn affidavit filed with the Commission of Teacher and  
725 Administrator Education, Certification and Licensure and  
726 Development. The decision thereon by the commission or its  
727 subcommittee shall be final, unless the aggrieved party shall  
728 appeal to the State Board of Education, within ten (10) days, of  
729 the decision of the committee or its subcommittee. An appeal to  
730 the State Board of Education shall be on the record previously  
731 made before the commission or its subcommittee unless otherwise  
732 provided by rules and regulations adopted by the board. The State  
733 Board of Education in its authority may reverse, or remand with  
734 instructions, the decision of the committee or its subcommittee.  
735 The decision of the State Board of Education shall be final.

736           (11) The State Board of Education, acting through the  
737 commission, may deny an application for any teacher or  
738 administrator license for one or more of the following:

739                   (a) Lack of qualifications which are prescribed by law  
740 or regulations adopted by the State Board of Education;

741                   (b) The applicant has a physical, emotional or mental  
742 disability that renders the applicant unfit to perform the duties  
743 authorized by the license, as certified by a licensed psychologist  
744 or psychiatrist;

745                   (c) The applicant is actively addicted to or actively  
746 dependent on alcohol or other habit-forming drugs or is a habitual  
747 user of narcotics, barbiturates, amphetamines, hallucinogens or

750 (d) Revocation of an applicant's certificate or license  
751 by another state;

752 (e) Fraud or deceit committed by the applicant in  
753 securing or attempting to secure such certification and license;

754 (f) Failing or refusing to furnish reasonable evidence  
755 of identification;

756 (g) The applicant has been convicted, has pled guilty  
757 or entered a plea of nolo contendere to a felony, as defined by  
758 federal or state law; or

759 (h) The applicant has been convicted, has pled guilty  
760 or entered a plea of nolo contendere to a sex offense as defined  
761 by federal or state law.

762 (12) The State Board of Education, acting on the  
763 recommendation of the commission, may revoke or suspend any  
764 teacher or administrator license for specified periods of time for  
765 one or more of the following:

766 (a) Breach of contract or abandonment of employment may  
767 result in the suspension of the license for one (1) school year as  
768 provided in Section 37-9-57;

769 (b) Obtaining a license by fraudulent means shall  
770 result in immediate suspension and continued suspension for one  
771 (1) year after correction is made;

772 (c) Suspension or revocation of a certificate or  
773 license by another state shall result in immediate suspension or  
774 revocation and shall continue until records in the prior state  
775 have been cleared;

776 (d) The license holder has been convicted, has pled  
777 guilty or entered a plea of nolo contendere to a felony, as  
778 defined by federal or state law;

779 (e) The license holder has been convicted, has pled  
780 guilty or entered a plea of nolo contendere to a sex offense, as

782 (f) The license holder knowingly and willfully  
783 committing any of the acts affecting validity of mandatory uniform  
784 test results as provided in Section 37-16-4(1).

785 (13) (a) Dismissal or suspension of a licensed employee by  
786 a local school board pursuant to Section 37-9-59 may result in the  
787 suspension or revocation of a license for a length of time which  
788 shall be determined by the commission and based upon the severity  
789 of the offense.

790 (b) Any offense committed or attempted in any other  
791 state shall result in the same penalty as if committed or  
792 attempted in this state.

793 (c) A person may voluntarily surrender a license. The  
794 surrender of such license may result in the commission  
795 recommending any of the above penalties without the necessity of a  
796 hearing. However, any such license which has voluntarily been  
797 surrendered by a licensed employee may only be reinstated by a  
798 majority vote of all members of the commission present at the  
799 meeting called for such purpose.

800 (14) A person whose license has been suspended on any  
801 grounds except criminal grounds may petition for reinstatement of  
802 the license after one (1) year from the date of suspension, or  
803 after one-half (1/2) of the suspended time has lapsed, whichever  
804 is greater. A license suspended or revoked on the criminal  
805 grounds may be reinstated upon petition to the commission filed  
806 after expiration of the sentence and parole or probationary period  
807 imposed upon conviction. A revoked, suspended or surrendered  
808 license may be reinstated upon satisfactory showing of evidence of  
809 rehabilitation. The commission shall require all who petition for  
810 reinstatement to furnish evidence satisfactory to the commission  
811 of good character, good mental, emotional and physical health and  
812 such other evidence as the commission may deem necessary to

815           (15) Reporting procedures and hearing procedures for dealing  
816 with infractions under this section shall be promulgated by the  
817 commission, subject to the approval of the State Board of  
818 Education. The revocation or suspension of a license shall be  
819 effected at the time indicated on the notice of suspension or  
820 revocation. The commission shall immediately notify the  
821 superintendent of the school district or school board where the  
822 teacher or administrator is employed of any disciplinary action  
823 and also notify the teacher or administrator of such revocation or  
824 suspension and shall maintain records of action taken. The State  
825 Board of Education may reverse or remand with instructions any  
826 decision of the commission regarding a petition for reinstatement  
827 of a license, and any such decision of the State Board of  
828 Education shall be final.

829           (16) An appeal from the action of the State Board of  
830 Education in denying an application, revoking or suspending a  
831 license or otherwise disciplining any person under the provisions  
832 of this section shall be filed in the Chancery Court of the First  
833 Judicial District of Hinds County on the record made, including a  
834 verbatim transcript of the testimony at the hearing. The appeal  
835 shall be filed within thirty (30) days after notification of the  
836 action of the board is mailed or served and the proceedings in  
837 chancery court shall be conducted as other matters coming before  
838 the court. The appeal shall be perfected upon filing notice of  
839 the appeal and by the prepayment of all costs, including the cost  
840 of preparation of the record of the proceedings by the State Board  
841 of Education, and the filing of a bond in the sum of Two Hundred  
842 Dollars (\$200.00) conditioned that if the action of the board be  
843 affirmed by the chancery court, the applicant or license holder  
844 shall pay the costs of the appeal and the action of the chancery  
845 court.

848 effective upon approval by the State Board of Education as  
849 designated by appropriate orders entered upon the minutes thereof.

850 (18) The granting of a license shall not be deemed a  
851 property right nor a guarantee of employment in any public school  
852 district. A license is a privilege indicating minimal eligibility  
853 for teaching in the public schools of Mississippi. This section  
854 shall in no way alter or abridge the authority of local school  
855 districts to require greater qualifications or standards of  
856 performance as a prerequisite of initial or continued employment  
857 in such districts.

858 (19) In addition to the reasons specified in subsections  
859 (12) and (13) of this section, the board shall be authorized to  
860 suspend the license of any licensee for being out of compliance  
861 with an order for support, as defined in Section 93-11-153. The  
862 procedure for suspension of a license for being out of compliance  
863 with an order for support, and the procedure for the reissuance or  
864 reinstatement of a license suspended for that purpose, and the  
865 payment of any fees for the reissuance or reinstatement of a  
866 license suspended for that purpose, shall be governed by Section  
867 93-11-157 or 93-11-163, as the case may be. Actions taken by the  
868 board in suspending a license when required by Section 93-11-157  
869 or 93-11-163 are not actions from which an appeal may be taken  
870 under this section. Any appeal of a license suspension that is  
871 required by Section 93-11-157 or 93-11-163 shall be taken in  
872 accordance with the appeal procedure specified in Section  
873 93-11-157 or 93-11-163, as the case may be, rather than the  
874 procedure specified in this section. If there is any conflict  
875 between any provision of Section 93-11-157 or 93-11-163 and any  
876 provision of this chapter, the provisions of Section 93-11-157 or  
877 93-11-163, as the case may be, shall control.

878 **SECTION 4.** Section 37-61-33, Mississippi Code of 1972, is

880           37-61-33. (1) There is created within the State Treasury a  
881 special fund to be designated the "Education Enhancement Fund"  
882 into which shall be deposited all the revenues collected pursuant  
883 to Sections 27-65-75(7) and (8) and 27-67-31(a) and (b).

884           (2) Of the amount deposited into the Education Enhancement  
885 Fund, Sixteen Million Dollars (\$16,000,000.00) shall be  
886 appropriated each fiscal year to the State Department of Education  
887 to be distributed to all school districts. Such money shall be  
888 distributed to all school districts in the proportion that the  
889 average daily attendance of each school district bears to the  
890 average daily attendance of all school districts within the state  
891 for the following purposes:

892           (a) Purchasing, erecting, repairing, equipping,  
893 remodeling and enlarging school buildings and related facilities,  
894 including gymnasiums, auditoriums, lunchrooms, vocational training  
895 buildings, libraries, teachers' homes, school barns,  
896 transportation vehicles (which shall include new and used  
897 transportation vehicles) and garages for transportation vehicles,  
898 and purchasing land therefor.

899           (b) Establishing and equipping school athletic fields  
900 and necessary facilities connected therewith, and purchasing land  
901 therefor.

902           (c) Providing necessary water, light, heating, air  
903 conditioning and sewerage facilities for school buildings, and  
904 purchasing land therefor.

905           (d) As a pledge to pay all or a portion of the debt  
906 service on debt issued by the school district under Sections  
907 37-59-1 through 37-59-45, 37-59-101 through 37-59-115, 37-7-351  
908 through 37-7-359, 37-41-89 through 37-41-99, 37-7-301, 37-7-302  
909 and 37-41-81, or debt issued by boards of supervisors for  
910 agricultural high schools pursuant to Section 37-27-65, if such

913 meeting of the district's school board or board of supervisors.  
914 The annual grant to such district in any subsequent year during  
915 the term of the resolution or contract shall not be reduced below  
916 an amount equal to the district's grant amount for the year in  
917 which the contract or resolution was adopted. The intent of this  
918 provision is to allow school districts to irrevocably pledge a  
919 certain, constant stream of revenue as security for long-term  
920 obligations issued under the code sections enumerated in this  
921 paragraph or as otherwise allowed by law. It is the intent of the  
922 Legislature that the provisions of this paragraph shall be  
923 cumulative and supplemental to any existing funding programs or  
924 other authority conferred upon school districts or school boards.  
925 Debt of a district secured by a pledge of sales tax revenue  
926 pursuant to this paragraph shall not be subject to any debt  
927 limitation contained in the foregoing enumerated code sections.

928 (3) The remainder of the money deposited into the Education  
929 Enhancement Fund shall be appropriated as follows:

930 (a) To the State Department of Education as follows:

931 (i) Sixteen and sixty-one one-hundredths percent  
932 (16.61%) to the cost of the adequate education program determined  
933 under Section 37-151-7; of the funds generated by the percentage  
934 set forth in this section for the support of the adequate  
935 education program, one and one hundred seventy-eight  
936 one-thousandths percent (1.178%) of the funds shall be  
937 appropriated to be used by the State Department of Education for  
938 the purchase of textbooks to be loaned under Sections 37-43-1  
939 through 37-43-59 to approved nonpublic schools, as described in  
940 Section 37-43-1. The funds to be distributed to each nonpublic  
941 school shall be in the proportion that the average daily  
942 attendance of each nonpublic school bears to the total average  
943 daily attendance of all nonpublic schools;

944                   (ii) Seven and ninety-seven one-hundredths percent  
945 (7.97%) to assist the funding of transportation operations and  
946 maintenance pursuant to Section 37-19-23; and

947                   (iii) Nine and sixty-one one-hundredths percent  
948 (9.61%) for classroom supplies, instructional materials and  
949 equipment, including computers and computer software, to be  
950 distributed to all school districts in the proportion that the  
951 average daily attendance of each school district bears to the  
952 average daily attendance of all school districts within the state.  
953 Classroom supply funds shall not be expended for administrative  
954 purposes. Local school districts shall allocate classroom supply  
955 funds equally among all classroom teachers in the school district.  
956 For purposes of this subparagraph, "teacher" means any employee of  
957 the school board of a school district who is required by law to  
958 obtain a teacher's license from the State Department of Education  
959 and who is assigned to an instructional area of work as defined by  
960 the department, but shall not include a federally funded teacher.  
961 Two (2) or more teachers may agree to pool their classroom supply  
962 funds for the benefit of a school within the district. It is the  
963 intent of the Legislature that all classroom teachers shall be  
964 involved in the development of a spending plan that addresses  
965 individual classroom needs and supports the overall goals of the  
966 school regarding supplies, instructional materials, equipment,  
967 computers or computer software under the provisions of this  
968 subparagraph, including the type, quantity and quality of such  
969 supplies, materials and equipment. This plan shall be submitted  
970 in writing to the school principal for approval. Classroom supply  
971 funds allocated under this subparagraph shall supplement, not  
972 replace, other local and state funds available for the same  
973 purposes. School districts need not fully expend the funds  
974 received under this subparagraph in the year in which they are

977 teachers with an approved spending plan that has not been fully  
978 funded need not expend the funds allocated under this subparagraph  
979 in the year in which such funds are received. Such funds may be  
980 carried forward for expenditure in any subsequent school year in  
981 which the plan is fully funded. However, beginning July 1, 2006,  
982 any funds allocated under this subparagraph which are not reserved  
983 in an approved spending plan but remain unspent on March 31 of the  
984 fiscal year in which the funds were allotted must be utilized by  
985 the school where the teacher is employed for instructional supply  
986 and equipment purposes. The State Board of Education shall  
987 develop and promulgate rules and regulations for the  
988 administration of this subparagraph consistent with the above  
989 criteria, with particular emphasis on allowing the individual  
990 teachers to expend funds as they deem appropriate;

991 (b) Twenty-two and nine one-hundredths percent (22.09%)  
992 to the Board of Trustees of State Institutions of Higher Learning  
993 for the purpose of supporting institutions of higher learning; and

994 (c) Fourteen and forty-one one-hundredths percent  
995 (14.41%) to the State Board for Community and Junior Colleges for  
996 the purpose of providing support to community and junior colleges.

997 (4) The amount remaining in the Education Enhancement Fund  
998 after funds are distributed as provided in subsections (2) and (3)  
999 of this section shall be disbursed as follows:

1000 (a) Twenty-five Million Dollars (\$25,000,000.00) shall  
1001 be deposited into the Working Cash-Stabilization Reserve Fund  
1002 created pursuant to Section 27-103-203(1), until the balance in  
1003 such fund reaches the maximum balance of seven and one-half  
1004 percent (7-1/2%) of the General Fund appropriations in the  
1005 appropriate fiscal year. After the maximum balance in the Working  
1006 Cash-Stabilization Reserve Fund is reached, such money shall  
1007 remain in the Education Enhancement Fund to be appropriated in the

1009 (b) The remainder shall be appropriated for other  
1010 educational needs.

1011 (5) None of the funds appropriated pursuant to subsection  
1012 (3)(a) of this section shall be used to reduce the state's General  
1013 Fund appropriation for the categories listed in an amount below  
1014 the following amounts:

1015 (a) For subsection (3)(a)(ii) of this section,  
1016 Thirty-six Million Seven Hundred Thousand Dollars  
1017 (\$36,700,000.00);

1018 (b) For the aggregate of minimum program allotments in  
1019 the 1997 fiscal year, formerly provided for in Chapter 19, Title  
1020 37, Mississippi Code of 1972, as amended, excluding those funds  
1021 for transportation as provided for in subsection (5)(a) in this  
1022 section.

1023 **SECTION 5.** The following shall be codified as Section  
1024 37-7-301.1, Mississippi Code of 1972:

1025 37-7-301.1. The school board of a school district may adopt  
1026 any orders, resolutions or ordinances with respect to school  
1027 district affairs, property and finances which are not inconsistent  
1028 with the Mississippi Constitution of 1890, the Mississippi Code of  
1029 1972, or any other statute or law of the State of Mississippi.  
1030 Except as otherwise provided in this section, the powers granted  
1031 to the school boards in this section are complete without the  
1032 existence of or reference to any specific authority granted in any  
1033 other statute or law of the State of Mississippi. Unless such  
1034 actions are specifically authorized by another statute or law of  
1035 the State of Mississippi, this section shall not authorize a  
1036 school board to: (a) levy taxes of any kind or increase the levy  
1037 of any authorized tax; (b) issue bonds of any kind; or (c) enter  
1038 into collective bargaining agreements.

1039 **SECTION 6.** (1) There is created the Office of Dropout

1042 prevention program and the Office of Compulsory School Attendance  
1043 Enforcement.

1044 (2) The State Superintendent of Public Education shall  
1045 appoint a director for the Office of Dropout Prevention, who shall  
1046 meet all qualifications established by the State Superintendent of  
1047 Public Education and the State Personnel Board. The director  
1048 shall be responsible for the proper administration of the Office  
1049 of Dropout Prevention and any other regulations or policies that  
1050 may be adopted by the State Board of Education. The director  
1051 shall report to the Legislature on the activities and programs of  
1052 the office by January 1 of each year beginning in 2009.

1053 (3) Each school district shall implement a dropout  
1054 prevention program approved by the Office of Dropout Prevention of  
1055 the State Department of Education by the 2008-2009 school year.

1056 (4) It is the intent of the Legislature that, through the  
1057 statewide dropout prevention program and the dropout prevention  
1058 programs implemented by each school district, the graduation rate  
1059 for cohort classes will be increased to not less than eighty-five  
1060 percent (85%) by the 2018-2019 school year. The Office of Dropout  
1061 Prevention shall establish graduation rate benchmarks for each  
1062 two-year period from the 2008-2009 school year through the  
1063 2018-2019 school year, which shall serve as guidelines for  
1064 increasing the graduation rate for cohort classes on a systematic  
1065 basis to eighty-five percent (85%) by the 2018-2019 school year.

1066 **SECTION 7.** Section 37-13-81, Mississippi Code of 1972, is  
1067 amended as follows:

1068 37-13-81. There is created the Office of Compulsory School  
1069 Attendance Enforcement within the Office of Dropout Prevention of  
1070 the State Department of Education. The office shall be  
1071 responsible for the administration of a statewide system of  
1072 enforcement of the Mississippi Compulsory School Attendance Law

1075           **SECTION 8.** Section 37-13-83, Mississippi Code of 1972, is  
1076 amended as follows:

1077           37-13-83. The State Superintendent of Public Education shall  
1078 appoint a director for the Office of Compulsory School Attendance  
1079 Enforcement, who shall meet all qualifications established for  
1080 school attendance officer supervisors and any additional  
1081 qualifications that may be established by the State Superintendent  
1082 of Public Education or State Personnel Board. The director shall  
1083 be responsible for the proper administration of the Office of  
1084 Compulsory School Attendance Enforcement in conformity with the  
1085 Mississippi Compulsory School Attendance Law and any other  
1086 regulations or policies that may be adopted by the State Board of  
1087 Education. The director shall report directly to the director of  
1088 the Office of Dropout Prevention.

1089           **SECTION 9.** Section 37-9-18, Mississippi Code of 1972, is  
1090 amended as follows:

1091           37-9-18. (1) The superintendent of schools shall furnish to  
1092 the school board a financial statement of receipts and  
1093 disbursements, by funds, on or before the last working day of the  
1094 following month covering the prior month. The school board shall  
1095 be authorized to investigate and audit all financial records of  
1096 the superintendent of schools at any and all times.

1097           (2) The State Auditor, in his discretion, shall audit the  
1098 financial records of school districts. The State Auditor shall  
1099 give reasonable notice to school districts regarding the times  
1100 during which he will perform such audits. In any fiscal year in  
1101 which the State Auditor is not scheduled to perform an audit, the  
1102 school board shall cause all the financial records of the  
1103 superintendent of schools to be audited by a certified public  
1104 accountant licensed to practice accounting in the State of  
1105 Mississippi. If the school board so elects by resolution adopted

1108 the school board in the manner prescribed by the State Auditor.  
1109 The audit shall be conducted in accordance with generally accepted  
1110 auditing standards and generally accepted accounting principles,  
1111 and the report presented thereon shall be in accordance with  
1112 generally accepted accounting principles. If the Auditor's  
1113 opinion on the general purpose financial statements is a  
1114 disclaimer, as that term is defined by generally accepted auditing  
1115 standards, or if the State Auditor determines the existence of  
1116 serious financial conditions in the district, the State Auditor  
1117 shall immediately notify the State Board of Education. Upon  
1118 receiving the notice, the State Superintendent of Public Education  
1119 shall direct the school district to immediately cease all  
1120 expenditures until a financial advisor is appointed by the state  
1121 superintendent. However, if the disclaimer is a result of  
1122 conditions caused by Hurricane Katrina 2005 and applies to fiscal  
1123 years 2005 and/or 2006, then the Superintendent of Education may  
1124 appoint a financial advisor, and may direct the school district to  
1125 immediately cease all expenditures until a financial advisor is  
1126 appointed. The financial advisor shall be an agent of the State  
1127 Board of Education and shall be a certified public accountant or a  
1128 qualified business officer. The financial advisor shall, with the  
1129 approval of the State Board of Education:

1130 (a) Approve or disapprove all expenditures and all  
1131 financial obligations of the district;

1132 (b) Ensure compliance with any statutes and State Board  
1133 of Education rules or regulations concerning expenditures by  
1134 school districts;

1135 (c) Review salaries and the number of all district  
1136 personnel and make recommendations to the local school board of  
1137 any needed adjustments. Should such recommendations necessitate  
1138 the reduction in local salary supplement, such recommended

1141 determined by the State Board of Education. The local school  
1142 board, in considering either a reduction in personnel or a  
1143 reduction in local supplements, shall not be required to comply  
1144 with the time limitations prescribed in Sections 37-9-15 and  
1145 37-9-105 and, further, shall not be required to comply with  
1146 Sections 37-19-11 and 37-19-7(1) in regard to reducing local  
1147 supplements and the number of personnel;

1148 (d) Work with the school district's business office to  
1149 correct all inappropriate accounting procedures and/or uses of  
1150 school district funds and to prepare the school district's budget  
1151 for the next fiscal year; and

1152 (e) Report frequently to the State Board of Education  
1153 on the corrective actions being taken and the progress being made  
1154 in the school district. The financial advisor shall serve until  
1155 such time as corrective action and progress is being made in such  
1156 school district as determined by the State Board of Education with  
1157 the concurrence of the State Auditor, or until such time as an  
1158 interim conservator is assigned to such district by the State  
1159 Board of Education under Section 37-17-6. The school district  
1160 shall be responsible for all expenses associated with the use of  
1161 the financial advisor. If the audit report reflects a failure by  
1162 the school district to meet accreditation standards, the State  
1163 Board of Education shall proceed under Section 37-17-6.

1164 (3) When conducting an audit of a public school district,  
1165 the Auditor shall test to insure that the school district is  
1166 complying with the requirements of Section 37-61-33(3)(a)(iii)  
1167 relating to classroom supply funds. The audit must include a  
1168 report of all classroom supply funds carried over from previous  
1169 years. Based upon the audit report, the State Auditor shall  
1170 compile a report on the compliance or noncompliance by all school  
1171 districts with the requirements of Section 37-61-33(3)(a)(iii),

1173 and Appropriations Committees of the House of Representatives and  
1174 Senate.

1175 (4) When conducting an audit of a public school district the  
1176 State Auditor shall test to ensure correct and appropriate coding  
1177 at the function level. The audit must include a report showing  
1178 correct and appropriate functional level expenditure codes in  
1179 expenditures by the school district. Compliance standards for  
1180 this audit provision shall be established by the Office of the  
1181 State Auditor. Based upon the audit report, the State Auditor  
1182 shall compile a report on the compliance or noncompliance by all  
1183 public school districts with correct and appropriate coding at the  
1184 function level, which report must be submitted to the Chairman of  
1185 the Education and Appropriations Committees of the Senate and the  
1186 House of Representatives.

1187 (5) In the event the State Auditor does not perform the  
1188 audit examination, then the audit report of the school district  
1189 shall be reviewed by the State Auditor for compliance with  
1190 applicable state laws before final payment is made on the audit by  
1191 the school board. All financial records, books, vouchers,  
1192 cancelled checks and other financial records required by law to be  
1193 kept and maintained in the case of municipalities shall be  
1194 faithfully kept and maintained in the office of the superintendent  
1195 of schools under the same provisions and penalties provided by law  
1196 in the case of municipal officials. At the request of the  
1197 Mississippi Department of Education, the Office of the State  
1198 Auditor shall provide advice for implementation of this  
1199 subsection.

1200 **SECTION 10.** (1) The Legislature finds and declares the  
1201 following:

1202 (a) Meeting the educational needs of children in our  
1203 state's schools is of the greatest importance to the future

1205           (b) Closing the achievement gap between high-performing  
1206 students, including the achievement gap among at-risk students, is  
1207 a significant and present challenge;

1208           (c) Providing a broader range of educational options to  
1209 parents and utilizing existing resources, along with technology,  
1210 may help students in the state improve their academic achievement;  
1211 and

1212           (d) Many of the state's school districts currently lack  
1213 the capacity to provide other public school choices for students  
1214 whose schools are low performing.

1215           (2) There is created the Mississippi Virtual Public School  
1216 Program, which is the responsibility of the State Department of  
1217 Education. It is the intent of the Legislature that the  
1218 Mississippi Virtual Public School established under this section  
1219 provide Mississippi families with an alternative choice to access  
1220 additional educational resources in an effort to improve academic  
1221 achievement. The Mississippi Virtual Public School must be  
1222 recognized as a public school and provide equitable treatment and  
1223 resources as are other public schools in the state. Private  
1224 providers, overseen by the State Department of Education, may be  
1225 selected by the State Board of Education to operate virtual school  
1226 programs in this state.

1227           (3) Nothing in this section may be interpreted as precluding  
1228 the use of computer- and Internet-based instruction for students  
1229 in a virtual or remote setting utilizing the Mississippi Virtual  
1230 Public School.

1231           (4) As used in this section, the following words and phrases  
1232 have the meanings respectively ascribed unless the context clearly  
1233 requires otherwise:

1234           (a) "Mississippi Virtual Public School" means a public  
1235 school in which the state uses technology in order to deliver

1238           (b) "Sponsor" means the public school district is  
1239 responsible for the academic process for each student, including  
1240 but not limited to, enrollment, awarding of credit and monitoring  
1241 progress.

1242           (5) (a) The State Board of Education shall establish the  
1243 Mississippi Virtual Public School beginning in school year  
1244 2006-2007.

1245           (b) Students who enroll in the Mississippi Virtual  
1246 Public School may reside anywhere in the State of Mississippi.

1247           (6) The Mississippi Virtual Public School must be evaluated  
1248 annually according to the following criteria:

1249           (a) The accountability and viability of the Mississippi  
1250 Virtual Public School, as demonstrated by its academic, fiscal and  
1251 operational performance.

1252           (b) The access of each student in the Mississippi  
1253 Virtual Public School to a sequential curriculum that meets or  
1254 exceeds the state's academic standards and which has an  
1255 interactive program with significant online components.

1256           (c) Whether or not each student achieves the required  
1257 number of hours of learning opportunities prescribed by each  
1258 course per academic year, or alternatively, has demonstrated  
1259 mastery or completion of appropriate subject areas.

1260           (7) Subject to appropriation, the Mississippi Virtual Public  
1261 School shall provide to each student enrolled in the school all  
1262 necessary instructional materials. Subject to appropriation, the  
1263 sponsored school must ensure that each student is provided access  
1264 to the necessary technology, such as a computer and printer, and  
1265 to an Internet connection for school work purposes.

1266           (8) The State Board of Education shall have approval  
1267 authority for all coursework and policy of the Mississippi Virtual  
1268 Public School.

1271 School must meet all qualifications for licensure in the State of  
1272 Mississippi.

1273 (10) Any student who meets state residency requirements may  
1274 enroll in the Mississippi Virtual Public School.

1275 (11) Enrollment in the Mississippi Virtual Public School  
1276 must be free of charge to students. The costs associated with the  
1277 operations of the virtual school must be shared by the State  
1278 Department of Education, subject to appropriation, and/or the  
1279 local school districts.

1280 **SECTION 11.** The following shall be codified as Section  
1281 37-15-38, Mississippi Code of 1972:

1282 37-15-38. (1) A local school board, the Board of Trustees  
1283 of State Institutions of Higher Learning and the State Board for  
1284 Community and Junior Colleges may establish a dual enrollment  
1285 system under which students in the school district who meet the  
1286 prescribed criteria of this section may be enrolled in a  
1287 postsecondary institution in Mississippi while they are still in  
1288 school.

1289 (2) **Student eligibility.** Before credits earned by a  
1290 qualified high school student from a community or junior college  
1291 or state institutions of higher learning may be transferred to the  
1292 student's home school district, the student must be properly  
1293 enrolled in a dual enrollment program.

1294 (3) **Admission criteria for dual enrollment in community and  
1295 junior college or university programs.** The boards of trustees of  
1296 the community and junior college districts and the Board of  
1297 Trustees of State Institutions of Higher Learning may recommend  
1298 admission criteria for dual enrollment programs under which high  
1299 school students may enroll at a community or junior college or  
1300 university while they are still attending high school and enrolled  
1301 in high school courses. Students may be admitted to enroll in

1303 programs if they meet that individual institution's stated  
1304 admission requirements.

1305       (4) **Tuition and cost responsibility.** Tuition and costs for  
1306 university-level courses and community and junior college courses  
1307 offered under a dual enrollment program may be paid for by the  
1308 postsecondary institution, the local school district, the parents  
1309 or legal guardians of the student, or by grants, foundations or  
1310 other private or public sources. Payment for tuition and any  
1311 other costs must be made directly to the credit-granting  
1312 institution.

1313       (5) **Transportation responsibility.** Any transportation  
1314 required by a student to participate in the dual enrollment  
1315 program is the responsibility of the parent, custodian or legal  
1316 guardian of the student. However, transportation costs may be  
1317 paid from any available public or private sources.

1318       (6) **School district average daily attendance credit.** When  
1319 dually enrolled, the student may be counted, for adequate  
1320 education program funding purposes, in the average daily  
1321 attendance of the public school district in which the student  
1322 attends high school.

1323       (7) **High school student transcript transfer requirements.**  
1324 Grades and college credits earned by students admitted to a dual  
1325 enrollment program must be recorded on the college transcript at  
1326 the university or community or junior college where the student  
1327 attends classes. The transcript of the university or community or  
1328 junior college course work may be released to another institution  
1329 or applied toward college graduation requirements.

1330       (8) **Determining factor of prerequisites for enrollment in**  
1331 **dual credit courses.** Each university and community or junior  
1332 college participating in a dual enrollment program shall determine  
1333 course prerequisites for enrolling and receiving dual credit.

1336 **courses.** Postsecondary curricula for eligible courses currently  
1337 offered through Mississippi Curriculum Frameworks must meet the  
1338 prescribed competencies requirements. Eligible courses not  
1339 offered in Mississippi Curriculum Frameworks must meet the  
1340 standards established at the postsecondary level. Postsecondary  
1341 level developmental courses may not be considered as meeting the  
1342 requirements of the dual enrollment program. Dual credit  
1343 memorandum of understandings must be established between each  
1344 postsecondary institution and the school district implementing a  
1345 dual credit program.

1346 (10) **Ineligible courses for dual credit programs.** Any  
1347 course that is required for subject area testing as a requirement  
1348 for graduation from a public school in Mississippi is not eligible  
1349 for dual credit.

1350 (11) **Eligible courses for dual credit programs.** Courses  
1351 eligible for dual credit include, but are not necessarily limited  
1352 to, foreign languages, advanced math courses, advanced science  
1353 courses, performing arts, advanced business and technology, and  
1354 career and technical courses. These courses and any additional  
1355 courses considered for dual credit must receive unconditional  
1356 approval from the superintendent of the local school district and  
1357 the chief academic officer at the participating community or  
1358 junior college or university. A university or community or junior  
1359 college shall make the final decision on what courses are eligible  
1360 for semester hour credits. The local school superintendent shall  
1361 make the final decision on the transfer of college or university  
1362 courses credited to the student's high school transcript.

1363 (12) **High school Carnegie unit equivalency.** One (1)  
1364 three-hour university or community or junior college course is  
1365 equal to one-half (1/2) high school Carnegie unit. A full  
1366 Carnegie unit may be awarded for a three-hour university or

1369 three (3) hours may be developed between a local school district  
1370 and the participating postsecondary institution.

1371 (13) **Course alignment.** Once alignment is achieved between  
1372 university courses, community and junior college courses and the  
1373 State Board of Education approved high school courses, the  
1374 universities, community and junior colleges and high schools shall  
1375 review their respective policies and assess the place of dual  
1376 credit courses within the context of their traditional offerings.

1377 (14) **Maximum dual credits allowed.** It is the intent of the  
1378 dual enrollment program to make it possible for every student who  
1379 desires to earn a semester's worth of college credit in high  
1380 school to do so. A qualified dually enrolled high school student  
1381 must be allowed to earn an unlimited number of college or  
1382 university credits for dual credit as long as a B average is  
1383 earned on the first two (2) approved dual credit courses. If a B  
1384 average is not maintained after the completion of the student's  
1385 first two (2) dual credit courses, the student may not continue in  
1386 the dual credit program.

1387 (15) **Dual credit program allowances.** A student may be  
1388 granted credit delivered through the following means:

1389 (a) Examination preparation taught at a high school by  
1390 qualified teacher. A student may receive credit at the secondary  
1391 level after completion of an approved course and passing the  
1392 standard examination, such as an Advanced Placement or  
1393 International Baccalaureate course through which a high school  
1394 student is allowed CLEP credit by making a three (3) or higher on  
1395 the end-of-course examination.

1396 (b) School-based courses taught at a high school or  
1397 designated postsecondary site by a qualified teacher who is an  
1398 employee of the school district and approved as an instructor by  
1399 the collaborating college or university.

1402 the college or university and approved by the collaborating school  
1403 district.

1404 (d) Online courses, including eligible courses offered  
1405 by the Mississippi Virtual Public School or any postsecondary  
1406 institution.

1407 (16) **Qualifications of dual credit instructors.** A dual  
1408 credit academic instructor must have, at a minimum, a master's  
1409 degree with at least eighteen (18) graduate semester hours in the  
1410 instructor's field of expertise. University and community and  
1411 junior college personnel have the sole authority in the selection  
1412 of dual credit instructors.

1413 A dual credit career and technical education instructor must  
1414 meet the requirements set forth by the State Board for Community  
1415 and Junior Colleges in the qualifications manual for postsecondary  
1416 career and technical personnel. University and community and  
1417 junior college personnel have the sole authority in the selection  
1418 of dual credit instructors.

1419 (17) **Guidance on local agreements.** The Chief Academic  
1420 Officer of the State Board of Trustees of State Institutions of  
1421 Higher Learning and the Chief Academic Officer of the State Board  
1422 for Community and Junior Colleges, working collaboratively, shall  
1423 develop a template to be used by the individual community and  
1424 junior colleges and institutions of higher learning for consistent  
1425 implementation of the dual enrollment program throughout the State  
1426 of Mississippi.

1427 **SECTION 12.** The following shall be codified as Section  
1428 37-15-39, Mississippi Code of 1972:

1429 37-15-39. (1) The purpose of this section is to ensure that  
1430 each student has a sufficient education for success after high  
1431 school and that all students have equal access to a substantive  
1432 and rigorous curriculum that is designed to challenge their minds

1434           (2) The following words and phrases have the meanings  
1435 ascribed in this section unless the context clearly requires  
1436 otherwise:

1437           (a) "Advanced placement course" means any high school  
1438 level preparatory course for a college advanced placement test  
1439 that incorporates all topics specified by recognized advanced  
1440 placement authorities on standards for a given subject area and  
1441 is approved by recognized advanced placement authorities.

1442           (b) "Dual enrollment course" means a postsecondary  
1443 level course offered by a state institution of higher learning or  
1444 community or junior colleges, which, upon successful completion,  
1445 qualifies for academic credit in both the postsecondary  
1446 institution and public high school.

1447           (c) "Pre-advanced placement course" means a middle,  
1448 junior high or high school level course that specifically prepares  
1449 students to enroll and participate in an advanced placement  
1450 course.

1451           (d) "Vertical team" means a group of educators from  
1452 different grade levels in a given discipline working cooperatively  
1453 to develop and implement a vertically aligned program aimed at  
1454 helping students from diverse backgrounds acquire the academic  
1455 skills necessary for success in the advanced placement program and  
1456 other challenging course work.

1457           (e) "High concentration of low-income students" means,  
1458 when used with respect to a public school or school district, a  
1459 public school or school district that serves a student population  
1460 with fifty percent (50%) or more being low-income individuals ages  
1461 five (5) through seventeen (17) years from a low-income family on  
1462 the basis of: data on children eligible for the free or  
1463 reduced-price lunches under the National School Lunch Act; data on  
1464 children in families receiving assistance under Part A of Title IV

1467 the Social Security Act; or an alternate method of identifying  
1468 such children which combines or extrapolates that data.

1469 (3) The State Board of Education shall establish clear,  
1470 specific and challenging training guidelines that require teachers  
1471 of advanced placement courses and teachers of pre-advanced  
1472 placement courses to obtain a recognized advanced placement  
1473 authority endorsed training. A teacher of an advanced placement  
1474 or pre-advanced placement course, or both, must obtain the  
1475 appropriate training.

1476 (4) (a) In order to ensure that each student has a  
1477 sufficient education for success after high school and that all  
1478 students have equal access to a substantive and rigorous  
1479 curriculum that is designed to challenge their minds and enhance  
1480 their knowledge skill, school districts shall offer pre-advanced  
1481 placement courses to prepare students for advanced placement  
1482 course work.

1483 (b) Subject to appropriation, funding shall be made  
1484 available for the 2007-2008 school year so that all sophomores in  
1485 Mississippi's public schools may take an examination that measures  
1486 the students' ability to succeed in an advanced placement course.  
1487 The State Department of Education shall seek federal funding  
1488 through the Advanced Placement Incentive Grant Program and other  
1489 available funding for this purpose. Funding efforts must be  
1490 focused with an intent to carry out advanced placement and  
1491 pre-advanced placement activities in school districts targeted as  
1492 serving a high concentration of low-income students.

1493 (c) The State Department of Education must approve all  
1494 classes designated as pre-advanced placement courses. The  
1495 department shall develop rules necessary for the implementation of  
1496 advanced placement courses.

1497 (5) Beginning with the 2007-2008 school year, all school

1500 social studies, for a total offering of no less than four (4)  
1501 advanced placement courses. The use of the state's on-line  
1502 Advanced Placement Instructional Program is an appropriate  
1503 alternative for the delivery of advanced placement courses.

1504 Any public high school offering the International  
1505 Baccalaureate Diploma Program is exempt from the requirements of  
1506 this subsection. However, the school may participate in teacher  
1507 training and program funding on the same basis as any high school  
1508 offering advanced placement courses.

1509 **SECTION 13.** (1) There is established a commission to be  
1510 known as the "Lifelong Learning Commission."

1511 (2) The commission shall consist of four (4) members, who  
1512 shall serve ex officio, as follows:

1513 (a) The Governor of the State of Mississippi, who shall  
1514 serve as chairman;

1515 (b) The State Superintendent of Public Education;

1516 (c) The Commissioner of the State Board for Community  
1517 and Junior Colleges; and

1518 (d) The Commissioner of Higher Education.

1519 (3) The duties of the Lifelong Learning Commission shall  
1520 include, but not necessarily be limited to, the following:

1521 (a) To assess the dropout crisis in Mississippi and  
1522 recommend action steps to address it;

1523 (b) To create a set of common definitions for  
1524 graduation and dropout rates which can be used to compare the  
1525 commission's progress relative to other states;

1526 (c) To facilitate agreements that will make the  
1527 Mississippi high school experience more meaningful;

1528 (d) To encourage more rigor and relevance in the high  
1529 school experience;

1530 (e) To facilitate the transferability of education from

1532 (f) To raise state awareness on the need for improving  
1533 Mississippi's high schools;

1534 (g) To develop a series of best practices policy  
1535 actions that state policymakers and legislators can implement to  
1536 achieve system-wide high school reform; and

1537 (h) To convene town hall meetings around the state,  
1538 when the commission determines necessary, where students,  
1539 teachers, administrators and parents can discuss high school, the  
1540 senior year and impediments to greater success.

1541 (4) The commission may prepare an annual report for the  
1542 consideration of the Chairmen of the House and Senate Education  
1543 and Universities and Colleges Committees pertaining to the  
1544 information gathered in the performance of its duties.

1545 (5) The commission members shall meet at those times and  
1546 places deemed necessary by the commission. The commission may use  
1547 any available resources to fulfill its mission.

1548 **SECTION 14.** The following provision shall be codified as  
1549 Section 37-3-95, Mississippi Code of 1972:

1550 37-3-95. The State Department of Education and the Board of  
1551 Trustees of State Institutions of Higher Learning shall prepare  
1552 jointly an annual report for the Legislature and Governor to be  
1553 submitted before December 1 of each year beginning in 2006. The  
1554 report shall be a compilation of existing data that may be used to  
1555 create a rating system that measures the performance of the  
1556 teacher education programs in the state.

1557 **SECTION 15.** The following provision shall be codified as  
1558 Section 37-7-346, Mississippi Code of 1972:

1559 37-7-346. The State Department of Education and the Regional  
1560 Education Service Agencies (RESAs) shall prepare jointly a report,  
1561 to be submitted before December 15, 2006, for consideration of the  
1562 Legislature and Governor, detailing the plans that shall be

1565 their function as a local provider of educational services and  
1566 purchasing consortia as provided in Section 37-7-345(6). These  
1567 services must be prescribed by policies and standards of the State  
1568 Department of Education and must include, but not necessarily be  
1569 limited to, professional development, instructional materials,  
1570 educational technology, curriculum development, alternative  
1571 educational programs, purchasing cooperatives, insurance  
1572 cooperatives, business manager services, auditing and accounting  
1573 services, school safety/risk prevention, data processing and  
1574 student records, communications/public information, employee  
1575 background checks, grants management, printing/publications and  
1576 internships.

1577         **SECTION 16.** The Department of Human Services shall establish  
1578 the Mississippi Child Care Quality Step System by requiring the  
1579 Office for Children and Youth of the Department of Human Services,  
1580 the lead agency for the Child Care and Development Fund (CCDF), to  
1581 develop and implement a pilot voluntary Quality Rating System  
1582 (QRS). The purpose of the pilot system will be to improve the  
1583 quality of all licensed early care and education and after school  
1584 programs. The system is to be phased in over the next five (5)  
1585 years beginning July 1, 2006, subject to appropriation. The QRS  
1586 criteria will be the basis, at minimum, for the QRS, and shall  
1587 address the following components: administrative policy,  
1588 professional development, learning environment, and parental  
1589 involvement and evaluation.

1590         In addition, the Office for Children and Youth shall develop  
1591 and administer funds, based on appropriation, to create a Child  
1592 Care Resource and Referral (CCR&R) statewide system in  
1593 collaboration with community and junior colleges, universities,  
1594 Mississippi Public Broadcasting, state agencies and/or nonprofit  
1595 community entities. The CCR&R agencies shall provide training

1598 offer parent education information and training on what a quality  
1599 early care and education program comprises and how to identify  
1600 one. This program shall begin July 1, 2006, subject to  
1601 appropriation.

1602        SECTION 17.     The Office for Children and Youth of the  
1603 Department of Human Services shall conduct a needs assessment to  
1604 determine the need for an incentive program, which would allow  
1605 participating early care and education programs in the Quality  
1606 Rating System (QRS) access to funds to provide incentives to  
1607 teachers/directors that make educational advancements that are  
1608 listed in the QRS criteria. If determined to be feasible and  
1609 depending on the availability of funds, guidelines for such an  
1610 incentive program shall be developed by the Office for Children  
1611 and Youth.

1612        SECTION 18.     The State Board of Education shall develop a  
1613 wellness curriculum for use by each school district and the board  
1614 shall establish rules and regulations to be followed by the  
1615 districts whereby the districts shall implement the curriculum.  
1616 Such wellness curriculum shall include educating students about  
1617 the value of exercise, proper diet and abstinence from use of  
1618 tobacco and alcohol. The state board shall also adopt regulations  
1619 for districts' compliance concerning what products may be sold in  
1620 vending machines on campus and when they can be sold.

1621        SECTION 19.     This act shall take effect and be in force from  
1622 and after July 1, 2006, and shall stand repealed on June 30, 2009.

**§ 37-21-9. Conduct of cost-benefit analysis on establishment of mandatory kindergarten and pre-kindergarten programs.**

The State Department of Education shall:

(a) Conduct a total needs assessment of the state to determine what areas currently lack pre-kindergarten programs and services, and conduct a cost-benefit analysis of establishing pre-kindergarten programs on a statewide basis. Any expected costs, whether federal, state or local, associated with implementing this requirement shall be clearly outlined; and

(b) Conduct a cost-benefit analysis of implementing mandatory kindergarten on a statewide basis. Any expected costs, whether federal, state or local, associated with implementing this requirement shall be clearly outlined; and

(c) Study the feasibility of developing an optional graduation diploma, to be known as an occupational diploma, that would include course requirements to ensure that students have mastered skills and employment competencies. The study shall include proposed procedures for ensuring that students may select and move between courses of study leading to a standard high school diploma or an occupational diploma. The study shall include options for continued skills training through community colleges, which shall include agreements between school districts and community colleges to minimize the circumstances under which students must repeat successfully completed high school coursework in community college. Any expected costs, both federal and state, associated in implementing these requirements shall be clearly outlined; and

(d) Report annually to the Mississippi Legislature on the graduation and dropout rates based on Grades 7 through 12 and Grades 9 through 12 cohort groups, statewide and by district.

**§ 37-7-345. Authorization to establish regional educational service agency; agency to be organized as nonprofit tax exempt corporation; operation and management by public advisory board; board of directors; Executive Director; powers and responsibilities of educational service agency.**

(1) A regional educational service agency (ESA) may be established in a region of the state when twelve (12) or more school districts determine there are benefits and services that can be derived from the collective and collaborative formation of an agency for the purpose of pooling and leveraging resources for the common benefit of students, teachers, administrators and taxpayers. An educational service agency shall be incorporated in the State of Mississippi and organized under the laws of the State of Mississippi as a nonprofit corporation. The educational service agency shall obtain 501(c)(3) status with the Internal Revenue Service.

(2) The operation and management of the educational service agency shall be the responsibility of a public advisory board composed of the superintendents of schools or their designees from each participating school district.

(3) A board of directors shall be elected on an annual basis from the advisory board to oversee the day-to-day operations of the agency.

(4) The executive board shall hire an executive director to serve as the executive agent of the board of the regional educational service agency.

(5) The board of directors of a regional educational service agency shall have the authority to establish policies for the regional educational service to determine the programs and services to be provided, to employ staff, to prepare and expend the budget, to provide for financing programs and projects of the regional educational service agency, and to annually evaluate the performance of the agency. The board may purchase, hold, encumber and dispose of real property, in the name of the agency, for use as its office or for any educational service provided by the agency.

(6) The educational service agency is authorized and empowered to: develop, manage and provide support services and/or programs as determined by the needs of the local school district. Educational service agencies (ESAs) shall:

(a) Act primarily as service agencies in providing services and/or programs as identified and requested by member school districts (services may include, but are not limited to, professional development, instructional materials, educational technology, curriculum development and alternative educational programs);

(b) Provide for economy, efficiency and cost effectiveness in the cooperative delivery and purchase or lease of educational services, materials and products (services may include, but are not limited to, purchasing cooperatives, insurance cooperatives, business manager services, auditing and accounting services, school safety/risk prevention, and data processing and student records);

(c) Provide administrative services (services may include, but are not limited to, communications/public information, employee background checks, grants management, printing/publications and internships);

(d) Provide educational services through leadership, research and development in elementary and secondary education;

(e) Act in a cooperative and supportive role, including contracting, with the Mississippi Department of Education, Mississippi Institutes of Higher Learning, Mississippi Community Colleges and other state educational organizations in the development and implementation of long-range plans, strategies and goals for the enhancement of educational opportunities in elementary and secondary education; and

(f) Serve, when appropriate and as funds become available, as a repository, clearinghouse and administrator of federal, state, local and private funds on behalf of school districts which choose to participate in special programs, projects or grants in order to enhance the quality of

education in Mississippi schools.

(7) The State Board of Education shall have the authority to contract with and provide funds to regional educational service agencies for any education-related service.

**§ 37-7-346. Regional educational service agencies and State Department of Education to jointly develop a plan for increasing duties and responsibilities of the agencies.**

The State Department of Education and the Regional Education Service Agencies (RESAs) shall prepare jointly a report, to be submitted before December 15, 2006, for consideration of the Legislature and Governor, detailing the plans that shall be enacted by State Board of Education policy of how RESAs will work in partnership with the State Department of Education to increase their function as a local provider of educational services and purchasing consortia as provided in Section 37-7-345(6). These services must be prescribed by policies and standards of the State Department of Education and must include, but not necessarily be limited to, professional development, instructional materials, educational technology, curriculum development, alternative educational programs, purchasing cooperatives, insurance cooperatives, business manager services, auditing and accounting services, school safety/risk prevention, data processing and student records, communications/public information, employee background checks, grants management, printing/publications and internships.

**§ 37-19-7. Scale of teachers' salaries; Teacher Opportunity Program (TOP); experience increases; salary supplement for certain school employees.**

(2) (a) The following employees shall receive an annual salary supplement in the amount of Six Thousand Dollars (\$6,000.00), plus fringe benefits, in addition to any other compensation to which the employee may be entitled:

(i) Any licensed teacher who has met the requirements and acquired a Master Teacher certificate from the National Board for Professional Teaching Standards and who is employed by a local school board or the State Board of Education as a teacher and not as an administrator. Such teacher shall submit documentation to the State Department of Education that the certificate was received prior to October 15 in order to be eligible for the full salary supplement in the current school year, or the teacher shall submit such documentation to the State Department of Education prior to February 15 in order to be eligible for a prorated salary supplement beginning with the second term of the school year.

(ii) A licensed nurse who has met the requirements and acquired a certificate from the National Board for Certification of School Nurses, Inc., and who is employed by a local school board or the State Board of Education as a school nurse and not as an administrator. The licensed school nurse shall submit documentation to the State Department of Education that the certificate was received before October 15 in order to be eligible for the full salary supplement in the current school year, or the licensed school nurse shall submit the documentation to the State Department of Education before February 15 in order to be eligible for a prorated salary supplement beginning with the second term of the school year. Provided, however, that the total number of licensed school nurses eligible for a salary supplement under this paragraph (ii) shall not exceed thirty (30).

(iii) Any licensed school counselor who has met the requirements and acquired a National Certified School Counselor (NCSC) endorsement from the National Board of Certified Counselors and who is employed by a local school board or the State Board of Education as a counselor and not as an administrator. Such licensed school counselor shall submit documentation to the State Department of Education that the endorsement was received prior to October 15 in order to be eligible for the full salary supplement in the current school year, or the licensed school counselor shall submit

such documentation to the State Department of Education prior to February 15 in order to be eligible for a prorated salary supplement beginning with the second term of the school year. However, any school counselor who started the National Board for Professional Teaching Standards process for school counselors between June 1, 2003, and June 30, 2004, and completes the requirements and acquires the Master Teacher certificate shall be entitled to the master teacher supplement, and those counselors who complete the process shall be entitled to a one-time reimbursement for the actual cost of the process as outlined in paragraph (b) of this subsection.

(iv) Any licensed speech-language pathologist and audiologist who has met the requirements and acquired a Certificate of Clinical Competence from the American Speech-Language-Hearing Association and who is employed by a local school board or is employed by a state agency under the State Personnel Board. Such licensed speech-language pathologist and audiologist shall submit documentation to the State Department of Education that the certificate or endorsement was received prior to October 15 in order to be eligible for the full salary supplement in the current school year, or the licensed speech-language pathologist and audiologist shall submit such documentation to the State Department of Education prior to February 15 in order to be eligible for a prorated salary supplement beginning with the second term of the school year.

(b) An employee shall be reimbursed one (1) time for the actual cost of completing the process of acquiring the certificate or endorsement, excluding any costs incurred for postgraduate courses, not to exceed Five Hundred Dollars (\$500.00) for a school counselor or speech-language pathologist and audiologist, regardless of whether or not the process resulted in the award of the certificate or endorsement. A local school district or any private individual or entity may pay the cost of completing the process of acquiring the certificate or endorsement for any employee of the school district described under paragraph (a), and the State Department of Education shall reimburse the school district for such cost, regardless of whether or not the process resulted in the award of the certificate or endorsement. If a private individual or entity has paid the cost of completing the process of acquiring the certificate or endorsement for an employee, the local school district may agree to directly reimburse the individual or entity for such cost on behalf of the employee.

(c) All salary supplements, fringe benefits and process reimbursement authorized

under this subsection shall be paid directly by the State Department of Education to the local school district and shall be in addition to its minimum education program allotments and not a part thereof in accordance with regulations promulgated by the State Board of Education, and subject to appropriation by the Legislature. Local school districts shall not reduce the local supplement paid to any employee receiving such salary supplement, and the employee shall receive any local supplement to which employees with similar training and experience otherwise are entitled.

(d) The State Department of Education may not pay any process reimbursement to a school district for an employee who does not complete the certification or endorsement process required to be eligible for the certificate or endorsement. If an employee for whom such cost has been paid in full or in part by a local school district or private individual or entity fails to complete the certification or endorsement process, the employee shall be liable to the school district or individual or entity for all amounts paid by the school district or individual or entity on behalf of that employee toward his or her certificate or endorsement.

(3) (a) Effective July 1, 2007, if funds are available for that purpose, the Legislature may authorize state funds for additional base compensation for teachers holding licenses in critical subject areas or the equivalent and who teach at least a majority of their courses in a critical subject area, as determined by the State Board of Education.

(b) Effective July 1, 2007, if funds are available for that purpose, the Legislature may authorize state funds for additional base compensation for teachers employed in a public school district located in a geographic area of the state designated as a critical teacher shortage area by the State Board of Education.

(4) (a) This section shall be known and may be cited as the "Mississippi Performance Based Pay (MPBP)" plan. In addition to the minimum base pay described in this section, only after full funding of MAEP and if funds are available for that purpose, the State of Mississippi may provide monies from state funds to school districts for the

purposes of rewarding certified teachers, administrators and nonlicensed personnel at individual schools showing improvement in student test scores. The MPBP plan shall be developed by the State Department of Education based on the following criteria:

(i) It is the express intent of this legislation that the MPBP plan shall utilize only existing standards of accreditation and assessment as established by the State Board of Education.

(ii) To ensure that all of Mississippi's teachers, administrators and nonlicensed personnel at all schools have equal access to the monies set aside in this section, the MPBP program shall be designed to calculate each school's performance as determined by the school's increase in scores from the prior school year. The MPBP program shall be based on a standardized scores rating where all levels of schools can be judged in a statistically fair and reasonable way upon implementation. At the end of each year, after all student achievement scores have been standardized, the State Department of Education shall implement the MPBP plan.

(iii) To ensure all teachers cooperate in the spirit of teamwork, individual schools shall submit a plan to the local school district to be approved before the beginning of each school year beginning July 1, 2008. The plan shall include, but not be limited to, how all teachers, regardless of subject area, and administrators will be responsible for improving student achievement for their individual school.

(b) The State Board of Education shall develop the processes and procedures for designating schools eligible to participate in the MPBP. State assessment results, growth in student achievement at individual schools and other measures deemed appropriate in designating successful student achievement shall be used in establishing MPBP criteria. The State Board of Education shall develop the MPBP policies and procedures and report to the Legislature and Governor by December 1, 2006.

(5) (a) Beginning in the 2008-2009 school year, if funds are available for that purpose, each school in Mississippi shall have mentor teachers, as defined by Sections 37-9-201 through 37-9-213, who shall receive additional base compensation provided for by the State Legislature in the amount of One Thousand Dollars (\$1,000.00) per each beginning teacher that is being mentored. The additional state compensation shall be limited to those mentor teachers that provide mentoring services to beginning teachers. For the purposes of such funding, a beginning teacher shall be defined as any teacher in any school in Mississippi that has less than one (1) year of classroom experience teaching in a public school. For the purposes of such funding, no full-time academic teacher shall mentor more than two (2) beginning teachers. The State Department of Education shall annually provide to the Legislature, no later than January 2, the number of beginning teachers in each school in Mississippi as defined in this subsection.

(b) To be eligible for this state funding, the individual school must have a classroom management program approved by the local school board.

# **MISSISSIPPI DEPARTMENT OF EDUCATION**

## **Five-Year Strategic Plan for Fiscal Years 2011-2015**

**John W. Jordan, Ed.D.  
Interim State Superintendent of Education**

August 31, 2009

**To:** Legislative Budget Committee  
Department of Finance and Administration

**From:** Dr. John W. Jordan  
Interim State Superintendent of Education

**Subject:** Mississippi Department of Education Five Year Strategic Plan

The Mississippi Board of Education and the Mississippi Department of Education are pleased to submit the enclosed five-year strategic plan for fiscal years 2011-2015. While the plan is specific in addressing our goals and priorities, it also is designed to accommodate opportunities for change and to provide guidance in directing that change.

We are making good progress toward achieving the three bold goals set by the Mississippi Board of Education:

- To mobilize resources and supports to help ensure that all students exit Third Grade reading on grade level by 2020.
- To reduce the dropout rate to 13% by 2013.
- To reach the national average on national assessments by 2013.

In this plan, you will find the strategies identified by the State Board to achieve the goals and the action steps the Mississippi Department of Education is taking to implement those strategies.

This plan is aligned with state statutes and is dedicated to raising student achievement in Mississippi.

If you have questions or comments regarding our plan, please contact my office at 601-359-1750. We appreciate your support of Mississippi's public education system.

# Mississippi Department of Education

## I. Comprehensive Mission Statement.

The Mississippi Board of Education has established a bold vision and mission for the Mississippi Department of Education that will dramatically improve K-12 education in Mississippi over the next five years. The Board has outlined the following three overarching goals that will serve to measure the fulfillment of this vision and mission and has identified five strategies to achieve these goals.

**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	Goal 2	Goal 3
To mobilize resources and supports to help ensure that all students exit Third Grade reading on grade level by 2020.	To reduce the dropout rate to 13% by 2013.	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 21 <sup>st</sup> Century workforce in Mississippi.

## II. Overview of the Mississippi Department of Education 5-Year Strategic Plan.

Addressing each of the above strategies is crucial if the Mississippi Board of Education and the Mississippi Department of Education are to move student achievement from where it is today to

where it needs to be. Included in this Five-Year Strategic Plan is an overview of each of the five strategies followed by charts listing outcome measures, action steps and the status of actions steps for each strategy.

Strategy I: Implement ongoing, comprehensive reform in the areas of instruction, curriculum, assessment design and accountability systems for all grade levels, from early education through graduation.

A rigorous curriculum program must be supported by lesson plans, instruction and assessments that are high-level. The level of rigor in the classroom is directly correlated to the expectations of the teacher. Those teacher expectations begin with the expectations communicated through the state curriculum frameworks. Because Mississippi must have and display high expectations for all students, the Mississippi Department of Education has rewritten the language and math curriculum frameworks to infuse more rigor and has revised the assessments to reflect the increased rigor.

In the spring of 2008, children across the state, for the first time, were administered far more rigorous state exams, the second edition of the Mississippi Curriculum Test, known as the MCT2. These assessments are more in line with the National Assessment of Educational Progress (NAEP) in terms of rigor. NAEP, also called the nation's report card, is the best “apples-to-apples” comparison of student achievement across states. The NAEP assessments are administered every other year to a sample of students in each state. The U.S. Department of Education uses a statistically valid sampling process, so that the sample will represent the whole of Mississippi.

On state rankings of NAEP scores, Mississippi is ranked last or near last on all four measurements: fourth and eighth grade reading, and fourth and eighth grade math. However, if an historical view is taken over the last 10 years, Mississippi is among the top states in improvement.

Also revised were the Subject Area Tests for English II and Algebra I. These assessments, like the MCT2, are more rigorous and reflect higher expectations for students earning a diploma. Students who earn a passing score on these assessments will be better prepared for the work force, the military, and for a post-high school education. The Subject Area Tests for Biology I and U.S. History are also being revised to reflect the increased rigor in the 2010 Mississippi Science Framework and 2010 U.S. History Framework, respectively.

The Mississippi Science Tests for Grades 5 and 8 are also being revised based upon the 2010 Mississippi Science Framework. With the emphasis on the importance of student understanding of scientific concepts and the need for an educated work force, these assessments will better reflect the cognitive demand of NAEP Science Assessments and prepare students for the Biology I Subject Area Test.

The MCT2 is significantly more rigorous than the first edition of the Mississippi Curriculum Test and the revised Subject Area Tests are significantly more rigorous than their predecessors. Because the Mississippi Accountability System uses a model of achievement, growth and

graduation/dropout rates and the second year of test scores necessary for determining growth (or improvement) were not available until the summer of 2009, accountability results will not be reported until the fall of 2009.

A new Accountability System, developed to reflect the increased rigor of the assessments and help schools correlate their progress with national results, was approved by the Mississippi Board of Education in March 2009. Schools and school districts will be assigned levels under the new Accountability System for the first time in the fall of 2009. Even though students are learning more and achieving a greater depth of knowledge, the scores are likely to decline to reflect the increased rigor of the assessments.

### Strategy II: Increase the Quantity and Quality of Teachers

Mississippi must have an outstanding teacher in every classroom. Studies have shown that, if students have an above-average teacher for five years in a row, the achievement gap closes. Research also reveals that students learn six times more in classrooms with above-average teachers. Therefore, having an outstanding teacher in every classroom from kindergarten through 12<sup>th</sup> grade will significantly impact student achievement in Mississippi.

Mississippi has a number of incentive programs to recruit and retain the best teachers for the classrooms of today and tomorrow:

- The Critical Needs Teacher Scholarship Program offers tuition and other incentives to those who become licensed and teach in Mississippi Critical Shortage Areas as designated by the Mississippi Board of Education. In 2007-2008, 221 scholarships were awarded, and the amount of funds expended totaled \$2,415,520. Currently, there are 48 school districts designated as Geographical Critical Shortage Areas. Critical Shortage Areas can also be determined by subject areas (special education, science, mathematics and foreign languages).
- The William Winter Teacher Scholar Loan Program offers assistance to undergraduate education students who agree to teach in a Mississippi school district for a specified number of years in return for the scholarship dollars. In 2007-08, 543 recipients received scholarships and funds expended totaled \$1,921,658.00.
- The Mississippi Teacher Fellowship Program provides funds to pursue a Master of Education or an Educational Specialist degree to qualified teachers in Critical Shortage Areas. These funds provide fellows with tuition, books, materials, fees, and a computer. In 2007-08, 57 new fellows, representing 29 Critical Shortage Areas, were awarded scholarships. The total amount of funds expended was \$950,094.26.
- The e-Learning for Educators initiative established an effective model of online professional development that will help address state-wide teacher quality needs and have an impact on student achievement.

- AmeriCorps Future Teachers' Literacy Corps Education Award Program is a federally funded initiative designed to give assistant teachers the opportunity to earn an education award in exchange for a year of community service.
- The Mississippi Employer-Assisted Housing Teacher Program is a special home loan program that is available to licensed teachers who render service in Critical Shortage Areas, and the Reimbursement of Moving Expenses program awards up to \$1000 for expenses incurred in relocating. In 2007-08, there were 31 H.A.T. awards, totaling \$163,011.67 and 79 teachers received moving expenses reimbursements totaling \$64,166.07.
- The Mississippi Troops-to-Teachers Program actively recruits and assists transitioning servicemen and women to become teachers.
- Teachers holding a valid Alternative Route Teaching license, teaching full time in a geographical shortage area or a subject shortage area who have not received funding through the Critical Needs Teacher Loan/Scholarship Program and William Winter Teacher Scholar Loan Program may qualify to receive loan forgiveness through the Mississippi Teacher Loan Repayment program (MLR). In 2007-2008, 73 recipients were awarded funds totaling \$284,000.00.
- The Teacher Center's Career Fair for Educators is an annual teacher recruitment event where prospective teachers meet district personnel to fill vacancies in Mississippi school districts.
- Mississippi's State Superintendent of Education and the Commissioner of the Institutions of Higher Learning created a Blue Ribbon Commission to examine every facet of the state's teacher education programs (whether through traditional university education departments or alternate routes) and to completely redesign what teacher education in Mississippi will look like—entrance, exit and follow-up—to ensure teachers possess the skills necessary to accelerate student achievement.
- The final report on the online teacher survey, *Project: CLEAR Voice*, in which 25,000 Mississippi educators participated, is guiding the state's decision-making in developing better ways to recruit, retain and train teachers and to also help school principals appropriately engage and involve teachers in the leadership process.

### Strategy III: Increase the Quantity and Quality of Administrators

Having an outstanding teacher in every classroom does not just happen. It takes outstanding leadership from the principal, superintendent and local school board to ensure that this happens. The exceptional schools are led by exceptional principals who understand teaching and learning and know how to help teachers improve.

The Mississippi School Administrator Sabbatical Program enables local school districts to grant sabbatical leave to licensed teachers employed in Mississippi schools for not less than three

years. The purpose is to allow such teachers to participate full-time in an educational leadership program and become local school district administrators. In 2007-08, three districts participated in this program and eight sabbaticals were awarded, totaling \$316,106.00.

There is also an alternate route for administrators to become certified. The Department's Office of Quality Educators collaborates with the Mississippi Community College Foundation to offer the Mississippi Alternate Path to Quality School Leadership Program (MAPQSL). This program is designed for individuals to become certified through one of two tracks, the Educator Track and the Business Track. The Educator Track is designed for K-12 educators holding a Master's degree or higher in Education with at least three (3) years of teaching experience. The Business Track is for individuals holding a MBA (Master of Business Administration), MPA (Master of Public Administration) or MPP (Master of Public Policy) degree with at least five (5) years of supervisory experience.

Additionally, the Mississippi Department of Education has initiated the following two major education leadership efforts to enhance school leaders' impact on improving teaching and learning:

- The Mississippi Department of Education has launched a new leadership training program for administrators. The training program is aimed at improving practice and performance to lead to higher student achievement. The Mississippi Department of Education is collaborating with the Mississippi Institutions of Higher Learning and the Southern Regional Education Board (SREB) to develop leadership performance standards for all Mississippi universities and colleges. Mississippi's Principal Preparation Programs will be required to be redesigned using programs based on these new standards. The new standards will:
  - Dictate how leadership candidates who will become principals are selected;
  - Describe the knowledge and skill set that principals need to possess to be successful;
  - Develop evidence of practice for each one of the standards;
  - Prescribe an internship program; and
  - Prescribe follow up and support.
  
- The Mississippi Department of Education has teamed with MCREL, University of Southern Mississippi and SREB to build a comprehensive training program for practicing and new administrators. The training for the program will be delivered by a group of highly-regarded facilitators who have undergone extensive training from MCREL, University of Southern Mississippi, and SREB. This new form of leadership development will produce leaders who possess a deeper understanding of leadership, act from a core of clearly expressed and enabling responsibilities, beliefs and assumptions; and align their daily actions with those practices. By investing in this intensive training program for our administrators, Mississippi is taking an important step toward ensuring the progress made in our schools will continue for years to come.

Strategy IV: Create a Culture in Mississippi That Understands the Value of Education

Schools must also have support from the community and local businesses if they are going to be exceptional. Schools do not exist in a vacuum and cannot do all that must be done alone. Strong communities and strong schools must work together for the betterment of both.

Unfortunately, a large segment of Mississippi's population does not value education or view it as the road to a better life. In May 2006, the Institutions of Higher Learning in Mississippi commissioned a study conducted by the Institute for Higher Education Policy "to help policymakers and the general public understand and appreciate the relative contribution of education to individuals and to society."

The study, "Mississippi's Mandate: Why the Investment in Education Pays off in Mississippi," acknowledged that:

"In states such as Mississippi, where the level of educational attainment is relatively low, academic aspirations and the value ascribed to education will also be relatively low. Part of the challenge facing legislators and policymakers in Mississippi is to break down cultural barriers to education by changing deeply entrenched beliefs and perceptions."

These deeply held beliefs manifest themselves in numerous ways. Attending school, completing homework after school and having additional reading materials in the home are not viewed as important tasks by many parents and this attitude is adopted by children. A child who does not attend school regularly, does not complete homework assignments and does not have the opportunity for additional reading outside of school cannot be expected to do well in school.

The "On the Bus" campaign was launched in January 2008 to help combat this problem. "On the Bus" is a branding campaign that includes television ads, radio spots, billboards and a Web site, all aimed at showing students, as well as parents and education officials, why graduating is important. A \$1.5 million grant from State Farm Insurance Companies funded "On the Bus."

In addition, two statewide summits geared toward developing teen-led strategies to address the dropout problem and engage business, community and faith-based leaders in a process to identify and implement localized dropout prevention initiatives were held as part of the "On the Bus" campaign. The teen summit was held in January 2008 and the adult summit was held in February 2008. The summits created a firestorm of activities across the state designed to help students stay in school through graduation.

Schools must hold students and parents accountable. At the same time, communities must hold schools accountable. Students must be engaged in meaningful activities so they don't have the time or opportunity to become engaged in negative or distracting activities. Parents must be informed about the progress the student is or is not making and must be engaged to ensure that the student is achieving his or her full potential.

The Mississippi Department of Education understands the relationship between student health and academic achievement. If children are to be successful in school they cannot be tired,

hungry, sick, suffering from drug abuse, or worried that school is an unsafe environment in which they could become a victim of a violent act. It has become apparent that problems such as poor nutrition, domestic violence, alcoholism, substance abuse, depression, teen pregnancy, obesity, suicide, bullying and others can adversely affect not only a child's health, but also his or her *ability to learn!* That is precisely why a coordinated approach to school health can make a difference. A coordinated approach to school health improves children's health and their capacity to learn through the support of families, schools, and communities working together. At its very core, a coordinated approach to school health is about keeping students healthy over time, reinforcing positive healthy behaviors throughout the school day, and making it clear that *good health and learning go hand in hand.*

To support the relationship between the health of students and academic achievement and to support healthy lifestyles the Mississippi Legislature and the State Board of Education have been proactive in establishing policies and procedures that support implementation of quality school health programs.

Community members and organizations should be vital members of the school community and thus invited to join teachers and students in community-based activities and instruction that advance both student achievement and community improvement. Students at young ages can contribute to their community, given the opportunity and high expectations, and acquire the knowledge, skills and dispositions necessary for their role as active principled citizens. We cannot wait until students graduate from high schools to expect them to contribute to their communities, rather they should be authentically engaged in community-based activities throughout their pre-kindergarten through 12th grade school experience. Accordingly, the community becomes a co-educator and advocate for public education rather than a spectator in pre-kindergarten through 12th grade education.

#### Strategy V: Redesign Education for the 21<sup>st</sup> Century Workforce in Mississippi

Studies have shown that one of the reasons students choose to drop out is that they fail to understand how they will use what they are learning in the classroom today in a job they will have tomorrow. Our high schools must integrate workforce development and technology skills in all secondary vocational courses during each curriculum revision process and a certified Rigor and Relevance teacher will serve on each writing team to enhance teaching strategies to include real-world applications. Each curriculum should include active learning techniques, co-operative learning, project-based learning and assessment strategies. Rigorous expectations and relevant teaching strategies should also be included.

The Mississippi Department of Education designed seven career clusters to expand options and opportunities for all students. The Department arrived at these seven clusters by looking at where the job market growth is, where it will be in the future, and the industries that will have job opportunities for today's students. Second, the Department looked at how to prepare these students to enter these jobs. Some will enter their careers by obtaining a four-year degree; some will enter their careers by going to a community college; others will enter the workforce directly from high school. Finally, the Department examined how to prepare students for each of these

three entry levels. Helping students to envision the future and prepare them for it are essential ingredients for keeping them engaged and in school.

The seven pathways include:

- Health Sciences
- Agricultural Sciences
- Construction and Manufacturing
- Transportation
- Business
- Science, Technology, Engineering, and Math
- Human Sciences, Art and Humanities

The Redesign program was piloted in 14 school districts during the 2007-2008 school year and was expanded to an additional 19 school districts during the 2008-2009 school year. These sites will continue implementation in 2009-10 and the Department will work to garner additional funding to include those sites interested in joining the next cohort.

In addition, the Mississippi Department of Education is committed to ensuring that graduates are knowledgeable and skilled contributors to the community. Regardless of the vocation or pathway chosen, students are given the training necessary to become active, principled citizens who vote, address social issues, contribute to the community and are motivated to assist those in need. In addition to acquiring job skills, students must be equipped with the knowledge, skills and dispositions of good citizenship.

## **Mississippi Department of Education History of Curriculum Framework and Assessment Revision**

### **Mississippi's Curriculum Development Process 1990 – 2006**

Curriculum frameworks were revised based upon a six-year cycle. Approximately three years into the cycle, the revision process was started. The revision process took 18 – 24 months.

The writing team was composed of three groups: teachers nominated by superintendents, district curriculum coordinators, and university faculty. There was an advisory team that was similarly composed that reviewed the curriculum and provided feedback before it was submitted to the State Board of Education. Textbook adoption generally followed during the year of implementation.

### **Language Arts and Mathematics Curriculum Development Process 2004 – 2006**

The Language Arts revision began in 2004 and the Mathematics in 2005. More attention was given to national standards and the National Assessment of Educational Progress. Greater attention was given to vertical alignment and cognitive demand. Focus was placed on how the competencies and objectives were to be assessed – beginning with the end in mind. Revisions were strongly directed by grade span (elementary, middle, high) teams.

An external review was conducted by national experts to analyze cognitive depth, content, grade/course appropriateness, and the relationship to national standards and expectations.

The Language Arts Framework was approved in 2005, and the Mathematics Framework was approved in 2006. Based upon feedback from school districts and through the process of developing performance level descriptors and test item specifications with the teacher committees, misalignments and gaps in the framework were identified. Teacher committees were directed to refine both documents to provide clarity, transparency, and specificity. The number of competencies and objectives was reduced. Each competency was based on a strand which provides continuity throughout each framework. The revised editions were also reviewed by national experts who confirmed that the documents were more focused and better aligned vertically and horizontally. Both revised frameworks were approved in spring 2007.

### **Mississippi's Curriculum Development Process 2007 & Beyond**

Curriculum writing team composition has been revised to be comprised of representatives of academic and vocational teachers, curriculum coordinators, community college faculty, and university faculty. Stronger emphasis is placed on the relationship of the curriculum to assessment. Test item specifications and performance level descriptors are developed during the revision process. A review is conducted by national experts to analyze cognitive depth, content, grade/course appropriateness, and the relationship to national standards and expectations. Each framework consists of an introductory section with explanations of the intent of the document, strands, competencies, objectives, and

resources. The objectives serve as a guide indicating how competencies can be fulfilled through a progression of content and concepts at each level.

In August 2008 the State Board of Education approved the revision of the Mississippi Foreign Language Framework. There are four levels of the Foreign Language Framework: Beginning, Developing, Transitional, and Refining. The State Board of Education also approved the revision of the Mississippi Science Framework. The strands of Inquiry, Physical Science, Life Science, and Earth and Space Science were designed with a focus on more depth and less breadth, with attention to the vertical alignment as knowledge and skills are built across the grade levels.

In February 2009 the State Board of Education approved the adoption of the Social Studies/U.S. History Only Framework. The rest of the K-12 Social Studies Framework is currently being revised.

Following at least one pilot year, school districts are required to implement the revised framework. Training on interpreting and utilizing the framework usually occurs.

### **Assessment System 2005 & Beyond**

The development relating to assessment since the approval of the curriculum frameworks in Language Arts and Mathematics consisted of the following: (1) item development in 2005, (2) field testing in 2006-2007, and (3) development of item specifications and performance level descriptors in spring 2007. Teachers played an important role in the assessment development process. The MDE consulted with an external consulting group to assist with the development of the performance level descriptors that are grade- and content-specific and the development of the item specifications.

In December 2006 MDE received a monitoring report from the United States Department of Education that identified several areas of concern. As a result, policy changes were made in relation to the assessment and accountability as follows:

- Instructional level testing for students with special education rulings was discontinued.
- The MS Alternate Assessment of the Extended Curriculum Frameworks (MAAECF) was implemented for students with significant cognitive disabilities.
- All students with a special education ruling had to be included in high school testing for mathematics, language arts, and science.
- Statewide exit criteria for English Language Learners (ELL) were established.
- Adequate Yearly Progress (AYP) for the School for the Blind and the School for the Deaf was determined. Because data for small enrollments make accountability challenging, policy was revised so that AYP status would be determined based on available data and published with a cautionary note where appropriate.

In May 2008 additional adjustments in the assessment consisted of changing the Mississippi Curriculum Test, Second Edition's test administration from a two-day administration to a three-day administration based on district feedback. The length of the English II Multiple-Choice test was also shortened based on district feedback, while maintaining reliability, validity, and alignment.

Mississippi has established rigorous cut scores. The standard setting process was reviewed and approved by the Technical Advisory Committee prior to standard setting. Following standard setting, the Technical Advisory Committee reviewed the results and considered the process and the defensibility of the recommendations.

MDE provides a frequency distribution by scale score following each test administration.

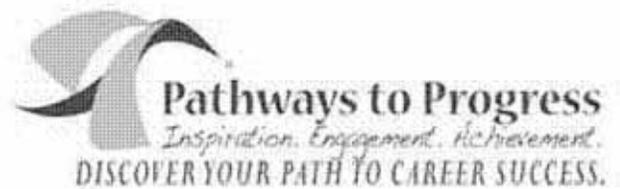
# Mississippi Education Redesign for the 21st Century

(b)(6)

(b)(6)

(b)(6)

## An Administrator's Guide



## Implementation of *Redesign*

*Redesign* is a massive statewide educational initiative including many components, some of which are contingent upon funding. Due to the size and cost of *Redesign*, individual school districts are being systematically phased into implementation through a competitive process. Additionally, research- and standards-based components are being gradually developed starting with the middle school Information and Communications (ICT) I and II and Science, Technology, Engineering, and Math (STEM) courses. Following the middle school courses, Career Pathways courses and the nine components of the Comprehensive Model (student guidance program) are being gradually developed. The Research and Curriculum Unit (RCU) is contracted by the Mississippi Department of Education (MDE) to coordinate the development of all components of *Redesign* while working cooperatively with business and industry, secondary academic and career-technical educators, postsecondary educators, administrators at all levels, content experts and researchers, institutions of higher learning faculty, and appropriate state educational and workforce agency personnel.

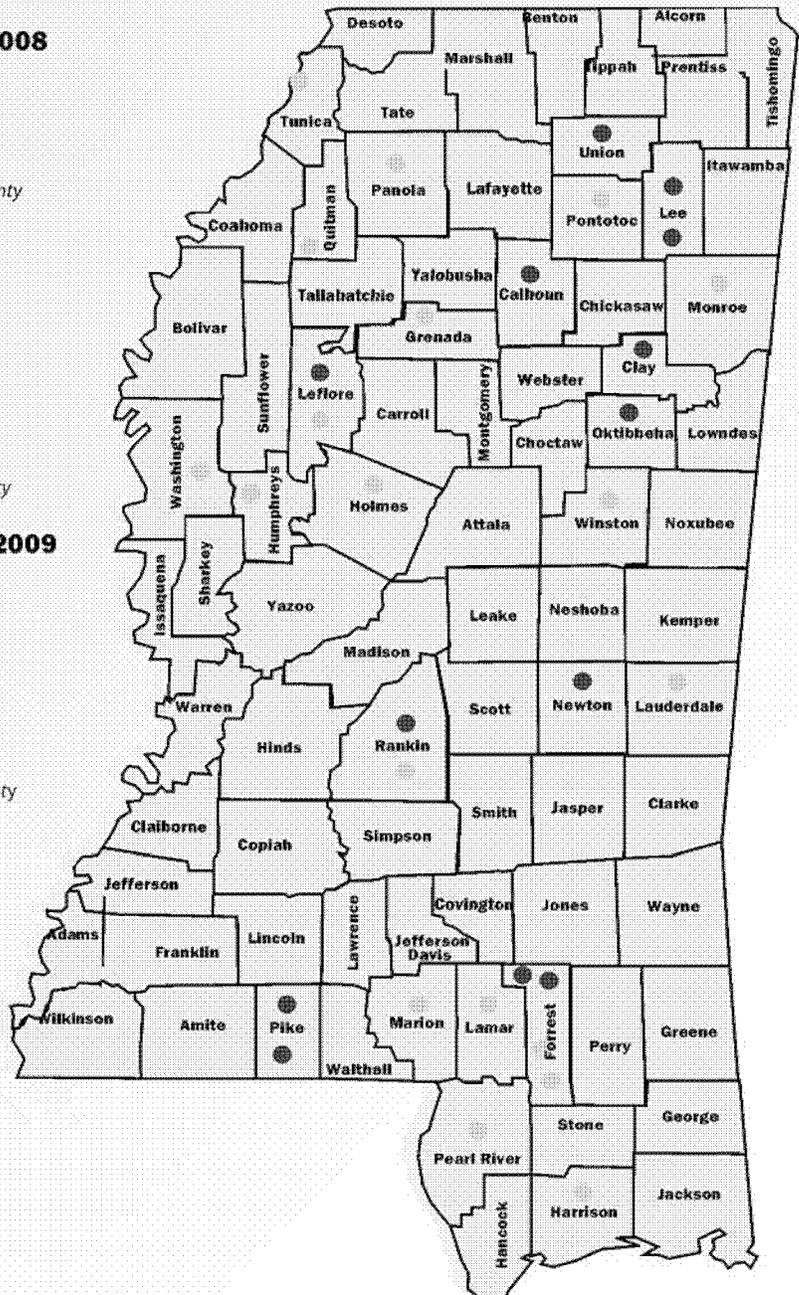
### Phase I Sites Implemented SY 2007–2008

1. Calhoun County School District - *Calhoun County*
2. West Point School District - *Clay County*
3. Forrest County School District - *Forrest County*
4. Forrest County Agricultural High School - *Forrest County*
5. Nettleton School District - *Lee County*
6. Tupelo Public School District - *Lee County*
7. Leflore County School District - *Leflore County*
8. Newton Municipal School District - *Newton County*
9. Starkville School District - *Oktibbeha County*
10. McComb School District - *Pike County*
11. South Pike School District - *Pike County*
12. Northwest Rankin High School - *Rankin County*
13. New Albany-Union County Consortium - *Union County*

### Phase II Sites Implemented SY 2008–2009

1. Quitman County School District - *Quitman County*
2. Hattiesburg Public School District - *Forrest County*
3. Petal School District - *Forrest County*
4. Grenada School District - *Grenada County*
5. Gulfport School District - *Harrison County*
6. Holmes County School District - *Holmes County*
7. Humphreys County School District - *Humphreys County*
8. Lamar County School District - *Lamar County*
9. Meridian School District - *Lauderdale County*
10. Greenwood Public School District - *LeFlore County*
11. Marion County School District - *Marion County*
12. Monroe County School District - *Monroe County*
13. South Panola School District - *Panola County*
14. Poplarville Separate Municipal School District - *Pearl River County*
15. Pontotoc Ridge Consortium - *Pontotoc County*
16. Rankin County School District - *Rankin County*
17. Tunica County School District - *Tunica County*
18. Hollandale School District - *Washington County*
19. Louisville Municipal School District - *Winston County*

### Phase III Sites To Be Announced



# Mississippi Education *Redesign* for the 21st Century

For effective implementation to take place, the MDE must be diligent in determining the local economic and workforce development needs of individual school districts. With this information, the MDE lobbies the state legislature for funding of the *Redesign* components. While the legislature is still in session and pending approval of funding, the MDE issues a Request for Proposals (RFP) for school districts. RFP applications are reviewed and scored by a committee of experts, and a new phase of *Redesign* districts is selected. When final funding is approved by the state legislature, new *Redesign* districts are announced during the spring semester.

The first year of implementation for *Redesign* school districts includes the seventh-grade ICT I and the ninth-grade STEM courses. The teachers of these courses complete a pre-work assignment along with additional licensure requirements prior to attending the teaching methods training during the summer months. During the second year, the *Redesign* school districts implement the eighth-grade ICT II course and half of the selected Career Pathway courses to be offered at the career and technical center. *Redesign* teams from the school districts select the Career Pathways courses for their districts based on a variety of data, including local job demand needs for their geographic regions. During the second year, ICT II and Career Pathways teachers complete the same regimen of pre-work and licensure requirement training during the summer months before implementing the course in the fall. The third year involves the school districts implementing the remaining half of the Career Pathways selected for their school district, again with teacher training. Components of the Comprehensive Model began initial implementation with *Redesign* districts in the summer of 2009 with training. The following pages describe the components of the Comprehensive Model.

(b)(6)

(b)(6)

(b)(6)

# The Self-Actualized Learner

## An Authentic Model for Developing a High-Quality Workforce

### Adulthood

*Member of the Workforce*

- Contributor to economic development
- Lifelong learner
- Mentor

### Post-High School

*Community College or Institute for Higher Learning*

- Increased enrollment
- Fewer remedial courses needed
- Higher retention and graduation rates

### 12th Grade

*Real-World Experience*

- Cooperative internship in business or industry
- Senior project
- Dual enrollment in community college or institution of higher learning

### 11th–12th Grades

*Comprehensive Model of Student Support and Counseling*

- Customized programs of study including academic and career courses
- Mentoring program
- College readiness ACT program

### 11th–12th Grades

*Career Pathways*

- 29 career pathways aligned to career opportunities in Mississippi
- Articulation of courses to community college or institutions of higher learning
- Industry certifications

### 10th Grade

*College and Career Foundations*

- Core academic requirements
- College readiness PLAN program
- S.T.A.R.T. Center for career exploration and information literacy

### 7th–9th Grades

*ICT I, ICT II, and STEM Courses*

- 21st Century Skills for information and computer literacy and STEM
- IC<sup>3</sup> industry certification
- College readiness EXPLORE program (8th grade)

### K–6th Grades

*21st Century and Workplace Standards Integrated with academics*

- All students reading on grade level
- Workplace learning standards integrated at all grade levels
- Apply the Comprehensive Health Framework skills (6th grade)

### Pre-K

*Quality Care for Young Children*

- Early literacy development
- Early learning for the development of problem-solving, questioning, evaluating, and discovery skills
- Partnerships with agencies/organizations to support young children in their educational journeys

The Self-Actualized Learner chart above provides a visual representation of how all of the *Redesign* initiative is intended to develop a high-quality workforce.

## Comprehensive Model

As part of the *Redesign* plan, state leaders are implementing a model for the K–12 student guidance program. A taskforce was designated to identify and develop best practices, trends, and issues in nine components of the Comprehensive Model. Subcommittee chairpersons were charged with coordination and oversight of each group's work. Subcommittees include a membership of teachers, administrators, counselors, career center directors, media specialists, Tech Prep coordinators, MDE personnel, and RCU personnel. In the summer of 2008, each subcommittee was engaged in research and development of each of the nine pieces of the model. A recommendation to the state board was done in February 2009. Gradual implementation of the model began with training in summer 2009.

## Comprehensive Model Components

### School Leadership

Chairpersons: Steve Montgomery and Dave Daigneault  
smontgomery@westpoint.k12.ms.us  
ddaigneault@gsd.k12.ms.us

Research indicates that school leadership is one of the most key components for school reform. In any educational redesign initiative, educational systems must define the educational goals for students and conceptualize the skills and attitudes necessary for students to be successful in a global environment and for them to be equipped to take advantage of opportunities afforded them by their rapidly changing world. How school districts meet the objectives of educational redesign in Mississippi will depend on their innovation—innovation in creating relevant learning environments that cater to the needs of the whole learner; innovation in their interaction with national, state, and local entities and in their use of assessment to improve learning and accountability; and in their innovation to adapt the unique needs of their districts to the goals of the *Redesign* initiative.

Leadership in the school districts is of utmost importance. *Redesigning Education for the 21st Century* has been expanded to include several components, known as the Comprehensive Model. The pieces of the Comprehensive Model are being implemented to varying degrees in many school districts in Mississippi. Superintendents, principals, board members, and other stakeholders must examine their own districts and determine their current level of implementation of the Comprehensive Model pieces.

### Programs of Study

Chairperson: Robin Parker  
robin.parker@rcu.msstate.edu

Programs of Study is a guide for students to use along with other career development tools in designing a career path. The plans of study begin with students in the seventh grade and end at the bachelor's degree level. The recommended courses within the plans of study are individualized to meet each learner's educational and career goals and aligned with the Approved Courses for the Secondary Schools of Mississippi. For samples of courses for Mississippi Career Pathways, refer to <http://www.redesign.rcu.msstate.edu/pathways>.

### S.T.A.R.T. Center

Chairperson: Shelley Bock  
shelley.bock@rcu.msstate.edu

The S.T.A.R.T. (Student, Teacher, & Adult Research and Technology) Center is a combined extension of the guidance counselor's office and the media center in the high school. S.T.A.R.T. centers will be open during extended hours beyond the school day and staffed with qualified professionals who can assist students in researching, writing, career exploration, job searches, and completion of online courses for high school or college credit.

## **Mentoring Program**

Chairperson: Heather Burch  
hburch@rcsd.ms

The mentoring program piece of the model will include strategies for education and career planning for all students including parental involvement, providing students with skills for career decision making, academic advisement, and self-awareness.

## **College Readiness Program**

Chairperson: Mariella Simons  
msimons@rcsd.ms

College Readiness is an important part of the model. ACT products will be used for developing a plan for students, educators, and parents to increase student focus on college or career readiness, increase student placement in career programs or pathways planning, and aid students in creating a comprehensive profile of their work in high school that can also be used in future plans.

## **Counseling Framework**

Chairperson: Betsey Smith  
betsey.smith@rcu.msstate.edu

The counseling framework defines the role and responsibilities of the school counselor and provides standardized benchmarks of foundational information that all counselors will follow to aid students. The framework will include the most effective and efficient delivery and management system for a comprehensive K–12 counseling program.

## **Tech Prep**

Chairperson: Bobbie Gilkey  
bgilkey@mde.k12.ms.us

The Tech Prep Committee defined the mission of Tech Prep along with the role and responsibilities of Tech Prep personnel to meet the goals of *Redesign* in Mississippi. The 15 community and junior college coordinators will serve as key contacts in marketing statewide articulation, creating opportunities for dual credit and dual enrollment of students, and providing in-service professional development with measurable outcomes for teachers, counselors, and administrators. Work-based or work-site learning experiences in conjunction with business and industry will be provided if appropriate and available.

## **Student Services Coordinators**

Chairperson: Gail Simmons  
gsimmons@mde.k12.ms.us

The model Student Services Committee served as a clearinghouse for components deemed pertinent to the duties and responsibilities of student services coordinators in the following program areas: Mentoring, College Readiness, Counseling Framework, and S.T.A.R.T. Applicable elements evolving from each of these committees were evaluated and incorporated into the Student Services Program of Work with a redesign scaffold that will focus, augment, and energize services in iterative skills assessment, remediation, career exploration and monitoring, and liaison efforts to academic and vocational instruction as well as appropriate counseling referrals for personal/social and mentoring requirements.

## **School, Family, and Community Engagement**

Chairperson: Shelley Bock  
shelley.bock@rcu.msstate.edu

Volumes of research confirm that students experience success at higher levels when there is evidence of parent involvement in school activities. All stakeholders involved in schools today would probably agree that a collaborative effort to educate today's children is a desirable pathway to successful retention, graduation, higher education, and placement in the workforce (CASEL, 2005). The No Child Left Behind (NCLB) Act brought considerable attention to the need for parent involvement, including outlining specific guidelines for states to use in developing parent involvement plans at the district and school levels. This resource guide intends to expand upon the mandates of NCLB by recommending a concept that has more breadth and depth than traditional parental involvement programs. This guide can be used by districts and schools as they work to develop their customized frameworks for school, family, and community engagement activities.

For more information about the Comprehensive Model, please contact Betsey Smith at [betsey.smith@rcu.msstate.edu](mailto:betsey.smith@rcu.msstate.edu).

## Middle School Courses

The Career Discovery, Computer Discovery, and Technology Discovery courses at the seventh, eighth, and ninth grades are being systematically replaced with Information and Communications Technology (ICT) I, Information and Communications Technology (ICT) II, and Science, Technology, Engineering, and Mathematics (STEM) Applications.

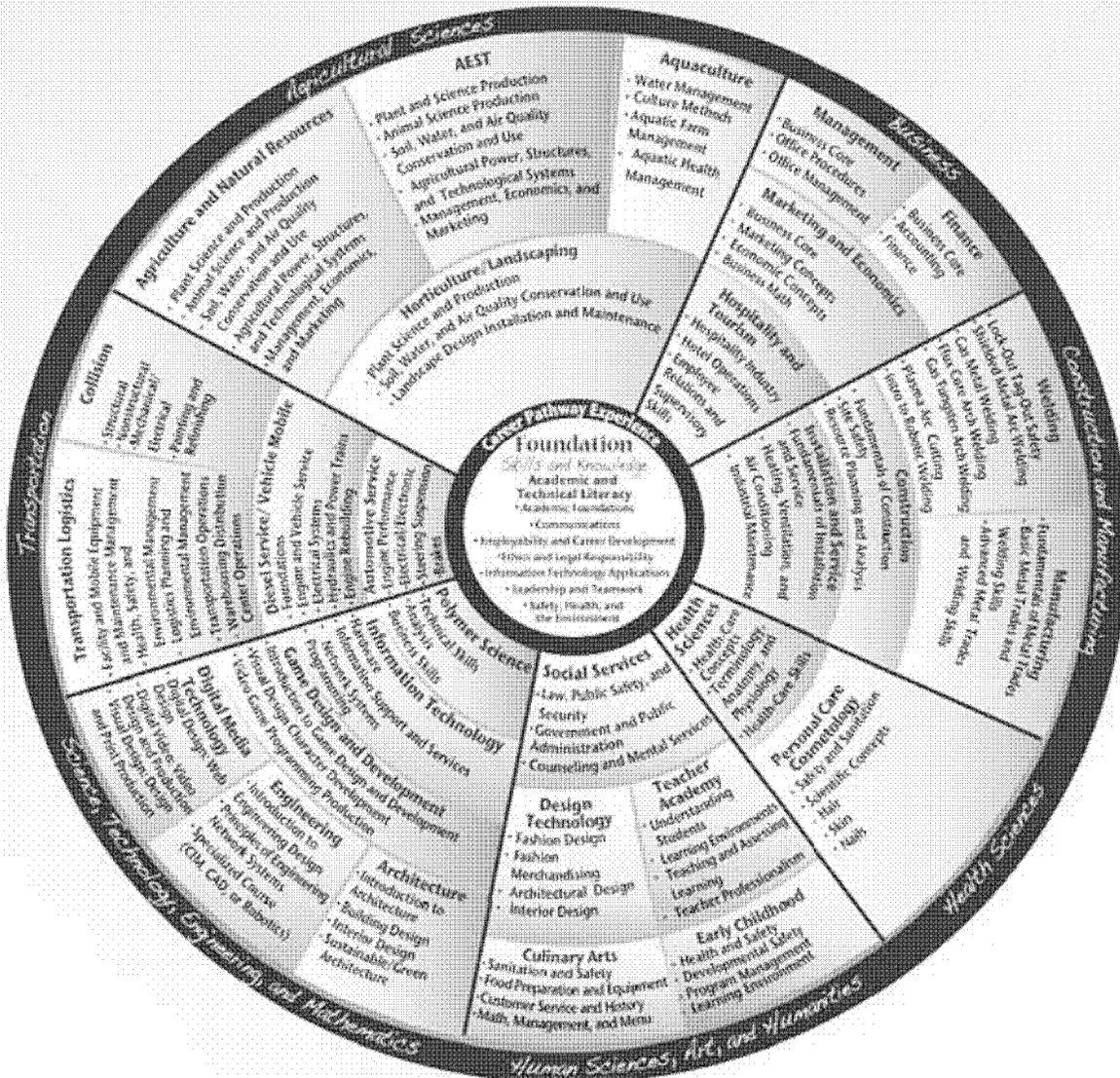
For more information about middle school *Redesign* courses, please contact the following:

Myra Pannell  
myra.pannell@rcu.msstate.edu  
662.325.2510

Teresa Jones  
tjones@mde.k12.ms.us  
601.359.3461

## High School Career Pathway Courses

The development and implementation of *Redesign* includes a systematic updating of vocational curricula. These curricula are considered in developmental status and are undergoing revision while being piloted. Additional Career Pathways are under development. Work to date includes the following:



Pathways implemented 2008-2009  
Pathways to be implemented 2009-2010

Pathways to be implemented 2010-2011  
Pathways remaining to be implemented

## Business

### Management

The Management Pathway is designed to prepare students for careers or continuing education in management or entrepreneurship and incorporates the Business Administration Core Standards published by the National Marketing Education Resource Center.

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Business and Marketing Fundamentals	992300	2	52.0101	955 or 956
Business and Marketing Fundamentals, Part A	992301	1	52.0101	955 or 956
Business and Marketing Fundamentals, Part B	992302	1	52.0101	955 or 956
Management	992303	2	52.0201	955
Management Fundamentals	992304	1	52.0201	955
Management Essentials	992306	1	52.0201	955

### Suggested Student Prerequisites

In order for students to be successful in the Management program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Pre-Algebra  
or
3. Instructor approval

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

### Marketing and Economics

The Marketing and Economics Pathway provides instruction in marketing skills and related sales operations in retailing, as well as 70 hours of applied economics instruction. Courses in the program provide a foundation of skills and knowledge related to basic principles of marketing and related economic fundamentals, management, merchandising, communications and career development, human relations, ethics, and etiquette. Instruction is also provided on specialized topics related to fashion, international marketing, e-commerce, entrepreneurship, financial marketing/stock market, sports, special events and entertainment marketing, and hospitality and tourism marketing.

# Mississippi Education *Redesign* for the 21st Century

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Business and Marketing Fundamentals	992300	2	52.0101	955 or 956
Business and Marketing Fundamentals, Part A	992301	1	52.0101	955 or 956
Business and Marketing Fundamentals, Part B	992302	1	52.0101	955 or 956
Marketing and Economics	992400	2	52.1801	956
Marketing Essentials	992401	1	52.1801	956
Sales and Distribution	992402	1	52.1801	956

## Suggested Student Prerequisites

In order for students to be successful in the Marketing and Economics program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Pre-Algebra  
or
3. Instructor approval

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

## Construction and Manufacturing

### Installation and Service Industrial Maintenance

The Installation and Service: Industrial Maintenance concentration is an instructional program that prepares students for employment or continued education in the occupations of industrial maintenance. The curriculum framework for this program was developed in partnership with the Mississippi Construction Education Foundation (MCEF). MCEF is the accredited sponsor for the National Center for Construction Education and Research (NCCER).

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Installation and Service I	993001	2	46.0401	973 or 974
Installation and Service, Part A	993002	1	46.0401	973 or 974
Installation and Service, Part B	993003	1	46.0401	973 or 974
Installation and Service II – Industrial Maintenance	993011	2	46.0401	973
Installation and Service II – Industrial Maintenance, Part A	993012	1	46.0401	973
Installation and Service II – Industrial Maintenance, Part B	993013	1	46.0401	973

### Suggested Student Prerequisites

In order for students to be successful in the Installation and Service: Industrial Maintenance program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)  
or
3. Instructor approval  
or
4. TABE reading score (eighth grade or higher)

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

### Heating, Ventilation, and Air-Conditioning (HVAC)

The Installation and Service: HVAC concentration is an instructional program that prepares students for employment or continued education in the occupations of heating, ventilation, and air-conditioning. The curriculum framework for this program was developed in partnership with the Mississippi Construction Education Foundation (MCEF). MCEF is the accredited sponsor for the National Center for Construction Education and Research (NCCER).

# Mississippi Education Redesign for the 21st Century

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Installation and Service I	993001	2	46.0401	973 or 974
Installation and Service, Part A	993002	1	46.0401	973 or 974
Installation and Service, Part B	993003	1	46.0401	973 or 974
Installation and Service II – HVAC	993021	2	15.0501	974
Installation and Service II – HVAC, Part A	993022	1	15.0501	974
Installation and Service II – HVAC, Part B	993023	1	15.0501	974

## Suggested Student Prerequisites

In order for students to be successful in the Installation and Service: HVAC program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)  
or
3. Instructor approval  
or
4. TABE reading score (eighth grade or higher)

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

## Construction Carpentry

This is an instructional program that prepares students for employment or continued education in the occupations of carpentry. The curriculum framework for this program was developed in partnership with the Mississippi Construction Education Foundation (MCEF). MCEF is the accredited sponsor for the National Center for Construction Education and Research (NCCER).

When developing this curriculum, writers recognized the importance of differentiating instruction and meeting the needs of the 21st century learner. Teaching strategies included a blend of online and face-to-face instruction. Teaching strategies are aligned with Contren Connect e-books, online lectures, video presentations, online quizzes, active figures, and Spanish content. Students will have access to this information to learn new content as well as review, reinforce, or revise work.

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Construction I	993101	2	46.0000	977
Safety and Orientation to Construction	993102	1	46.0000	977
Introduction to Construction	993103	1	46.0000	977
Construction II – Carpentry	993110	2	46.0201	977
Theory and Applications of Carpentry, Part A	993111	1	46.0201	977
Theory and Applications of Carpentry, Part B	993112	1	46.0201	977

**Suggested Student Prerequisites**

In order for students to be successful in the Construction program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)  
or
3. Instructor approval and TABE reading score (eighth grade or higher)  
or
4. Instructor approval

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

**Manufacturing**

The Manufacturing Pathway is designed as a secondary program for preparation to enter the field of metalworking. The Manufacturing program includes an introduction to the basic machining metalworking processes as well as an introduction to the basic welding profession. The purpose of the course is to prepare students to continue study in a postsecondary manufacturing program (Welding or Machine Tool Operation) or to begin work at the entry level in a metal occupation. This curriculum is written to the National Institute for Metalworking Skills (NIMS) certification standards.

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Manufacturing I	993200	2	48.0503	976
Manufacturing II	993201	2	48.0503	976
Manufacturing Machining I	993202	1	48.0503	976
Manufacturing Machining II	993203	1	48.0503	976
Manufacturing CNC	993204	1	48.0503	976
Manufacturing Welding	993205	1	48.0503	976

**Suggested Student Prerequisites**

In order for students to be successful in the Manufacturing program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)  
or
3. Instructor approval and TABE reading score (eighth grade or higher)  
or
4. Instructor approval

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

## STEM

### Engineering

Engineering is a program in pre-engineering for high school students. The purpose of the program is to provide students with expanded knowledge of the use of technological skills and to enable them to solve problems by applying knowledge in a technological context. The program is designed to provide students with hands-on experiences related to the application of engineering concepts in the workplace. Students will develop academic and technical skills, 21st century skills, and human relations competencies that accompany technical skills for job success and lifelong learning. Students who complete the program will be better prepared to enter and succeed in engineering programs offered by Mississippi community and junior colleges and institutions of higher education.

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Engineering I	994000	2	14.1901	985
Engineering II	994001	2	14.1901	985
Engineering Fundamentals	994002	1	14.1901	985
Engineering Design	994003	1	14.1901	985
Systems in Engineering	994004	1	14.1901	985
Applying Engineering Concepts	994005	1	14.1901	985

### Suggested Student Prerequisites

In order for students to be successful in the Engineering program, the following student prerequisites are in place:

1. C or higher in Pre-Algebra  
or
2. TABE Math Computation and TABE Math Applied Score (eighth grade or higher)  
or
3. Instructor approval

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

### Digital Media Technology

This program is designed for students who wish to develop, design, and implement projects in the fast growing field of digital media. The program emphasizes the techniques and tools used in digital media and the creative design or content of such media. Both theoretical learning and activity-based learning are provided for students who wish to develop and enhance their competencies and skills. The course focuses on the basic areas of computer graphics, multimedia, and animation. Exposure to state-of-the-art equipment is given through advice by experts from industry. The comprehensive project component provides practical experience toward developing a portfolio of work.

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Digital Media Technology I	994100	2	09.0702	987
Digital Media Technology II	994101	2	09.0702	987
Introduction to Photography and Graphic Design	994102	1	09.0702	987
Web Design and Media Rich Content	994103	1	09.0702	987
Video Production	994104	1	09.0702	987
Directed Individual Project	994105	1	09.0702	987

**Suggested Student Prerequisites**

An eligible student will have completed the ninth grade and will have an overall B average. Prior to being enrolled in the course, a behavior reference must be obtained from an academic technology teacher.

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

**Information Technology**

The Information Technology program is designed to provide the basic foundation, skills, and knowledge for computer networking, applications, and support, along with an introduction to programming. Students will develop the skills necessary to prepare for certification exams and will learn how to develop, support, and integrate computing systems. They will acquire network planning and management skills and the ability to provide technical support. The program will provide hands-on experience in computer systems support and skill in network setup and maintenance.

Industry standards referenced are from the Skill Standards for Information Technology published by the National Workforce Center for Emerging Technologies. Program competencies are designed to prepare students for A+ certification. Additional research data used in the development of this curriculum were collected from a review of related literature and from surveys of local experts in business, industry, and education.

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Information Technology I	992200	2	11.0101	954
Information Technology II	992201	2	11.0101	954
Introduction to Information Technology	992202	1	11.0101	954
Computer Fundamentals	992203	1	11.0101	954
Network Fundamentals	992204	1	11.0101	954
Programming and Web Design	992205	1	11.0101	954

**Suggested Student Prerequisites**

In order for students to be successful in the Information Technology program, the following student prerequisites are in place:

1. C or higher in Pre-Algebra  
or
2. TABE Math Computation and TABE Math Applied Score (eighth grade or higher)  
or
3. Instructor approval

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

## Health Sciences

### Health Sciences

Health Sciences is a pathway of courses for students in the Health Sciences career cluster. The Health Sciences Pathway includes classroom and hands-on experiences that provide students with an overview of the health-care field as outlined in the States' Career Clusters Health Science Cluster and the National Consortium on Health Science and Technology Education as well as begin to prepare students for careers in occupations predicted to have a high number of available jobs in the next 10 years including registered nurses, nurse aides, practical nurses, and home health aides.

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Health Sciences I	995000	2	51.0000	961
Health Sciences II	995001	2	51.0000	961
Orientation to Health Science	995002	1	51.0000	961
Theory and Applications of Health Science, Part A	995003	1	51.0000	961
Theory and Applications of Health Science, Part B	995004	1	51.0000	961
Workplace and Employment Skills in Health Science	995005	1	51.0000	961

### Suggested Student Prerequisites

In order for students to be successful in the Health Sciences program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)  
or
3. TABE reading score (eighth grade or higher)  
or
4. Instructor approval

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

(b)(6)

## Human Sciences, Art, and Humanities

### Culinary Arts

The Culinary Arts Pathway program includes classroom and hands-on experiences that prepare students for employment or continuing education in the foodservice industry. This program was written to incorporate the National Restaurant Association's (NRA) ProStart learning objectives. Any student who successfully completes this program and the mentoring requirements of the NRA can take the National ProStart Certificate of Achievement exam. This is a national certification program recognized throughout the foodservice industry.

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Culinary Arts I	996000	2	12.0500	972
Culinary Arts II	996001	2	12.0500	972
Orientation to Culinary Arts	996002	1	12.0500	972
Theory and Applications of Culinary Arts, Part A	996004	1	12.0500	972
Theory and Applications of Culinary Arts, Part B	996005	1	12.0500	972
Advanced Studies in Culinary Arts	996006	1	12.0500	972

### Suggested Student Prerequisites

In order for students to be successful in the Culinary Arts program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)  
or
3. TABE reading score (eighth grade or higher)  
or
4. Instructor approval

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

(b)(6)

### Teacher Academy

The Teacher Academy program is a high school program of study designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy Pathway includes classroom and hands-on experiences that prepare students for employment or continuing education in the education field.

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Teacher Academy I	996300	2	13.0101	971
Teacher Academy II	996301	2	13.0101	971
Foundations of an Educator	996302	1	13.0101	971
Practices of an Educator	996303	1	13.0101	971
Exploring Diversities and Communication	996304	1	13.0101	971
Progressive Practices of Teacher Academy	996305	1	13.0101	971

### Suggested Student Prerequisites

1. Proficient or advanced on MCT
2. 92% attendance rate
3. Minimum GPA 2.5
4. C or higher in English from the previous year
5. Application (including short essay)
6. Interview process
7. Discipline (no more than three referrals from the previous year; severity of infractions to be determined according to the Mississippi Discipline Codes)
8. Instructor approval

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

(b)(6)

## Transportation

### Automotive Service

Automotive Service is a pathway for students in the Transportation career cluster. The following description is from the current Standard Course of Study for Career–Technical Education, Mississippi Department of Education. The Automotive Service Pathway emphasizes industry-based content with time being allocated between lecture and lab activities. Safety is an integral part of every course and activity. The content is aligned with National Institute for Automotive Service Excellence (ASE) standards to ensure that programs can be recommended for certification by the National Automotive Technicians Education Foundation (NATEF).

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Automotive Service I	997000	2	47.0604	966
Automotive Service II	997001	2	47.0604	966
Automotive Service Fundamentals I, Part A	997002	1	47.0604	966
Automotive Service Fundamentals I, Part B	997003	1	47.0604	966
Automotive Service Fundamentals II, Part A	997004	1	47.0604	966
Automotive Service Fundamentals II, Part B	997005	1	47.0604	966

### Suggested Student Prerequisites

In order for students to be successful in the Automotive Service program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)
3. Instructor approval  
or
4. TABE reading score (eighth grade or higher) with instructor approval

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

**Collision Repair**

Collision Repair is a pathway for students in the Transportation career cluster. The content is based on industry certification. The content consists of fundamentals; mechanical/electrical components; nonstructural analysis and damage repair; structural analysis and damage repair; and painting and refinishing.

The program is aligned with the NATEF 2006 Collision Repair and Refinishing standards.

Course	Course Number	Course Credit	CIP Number	Endorsement Code
Collision Repair I	997100	2	47.0603	967
Collision Repair II	997101	2	47.0603	967
Fundamentals of Collision Repair	997102	1	47.0603	967
Intermediate Painting and Refinishing	997103	1	47.0603	967
Advanced Fundamentals of Collision Repair	997104	1	47.0603	967
Advanced Painting and Refinishing	997105	1	47.0603	967

**Suggested Student Prerequisites**

In order for students to be successful in the Collision Repair program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)
3. Instructor approval
- or
4. TABE reading score (eighth grade or higher) with instructor approval

The sequencing of courses must be taken in the order specified in each pathway executive summary. Foundation knowledge in each course must be mastered to move to the next course. Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not suggested.

(b)(6)

## Preparing for *Redesign* Site Selection and Implementation

Each school district that considers implementing the components of *Redesign* must make many decisions before and after the grant is awarded. These decisions require planning and collaboration. The *Redesign* Web site contains information that is pertinent to this planning process. Please go to <http://redesign.rcu.msstate.edu> and explore the opportunities.

Below is a suggested checklist of actions to be used prior to completing a *Redesign* Request for Proposal (RFP) and during the 3-year implementation plan to ensure success for students, educators, and the community.

### Prior to Completion of a *Redesign* RFP

- \_\_\_ Gain local school board, educator, and community support of the goals for *Redesigning Education for the 21st Century Workforce*.
- \_\_\_ Review carefully the latest edition of the *Redesign* RFP, including the Assurances Narrative section.
- \_\_\_ Review and discuss with academic and vocational administrators, teachers, counselors, and business partners the Mississippi *Redesign* Comprehensive Model. Identify and evaluate which components of this model are being implemented successfully at your school(s) and which ones need to be addressed.
- \_\_\_ Organize a *Redesign* Advisory Committee composed of the superintendent, local school board president, middle school principal(s), high school principal(s), vocational director/contact person, middle school teachers (academic and vocational), high school teachers (academic and vocational), counselors (academic and vocational), business and industry partners, parents, and community leaders.
- \_\_\_ Provide time for the middle school and high school administrators, teachers, and counselors to review and discuss the Information and Communications Technology (ICT) I and II; Science, Technology, Engineering, and Mathematics (STEM) Applications; and Career Pathway curricula, equipment specifications, facility guidelines, licensure requirements, and professional learning requirements.
- \_\_\_ Provide training opportunities for all middle school and high school vocational teachers to prepare for taking a technology literacy assessment (IC<sup>3</sup>, iCAT, or an approved third-party vendor assessment). Note: All ICT and STEM teachers must be IC<sup>3</sup> certified before they attend the Teacher Certification Workshop in the summer.
- \_\_\_ Encourage all middle school and high school vocational teachers to enroll in and satisfactorily complete Basic and Advanced Blackboard certification classes in order to meet licensure requirements.
- \_\_\_ Encourage all middle school and high school vocational teachers to enroll in and satisfactorily complete Certification of Online Learning (C.O.O.L.) training in order to meet licensure requirements.

(b)(6)

- \_\_\_ Review and identify all Career Pathway teacher licensure requirements that teachers must meet to receive the appropriate endorsement(s).
- \_\_\_ Identify and begin renovating (if needed) the facilities/classrooms that will be utilized to implement ICT I and II, STEM, and the Career Pathway programs.
- \_\_\_ Review the equipment specifications for ICT I and II, STEM, and Career Pathway programs. Conduct an inventory review to determine the age and condition of current equipment items, and compare the list of new equipment to the current equipment in each classroom/lab.
- \_\_\_ Develop a purchasing plan for new equipment for each program.
- \_\_\_ Analyze and determine if current vocational programs are viable, and provide students with a seamless transition to postsecondary education or the workplace.
- \_\_\_ Identify current vocational programs that meet the needs of local business and industry and articulate to community college programs. If programs are not meeting these goals, consider new Career Pathway options.
- \_\_\_ Evaluate current school schedules, and determine if changes are needed to meet the career and educational plans of students and graduation requirements.
- \_\_\_ Conduct interviews with all middle school and high school vocational teachers and counselors to solicit their support and commitment of the *Redesign* initiative as well as determine their professional learning needs to meet new licensure requirements.
- \_\_\_ Identify and review the new licensure requirements for Career Pathway programs. Meet with each teacher to develop a training plan and timeline to use to

meet all *Redesign* licensure requirements.

- \_\_\_ Identify a local *Redesign* contact person, along with a *Redesign* grant writing team (could be the same as the *Redesign* Advisory Committee), who will complete the RFP and attend orientation and leadership meetings for *Redesign* implementation purposes. Be sure to include the local Information Technology (IT) coordinator and business manager on this team.
- \_\_\_ The local *Redesign* team should attend the regional meetings, sponsored by the Office of Vocational Education and Workforce Development, to receive information and instruction regarding the *Redesign* Request for Proposal.

## ***Redesign* Components and Implementation Timeline**

Mississippi school districts have the opportunity to respond to a request for proposal (RFP) to become pilot sites for all components of the *Redesign* initiative.

### **Year 1**

Implementation of ICT I curriculum (former seventh-grade Career Discovery program)

Implementation of STEM Applications curriculum (former ninth-grade Technology Discovery program)

### **Year 2**

Implementation of ICT II curriculum (former eighth-grade Computer Discovery program)

Implementation of  $\frac{1}{3}$  Career Pathway courses selected (former vocational programs)

### **Year 3**

Implementation of remaining  $\frac{1}{3}$  Career Pathway courses selected (former vocational programs)

# Mississippi Education *Redesign* for the 21st Century

Below is a suggested checklist of actions that can be utilized during the 3-year implementation plan.

## Year 1

- \_\_\_ Grant notification letter is received from the Mississippi Department of Education/Office of Vocational Education and Workforce Development. (April)
- \_\_\_ Enroll the ICT I and STEM teachers in Teacher Certification Training -Year 1. (April–May) Check the *Redesign* Web site for summer training dates at <http://redesign.rcu.msstate.edu>.
- \_\_\_ Local school personnel attend the *Redesign* Team Implementation Meeting. (May)
- \_\_\_ Schedule a local *Redesign* Advisory Committee meeting to develop a plan of work and timeline for the 3-year implementation plan. (May)
- \_\_\_ Begin equipment procurement process for ICT I and STEM programs. (May)
- \_\_\_ Complete facility/classroom/lab renovations for ICT I and II and STEM programs. (May–June)
- \_\_\_ Superintendents and middle and high school administrators should attend the *Redesign* Leadership Training and regional meetings. (Fall and Spring)
- \_\_\_ Provide training opportunities for high school vocational teachers to prepare to take a technology literacy assessment (IC<sup>3</sup>, iCAT, or an approved third-party vendor assessment). (Fall and Spring)
- \_\_\_ Encourage all middle school and high school vocational teachers to enroll and satisfactorily complete Basic and Advanced Blackboard certification classes. (Fall and Spring)
- \_\_\_ Encourage all middle school and high school vocational teachers to enroll and satisfactorily complete Certification of Online Learning (C.O.O.L.) training. (Fall and Spring)
- \_\_\_ Review individual professional learning plan, and remind each teacher that he or she will be required to attend curriculum-specific follow-up sessions during the school year and attend the Teacher Certification Training -Year 2 the following summer. (August–September)
- \_\_\_ Register the ICT I and STEM instructors for follow-up sessions related to Teacher Certification Training. (September)
- \_\_\_ Conduct interviews with each occupational teacher to solicit support of the new Career Pathway programs and discuss the licensure requirements and upcoming summer training schedule. (October–December)
- \_\_\_ Identify the vocational programs (50% of total programs) that will become Career Pathway programs in Year 2 of the *Redesign* implementation plan. (October–December)
- \_\_\_ Review the new equipment specifications for each Career Pathway program and current equipment inventory with the instructor. After the review, develop a list of equipment to be purchased for the new Career Pathway program. (January–March)
- \_\_\_ Enroll the ICT II and Career Pathway instructors in Teacher Certification Training. (March)
- \_\_\_ Schedule a local *Redesign* Advisory Committee meeting to review the Year 2 Plan of Work and Timeline. (May before second year)
- \_\_\_ Begin the equipment procurement process for ICT II and Career Pathway programs.
- \_\_\_ Complete the facility/classroom/lab renovations for ICT II and Career Pathway programs. (May–June)

# Mississippi Education *Redesign* for the 21st Century

- \_\_\_ Based on district need, select and implement components of the Mississippi *Redesign* Comprehensive Model.
- \_\_\_ Apply for the S.T.A.R.T. Center grant (pending available funds) to begin implementation during the second year of *Redesign*. Prepare S.T.A.R.T. Center directors with available training. Prepare proposed space for housing the S.T.A.R.T. Center. (Time: TBA)

## Year 2

- \_\_\_ Implement the first half (50%) of the Career Pathway program in August.
- \_\_\_ Schedule a local *Redesign* Advisory Committee meeting to review the Year 2 Plan of Work and Timeline. (May before second year)
- \_\_\_ Begin the equipment procurement process for ICT II and Career Pathway programs. (May)
- \_\_\_ Complete the facility/classroom/lab renovations for ICT II and Career Pathway programs. (May–July)
- \_\_\_ Superintendents and middle school and high school principals attend the *Redesign* Leadership Training and regional meetings. (Fall and Spring)
- \_\_\_ Provide training opportunities for high school vocational teachers to prepare to take a technology literacy assessment (IC<sup>3</sup>, iCAT, or a third-party vendor assessment). (Fall and Spring)
- \_\_\_ Encourage Career Pathway teachers to enroll in and satisfactorily complete Basic and Advanced Blackboard certification classes. (Fall and Spring)
- \_\_\_ Encourage Career Pathway teachers to enroll in and satisfactorily complete Certification of Online Learning (C.O.O.L.) training. (Fall and Spring)
- \_\_\_ Review individual professional learning plan, and remind each teacher that he or she will be required to attend curriculum-specific follow-up sessions during this school year and attend the Teacher Certification Training -Year 2 the following summer. (August–September)
- \_\_\_ Register the ICT II and Career Pathway teachers for follow-up sessions. (September)
- \_\_\_ Conduct interviews with each occupational teacher to solicit support of the new Career Pathway programs and discuss the licensure requirements and upcoming summer training schedule. (August–September)
- \_\_\_ Identify vocational programs (remaining 50% of programs) that will become Career Pathway programs in Year 3 of the *Redesign* implementation plan. (October–December)
- \_\_\_ Review the new equipment specifications for the remaining Career Pathway programs and current equipment inventory with the instructor. After the review, develop a list of equipment to be purchased for the new Career Pathway program. (January–March)
- \_\_\_ Enroll the first-year Career Pathway teachers in Teacher Certification Training -Year 2. (March–May)
- \_\_\_ Enroll the remaining Career Pathway teachers in Teacher Certification Training -Year 1. (March) Check the *Redesign* Web site for Teacher Certification Training schedule at <http://redesign.rcu.msstate.edu>.
- \_\_\_ Begin the process to procure equipment for the remaining Career Pathway programs. (April)
- \_\_\_ Schedule a local *Redesign* Advisory Committee meeting to review the Year 3 Plan of Work and Timeline. (May before third year)

\_\_\_ Complete the facility/classroom/lab renovations for remaining Career Pathway programs. (May–June)

\_\_\_ Based on district need, select and implement any remaining components of the Mississippi *Redesign* Comprehensive Model.

\_\_\_ If awarded, procure equipment and implement the S.T.A.R.T. Center.

### Year 3

\_\_\_ Implement the remaining Career Pathway programs. (August–May)

\_\_\_ Superintendents and middle school and high school principals attend the *Redesign* Leadership Training and regional meetings. (Fall and Spring)

\_\_\_ Meet with each Career Pathway teacher to discuss professional learning plan to ensure that all *Redesign* licensure requirements will be met by June 30. (Fall and Spring)

\_\_\_ Provide training opportunities for high school vocational teachers to prepare to take a technology literacy assessment (IC<sup>3</sup>, iCAT, or a third-party vendor assessment). (Fall and Spring)

\_\_\_ Review individual professional learning plan, and remind each remaining Career Pathway teacher that he or she will be required to attend curriculum-specific follow-up sessions during the school year and attend the Teacher Certification Training - Year 2 the following summer. (August–September)

\_\_\_ Enroll the remaining Career Pathway instructors in Teacher Certification Training - Year 2. (March)

\_\_\_ Ensure that all middle school and high school vocational teachers have successfully completed all training requirements to receive the appropriate endorsements. Request a copy of their teaching licenses with awarded endorsements.

For additional information regarding *Redesign* implementation, please contact the following individuals:

Chris B. Wall, Director  
Bureau of Vocational Instructional Development  
and Student Organizations  
cwall@mde.k12.ms.us  
601.359.3461

Melissa May, Division Director  
Bureau of Compliance and Reporting  
mmay@mde.k12.ms.us  
601.359.3086

Christy Todd  
Bureau of Compliance and Reporting  
ctodd@mde.k12.ms.us  
601.359.3086

(b)(6)

## Contact Information

### **MDE Contact for *Redesign* Implementation**

**Ms. Chris B. Wall, Bureau Director**  
Instructional Development and Student Organizations  
601.359.3461  
cwall@mde.k12.ms.us

### **MDE Contact for *Redesign* RFP inquiries**

**Ms. Melissa May, Division Director**  
Bureau of Compliance and Reporting  
601.359.3965  
mmay@mde.k12.ms.us

### **MDE Contact for *Redesign* Equipment Procurement**

**Ms. Christy Todd, Equipment Coordinator**  
Bureau of Compliance and Reporting  
601.359.3086  
ctodd@mde.k12.ms.us

### **RCU Contact for *Redesign* Curricula**

**Dr. Robin Parker, Coordinator of Workforce Education**  
662.325.2510  
robin.parker@rcu.msstate.edu

### **RCU Contact for *Redesign* Comprehensive Model**

**Ms. Betsey Smith, Workforce Education Project Manager**  
662.325.2510  
betsey.smith@rcu.msstate.edu

### **RCU Contact for *Redesign* Licensure Inquiries**

**Dr. Leanne Long, VIP Coordinator**  
662.325.2510  
leanne.long@rcu.msstate.edu

(b)(6)

(b)(6)

(b)(6)

The Mississippi Department of Education, Office of Vocational Education and Workforce Development does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits.

The following office has been designated to handle inquiries and complaints regarding the nondiscrimination policies of the Mississippi Department of Education:

Director, Office of Human Resources  
Mississippi Department of Education  
359 North West Street, Suite 359  
Jackson, MS 39201



*Quality Counts 2010* is the 14th edition of *Education Week*'s annual report card on American public education as viewed through the lens of the states' education policies and outcomes. As in the past, this year's edition is built on twin foundations: the detailed data collection and analysis of the Editorial Projects in Education Research Center, which mines its annual policy survey to provide comprehensive, state-by-state grading in key areas of state policy and performance; and the rigorous investigation of a timely issue in education policy by the *Education Week* reporting staff.

Mississippi Standards, Assessments, & Accountability: B+ (88.3)

Standards: A (96.4)

Assessments: C+ (78.3)

School accountability: A- (90.0)

Taken from:

<http://www.edweek.org/ew/qc/2010/17src.h29.html?intc=ml>

Draft/For Discussion Only/April 28, 2009

The Council of Chief State School Officers and  
The National Governors Association Center for Best Practices

Common Core Standards  
Memorandum of Agreement

**Purpose.** This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

**Background.** Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

**Benefits to States.** The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

**Process and Structure**

**Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core of standards (see attached timeline). These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level.

Draft/For Discussion Only/April 28, 2009

As such, these organizations will facilitate a state-led process to develop common core standards in English language arts and mathematics that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21<sup>st</sup> century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

**National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core standards. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core standards. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core standards.

**Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

**Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

**Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core standards either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core standards may choose to include additional state standards beyond the common core standards. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core standards based on research and evidence.

Draft/For Discussion Only/April 28, 2009

based learning and can support the development of assessments that are aligned to the common core standards across the states, for accountability and other appropriate purposes.

**National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

**Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	<i>Handwritten Signature</i>
Chief State School Officer:	<i>Handwritten Signature</i>

*Handwritten Signature*

## Memorandum of Understanding The State Consortium on Board Examination Systems

The purpose of this Memorandum of Understanding is to reflect the mutual understandings that the state partners and the National Center on Education and the Economy (NCEE) have of the purposes of the State Consortium on Board Examination Systems and the obligations of the member states and NCEE during the initial planning period. The description of the system design presented here is not intended to be legally binding on the states. The signature of the chief state school officer on this document is intended to signify that the chief state school officer intends to make his or her best effort to achieve the goals described below, it being understood that realization of those goals will require the subsequent action of many people, including legislators, the governor, the state board of education, key figures in the higher education community, major stakeholders in the elementary and secondary education community, the business community and so on. Similarly the signature of the president of the National Center on Education and the Economy on this document signifies a pledge by NCEE to do everything it can do to reach the goals described below.

### Purposes

Overall, the aim of the members of the consortium is to install in the member states a system based on international best practice that will greatly raise the proportion of their high school students who leave high school ready to do college-level work. The principle features of that system can be found in the Brief Prospectus for a State Board Examination System, available from NCEE.

Near term, in the Consortium's first year of operation, our goal is to conduct the initial planning and research needed to prepare for implementation of the plan put forward in the Brief Prospectus in ten to twenty high schools in each member state. Each of these demonstration high schools will:

- offer at least one board examination system (as that term is defined in the Brief Prospectus) at the lower secondary (freshman and sophomore year) level and one at the upper division (junior and senior year) level. These board exam systems will be chosen from a list approved by the state, and these in turn will be chosen from a list approved by the Consortium, and
- offer the lower division secondary examinations no later than the end of students' sophomore year, and annually thereafter for those students who do not pass on their first attempt
- analyze the subscores of students who fail the exams and use that data to prepare a program for that student addressed to that student's weaknesses, so that that student will stand a much better chance of passing on the next attempt.

The state will:

- establish policies such that, as soon as students pass their lower secondary exams, they will be able to go at the beginning of the following academic year to any open-admissions postsecondary institution in the state without having to take any remedial courses, if they choose to do so, and
- waive current requirements for the high school diploma for students who pass their lower division board examinations to give force to the move-on-when-ready policy just described.

#### The initial work of the Consortium

To get to the point at which a significant number of states have such systems in place, the following tasks need to be accomplished in the first year:

- a governing body needs to be established, one in which the states have the major voice, so that the policy decisions that will collectively set the rules for the operation of the system as a whole can be made,
- a Technical Advisory Committee must be established, to make sure that the technical decisions that will have to be taken by the governing body are informed by the best technical advice available anywhere,
- a series of technical studies must be carried out so that the examinations, when administered by the states can withstand intensive scrutiny with respect to issues of fairness and accuracy,
- requirements must be established that will apply to the providers of the board examination curriculum, materials, assessments and teacher training, and the staff must be in a position to communicate those requirements to the providers on behalf of the Consortium members and make sure that they are met,
- the states will need to involve many key policy makers and stakeholders in the discussion as to whether the state will commit to the overall Consortium design and provide the resources needed to properly implement that design and NCEE and its partners must provide the technical assistance and other support that the state leaders will need to make the case and come up with the necessary data, and
- the state in the first implementation cohort will need to take the policy decisions needed to begin the pilot, find the funds needed, recruit pilot districts and schools and organize delivery of necessary services to initiate the pilots.

#### During the initial year, the state agrees to:

- organize and lead an outreach effort to persuade key policy makers and stakeholders in the state to adopt the Consortium program and commit to implementing that program, if that has not already been done (this includes agreement by the higher education community in the state that it will accept the cut-off score on the board examinations approved by the Consortium governing

body as the basis for admission to the open-admissions institutions without remediation),

- participate in the work of the governing body,
- decide whether to be a member of the cohort of states beginning implementation in the 2010-11 school year or the cohort beginning implementation in the 2011-2012 school year, and begin the organizational work needed to implement the program in the chosen cohort year,
- work with NCEE to include language about the Consortium's program in its Race to the Top proposal and other similar proposals as appropriate, as well as requests for funds to support both the state's expenses and NCEE's expenses in connection with this program

During the initial year, NCEE agrees to:

- recruit the states and organize the work of the Consortium
- raise the money required to fund the work of the Consortium, from both federal and foundation sources,
- recruit the Technical Advisory Committee, staff it and carry out those of its recommendations that are approved by the governing body
- create the governing body and act as its staff,
- provide support to the leaders in the member states as they seek to build support for the Consortium program among policymakers, key stakeholders and the public.
- negotiate with the board examination providers to persuade them to modify their offering to reflect the needs of Consortium states and to get the best prices for their products and services for Consortium members.
- provide the Consortium with high quality analysis to support the continued development of the standards, curriculum, assessments and teacher training delivered to the schools. and
- provide the Consortium with high quality analysis of the Consortium's program as it evolves over time and is actually experienced by schools, teachers, students and communities, to provide accurate feedback to the governing body as the basis of a program of continuing improvements to the system.

The participants expect that, during the first year, some states will join the Consortium and others will drop out. As the first cohorts of implementing states start implementation, new issues will arise. The shape of the Consortium program may change as a consequence. Thus this Memorandum of Understanding is intended as a fluid document that will certainly change over time. It is intended therefore not as a constitution but rather as the basis for initial action.

*Tom Burnham 5/24/10*

## Partnership for Assessment of Readiness for College and Careers Memorandum of Understanding

**Purpose.** This document commits states to participate in the Partnership for Assessment of Readiness for College and Career, a state-led consortium that will collaborate on the development of common, high-quality assessments aligned to the Common Core State Standards (CCSS) in English language arts and mathematics for grades 3-8 and high school. The primary goal of the Partnership's work is to measure and document students' college and career readiness against common academic standards and to measure students' progress toward this target throughout the rest of the system.

While participating in the Partnership demonstrates the state's commitment to pursue a common assessment system that enables comparisons against the CCSS across all Partnership states, it does not commit the state to a specific assessment design at this point. Partnership states are still considering several options for the design of a common assessment system in pursuit of the Race to the Top (RTTT) Comprehensive Assessments Grant and will not be asked to commit to the Partnership's application until a later date. Until that time, all participating states will have the opportunity to contribute to and shape the Partnership's proposal.

**Preliminary Design Principles.** Partnership states have identified the following major purposes and uses for the assessment system. As the Partnership collaborates to develop its application for the RTTT assessment competition, these purposes will guide its work.

- The primary purpose is to measure and document students' **college and career readiness** and to measure students' progress toward this target throughout the rest of the system. 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 participating states.
- Additionally, the partnership is committed to ensuring that the assessment results:
  - Are **comparable across states** at the student level;
  - Meet **internationally rigorous benchmarks**;
  - Support valid assessment of **student longitudinal growth**; and
  - Serve as a **signal for good instructional practices**.
- The results must be able to support multiple levels and forms of accountability including:
  - Decisions about **promotion and graduation for individual students**,
  - **Teacher and leader evaluations**, and
  - **School accountability** determinations.

**Roles and Responsibilities of Partnership States.** The Partnership will employ a multi-level governance and management structure designed to guide the partnership through the submission of the proposal.

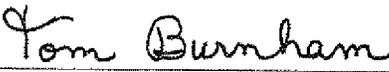
- The **Governing States** are comprised of a representative group of leaders from Partnership states that are committed to implementing the assessment system developed by the partnership, should it win a grant from the Race to the Top Comprehensive Assessment System competition, and are responsible for guiding the proposal development process. Each Governing State will commit a team comprised of the chief, assessment director, and other key officials from the SEA, Governor's office, and higher education as appropriate.
- The **Proposal Design Team** will include officials from partnership states who will work with an advisory group of national and international experts to create an assessment system design for the Partnership's proposal. The design team will include as many states as are interested in and capable of contributing

to and shaping the design of the proposed next generation assessment system.

- **Participating States** will include other partnership states that are unable to provide staff time to the design team but will provide rapid feedback on drafts of the proposal through the development phase.

**State Commitment.** This memorandum of understanding is voluntary and non-binding for states. States signing this MOU should do so with the intent of continuing in the Partnership through the proposal development, assessment development, and implementation phases. However, there will be an opportunity for states re-assess their participation in the Partnership before it submits its application for a Race to the Top Comprehensive Assessment Systems Grant by June 23, 2010.

**Agreement.** The undersigned state leader agrees to the process and structure as described above and attests accordingly by his/her signature below.

<b>Signature(s) for the State of:</b>	
Authorized State Signature:  	
Name: Tom Burnham	Date: May 7, 2010
Title: State Superintendent of Education	

# PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

## PARTICIPATING STATES

MAY 25, 2010

---

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Colorado
6. Delaware
7. District of Columbia
8. Florida
9. Georgia
10. Hawaii
11. Illinois
12. Indiana
13. Kentucky
14. Louisiana
15. Maryland
16. Massachusetts
17. Mississippi
18. New Hampshire
19. New Jersey
20. New York
21. North Dakota
22. Ohio
23. Oklahoma
24. Pennsylvania
25. Rhode Island
26. South Carolina
27. Tennessee

**Findings and Recommendations**  
**of the**  
**Graduation Rate Task Force**

**December 16, 2009**

## TABLE OF CONTENTS

	<b>Page</b>
I. HISTORICAL OVERVIEW .....	3
Legislation.....	3
Membership.....	3
Responsibilities.....	4
Organization.....	4
Data, Studies, and Reports.....	4
Membership of the Graduation Rate Task Force.....	5
II. EXECUTIVE SUMMARY .....	6
III. KEY RECOMMENDATIONS .....	9
NCHEMS Policy Audit Findings.....	9
Noel-Levitz Retention and Student Success Recommendations.....	16
Mental Health Services Recommendations.....	23
IV. APPENDICES.....	27
Mississippi Policy Audit.....	28
Observations and Finding from data analysis.....	29
Observations and Finding from policy audit.....	46
Assumptions/Realities.....	51
Recommendations/Alternatives.....	52
Student Services Survey.....	56

**(This Page Left Blank Intentionally)**

**GRADUATION RATE TASK FORCE EXECUTIVE SUMMARY**

## **HISTORICAL OVERVIEW**

### **Legislation**

The Graduation Rate Task Force (GRTF) was established by the Mississippi Legislature during the 2009 regular session. Governor Barbour signed House Bill 488 into law on April 6, 2009. Section 2 of the law describes the work of the Task Force:

“It is the expectation of each institution of higher learning and community and junior college in the state that all students in such institutions receive a quality education and graduate from such institutions. The Legislature recognizes that annual performance reports show a significant number underperform and fail to meet their goal of graduation. To assist the Legislature in shaping public policy to improve student outcomes and educational opportunities for all students in such institutions, there is established a Task Force to study and report on the graduation rates in the state institutions of higher learning and junior and community colleges”.

### **Membership**

The initial membership of the GRTF included the Chairmen of House and Senate Universities and Colleges Committees, the Chairmen of House and Senate Education Committees, the State Superintendent of Education or his designee, the Commissioner of Higher Education or his designee, the Executive Director of State Board of Community and Junior Colleges or his designee, the Chairman of the Board of Trustees of State Institutions of Higher Learning, the Chairman of the State Board for Community and Junior Colleges and the Chairman of the State Board of Education, a Representative of the Governor’s Office appointed by the Governor, and Presidents of two IHL institutions; one comprehensive and one HBU. The Task Force added additional representatives to include the presidents of two CJC institutions, a representative from the business community, and a representative for the Mississippi Department of Mental Health.

### **Responsibilities**

The Graduation Rate Task Force shall compile data, study and report on measures that may be taken to improve graduation rates in the universities, community and junior colleges. The Commissioner of Higher Education shall provide appropriate staff to assist the Task Force with carrying out its duties. Before December 31, 2009, the Task Force shall submit to the Legislature and the Governor a written report of its findings and recommendations on measures to improve graduation rates in universities, community and junior colleges. Upon presentation of its report, the Task Force shall be dissolved.

### **Organization**

The Graduation Rate Task Force met six times from July to December, 2009, and additionally, held eleven subcommittee meetings. The GRTF organized its work into three subcommittees:

- Articulation and Transfer
- Graduation and Retention Strategies
- Student and Mental Health Services

These three subcommittees were asked to investigate specific issues affecting retention and graduation rates and numbers and then report their findings to the full GRTF.

### **Data, Studies, and Reports**

The GRTF engaged the National Center for Higher Education Management Systems (NCHEMS) to conduct two separate analyses. The first was to establish Mississippi's standing in the United States and the best performing countries in the world regarding the educational attainment. This analysis was intended to provide a factual basis for GRTF decision making. The second analysis was a formal policy audit to identify barriers preventing improved graduation rates and numbers. NCHEMS presented the first findings at the August 26, 2009, meeting, while the policy audit findings were presented to the GRTF on December 2, 2009.

A second focus of the GRTF was the improvement of student retention and success as strategies to increase graduation rates and numbers. Noel-Levitz, a recognized leader in higher education consulting committed to helping institutions meet their goals for enrollment and student success, was retained to conduct research on retention and student success practices. Noel-Levitz replicated its national retention practices survey in Mississippi and reported its findings at the October 1, 2009, meeting. That same day, Noel-Levitz conducted a workshop for enrollment management professionals from all twenty-three public postsecondary institutions.

The final focus of the GRTF was the availability of student services, specifically mental health services, on the public postsecondary campuses. A survey was conducted to begin the process of understanding these issues, as well as the availability of these services, in Mississippi.

#### **Membership of the Graduation Rate Task Force**

Chairman Cecil Brown, House of Representatives Education Committee

Chairman Kelvin Buck, House of Representatives Universities & Colleges Committee

Chairman Videt Carmichael, Senate Education Committee

Chairman Doug Davis, Senate Universities & Colleges Committee

Mr. Mike Mulvihill, Designee for State Superintendent of Education

Dr. Hank Bounds, Commissioner of Higher Education

Dr. Eric Clark, Executive Director of State Board of Community & Junior Colleges

Mr. C. D. Smith, Designee for Board of Trustees, MS Institutions of Higher Learning

Ms. Patricia Dickens, Designee for State Board for Community & Junior Colleges

Ms. Kami Bumgarner, Designee for State Board of Education

Mr. Johnny Franklin, Representative of the Governor's Office

Dr. George Ross, President of Alcorn State University

Dr. Martha Saunders, President of the University of Southern Mississippi

Dr. Willis Lott, President of Gulf Coast Community College

Dr. Scott Elliott, President of Meridian Community College

Mr. Blake Wilson, President and CEO of Mississippi Economic Council

Ms. Kris Jones, Representative for the Mississippi Department of Mental Health.

## EXECUTIVE SUMMARY

Higher education has the potential to dramatically improve the lives of all Mississippians, since educational attainment is strongly linked to higher income levels, better health, decreased incarceration rates and other quality of life issues. However, Mississippi lags far behind the nation and many countries in the education attainment level of its citizens, and the state has not formally established any long-term goals to increase college completion. Improvement will take years of commitment, an attitude of accountability, and coordination between all education systems to implement the changes needed to achieve this goal.

Mississippi has the lowest level of per capita income in the nation, and the second lowest percentage of its working-age population with a bachelor's degree or higher. Mississippi's position nationally has remained stagnant over the past 30 years, even as the link between educational attainment and personal income has strengthened.

Mississippi should focus on moving to the national average, which requires producing an additional 147,144 associate and bachelor's degrees by 2025, or an additional 962 degrees each year. To do this, the state needs to substantially increase the progress of students through every stage of the education system.

Serious challenges face the state in this endeavor. Mississippi ranks 45<sup>th</sup> among all states in the percentage of high school graduates. Educational attainment gaps are more severe for African Americans than white students. Recent budget cuts, combined with expectations of future cuts and the drop-off of federal stimulus funds, could hinder progress.

A policy audit prepared for this Task Force found several factors that require consideration in a plan for improvement:

- **Long-term goals for raising educational attainment.** Mississippi has not formally established goals to raise the educational attainment of its population, and there are no measurements and public reporting methods for monitoring performance and progress toward goals.
- **Alignment of K-12 and higher education expectations for college-level learning.** While Mississippi has taken important first steps toward this by

making changes in K-12 curriculum, successful implementation will depend on how well teachers are prepared to teach the curriculum and on the quality of leadership at the school and district levels.

- **Teacher preparation.** Professional development of current teachers and the preparation of new ones to teach curricula in line with new expectations are key factors to reform. Budget cuts have led to the elimination of some programs that provide professional development, but there are also other challenges. For example, there appears to be no explicit Institutions of Higher Learning (IHL) mandate that colleges/schools of education commit to deeply engage in professional development of K-12 faculty.
- **Admissions requirements and developmental education.** Variations among CJC's and IHLs contribute to a lack of coordination between the entities. As a result, students may not have a seamless transition toward obtaining a college degree.
- **Transfer and articulation.** While formal policies and agreements are in place, they appear to have little impact. Arrangements are often negotiated on an institution-by-institution basis.
- **Gaps in data for longitudinal analysis.** Consistent information across all CJC's could provide basic data such as percentages of students referred to developmental education, the success of such students in getting into courses in which they earn credits toward degrees, the percentage of students who intend to transfer and end up doing so, or the number of students who transfer without earning a degree, etc.
- **Finance policy.** Funding of CJC's and IHLs is not allocated in a manner that clearly provides financial incentives for these institutions to improve retention and graduation rates, or to increase overall degree production.

- **Policy leadership.** A divided system of governance, historic lack of communication and coordination between the State Board for Community and Junior Colleges (SBCJS) and the IHL Board of Trustees, lack of data to support monitoring and accountability, and other factors contribute to low graduation rates.

Mississippi's educational attainment gap is the consequence of years of neglect. It will take time to reach regional or national, let alone global, competitiveness. Progress will only come through sustained, coordinated reform and step-by-step progress measured against national benchmarks, with monitoring, accountability, and public reporting on progress.

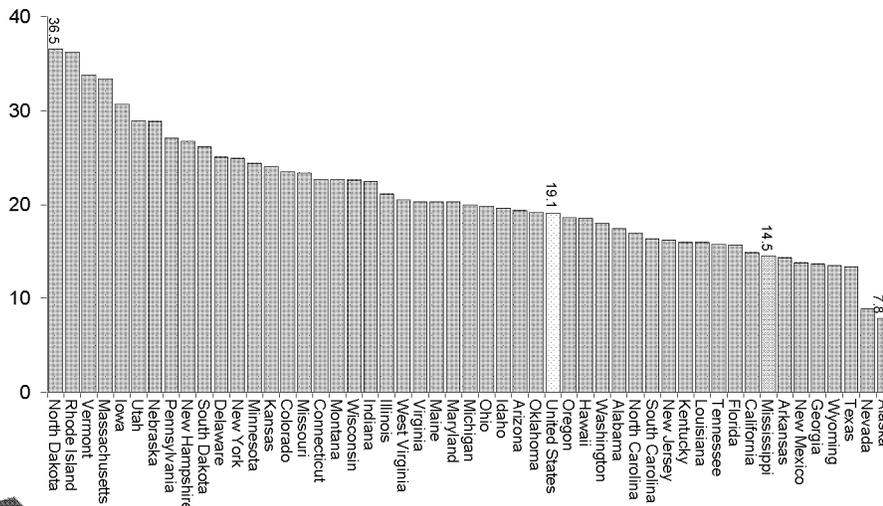
## KEY RECOMMENDATIONS

### NCHEMS Policy Audit Findings

#### Establish a Mississippi Goal to Reach the National Average by 2025

- Increase the educational attainment and skill levels of the state’s working-age population benchmarked to the national average by 2025 to prepare a globally competitive workforce, enhance the state’s future economy, and improve quality of life for the state’s citizens.
- Overcome legacy of past neglect, which includes focusing on closing achievement gaps (Pell eligible students, transfer students, and white to non-white) for CJC and IHL. (August 26, 2009 NCHEMS presentation; slides 17 & 18; 39)

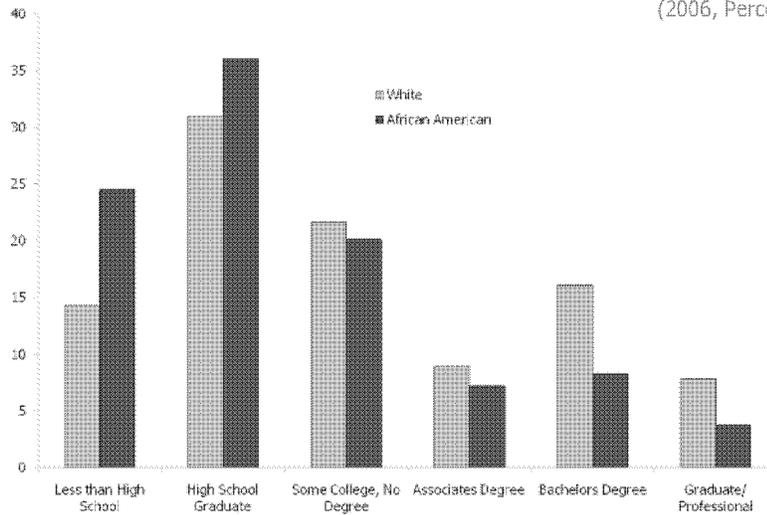
Bachelor’s Degrees Awarded at All Colleges per 1,000 Adults Age 18-44 with No College Degree, 2006



Source: NCES, IPEDS Completions Survey 2005-06; U.S. Census Bureau, 2006 ACS

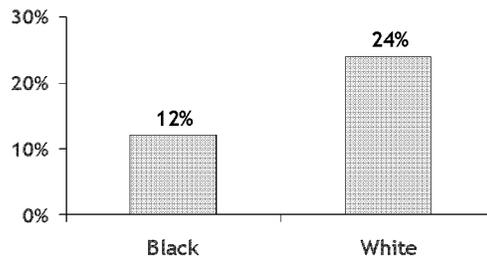
## Difference in Education Attainment Between Whites and African Americans

(2006, Percent)



Source: U.S. Census Bureau, 2006 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File.

If all racial/ethnic groups had same educational attainment, annual personal income in Mississippi would be \$7 BILLION higher!



Mississippi Population with Bachelor's Degree



Source: Measuring Up 2008: The National Center for Public Policy in Higher Education

- Increase production of associate and bachelor degrees and certificates with workplace value with attention to adults as well as recent high school graduates
- Propose performance metric for degree production as degrees awarded per 100 FTE students (CJC and IHL).
- Propose performance metrics for closing achievement gaps for CJC and IHL are degrees awarded per 100 FTE students for first-time in college full-time freshmen; Pell eligible students; transfer students (IHL only); and white to non-white students.

***National Average by 2025***

Mississippi would need to produce an additional 147,144 additional degrees by 2025 or an average of an additional 962 degrees per year.

- |   |                |
|---|----------------|
| • Projected 25-64 Year Olds in 2025   | 1,500,207      |
| • 46.5% with College Degrees (Associate and Higher)                                 | 697,596        |
| • 25-47 Year Olds with College Degrees<br>(Who will Still be in the Cohort in 2025) | 261,282        |
| • Maintaining Recent (2005-2007) Annual Net Migration<br>of College Degree Holders  | (62,305)       |
| • Degrees Produced at Current Annual Rate by 2025 (20,675 per Year)                 | 351,475        |
| • <b>Additional Degrees (Associate and Bachelor's) Needed by 2025</b>               | <b>147,144</b> |

**Establish the state level Education Achievement Council to monitor and report on progress toward long-term goals**

- Sustain attention to agenda
- Maintain the current membership of Graduation Rate Task Force, provide a method to replace members, and consider increasing business/civic representation
- Focus on leading agenda, not on displacing the governing and coordinating responsibilities of the IHL and SBCJC boards
- Establish long-term goals and benchmarks
- Monitor and report on progress toward goals in an annual report card

**Implement expectations for “college ready”**

- Place high priority on implementation of the recently developed College Readiness Standards. Make clear that these apply to all secondary school students seeking some postsecondary education whether at a CJC or an IHL institution.
- Implement common placement assessments across the system, including CJC and IHLs. Ensure alignment of these assessments with K-12 assessments.
- Align a “general education core” available at all CJC for transfer students. These should build on the College Readiness Standards. Ensure that all students who transfer have mastered the College Readiness Standards before they transfer.

- Mandate that the schools/colleges of education play an active role in professional development of teachers. Hold the schools/colleges of education accountable for demonstrating their contributions to improved teacher performance in their immediate regions and especially in the schools used for clinical training of teachers.
- Increase teacher production to meet state demand by 2020.
- Eliminate teacher shortage in critical areas such as math, science, foreign languages, and special education by 2020.

### **Clarify institutional missions**

- Make a clear distinction in the missions of IHLs:
  - Research universities
  - Regional universities/regional stewardship
- Maintain current placement and screening process for IHLs, but increase communication to students, counselors and others about the different levels of preparation required for success for each of the universities.
- Strengthen the links between IHLs and CJC's concerning the referral to CJC's of students who are not college-ready to the level required for success at the universities. Provide these students with an opportunity to transfer to a university if their academic preparation and performance improves, and they can demonstrate readiness for transfer.

### **Ensure developmental education is a statewide priority**

- Implement developmental education redesign pilots initially supported by Lumina Foundation.
- Consideration the implementation of a new statewide effort jointly developed by SBCJC and IHL Board to design and deliver developmental education within CJC's and IHLs.

### **Strengthen transfer and articulation processes**

- Create a seamless transfer and articulation process since most students enter community colleges with expectation of transfer but a relatively small percentage actually transfers, leaving many students with accumulated course work that is not recognized by employers.
- Implement a simple, straight-forward system: accepting Associate of Arts (AA) degrees for full credit toward Bachelor of Arts/Bachelor of Sciences (BA/BS) degrees.
- Concentrate on a selected number of critical majors (dual admission) – a transfer core with additional courses guaranteed for acceptance in most popular majors.
- Create a website for information on transfer and articulation (requires funding for set-up, implementation, and maintenance).

### **Revised articulation and transfer policies**

- Transfers from Community/Junior Colleges to Universities:
  - Associate of Arts (A.A.) degrees from Mississippi community/junior colleges transfer to Mississippi public universities as a “block” of completed credit that fulfills university freshman and sophomore requirements.
  - All public universities and community/junior colleges adhere to a common core to ensure minimum competencies in key areas
  - Freshman and sophomore degree requirements for native university students to be waived for transfer students who have an Associate of Arts degree from a Mississippi community or junior college
  - Transfer students who have not graduated with an Associate of Arts degree, but who wish to transfer CJC credits to a Mississippi university, can transfer those credits according to the current Articulation Agreement at the time of transfer.
  - For students transferring course-by-course credit under the Articulation Agreement, all course grades that are acceptable for university native credits shall be considered acceptable for transfer credits.
  
- Transfers among Community/Junior Colleges:
  - All non-developmental, for-credit courses in which a passing grade was received are transferrable among Mississippi community/junior colleges. If a particular non-developmental, for-credit course being transferred to a community/junior college is not taught by that receiving college, then that course is to be accepted as a general elective.
  - Students transferring credits to a Mississippi community/junior college must complete the graduation requirements of the receiving community/junior college in order to graduate from that college.

### **Implement a longitudinal data system**

- Link the critical gap between CJC and IHL.
- Include K-12, adult education, and, if possible, the independent sector higher education institution (on voluntary basis).
- Consider jointly staffed unit between CJC and IHL Systems.
- Connect to workforce data with a broader emphasis on the entire education pipeline.

### **Create incentives for regional collaboration to ensure more students get through the system to higher levels of achievement by more effectively using resources**

- Build on existing successes.
- Emphasize links with K-12/adult education.
- Share accountability between all education entities for moving students through pipeline.

### **Redesign student financial aid**

- Redesign the Higher Education Legislative Plan (HELP) program to target 7<sup>th</sup> graders with significant financial need and provide incentives for these students to stay in school, take the prescribed curriculum, and pursue postsecondary education.

### **Institutional finance**

- Establish policy of aligning financing policy with long-term goals.
- IHL: Acknowledge political and fiscal realities limiting ability to changing funding allocations *among* IHL institutions, but point out that the IHL Board could take actions to use finance policy to leverage change *within* each university: IHL Board agreement with each university to reserve “X”% of general revenue (state appropriations and tuition) for strategic change initiatives consistent with the IHL strategic plan (emphasizing retention/graduation, degree production).
- SBCJC: Recommend that the funding formula be modified to allocate a percent of funding based on “momentum points” based on achieving intermediate points of success.
- Develop a funding formula having an incentive share for those institutions achieving their goals. Funds for increasing faculty salaries should be tied to the incentives piece.

### **Clarify and strengthen system leadership**

#### ***IHL Board***

- Clarify responsibilities
  - Policy leadership for system to achieve goals established by the Education Achievement Council
  - Support effective leadership/governance of each four year institution
  - Mission differentiation – Research versus regional
  - Student financial aid, statewide and need based, for students attending all institutions
- Implement a strategic plan for system emphasizing contribution of IHL institutions to strategic goals of the state
- Require every institution to develop a plan for achieving specific completion goals. Must be submitted to this Task Force by March 31, 2010.
- Link performance agreements with each institution to:
  - System priorities and state public agenda
  - Presidential evaluation and institutional leadership/budgeting

- Faculty and staff should have some responsibility and be held accountable for improving retention and completion rates.
- Use the board’s time to focus on high level policy issues.
- Require a commitment from CJC and IHL Boards and presidents of individual institutions making improving retention and completion rates a major priority.

***State Board for Community and Junior Colleges***

- Clarify responsibility for strategic leadership within its coordinating authority
- Develop a strategic plan for CJC system emphasizing contribution of these institutions to the strategic goals of the state
- Implement the following leading statewide initiatives that improve education achievement:
  - Alignment of curriculum and learning outcomes with both college readiness expectations and “transfer ready”
  - Common college placement assessments
  - Regional collaborative with K-12 districts and IHL institutions
  - Faculty and staff should have some responsibility and be held accountable for improving retention and completion rates.
  - Require every institution to develop a plan for achieving specific completion goals. Must be submitted to this Task Force by March 31, 2010.
  - Secure commitment from CJC and IHL Board and Presidents of individual institutions to improve retention and completion rates.

Collect data necessary to calculate the following performance indicators for all degree- and certificate-seeking students

Performance Measures

- 1<sup>st</sup> to 2<sup>nd</sup> year *retention* for first-time, full-time, degree-seeking freshmen
- *Completion* within 150% of standard time for first-time, full-time, degree- and certificate-seeking freshmen
- Percentage of students who either *transfer* directly to another college or university, or *complete* community/junior college program requirements within 150% standard time for first-time, full-time, degree- and certificate-seeking freshmen.
- Percentage of students who declare themselves as degree- or certificate-seeking
- Percentage of community/junior college *students* who transfer to four-year schools each year

## Noel Levitz Retention and Student Success Recommendations

### **Collect additional data on retention and graduation rate trends in the state including the following items.**

- Compile 3-5 years of data on full-time transfer student persistence and graduation rates in the four-year sector (not available for the two-year sector). This should be done at the institutional level and then compiled according to admissions selectivity (i.e., open/liberal admission schools versus traditional and selective admission schools).
- Compile 3-5 years of data on part-time students and those that entered via other means in the four-year sector (not available for the two-year sector). This should be done at the institutional level and then compiled according to admissions selectivity (i.e., open/liberal admission schools versus traditional and selective admission schools).
- Build a peer data set for each institution using data from [collegeresults.org](http://collegeresults.org).
- Build a data set on the movement of students between two-year and four-year schools and their eventual success rates (i.e., How many students transfer from two year to four-year schools each year and what percentage eventually graduate after four additional years of study or sooner?).

### **Establish persistence and completion goals for each institution and sector**

Establish a process wherein each institution is asked to submit goals (based on the data) and the Task Force would then negotiate with each institution if they feel their goals are either too modest or too aggressive (unrealistic). Ultimately, the objective would be to establish statewide goals by institution and sector.

Noel-Levitz recommends goals should be established in the following categories:

- 1st to 2nd year retention for first-time, full-time students (all sectors)
- Completion within a 150% time for first-time, full-time students (all sectors)
- 1st to 2nd year retention for transfer students (IHL only)
- Transfer student completion within three years in the two-year sector and six years in the four-year sector
- 1st to 2nd year retention of part-time students (all sectors)

- Part-time student completion within four years in the two-year sector and eight year in the four-year sector
- Percentage of students that two-year schools send to four-year schools each year
- Percentage of students that four-year schools attract from two-year schools each year
- Graduation percentage of students who transfer from a two-year to a four-year school within four years of transferring

This goal-setting process should be complete in the first quarter of 2010.

### **Identifying Statewide Strategies to Increase Completion Rates**

In addition to the institutional planning process outlined above, Noel-Levitz recommends a statewide plan that addresses issues that impact students at all schools. This might include further analysis and strategy development in the following areas:

- Developing strategies to monitor institutional performance and report on progress towards statewide goals;
- The role and impact of college costs and financial aid on completion rates in Mississippi;
- The ease with which students can move between institutions and its impact on persistence and completion rates (e.g., articulation policies particularly within specific academic programs);
- Ways that K-12 and higher education can cooperate to achieve improved persistence and completion rates;
- Strategies for improving developmental education success rates;
- Ways that the higher education system can improve cooperation in support of improved persistence and completion rates;
- Developing incentives for improved institutional performance; and
- Identifying statewide training programs to support the institutional change process.

This plan could be completed within the same timeframe as the institutional plans (by August 2010).

**Implement state-wide a retention, progression, and completion program based on the ten key elements recommended by Noel-Levitz (Noel-Levitz presentation October 1, 2009; slides 49-50)**

**Ten critical elements of successful retention, progression and completion programs**

1. Collect, compile, and analyze pertinent retention/completion-related data, information, and research to aid and abet planning and strategy development
2. Implement an early identification/alert system and appropriate student intervention strategies
3. Commit to both a “front-loading” and “progressive responsibility” philosophy in prioritizing action plans and determining degree of proactiveness
4. Focus on the importance of the teaching/learning process
5. Emphasize a deliberate strategy of student engagement and involvement

**Ten critical elements of successful retention, progression and completion programs**

6. Enhance the organization and delivery of academic advising services
7. Create programs and services based on meeting students’ individual needs and differences
8. Design institutional systems, policies, and processes to be more student-centered
9. Monitor, on a systematic basis, student expectations, levels of satisfaction, and educational outcomes
10. Establish a permanent organizational structure to pursue quality of student life and learning initiatives and an institutional change process

**Implement state-wide student success practices recommended by Noel-Levitz (Noel-Levitz presentation October 1, 2009; slides 59-61 and 75-77)**

What do these data points suggest about opportunities for improvement in the two-year sector?

- Explore implementation of programs specifically for first-year students
- Collect student engagement data (e.g. CCSSE) to augment student satisfaction data
- Improve intervention programs for at-risk students (early-alert)

What do these data points suggest about opportunities for improvement in the two-year sector?

- Expansion of learning communities
- Second-year programs designed to encourage completion and transition to a four-year institution (where appropriate)
- Implement stronger recruit-back programs
- Strengthen academic advising
- Improved on-line student services

What do these data points suggest about opportunities for improvement in the two-year sector?

- Look at transfer orientation in response to increased student swirl (and orientation programs generally)
- Undertake a complete review of developmental education trends and delivery models and develop strategies in response to the findings (e.g. K-12 cooperation, summer bridge programs, supplemental instruction programs)

What do these data points suggest about opportunities for improvement in the four-year sector?

- Improved use of data and information to make changes (satisfaction/engagement)
- Improved use of learning communities
- Enhanced communications for currently enrolled students
- Improved on-line student services

## What do these data points suggest about opportunities for improvement in the four-year sector?

- Improved programming in the second year (major selection and transition, support for the deciding student)
- Enhanced support for adult/non-traditional learners (e.g. orientation programs)
- Enhanced support for online learners (special programs, early alert)

### Campus Representative Recommendations

## What did the campus representatives say is most important?

- Database to track non FTFT
- Data on 2-year to 4-year transition
- Regional planning councils to improve 2-year/4-year transitions
- Improved institutional data tracking
  - We track persistence and progression patterns of all students who matriculate
  - We set measurable goals to improve the retention rate for each term, semester, or year

## What did the campus representatives say is most important?

- Early alert programs for at-risk students
- Improved academic advising
- Implement/enhance recruit-back programs
- Implement/enhance learning communities
- Implement/enhance 2<sup>nd</sup> year programs
- Undertake a complete review of developmental education trends and delivery models and develop strategies in response to the findings

## **MENTAL HEALTH SERVICES RECOMMENDATIONS**

The Student Services Questionnaire was administered to gain information from the 23 post secondary public institutions as to the types of support services available to students. The questionnaire was divided into two major sections: Section A included items related to student services. Topics such as student orientation, academic skills training, the availability of specialized learning environments, and the identification of academically at-risk students were included in Section A. Section B included items related to the availability and provision of mental health services. Topics such as identification of students with mental health related disorders, the availability of mental health services on and off campuses, how students and parents are informed of mental health service options, policies and procedures related to responding to the mental health needs of students, and the availability of Behavioral Intervention Teams. Information contained in this summary was gathered from the responses to the questionnaire.

There appears to be significant variation from institution to institution in the types of supports that are being provided in both areas of student services and mental health. Examples of this variation include:

- Fifty percent of the respondents reported that they provided academic skills training during the beginning of the first semester for new students. The other fifty percent reported that they did not provide academic skills training during the beginning of the first semester for new students.
- The types of campus specialized learning environments varied from institution to institution.
- Twenty-five percent of the identified academically at-risk students who have been identified for early intervention are not being tracked through a formal program.
- The types of mental health services that are available on and off campuses. Available services vary from mental health counseling to medication consultation.
- Of the respondents that have primary care settings on their campuses, twenty-five percent do not integrate mental health services as a routine part of primary care services.
- The methods by which students and parents are informed of mental health service options.

- The availability of Behavioral Intervention Teams. Forty-four percent of the respondents do not have Behavioral Intervention Teams available.

In addition to various types of supports being offered to students, the questionnaire identified areas for further study. Examples of these areas include:

- The uniformity of content that is included in academic skills training.
- The feasibility of specialized orientation and advising services to non-traditional students.
- The training that advisors receive in order to identify students with mental health needs on campuses.
- The training that campus-based law enforcement staff receive in order to respond to crises, particular mental health-related crises that might arise.
- The expansion of the Behavioral Intervention Teams from the “core membership” of representatives of student services, law enforcement, housing and counseling center staff to include faculty members, academic affairs, and student health services.
- The feasibility of networking between the Behavioral Intervention Teams to promote information sharing and the development of resources.

The need for the development and implementation of formal policies and procedures for identifying and responding to the mental health needs of students was identified. Seven of the respondents reported that they had only informal policies and procedures established or no policies and procedures in place for identifying and responding to the mental health needs of students. The Behavioral Intervention Teams, a recognized best practice for responding to the mental health needs of students, could be expanded through policy development.

In summary, there appears to be numerous positive steps being taken to support students in Mississippi’s public institutions. The support, and at times levels of service, that Mississippi’s students need in order to achieve their educational goals and increase Mississippi’s graduation rates should not be discounted.

- **After acceptance to the CJC/IHL, improve identification of students with mental health needs and/or students who are at-risk to harm themselves and/or others.**
  - Universal screening of students
  - Through professional development opportunities, increase faculty/staff's capacity to identify students who may have mental health needs or be at-risk. This should include education on types of mental health needs, known warning signs and risk factors.
- **Increase availability and access to mental health services.**
  - Partnerships with local mental health providers, both public and private, to make services available and accessible to students.
  - On-campus mental health services, provided by a mental health professional(s). These services should include, at a minimum, counseling services and medication consultation and management.
  - For settings that have primary care/student health centers, incorporate mental health screening, assessment and subsequent services into existing systems.
  - Increase access to mental health-related educational resources and referral information for students and their families. Methods to communicate with students should include those modalities most utilized by students, such as the internet.
- **Initiation and implementation of mental health promotion (anti-stigma) and suicide prevention activities on all campuses.**
  - Participation in *Think Again Network* and *Shatter the Silence* activities to engage faculty, staff and students in activities to support mental health education and eliminate stigma associated with seeking help and support.
  - Development of positive peer support/ mentoring networks for students.
- **Workforce Development**
  - Increased professional development opportunities for existing faculty and staff (inclusive of law enforcement) related to mental health, suicide prevention and responding to mental health crises.

- Include mental health education as a part of comprehensive clinical training for all teachers (K-16).
- **Policy Development**
  - Develop formal policies and procedures to respond to the needs of students identified with mental health needs and/or students who are at-risk to harm themselves and/or others.
  - Develop formal policies to support the use of Behavioral Intervention Teams on all campuses

## APPENDICES

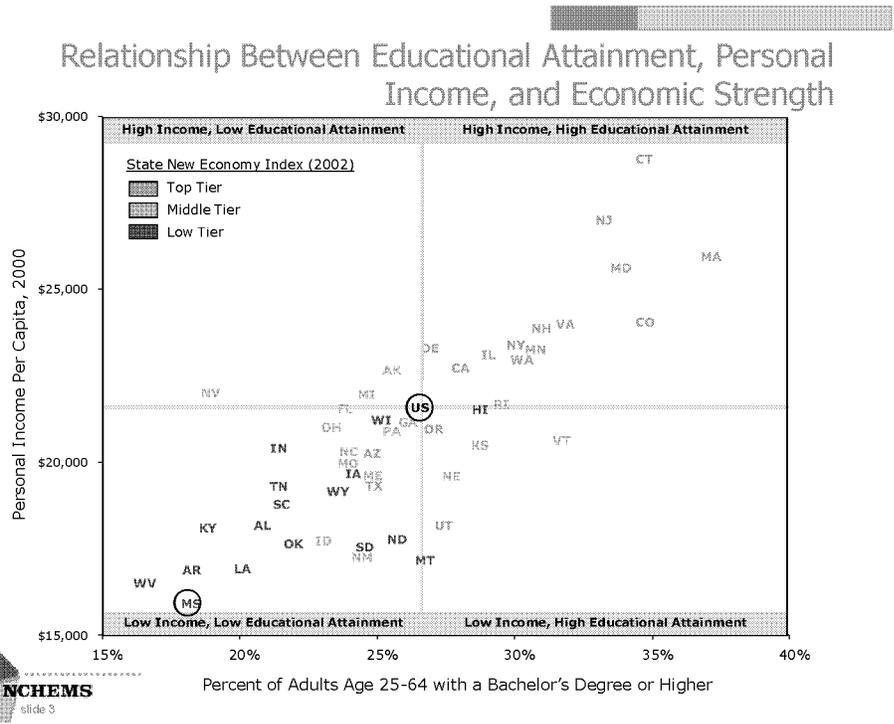
Mississippi Policy Audit

# Mississippi Policy Audit

## Observations and findings from data analysis

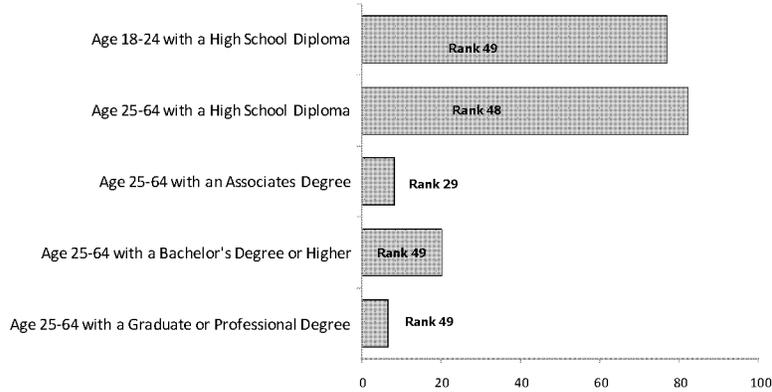
Graduation rates need to be seen in broader context of the educational attainment of the state's population.

- Educational attainment is highly correlated with the strength of a state's economy, personal income, and other indicators of quality of life for all Mississippians:
  - Increased workforce participation
  - Decreased rates of incarceration
  - Improved health outcomes
  - Reduced participation in Medicaid and other social service programs
  - Greater participation in artistic, cultural, and civic pursuits
  - Higher levels of volunteerism and social engagement
- Mississippi has the lowest level of per capita income in the nation and the second lowest percentage of its working-age population with a bachelor's degree or higher. (Appendix, Figure 1)



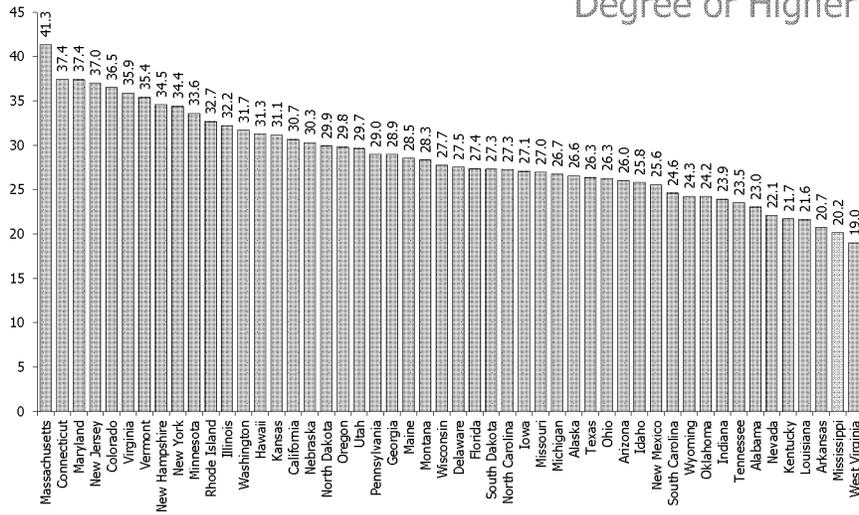


## Educational Attainment & Rank Among States Mississippi 2007 (percent)



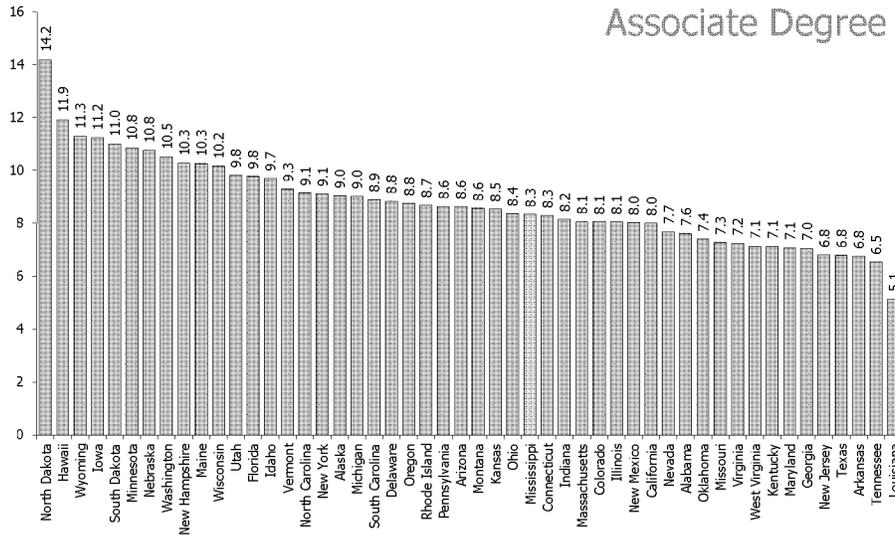
Source: U.S. Census Bureau, 2007 American Community Survey.

## Percent of Population Ages 25-64 with a Bachelor's Degree or Higher



Source: U.S. Census Bureau, 2007 American Community Survey.

## Percent of Population Ages 25-64 with an Associate Degree

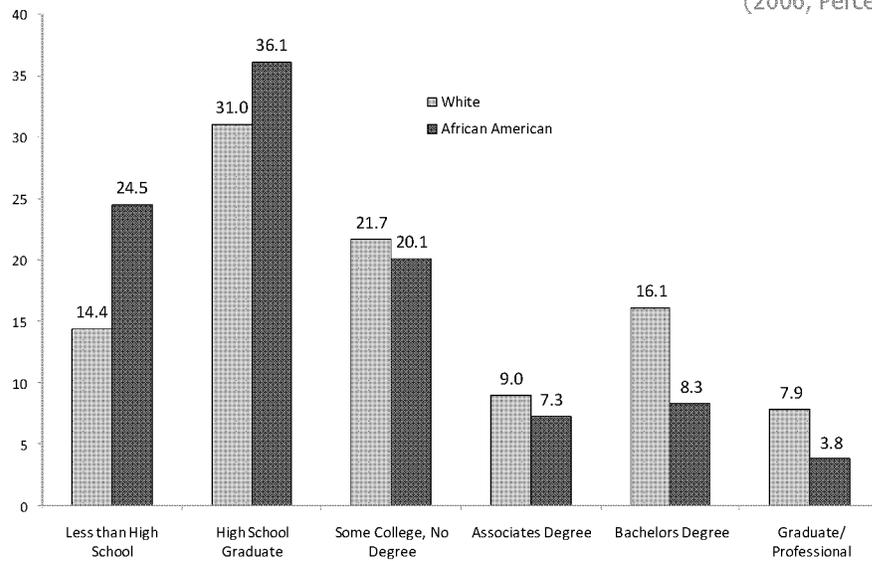


Source: U.S. Census Bureau, 2007 American Community Survey.

- Substantial differences exist in the educational levels of Whites and African Americans at every level. Only 12% of African Americans have a bachelor's degree or higher compared to 24% of Whites. If all minority groups had the same educational attainment as Whites, the annual personal income in Mississippi would be \$7 billion higher. (Appendix, Figures 6 and 7)

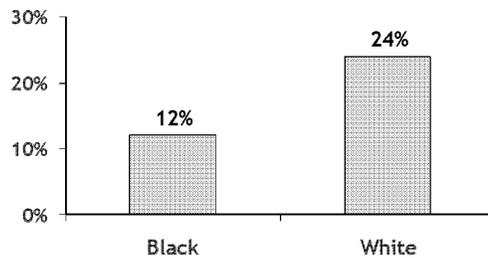
## Difference in Education Attainment Between Whites and African Americans

(2006, Percent)



Source: U.S. Census Bureau, 2006 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File.

If all racial/ethnic groups had same educational attainment, annual personal income in Mississippi would be \$7 BILLION higher!



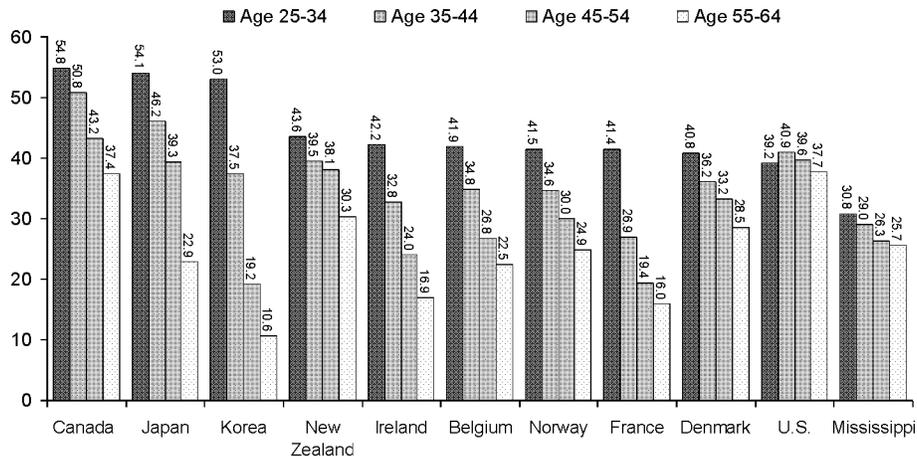
Mississippi Population with Bachelor's Degree



Source: Measuring Up 2008: The National Center for Public Policy in Higher Education

- Mississippi lags far behind the U.S. as well as many countries in the education levels of its population. (Appendix, Figure 8)

## Percent of Adults with an Associate Degree or Higher by Age Group – Mississippi, U.S. & Leading OECD Countries



Source: OECD, *Education at a Glance 2008*

- Many other states\* are establishing goals for achieving a level of educational attainment of their population comparable to the best performing countries (55% of the population with an associate degree or higher). Setting a goal linked to best performing countries may not be realistic for Mississippi. (Appendix, Figures 9 and 10)

\*Kentucky – “Double the Numbers” – United States (U.S.) Average  
 Tennessee – Southern Regional Education Board (SREB) Average  
 Colorado and Arizona – 55% Numbers  
 Oregon – 40% Bachelor Degrees /40% Associate Degrees/20% High School Diplomas  
 Texas – Closing the Gap – 55% numbers by 2030  
 Minnesota and Virginia – Best Performing – 55%

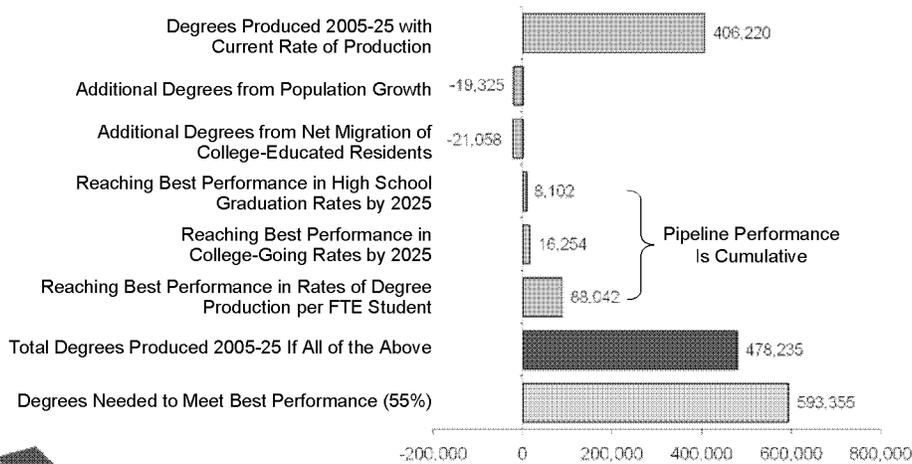
## Reaching Goal by 2025 (55%) – Mississippi

825,114	Number of Individuals to Attain 55% Goal
231,759	Number of Individuals (Age 25-44) Who Already Have Degrees
593,355	Additional Degree Production Needed (2005 to 2025)
406,220	Degrees Produced at Current Annual Rate of Production
-21,058	Additional Residents with College Degrees from Net Migration
208,193	Additional Degrees Needed
10,410	Additional Degrees Needed per Year (currently produce 20,311 in all Sectors)
57.5%	Increase in Annual Associate and Bachelor's Degree Production Needed (in Public Sector Only)



## How Can Mississippi Reach International Competitiveness?

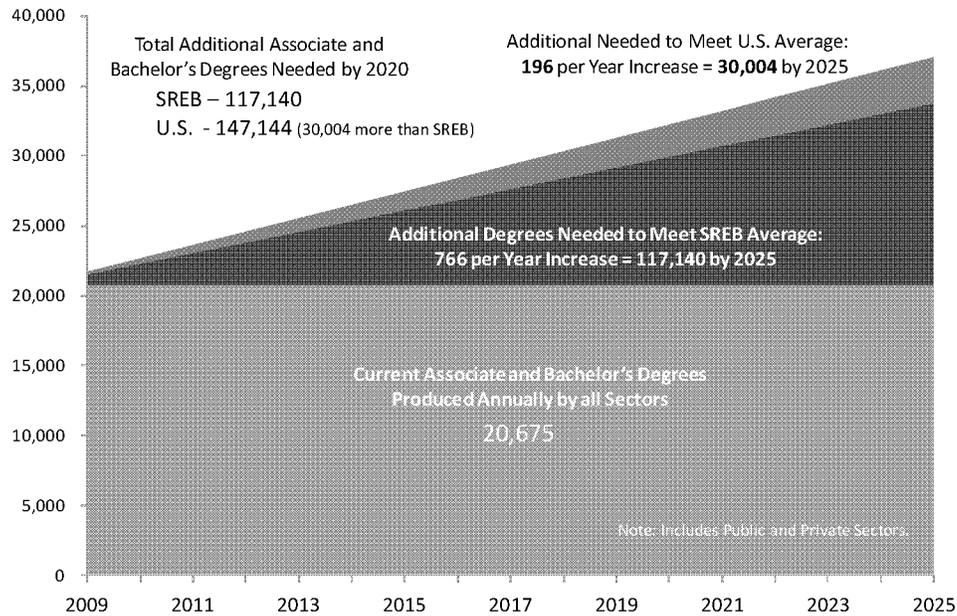
Current Degree Production Combined with Population Growth and Migration and Improved Performance on the Student Pipeline Measures



Source: Calculations by NCHEMS

Other states, for example, are setting goals related to the United States (U.S.) or Southern Regional Education Board (SREB) averages; however, it is important to establish an explicit goal and related benchmarks. The following illustrates the challenges for meeting the SREB and U.S. averages from the current level of 21,008 degrees per year, accounting for loss of college educated residents through out-migration: (Appendix, Figure 11)

## Additional Degree Production Needed for Mississippi to Match SREB and U.S. Averages in Educational Attainment by 2025



Sources: NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey and Population Projections; Calculations by NCHEMS

### ***SREB Average by 2025***

Mississippi would need to produce an additional 117,140 additional degrees per year by 2025 or an average incremental increase of 766 additional degrees per year.

- Projected 25-64 Year Olds in 2025 1,500,207
- 44.5% with College Degrees (Associate and Higher) 667,592
- 25-47 Year Olds w/College Degrees (who will still be in the cohort in 2025) 261,282
- Maintaining Recent (2005-2007) Annual Net Migration of College Degree Holders (62,305)
- Degrees Produced at Current Annual Rate by 2025 (20,675 per Year) 351,475
- **Gap: Additional Degrees (Associate and Bachelor's) Needed by 2025** **117,140**

### ***US Average by 2025***

Mississippi would need to produce an additional 147,144 additional degrees by 2025 or an average of an additional 962 degrees per year.

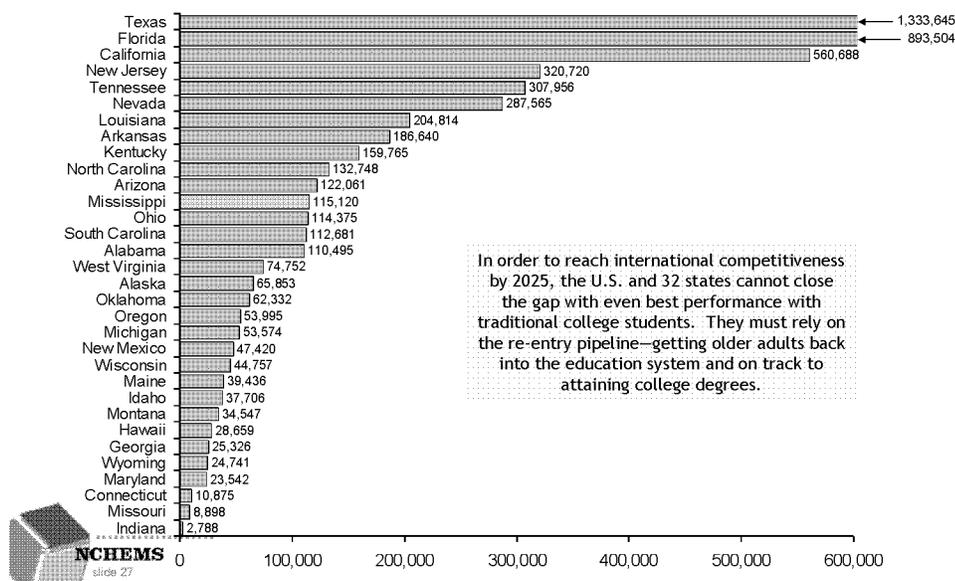
- Projected 25-64 Year Olds in 2025 1,500,207
- 46.5% with College Degrees (Associate and Higher) 697,596

- 25-47 Year Olds with College Degrees (Who will Still be in the Cohort in 2025) 261,282
- Maintaining Recent (2005-2007) Annual Net Migration of College Degree Holders (62,305)
- Degrees Produced at Current Annual Rate by 2025 (20,675 per Year) 351,475
- **Gap: Additional Degrees (Associate and Bachelor's) Needed by 2025 147,144**

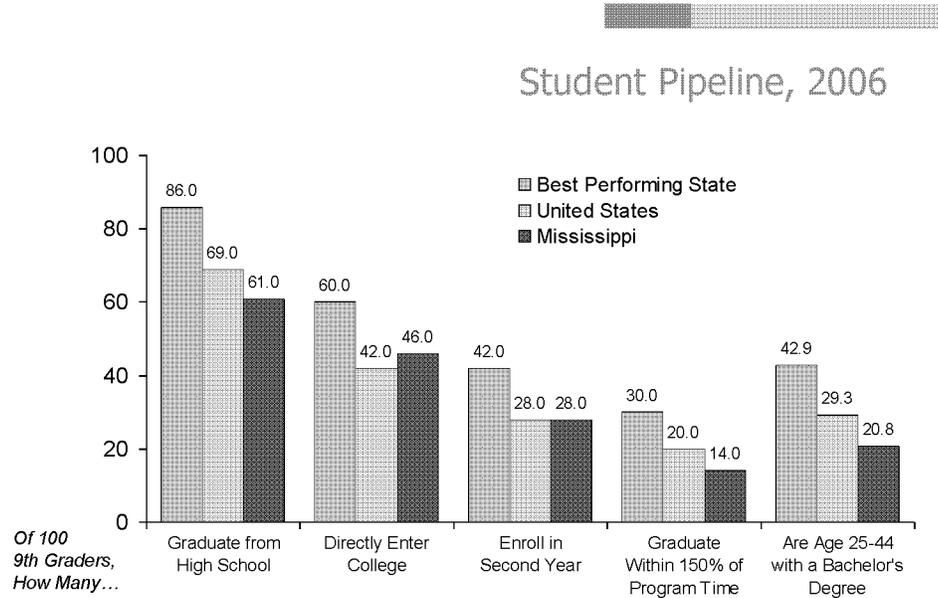
To reach this higher level of production of associate and bachelor degrees, Mississippi would need to increase substantially the progress of students through every stage of the education pipeline by:

- Increasing high school graduation rates
- Maintaining college-going rates even as high school graduation rates increase
- Increasing the number of degrees granted per students enrolled in college, including increasing the number of students who transfer successfully from community colleges
- Increasing the number of degrees granted to adults with a high school diploma but no college-level education. This will also require increasing the number of adults with a high school diploma who earn a General Education Development (GED) or similar high school equivalent credential. (Appendix, Figure 12)

Even Best Performance with Traditional College-Age Students at Each Stage of the Educational Pipeline Will Leave Gaps in More than 30 States



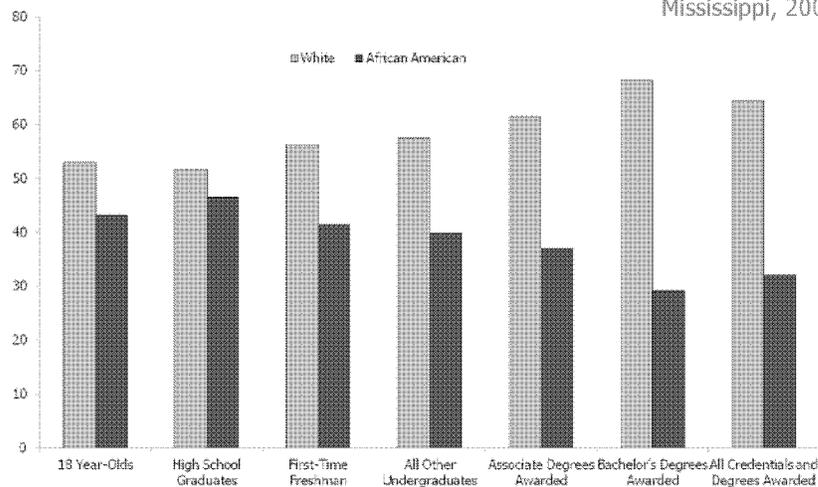
- Mississippi faces serious challenges at every level of the education pipeline for both African American and White students, but the attainment gaps are more severe for African Americans. (Appendix, Figure 13)



Sources: (1) Tom Mortenson, Postsecondary Opportunity; Chance for College by Age 19. (2) NCES, IPEDS 2006 Retention Rate File and 2006 Graduation Rate File. (3) U.S. Census Bureau, 2006 American Community Survey.

- Mississippi ranks 45<sup>th</sup> among the states in the percentage of high school graduates. (Appendix, Figure 14)

### Percent of Whites & African Americans at Each Stage of the Education Pipeline Mississippi, 2005

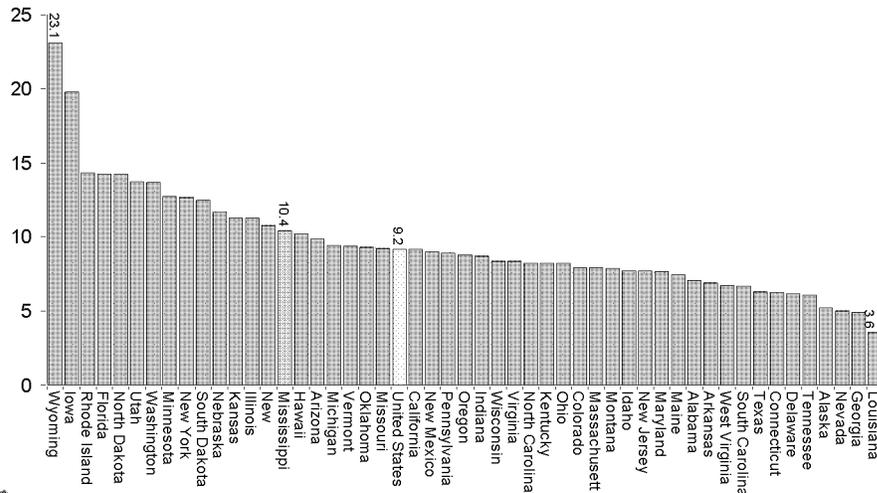


Sources: U.S. Census Bureau 2005 Population Estimates. NCES Common Core of Data 2004-05 High School Diploma Recipients. NCES, IPEDS Fall 2005 Enrollments File, 2004-05 Completions File.



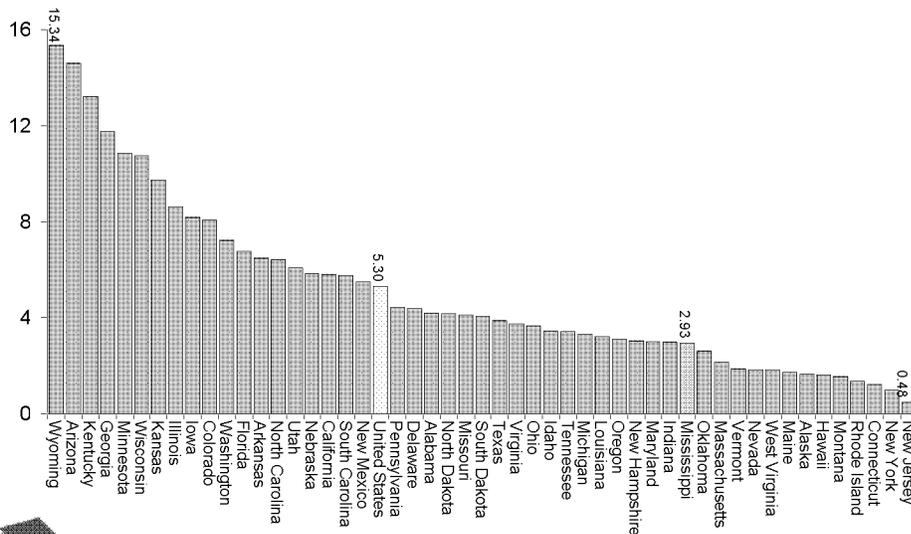
- Mississippi Community and Junior Colleges (CJCs) award more associate degrees per 1,000 adults age 18-44 with no college degree than the national average, but awards substantially fewer postsecondary certificates and diplomas than the national average. This reflects the historic emphasis of CJCs on college transfer associate degrees as opposed to short term workforce certification. (Appendix, Figures 17 and 18)

Associate Degrees Awarded at All Colleges per 1,000 Adults Age 18-44 with No College Degree, 2006



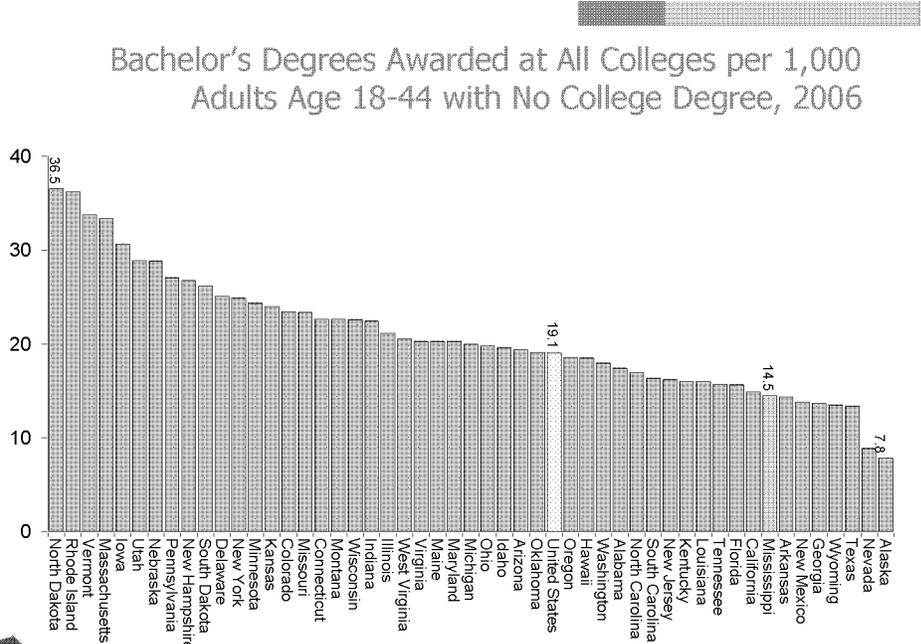
Source: NCES, IPEDS Completions Survey 2005-06; U.S. Census Bureau, 2006 ACS

Certificates & Diplomas Awarded at All Colleges per 1,000 Adults Age 18-44 with No College Degree, 2006



Source: NCES, IPEDS Completions Survey 2005-06; U.S. Census Bureau, 2006 ACS

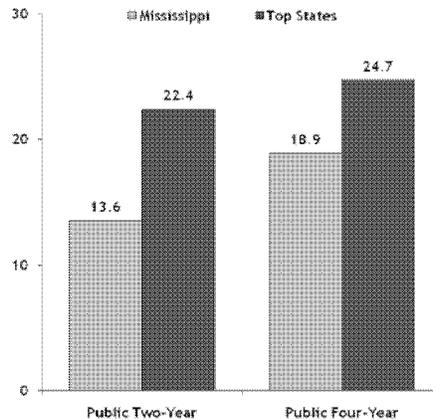
- Institutions of Higher Learning (IHLs), both public and independent, award substantially fewer bachelor's degrees per 1000 adults age 18-44 with no college degree than most states. (Appendix, Figure 19)



Source: NCES, IPEDS Completions Survey 2005-06; U.S. Census Bureau, 2006 ACS

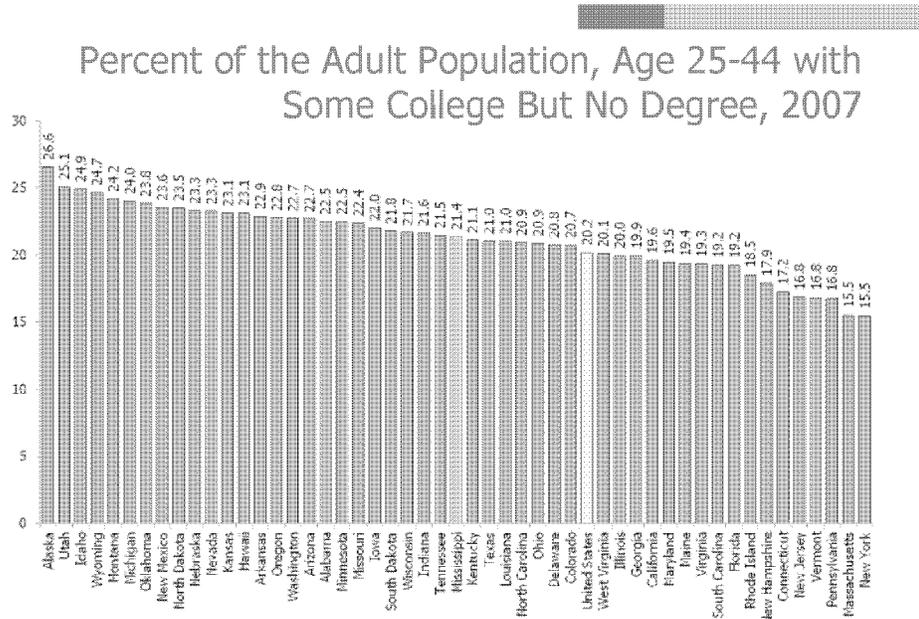
- The overall system of higher education (CJCs, IHLs, and independent colleges and universities) awards substantially fewer degrees per 100 full-time equivalent students than the best performing states. (Appendix, Figure 20)

Performance: Undergraduate Degrees Awarded Per 100 Full-Time Equivalent Students



Source: NCES, IPEDS Completions, Enrollment and Finance Surveys

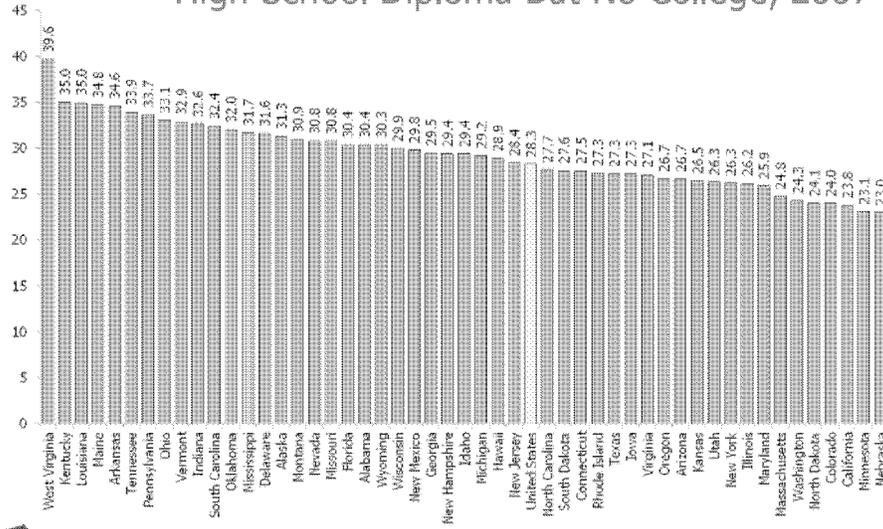
- As indicated above, Mississippi must increase the college participation and success rates for adults without a postsecondary education credential in order to raise their level of educational attainment.
  - 21.4% of the population age 25-44 has some college but no degree, a percentage higher than the U.S. average. This is a promising target group to get more adults through to a postsecondary certificate or degree. (Appendix, Figure 21)



Source: U.S. Census Bureau, 2007 American Community Survey; Tables B15001 and C15001

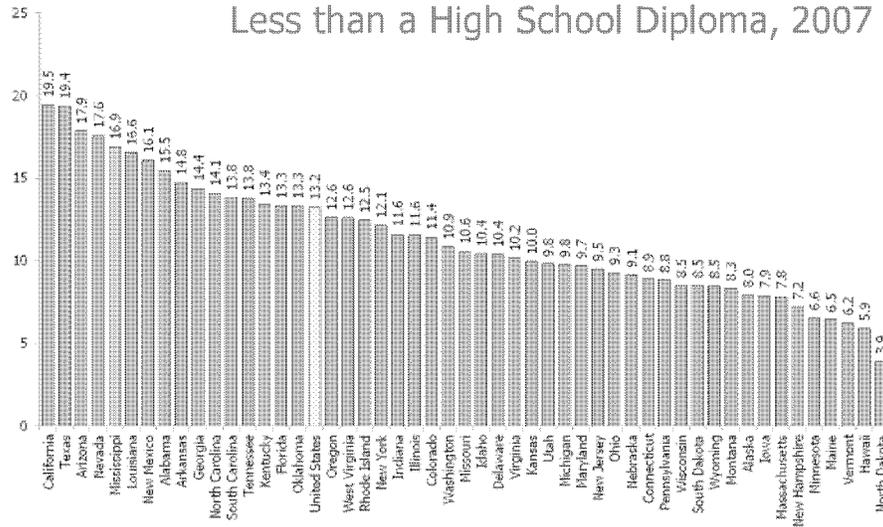
- 37% of the population age 25-44 has a high school education but no college and another 16% of that population has less than a high school diploma. Mississippi is not making a substantial effort to get adults back into the education system compared to other states. The state enrolls fewer adults in postsecondary education than all but eleven states, and awards fewer GEDs to adults age 25-44 than the national average. (Appendix, Figure 22 to 27)

## Percent of the Adult Population, Age 25-44 with a High School Diploma But No College, 2007



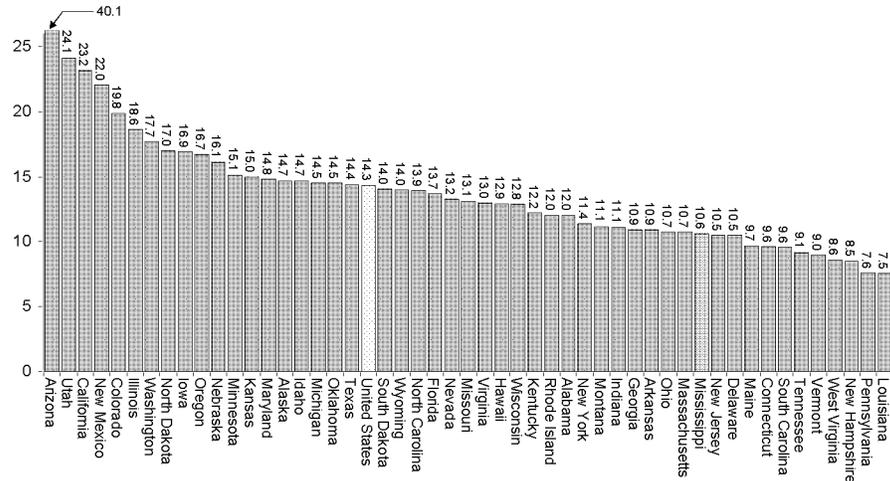
Source: U.S. Census Bureau, 2007 American Community Survey; Tables B15001 and C15001

## Percent of the Adult Population, Age 25-44 with Less than a High School Diploma, 2007



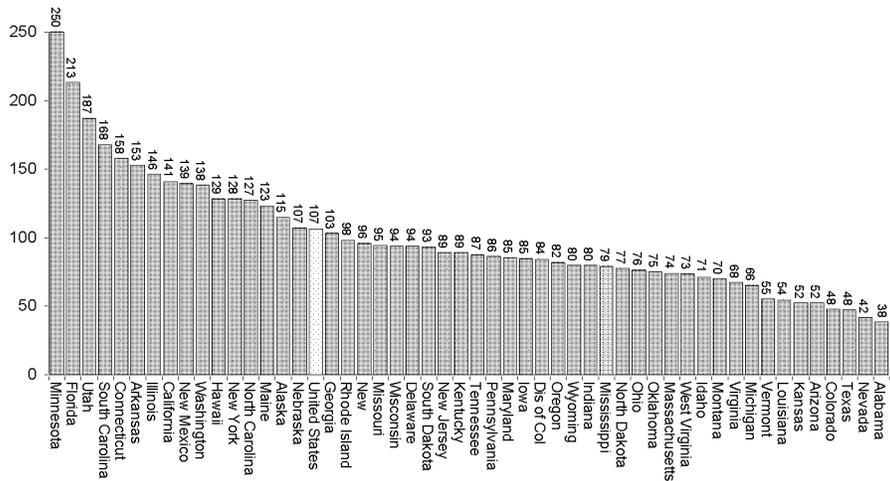
Source: U.S. Census Bureau, 2007 American Community Survey; Tables B15001 and C15001

## Enrollment of Residents Age 25-49 as a Percentage of those Residents with a High School Diploma but No College, 2005



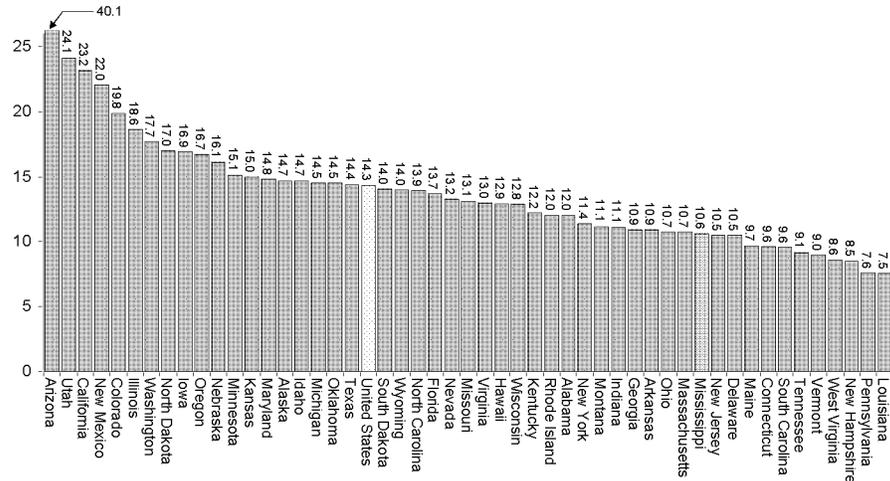
Source: NCES, IPEDS Enrollment Survey; U.S. Census Bureau 2005 ACS

## Enrollment of Residents Age 25-44 in State-Administered Adult Education Programs per 1,000 Residents Age 25-44 with Less than a High School Diploma, 2005



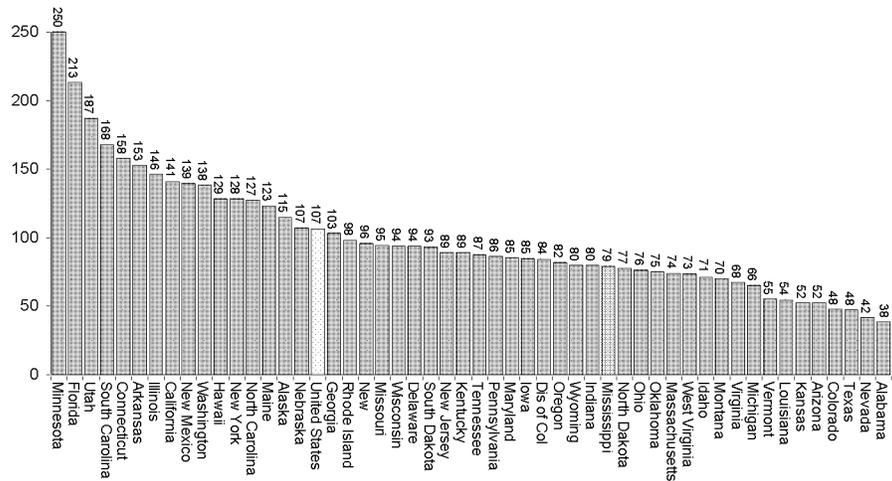
Source: U.S. Department of Education

### Enrollment of Residents Age 25-49 as a Percentage of those Residents with a High School Diploma but No College, 2005



Source: NCES, IPEDS Enrollment Survey; U.S. Census Bureau 2005 ACS

### Enrollment of Residents Age 25-44 in State-Administered Adult Education Programs per 1,000 Residents Age 25-44 with Less than a High School Diploma, 2005



Source: U.S. Department of Education

- Mississippi awards more GEDs to adults ages 16-24 per 1,000 adults in this age group than the national average. The reasons for this higher rate may be the number of students that are home-schooled who obtain a GED and the number of non-public school students who obtain a GED. It is also an indication that the adult education system is playing a substantial role in serving youth who dropped out of high school. (Appendix, Figure 28)



2009. Successful implementation of the changes will depend to a substantial degree on the preparation of teachers to teach the new curriculum and on the quality of leadership at the school and district levels.
- Mississippi has taken important first steps to align postsecondary and K-12 standards, curricula, and assessments:
    - The State Board of Education made an effort to engage a wide range of stakeholders in the development of the changes but not to the extent of engaging higher education in a major effort to align curriculum and assessments between the two levels.
    - College Readiness Standards have been developed in four subject areas (Language Arts, Mathematics, Biology and U.S. History) through a collaborative effort involving K-12 curriculum specialists and higher education representatives). These are aligned with the new curriculum being implemented by the State Board of Education.
    - The IHL is examining the adequacy of the college placement instruments currently being used (predominantly *Acuplacer*, a College Board product) in terms of alignment with the new K-12 assessments, alignment with ACT (which is the dominant college entrance assessment), and adequacy for placement purposes.
  - The Department of Education makes a major effort to communicate to schools and counselors the level of academic preparation required for college level study, using the ACT definitions of college ready.
  - P-16 councils are in place in most regions of the state, but are in the early stages of development. Gaps remain in fully understanding the role and functions of these councils. The lack of adequate funding limits their capacity to carry out these functions except out of the good will and dedication of key higher education and K-12 leaders. The quality and effectiveness of these entities therefore varies significantly across the state.
  - A state P-16 Council is in place but is only in the early stages of defining an agenda. Leadership changes in the key entities may have hindered full implementation.
  - The Mississippi State Board for Community and Junior Colleges (SBCJC) recently revised its statewide curriculum (linked to the uniform course numbering system) with specified learning outcomes which are used by all CJC's in the state. It is not clear the extent to which these revisions took place in collaboration with K-12 or IHL, to ensure alignment of curricula and assessments for students moving through the education pipeline from high school, to an associate degree, and transfer to a university.
  - The federally funded Gear Up Program serves as an important means to communicate with students and parents beginning at the 7<sup>th</sup> grade the requirements for being college ready and for providing necessary student support services. This program reaches only a fraction of the state's 7<sup>th</sup> and 8<sup>th</sup> grade students.

## Teacher preparation

- The new K-12 curriculum will not result in significant improvements in student learning unless teachers have the competence in subject matter and pedagogy to deliver the intended curriculum in the classroom. In spite of the promising direction of the reforms, Mississippi faces an extraordinary challenge in professional development of existing teachers and preparing new teachers (either graduates of schools/colleges of education or alternatively certified teachers) to teach curricula in line with the new expectations.
- Many of the candidates for the teaching profession begin at CJs with exceptionally low ACT scores (e.g., 14). These students then represent a significant percentage of the students seeking to transfer to universities to earn a bachelor's degree. The challenge of getting these students up to the level of competence in subject matter and pedagogy needed for teaching in line with the new K-12 curriculum is daunting.
- IHL is implementing the recommendations of the *Blue Ribbon Committee for the Redesign of Teacher Preparation* which should have an impact over time.
- Mississippi schools hire only a few new teachers each year so a major focus must be on professional development. In spite of this reality, budget cuts have led to elimination of summer institutes and other means to address this need at anywhere near the needed scale.
- Colleges/Schools of Education appear to play a varying role in professional development for teachers in their regions. Some clearly are very active; others are not. There appears to be no explicit IHL mandate that this must be a fundamental commitment of all colleges/schools of education—for the faculty to be deeply engaged in professional development in the field, especially in the schools where their students have their clinical training.
- An overall assessment of the K-12/higher education connections in Mississippi is that the state has many of the right “pieces” in place or in some stage of development. The key ingredients that are lacking are:
  - A comprehensive, coordinated and sustainable strategy to pull the pieces together and hold key players accountable for performance
  - Alignment of financing and policy leadership to move from small initiatives to system-wide implementation
  - A venue for setting goals and measuring and reporting on progress across the whole system: K-12, adult education, CJs and IHL institutions (see Policy Leadership)
  - A sense of urgency that unless the state acts immediately in a coordinated manner it will continue to lag other states in the region and nation in the competitiveness of its workforce and other measures of quality of life.

## Admissions requirements and developmental education

- CJCs do not require the ACT and are open-access institutions. Students are placed in developmental education using high school grade point average, results of a placement test (mainly using *Acuplacer*, although there is some use of COMPASS, an ACT product, and in some cases, a “home-grown” placement assessment).
- Because CJCs receive funding per credit hour for students in developmental education, there is no explicit financial incentive for the colleges to move students as quickly as possible to courses in which students can earn credit toward a degree.
- By Board policy, all IHL institutions have common admissions requirements. The institutions use a comprehensive process to assess a student’s readiness for college-level study, including ACT scores, high school grade point averages, and other available evidence. Based on this evidence, students are (1) placed in regular courses in the fall semester, (2) placed in regular courses with needed support services, or (3) referred to a summer developmental education program. If students successfully complete the summer developmental education program, and perform satisfactorily on *Acuplacer*, they are permitted to enroll in regular courses in the following fall semester. About 97% [participants enrolled summer of 2009=343] of those completing the summer program succeed in being placed in regular courses but they reportedly take longer to complete a degree (only 25% complete a bachelor’s degree in six years).
- Discussions are underway concerning the feasibility of administering a college placement assessment at the 10<sup>th</sup> grade level to give students an early indication of their level of preparation. No decision has been made as to whether this should be a College Board or ACT assessment.
- IHL recently developed a high school feedback report but it is too early to assess the impact of this report on high school actions.
- It was not clear how the admissions process for IHL institutions is coordinated with CJCs. For example, some students may be referred to CJCs if they fail to meet the initial screening requirements or students who fail to meet requirements after the summer program may be referred to CJCs and given an opportunity to transfer at a later time if their academic performance improves. This may occur in some regions of Mississippi but not on a consistent basis across the state.
- Because the cost of attending a CJC is only a fraction of the cost of attending an IHL institution, there are strong financial incentives for students to attend CJCs even though they would be qualified for university-level study. The result is that CJCs and IHL institutions compete for many of the same students.
- Redesign of developmental education courses is being undertaken on a small scale under the IHL course redesign initiative. No strategy or funding is available to bring these efforts to scale in a manner that would have a significant impact across the system.

## **Transfer and articulation**

- Formal policies and agreements are in place, but in practice arrangements are negotiated on an institution-by-institution basis. System-wide policies appear to have little impact.

## **Gaps in data for longitudinal analysis**

- The SBCJC has limited authority over locally governed CJs. As a result there is limited data capacity at the system level. This leads to gaps in consistent information across all CJs in basic information such as percentage of students referred to developmental education, the success of students who complete developmental education in getting into courses in which they earn credits toward degree, the percentage of students who intend to transfer and end up doing so, the number of students who transfer without earning a degree, etc.
- Limited staff capacity in IHL and SBCJC for maintaining longitudinal data systems due to budget limitations and staff turnover
- A history of lack of communication and coordination between SBCJC and IHL
- Focus of recent federally-assisted development of a longitudinal student information system on Workforce Investment Act (WIA), not on the pipeline of getting more people through to a postsecondary certificate or degree

## **Finance policy**

- The funding of neither CJC nor IHL institutions is allocated in a manner to clearly provide incentives for institutions to improve retention and graduation rates or to increase overall degree production.
  - CJs: funding allocations provide no incentives for completion. (e.g., for achieving "momentum points" from developmental education to credit bearing courses, to certified credentials, to an associate degree, to transfer, or to achieve other student goals). The SBCJC as a limited authority, coordinating entity serves primarily as an advocate for the budget request as developed by the presidents to the Governor and State Legislature. The Board plays no significant role in strategic planning for the system as a whole and even less of a role in linking funding policy to incentives for performance and change.
  - IHL: history of across-the-board increases in both state appropriations and tuition with no changes in percentages allocated to each institution based on performance or other indicators. There is no link between funding policy and strategic planning. Any proposals to alter the funding methodology in a way that would potentially shift state funding among institutions have been suspended.
  - The IHL Board focuses primarily on institutional budget requests and the allocation of state appropriations. It does not function as a governing board that holds each President accountable, through the Commissioner, for the effective use of *all* institutional revenues (tuition and fees, non-state funding, etc.) to achieve an institution's mission and strategic plan and, in particular, to accomplish IHL priorities. In other words, there is no board requirement or

practice to link strategic planning and strategic budgeting at either the system or institutional levels.

- Student aid
  - Mississippi’s limited student financial aid programs are not aligned with the goal of getting more students through the education pipeline to degrees
  - Only one program that is somewhat related to this goal is the Higher Education Legislative Plan (HELP) program, but this program is basically a merit program with a need component. It is targeted at students who have high grade point average (GPA) and ACT scores who have completed a specified core curriculum. Students must maintain good academic performance in college to maintain the grants.

### **Policy leadership**

- A divided system of governance:
  - IHL Board and Commissioner for a statewide governing board
  - SBCJC: statewide coordinating board with limited authority for system leadership of locally governed institutions
  - Boards of Trustees for fifteen CJC districts
- A history of lack of communication and coordination between SBCJC and IHL (and to a degree, with the State Board of Education)—although new leadership is making important strides in bridging this gap
- No strategic plan for IHL—although a set of priorities
- No link between planning and budgeting
- No venue for formulating and monitoring progress toward achieving a state-wide, long-term public agenda
- Lack of data to support monitoring/accountability

### **Assumptions/Realities**

- Severe fiscal constraints
  - Structural state budget deficits projected into the future
  - Phase out of American Recovery and Reinvestment Act (ARRA) funds
  - Limitation of in-state tuition as a revenue source because of low income levels and lack of a comprehensive state need-based student financial aid program
- Mississippi’s educational attainment gap is the consequence of years of neglect; it will take time to reach regional or national, let alone global competitiveness.

Progress will only come through sustained, coordinated reform and step-by-step progress measured against national benchmarks, with monitoring, accountability, and public reporting on progress

- Obligation to abide by the intent and spirit of the Ayers Settlement

## **Recommendations/Alternatives**

### **Establish Overall Goal**

- Increase the educational attainment and skill levels of the state's working-age population benchmarked to the national average by 2025
- Rationale:
  - Globally competitive workforce, enhance the state's future economy, improve quality of life for the state's citizens
  - Need to overcome legacy of past neglect
- Focus:
  - Increased production of associate and bachelor degrees and certificates with workplace value
  - Adults as well as recent high school graduates

### **Establish the state level Education Achievement Council to monitor and report on progress toward long-term goals and for accountability by:**

- Sustaining attention to agenda
- Maintaining the current membership of Graduation Rate Task Force
  - Providing for replacement of members
  - Perhaps increasing business/civic representation
- Focusing on leading agenda, not on displacing the governing and coordinating responsibilities of the IHL and SBCJC boards
- Establishing long-term goals and benchmarks
- Monitoring and reporting on progress toward goals in an annual report card

### **Implement expectations for “college ready”**

- Place high priority on implementation of the recently developed College Readiness Standards. Make clear that these apply to all secondary school students seeking some postsecondary education whether at a CJC or an IHL institution
- Implement common placement assessments across the system, including CJCs and IHLs. Ensure alignment of these assessments with K-12 assessments

- Align a “general education core” available at all CJsCs for transfer students. These should build on the College Readiness Standards. Ensure that all students who transfer have mastered the College Readiness Standards before they transfer.
- Mandate that the schools/colleges of education play an active role in professional development of teachers. Hold the colleges of education accountable for demonstrating their contributions to improved teacher performance in their immediate regions and especially in the schools used for clinical training of teachers.

### **Clarify institutional missions**

- Make a clear distinction in the missions of IHLs:
  - Research universities
  - Regional universities/regional stewardship
- Maintain current placement and screening process for IHLs, but increase communication to students, counselors and others about the different levels of preparation required for success for each of the universities.
- Strengthen the links between IHLs and CJsCs concerning the referral to CJsCs of students who are not college-ready to the level required for success at the universities. Provide these students with an opportunity to transfer to a university if their academic preparation and performance improves and they can demonstrate readiness for transfer.

### **Make developmental education a statewide priority**

- Developmental education redesign pilots initially supported by Lumina Foundation Funds
- Consideration of a new statewide jointly developed by IHLs and CJsCs to design and deliver developmental education

### **Transfer and articulation**

- Most students enter community colleges with expectation of transfer but a relatively small percentage actually transfers, leaving many students with accumulated course work that is not recognized by employers
- Need for simple, straight-forward system: accepting Associate of Arts (AA) degrees for full credit toward Bachelor of Arts/Bachelor of Sciences (BA/BS) degrees
- But, also need to concentrate on selected number of critical majors (dual admission)
  - a transfer core with additional courses guaranteed for acceptance in most popular majors.
- Website for information on transfer and articulation

### **Longitudinal data system**

- Critical gap: community colleges link to IHL

- Include K-12, adult education, and, if possible, the independent sector higher education institution (on voluntary basis)
- Consider jointly staffed unit between CJC and IHL System
- A connection to workforce data with a broader emphasis on the entire education pipeline

**Incentives for regional collaboration to get more students through the system to higher levels of achievement with more effective use of resources**

- Build on existing successes
- Emphasize links with K-12/adult education
- Shared accountability for moving students through pipeline

**Student financial aid**

- Redesign the HELP program to target 7<sup>th</sup> graders with significant financial need and provide incentives for these students to stay in school, take the right curriculum, and pursue postsecondary education.

**Institutional finance**

- Establish policy of aligning financing policy with long-term goals
- IHL: Acknowledge political and fiscal realities limiting ability to changing funding allocations *among* IHL institutions, but point out that the IHL Board could take actions to use finance policy to leverage change *within* each university: IHL Board agreement with each university to reserve “X”% of general revenue (state appropriations and tuition) for strategic change initiatives consistent with IHL strategic plan (emphasizing retention/graduation, degree production)
- SBCJC: Recommend that the funding formula be modified to allocate a percent of funding based on “momentum points” based on intermediate points of success

**System leadership**

***IHL Board***

- Clarify responsibilities
  - Policy leadership for system to achieve goals established by Education Achievement Council
  - Support effective leadership/governance of each four year institution
  - Mission differentiation – Research versus regional
  - Student financial aid, statewide and need based, for students attending all institutions
- Strategic plan for system emphasizing contribution of IHL institutions to strategic goals of state (Education Achievement Council)

- Performance agreements with each institution linked to:
  - System priorities and state public agenda
  - Presidential evaluation and institutional leadership/budgeting
- Board’s use of time to focus on high level policy issues

***State Board for Community and Junior Colleges***

- Clarify responsibility for strategic leadership within its coordinating authority
- Strategic plan for CJC system emphasizing contribution of these institutions to the strategic goals of state (Education Achievement Council)
- Leading statewide initiatives that improve education achievement:
  - Alignment of curriculum and learning outcomes with both college readiness expectations and “transfer ready”
  - Common college placement assessments
  - Regional collaborative with K-12 and IHL institutions

## Student Services Survey

**Graduation Rate Task Force  
Results of Student Services Questionnaire**

**A. Student Services**

**1. Students must participate in (check all responses that apply):**

- |    |   |               |     |
|----|---|---------------|-----|
| a. | A structured campus orientation program         | Responses: 16 | 94% |
| b. | A face to face meeting with an academic advisor | Responses: 15 | 88% |
| c. | A First Year Experience Program                 | Responses: 4  | 24% |
| d. | A Transfer Experience Program                   | Responses: 1  | 6%  |
| e. | Other – Please describe in the textbox below.   | Responses: 3  | 18% |
|    | 1). Limited orientation class.                  |               |     |
|    | 2). Optional First Year Experience              |               |     |
|    | 3). Welcome Week – a transition week program    |               |     |

**2. Do new students receive academic skills training during the beginning of their first semester?**

- |    |                      |              |     |
|----|----------------------|--------------|-----|
| a. | Yes                  | Responses: 8 | 50% |
| b. | No, not at this time | Responses: 8 | 50% |

**3. Academic skills training includes, but is not limited to (check all responses that apply):**

- |    |   |               |     |
|----|---|---------------|-----|
| a. | Time management skills                                  | Responses: 12 | 71% |
| b. | Study skills  | Responses: 13 | 76% |
| c. | Students do not receive academic skills training        | Responses: 5  | 29% |
| d. | Other – Please describe in the textbox below.           | Responses: 7  | 41% |
|    | 1). Academic skills training is offered, not required   |               |     |
|    | 2). Not a specific program, offered in classes/program  |               |     |
|    | 3). Curriculum, code of conduct, test taking strategies |               |     |
|    | 4). Career/major exploration, learning styles, wellness |               |     |
|    | 5). Students do take orientation which contains these   |               |     |
|    | 6). In limited orientation class                        |               |     |
|    | 7). A range of issues covered in FYE course             |               |     |

**4. Does your campus provide separate/specialized orientation and advising services to non-traditional students (students over the age of 25) during their first semester?**

- |    |                      |               |     |
|----|----------------------|---------------|-----|
| a. | Yes                  | Responses: 4  | 24% |
| b. | No, not at this time | Responses: 13 | 76% |

**5. Does your campus provide opportunities for specialized learning environments?**

- |    |                      |               |     |
|----|----------------------|---------------|-----|
| a. | Yes                  | Responses: 14 | 82% |
| b. | No, not at this time | Responses: 3  | 18% |

- 6. Campus specialized learning environments include, but are not limited to:**
- a. Honors College Responses: 9 53%
  - b. Learning Communities Responses: 5 29%
  - c. Formalized Study Groups, i.e., by major, in dorms, etc. Responses: 12 71%
  
  - d. Informal Study Groups Responses: 12 71%
  - e. We do not provide these opportunities Responses: 2 12%
  - f. Other – Please describe in the textbox below. Responses: 6 35%
    - 1). College Center of Learning, peer tutoring, etc.
    - 2). Men’s College
    - 3). Leadership, FYE seminars, residential colleges
    - 4). Honors Classes
    - 5). Student Success Center
    - 6). Leadership programming
- 7. Are academically at-risk students that have been identified for early intervention tracked through a formal program?**
- a. Yes Responses: 12 75%
  - b. No, not at this time. Responses: 4 25%
- 8. Does your campus provide job placement and employment counseling services?**
- a. Yes Responses: 15 88%
  - b. No, not at this time. Responses: 2 12%
- 9. Do newly arriving students receive academic skills training during the beginning of the semester?**
- a. Yes Responses: 8 50%
  - b. No, not at this time Responses: 8 50%

**B. Mental Health Services**

- 1. How are students with mental health related disorders identified on your campus?**
- a. Through self identification Responses: 16 100%
  - b. Through advisement and/or other referral Responses: 15 94%
  - c. Through medical records that accompany applications Responses: 2 12%
  - d. No policy or strategy exists to identify these students Responses: 1 6%
  - e. Other – Please describe in the textbox below. Responses: 1 6%
    - 1). Campus Care Network and counseling
- 2. What are the recommendations on how to best manage these incidents to the benefit of the student and/or university?**
- a. A complete and comprehensive First Year Experience program
  - b. Colleges need personnel specifically designated to assist students that have mental issues
  - c. Faculty and staff should be knowledgeable and familiar with the policy and procedures of the university regarding each situation.

- d. Student Intervention Team – early identification of students with behavioral issues and early intervention
- e. Through identification of admissions application
- f. For student success being able to involve all incoming freshmen in a success class would be beneficial. A variety of information from possible services to transfer requirements could be covered. They actually need assistance with transition at both ends of their stay at the college. The transition classes would be beneficial. It takes resources to incorporate the programs to help all students with the individual issues on their path to graduation.
- g. Rely on professional intervention and recommendation

**3. What mental health services are available on your campus?**

- a. Mental health counseling Responses: 9 64%
- b. Psychological services Responses: 3 21%
- c. Psychiatric services Responses: 1 7%
- d. Medication consultation Responses: 6 43%
- e. Other – Please describe in the textbox below. Responses: 7 50%
  - 1). Contract with off campus provider
  - 2). Initial assessment with LPC
  - 3). Counselors provide initial consultation and referral
  - 4). Personal counseling
  - 5). Short term counseling
  - 6). Formal partner relationship with Willowbrook
  - 7). None

**4. Are mental health services integrated into primary care service settings on your campus?**

- a. Yes Responses: 5 31%
- b. No, not at this time. Responses: 4 25%
- c. We do not provide primary care services on our campus Responses: 8 50%

**5. What mental health services are made available through partnerships, interagency agreements, etc. with providers off campus?**

- a. Mental health counseling Responses: 11 73%
- b. Psychological services Responses: 7 47%
- c. Psychiatric services Responses: 4 27%
- d. Medication consultation Responses: 7 47%
- e. Other – Please describe in the textbox below. Responses: 4 27%
  - 1). We do not have formal agreements at this time
  - 2). In-patient treatment, hospitalization, rape crisis
  - 3). Students may be referred to off campus providers
  - 4). In patient care

- 6. What legal or ethical restrictions impact providing this care, responsibility, or response?**
- a. If referral is made as a result of a disciplinary event the student may have to sign a release of medical information to remain in school.
  - b. Ferpa, ADA
  - c. Counselors are not necessarily trained and teachers, even with appropriate degrees, are instructors and cannot provide these type of services due to conflicts of interest.
  - d. There are no ethical or legal restrictions
  - e. HIPAA, professional ethics, confidentiality
  - f. I do not think we have an issue with the legal aspect. Our approach is purely ethical in that we are absorbing the counseling with a current faculty member. The factor with the largest impact is resources.
  - g. I don't know
  - h. I do not think we have an issue with the legal aspect. Our approach is purely ethical in that we are absorbing the counseling with a current faculty member. The factor with the largest impact is resources.
  - i. Student is responsible for cost of some services
- 7. How are parents and students informed on mental health service options on your campus?**
- |  |                   |
|--|-------------------|
| a. Included with application                           | Responses: 1 6%   |
| b. Separate mailings                                   | Responses: 4 25%  |
| c. On a need to know basis                             | Responses: 6 38%  |
| d. As part of Recruitment information                  | Responses: 6 38%  |
| e. Through advisement                                  | Responses: 12 75% |
| f. No information to inform parent and students        | Responses: 2 12%  |
| g. Other – Please describe in the textbox below.       | Responses: 6 38%  |
| 1). Described in college catalog                       |                   |
| 2). Student privacy laws prohibit discussion           |                   |
| 3). Freshmen Orientation, Early Registration, Handbook |                   |
| 4). Orientation sessions, websites, parent newsletters |                   |
| 5). Parent and student orientation                     |                   |
| 6). Through orientation                                |                   |
- 8. Do you have formal or informal policies/procedures for responding to the needs of students who have been identified as at-risk to hurt themselves or others?**
- |  |                   |
|--|-------------------|
| a. Yes, we have formal polices and procedure in place.         | Responses: 10 62% |
| b. Yes, we have informal polices and procedure in place.       | Responses: 6 38%  |
| c. No, we do not have formal polices and procedure in place.   | Responses: 0 0%   |
| d. No, we do not have informal polices and procedure in place. | Responses: 1 6%   |

**9. How are students who may be at-risk to hurt themselves or others identified? Check all responses that apply.**

- |    |  |               |      |
|----|--|---------------|------|
| a. | Self identification  | Responses: 16 | 100% |
| b. | Faculty referral   | Responses: 15 | 94%  |
| c. | Advisor referral   | Responses: 15 | 94%  |
| d. | Residence Hall Staff referral                              | Responses: 14 | 88%  |
| e. | Other – Please describe in the textbox below.              | Responses: 4  | 25%  |
|    | 1). Our House, Inc., Life Helps Mental Health Center, etc. |               |      |
|    | 2). Family rape Crisis Center                              |               |      |
|    | 3). Students are referred to VP of Student Services        |               |      |
|    | 4). C.A.R.E. team, Faculty/Staff Referral Guide            |               |      |
|    | 5). Reports from students, parents, and police             |               |      |
|    | 6). Campus Care Network                                    |               |      |

**10. Crisis response services available on our campus include, but not limited to (Check all responses that apply):**

- |    |  |               |     |
|----|--|---------------|-----|
| a. | Police station/other law enforcement location            | Responses: 15 | 94% |
| b. | Hospital   | Responses: 1  | 6%  |
| c. | Physician's office                                       | Responses: 3  | 19% |
| d. | Mental health facility                                   | Responses: 3  | 19% |
| e. | Health Department  | Responses: 1  | 9%  |
| g. | Crisis response services are not available on our campus | Responses: 0  | 0%  |
| f. | Other – Please describe in the textbox below.            | Responses: 6  | 38% |
|    | 1). Health and Counseling Center                         |               |     |
|    | 2). Vice President of student Services Office            |               |     |
|    | 3). SIT, Dean of Students, Violence Prevention Office    |               |     |
|    | 4). EMCC Team  |               |     |
|    | 5). Dean of Students meets with identified students      |               |     |
|    | 6). Counseling, health center and Willowbrook referral   |               |     |

**11. Are crisis response services available outside your campus location? If the answer is yes, please check all locations that apply.**

- |    |   |               |     |
|----|---|---------------|-----|
| a. | Police station/other law enforcement location                 | Responses: 12 | 75% |
| b. | Hospital  | Responses: 15 | 94% |
| c. | Physician's office  | Responses: 11 | 69% |
| d. | Mental health facility  | Responses: 14 | 88% |
| e. | Health Department   | Responses: 12 | 75% |
| g. | Crisis response services are not available outside our campus | Responses: 0  | 0%  |
| f. | Other – Please describe in the textbox below.                 | Responses: 2  | 12% |
|    | 1). Our House Inc., Life Help Mental Health Center, etc.      |               |     |
|    | 2). Family Rape Crisis Center                                 |               |     |

- 12. Does your campus have a Behavioral Intervention Team consisting of trained representatives of faculty, staff, and students to identify emerging mental health issues.**
- |    |                       |                  |
|----|-----------------------|------------------|
| a. | Yes                   | Responses: 9 56% |
| b. | No, not at this time. | Responses: 7 44% |
- 13. On our campus, faculty and staff are trained to identify at-risk students.**
- |    |                      |                   |
|----|----------------------|-------------------|
| a. | Yes                  | Responses: 12 75% |
| b. | No, not at this time | Responses: 4 25%  |
- 14. If you have a campus Behavioral Intervention Team to identify emerging mental health issues, who composes the team?**
- a. Student Services Staff including law enforcement, school nurse and head residents in residence halls.
  - b. Faculty and Staff
  - c. Faculty, administrators, staff
  - d. The MVSU Care Team is comprised of various departments from the university, who work together in a collaborative manner to facilitate appropriate intervention for students in emotional distress.
  - e. Representatives from Dean of Students Office; Provost Office; Vice Chancellor for Student Affairs; University Attorney; Police Chief; Director of Housing; Director of Counseling Center; and Registrar.
  - f. Counselors, Dean of Students, First responder faculty
  - g. Campus Safety Committee and Counseling Center
  - h. Campus Police, Housing Director, Director of Student Affairs, Faculty member, Counselor, VP of Student Services
  - i. Campus Police, Housing Director, Director of Student Affairs, Faculty member, Counselor, VP of Student Services
  - j. There are representatives from major administrative divisions: dean of students, academic affairs, counseling services, police dept, student health center, learning center, university relations
- 15. How often does the Behavioral Intervention Team meet?**
- a. As needed
  - b. Monthly, or as needed
  - c. Once per semester
  - d. Bimonthly unless an emergency arises
  - e. Occurring every two weeks
  - f. Every week during the fall and spring and infrequently over the summer

**37-15-37. Local school districts and the Board of Trustees of State Institutions of Higher Learning may establish dual enrollment programs allowing certain high school students to enroll in state institutions of higher learning; program standards; tuition costs to be paid from private sources.**

The local school boards of public school districts and the Board of Trustees of State Institutions of Higher Learning are authorized to establish a dual enrollment program under which high school students meeting the requirements prescribed in this section may enroll at an institution of higher learning in Mississippi while they are still attending high school and enrolled in high school courses, with tuition and costs to be paid by grants, foundations or other private sources. Students may be admitted to enroll in university-level courses under the dual enrollment program if they meet the following recommended admission requirements:

- (a) Students must have completed a minimum of fourteen (14) core high school units;
- (b) Students must have a 2.5 grade point average on a 4.0 scale, or better, on all high school courses, as documented by an official high school transcript; a home-schooled student must submit a transcript prepared by a parent, guardian or custodian with a signed, sworn affidavit to meet the requirement of this paragraph; and
- (c) Students must have an unconditional written recommendation from their high school principal and/or guidance counselor. A home-schooled student must submit a parent, legal guardian or custodian's written recommendation to meet the requirement of this paragraph.

Students may be considered for the dual enrollment program who have not completed the minimum of fourteen (14) core high school units if they have a minimum ACT composite score of thirty (30) or the equivalent SAT score, and have the required grade point average and recommendations prescribed above.

Tuition and costs for university-level courses under this program shall be paid from

grants, foundations or other private sources, to be paid directly to the participating university. Students admitted in the dual enrollment program shall be counted for adequate education program funding purposes in the average daily attendance of the public school district in which they attend high school. Any additional transportation required by a student to participate in the dual enrollment program shall be the responsibility of the parents or legal guardians of the student, but may be paid for from private sources. Grades and college credits earned by students admitted to the dual enrollment program shall be recorded on the college transcript at the university where the student attends classes. The transcript of such university course work may be released to another institution or used for college graduation requirements only after the student has received his high school diploma.

**Sources:** Laws, 2004, ch. 563, § 2, eff from and after July 1, 2004.

**37-15-37. Local school districts and the Board of Trustees of State Institutions of Higher Learning may establish dual enrollment programs allowing certain high school students to enroll in state institutions of higher learning; program standards; tuition costs to be paid from private sources.**

The local school boards of public school districts and the Board of Trustees of State Institutions of Higher Learning are authorized to establish a dual enrollment program under which high school students meeting the requirements prescribed in this section may enroll at an institution of higher learning in Mississippi while they are still attending high school and enrolled in high school courses, with tuition and costs to be paid by grants, foundations or other private sources. Students may be admitted to enroll in university-level courses under the dual enrollment program if they meet the following recommended admission requirements:

- (a) Students must have completed a minimum of fourteen (14) core high school units;
- (b) Students must have a 2.5 grade point average on a 4.0 scale, or better, on all high school courses, as documented by an official high school transcript; a home-schooled student must submit a transcript prepared by a parent, guardian or custodian with a signed, sworn affidavit to meet the requirement of this paragraph; and
- (c) Students must have an unconditional written recommendation from their high school principal and/or guidance counselor. A home-schooled student must submit a parent, legal guardian or custodian's written recommendation to meet the requirement of this paragraph.

Students may be considered for the dual enrollment program who have not completed the minimum of fourteen (14) core high school units if they have a minimum ACT composite score of thirty (30) or the equivalent SAT score, and have the required grade point average and recommendations prescribed above.

Tuition and costs for university-level courses under this program shall be paid from

grants, foundations or other private sources, to be paid directly to the participating university. Students admitted in the dual enrollment program shall be counted for adequate education program funding purposes in the average daily attendance of the public school district in which they attend high school. Any additional transportation required by a student to participate in the dual enrollment program shall be the responsibility of the parents or legal guardians of the student, but may be paid for from private sources. Grades and college credits earned by students admitted to the dual enrollment program shall be recorded on the college transcript at the university where the student attends classes. The transcript of such university course work may be released to another institution or used for college graduation requirements only after the student has received his high school diploma.

**Sources:** Laws, 2004, ch. 563, § 2, eff from and after July 1, 2004.

## MISSISSIPPI LEGISLATURE

2010 Regular Session

To: Education

By: Senator(s) Watson, Carmichael, Burton, Dearing, Hopson, Jackson  
(11th)**Senate Bill 2389*****(As Sent to Governor)***

AN ACT TO CREATE NEW SECTION 37-16-17, MISSISSIPPI CODE OF 1972, TO PROVIDE FOR HIGH SCHOOL CAREER OPTION PROGRAMS AND CAREER TRACK CURRICULA FOR STUDENTS NOT WISHING TO PURSUE A BACCALAUREATE DEGREE; TO AUTHORIZE DUAL ENROLLMENT AND DUAL CREDIT FOR STUDENTS PURSUING A CAREER TRACK; TO PROVIDE CERTAIN CONDITIONS FOR STUDENTS TO ENROLL IN CAREER TRACK PROGRAMS; TO AMEND SECTION 37-15-38, MISSISSIPPI CODE OF 1972, IN CONFORMITY TO THE PROVISIONS OF THIS ACT, TO REQUIRE SCHOOL DISTRICTS TO ESTABLISH DUAL ENROLLMENT PROGRAMS, AND TO PROVIDE CERTAIN STANDARDS FOR DUAL ENROLLMENT-DUAL CREDIT PROGRAMS; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

**SECTION 1.** The following shall be codified as Section 37-16-17, Mississippi Code of 1972:

37-16-17. (1) Purpose. (a) The purpose of this section is to create a quality option in Mississippi's high schools for students not wishing to pursue a baccalaureate degree, which shall consist of challenging academic courses and modern career-technical studies. The goal for students pursuing the career track is to graduate from high school with a standard diploma and credit toward a community college certification in a career-technical field. These students also shall be encouraged to take the national assessment in the career-technical field in which they become certified.

(b) The State Board of Education shall develop and adopt course and curriculum requirements for career track programs offered by local public school boards in accordance with this section. The State Board for Community and Junior Colleges and the State Board of Education jointly shall determine course and curriculum requirements for the career track program.

(2) Alternative career track; description; curriculum. (a) A career track shall provide a student with greater technical skill and a strong academic core and shall be offered to each high school student enrolled in a public school district. The career track program shall be linked to postsecondary options and shall prepare students to pursue either a degree or certification from a postsecondary institution, an industry-based training or certification, an apprenticeship, the military, or immediate entrance into a career field. The career track shall be designed primarily for those students who are not college bound and shall provide them with alternatives to entrance into a four-year university or college after high school graduation.

(b) Students pursuing a career track shall be afforded the opportunity to dually enroll in a community or technical college or to participate in a business internship or work-study program, when such opportunities are available and appropriate.

(c) Each public school district shall offer a career track program approved by the State Board of Education.

(d) Students in a career track program shall complete an academic core of courses and a career and technical sequence of courses.

(e) The twenty (20) course unit requirements for the career track shall consist of the following:

(i) At least four (4) English credits, including English I and English II.

(ii) At least three (3) mathematics credits, including Algebra I.

(iii) At least three (3) science credits, including

one (1) unit of biology.

(iv) At least three (3) social studies credits, including one (1) unit of American History and one (1) unit of Mississippi Studies/American Government.

(v) At least one-half (1/2) credit in health and physical education.

(vi) At least four (4) credits in career and technical education courses in the dual enrollment-dual credit programs authorized under Section 37-15-38.

(vii) At least one (1) credit in integrated technology with optional end of course testing.

(viii) At least one and one-half (1-1/2) credits in additional electives or career and technical education courses required by the local school board, as approved by the State Board of Education. Academic courses within the career track of the standard diploma shall provide the knowledge and skill necessary for proficiency on the state subject area tests.

(3) Nothing in this section shall disallow the development of a dual enrollment program with a technical college so long as an individual school district, with approval from the State Department of Education, agrees to implement such a program in connection with a technical college and the agreement is also approved by the proprietary school's commission.

**SECTION 2.** Section 37-15-38, Mississippi Code of 1972, is amended as follows:

37-15-38. (1) A local school board, the Board of Trustees of State Institutions of Higher Learning and the State Board for Community and Junior Colleges shall establish a dual enrollment

system under which students in the school district who meet the prescribed criteria of this section may be enrolled in a postsecondary institution in Mississippi while they are still in school.

(2) **Student eligibility.** Before credits earned by a qualified high school student from a community or junior college or state institution of higher learning may be transferred to the student's home school district, the student must be properly enrolled in a dual enrollment program.

(3) **Admission criteria for dual enrollment in community and junior college or university programs.** The boards of trustees of the community and junior college districts and the Board of Trustees of State Institutions of Higher Learning may recommend to the State Board of Education admission criteria for dual enrollment programs under which high school students may enroll at a community or junior college or university while they are still attending high school and enrolled in high school courses. Students may be admitted to enroll in community or junior college courses under the dual enrollment programs if they meet that individual institution's stated admission requirements.

(4) **Tuition and cost responsibility.** Tuition and costs for university-level courses and community and junior college courses offered under a dual enrollment program may be paid for by the postsecondary institution, the local school district, the parents or legal guardians of the student, or by grants, foundations or other private or public sources. Payment for tuition and any other costs must be made directly to the credit-granting institution.

(5) **Transportation responsibility.** Any transportation required

by a student to participate in the dual enrollment program is the responsibility of the parent, custodian or legal guardian of the student. \* \* \* Transportation costs may be paid from any available public or private sources, including the local school district.

(6) **School district average daily attendance credit.** When dually enrolled, the student may be counted, for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends high school.

(7) **High school student transcript transfer requirements.** Grades and college credits earned by a student admitted to a dual enrollment program must be recorded on the high school student record and on the college transcript at the university or community or junior college and high school where the student attends classes. The transcript of the university or community or junior college coursework may be released to another institution or applied toward college graduation requirements.

(8) **Determining factor of prerequisites for enrollment in dual credit courses.** Each university and community or junior college participating in a dual enrollment program shall determine course prerequisites for enrolling and receiving dual credit.

(9) **Process for determining articulation of curriculum between high school, university, and community and junior college courses.** Postsecondary curricula for eligible courses currently offered through Mississippi Curriculum Frameworks must meet the prescribed competencies requirements. Eligible courses not offered in Mississippi Curriculum Frameworks must meet the standards established at the postsecondary level. Postsecondary level developmental courses may not be considered as meeting the requirements of the dual

enrollment program. Dual credit memorandum of understandings must be established between each postsecondary institution and the school district implementing a dual credit program.

(10) **Ineligible courses for dual credit programs.** Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is not eligible for dual credit.

(11) **Eligible courses for dual credit programs.** Courses eligible for dual credit include, but are not necessarily limited to, foreign languages, advanced math courses, advanced science courses, performing arts, advanced business and technology, and career and technical courses. All courses being considered for dual credit must receive unconditional approval from the superintendent of the local school district and the chief academic officer at the participating community or junior college or university in order for college credit to be awarded. A university or community or junior college shall make the final decision on what courses are eligible for semester hour credits. The local school superintendent shall make the final decision on the transfer of college or university courses credited to the student's high school transcript.

(12) **High school Carnegie unit equivalency.** One (1) three-hour university or community or junior college course is equal to one-half (1/2) high school Carnegie unit. A full Carnegie unit may be awarded for a three-hour university or college course upon approval of the local superintendent. Partial credit agreements for postsecondary courses that are less than three (3) hours may be developed between a local school district and the participating postsecondary institution.

(13) **Course alignment.** Once alignment is achieved between university courses, community and junior college courses and the State Board of Education approved high school courses, the universities, community and junior colleges and high schools shall periodically review their respective policies and assess the place of dual credit courses within the context of their traditional offerings.

(14) **Maximum dual credits allowed.** It is the intent of the dual enrollment program to make it possible for every eligible student who desires to earn a semester's worth of college credit in high school to do so. A qualified dually enrolled high school student must be allowed to earn an unlimited number of college or university credits for dual credit as long as a B average is earned on the first two (2) approved dual credit courses. If a B average is not maintained after the completion of the student's first two (2) dual credit courses, the student may not continue in the dual credit program.

(15) **Dual credit program allowances.** A student may be granted credit delivered through the following means:

(a) Examination preparation taught at a high school by qualified teacher. A student may receive credit at the secondary level after completion of an approved course and passing the standard examination, such as an Advanced Placement or International Baccalaureate course through which a high school student is allowed CLEP credit by making a three (3) or higher on the end-of-course examination.

(b) School-based courses taught at a high school or designated postsecondary site by a qualified teacher who is an

employee of the school district and approved as an instructor by the collaborating college or university.

(c) College or university-based courses taught at a college, university or high school by an instructor employed by the college or university and approved by the collaborating school district.

(d) Online courses, including eligible courses offered by the Mississippi Virtual Public School or any postsecondary institution.

(16) **Qualifications of dual credit instructors.** A dual credit academic instructor must have, at a minimum, a master's degree with at least eighteen (18) graduate semester hours in the instructor's field of expertise. University and community and junior college personnel have the sole authority in the selection of dual credit instructors.

A dual credit career and technical education instructor must meet the requirements set forth by the State Board for Community and Junior Colleges in the qualifications manual for postsecondary career and technical personnel. \* \* \*

(17) **Guidance on local agreements.** The Chief Academic Officer of the State Board of Trustees of State Institutions of Higher Learning and the Chief Academic Officer of the State Board for Community and Junior Colleges and the State Department of Education, working collaboratively, shall develop a template to be used by the individual community and junior colleges and institutions of higher learning for consistent implementation of the dual enrollment program throughout the State of Mississippi.

**SECTION 3.** This act shall take effect and be in force from and

after July 1, 2010.



## **Mississippi Integrated Longitudinal Education and Workforce Performance Management System**

Mississippi has developed and implemented one of the most integrated longitudinal education and workforce data systems in the country for the purpose of promoting and establishing a culture of performance-based management. The system is a data collection, analysis, and reporting tool designed to generate information to improve education and workforce development outcomes in the state. The system has evolved through a ten-year process of collaboration and data sharing across all major education and workforce sectors (see Table 1). The system has been primarily used to address four central questions to improve and identify best practices for education and workforce development efforts:

1. Are Mississippians able to secure employment after receiving training or completing postsecondary degrees?
2. Are Mississippians engaging in education and skill development better able to retain employment over time?
3. Do Mississippians get better pay after receiving training or completely postsecondary degrees?
4. Do Mississippians who receive training and degrees meet the education and job skill demands of business and industry?

The work conducted to date has placed the state in an excellent position to become data-driven in its efforts to improve education and workforce outcomes under the new effort to reform education in the country. Specifically, the system will allow Mississippi to meet all the fiscal stabilization fund requirements, address the four main educational reform areas under Race to the Top, and to expand the current system to become a national model for longitudinal data systems. Ultimately, the system has and will continue to position the state to successfully align education and workforce sectors with government and industry.

**Table 1: Development Chronology of the Mississippi Integrated Education and Workforce Performance Management System**

Time Period	Accomplishments
2001	<ul style="list-style-type: none"> <li>• Data sharing agreement established between the Mississippi Department of Human Services and nSPARC to research welfare use and workforce development.</li> <li>• Mr. George Schloegel and the State Workforce Investment Board (SWIB) propose expanding the agreement to other agencies to build a workforce and education data warehouse.</li> </ul>
2004	<ul style="list-style-type: none"> <li>• Mississippi Comprehensive Workforce Training and Education Act is passed</li> <li>• State Workforce Investment Board (SWIB) charged with governance and oversight of an integrated state education and workforce data warehouse.</li> <li>• nSPARC charged with designing and managing the data warehouse.</li> </ul>
2004-2006	<ul style="list-style-type: none"> <li>• Memorandums of Understanding established with all workforce partners.</li> <li>• Administrative records from partners transferred to the data warehouse.</li> </ul>
2007	<ul style="list-style-type: none"> <li>• Workforce component of data warehouse is completed.</li> </ul>
2007-2009	<ul style="list-style-type: none"> <li>• Memorandums of Understanding established with all education partners.</li> <li>• Administrative records from education agencies transferred to the data warehouse.</li> </ul>

2009	<ul style="list-style-type: none"> <li>• Governor Barbour issues an executive order to reflect the state’s commitment to establish a longitudinal data system and lay the groundwork for institutionalization of the system.</li> <li>• Children First Act passed, with the goal of improving education through using a data driven system.</li> </ul>
2010	<ul style="list-style-type: none"> <li>• Education component of data warehouse is completed.</li> </ul>
2011-	<ul style="list-style-type: none"> <li>• Development of a relational database for an online one-stop portal to allow partners to quickly access information and generate custom reports.</li> </ul>

Since 2001, four steps have been undertaken that were crucial to the development of the current system: (1) the culture of workforce and educational agencies in regards to data sharing and performance-based management was changed, (2) political leadership laid the groundwork for the establishment of a unified system, (3) a governance structure for the system was implemented, and (4) technical expertise was sought to build the system by establishing the infrastructure and ensure the security of administrative records.

### **Cultural Change**

Like the rest of the nation, Mississippi’s education sectors have traditionally operated independently. But in the last few years, there has been a realization that these systems must be interconnected to provide for seamless transitioning if the state wants to improve student achievement and increase economic competitiveness.

### **Political Leadership**

When Haley Barbour became governor of Mississippi in 2004, he worked with the State Legislature to pass the Mississippi Comprehensive Workforce Training and Education Act of 2004. The act created an environment conducive to forging and supporting a unified, performance-based education and workforce system. The adoption of common goals and performance measures by all education and workforce partners and the establishment of the Integrated Longitudinal Education and Workforce Performance Management System are two of the most significant outcomes of the act. More recently, the State Legislature passed the Children First Act of 2009, with the goal of providing a quality education to every student through an accountable, transparent, and data-driven system.

### **Governance Structure**

The governance goal in Mississippi was to identify the entities responsible for the operations of the statewide longitudinal data system and to include a common understanding of data ownership, management, confidentiality, and access. In this respect, the State Workforce Investment Board, along with its partners, functions as the main body for the governance and oversight of data usage across multiple systems. As part of the state’s commitment to establishing a longitudinal data system, the governor issued an executive order to ensure compliance with state and federal regulations and lay the groundwork for institutionalization of the system. Education and workforce entities have also shown their commitment to establishing the system by sharing their data as prescribed by memorandums of understanding (MOUs). These MOUs allow each partner to retain ownership and oversight of its shared data. To date,

MOUs for data sharing are in place for the Mississippi Department of Education, State Board of Community and Junior Colleges (and its fifteen members), Institutions of Higher Learning (and its eight members), Mississippi Department of Employment Security, Mississippi Department of Human Services, Mississippi Department of Rehabilitation Services, and Mississippi Department of Corrections.

In collaboration with education and workforce partners, the State Workforce Investment Board developed a management plan to overcome technical differences and ensure data security. The general strategy was to adopt the data warehouse model to accommodate differences in management information systems. This model was also used to facilitate development of common standards, data structure, and data format. Because the system is cooperative, it belongs to all partners and resides in a neutral location managed by the National Strategic Planning & Analysis Research Center (nSPARC) at Mississippi State University. nSPARC's infrastructure and technical expertise in data management and analysis, technology, and software development ensures data security and integrity of the system.

### **Technical Expertise for Data Handling and Security**

Data from each entity are transferred to the clearing house at nSPARC. Each file is independently managed and stored. nSPARC protects information in all forms, for which it is the custodian, and maintains a robust, proactive, and evolving information security program. This program protects information from a variety of threats and stresses the importance of multi-layer protection. Through staff orientation, Institutional Review Board for the Protection of Human Subjects (IRB) certification, university information security certification, and regular staff meetings, each nSPARC staff member is aware of, committed to, and accountable for his or her role in the overall protection of critical and sensitive information.

In addition to personal accountability, nSPARC identifies best practices to ensure ongoing protection of information and timely and appropriate responses in the event of an information security breach. In the interest of ongoing security, specific details regarding steps taken to ensure data and system integrity are not disclosed. nSPARC does, however, operate in a restricted access environment and maintains a —clean room|| for all management and analysis of sensitive data. Random security audits are conducted to maintain data and system integrity.

All data transferred to nSPARC for management and analysis are governed by MOUs that establish specific terms, conditions, and limitations on the use of custodial data. Furthermore, all sensitive data for which nSPARC is the custodian are transferred via a secure Web server that relies on HTTPS Protocol. Uploaded data are encrypted using SSL/TLS with a 128-bit key. Once received, all files are automatically encrypted using an RSA 4096-bit key and moved to a secure offline location for storage. All primary identifiers (e.g., names, street addresses, telephone numbers, and identification numbers) are stripped from datasets once unique alternate identification codes have been assigned. Information security policies and procedures are continually reviewed and evolve in response to changing information security technologies, requirements, and threats.

### Current Data Warehouse Model

Operationally, the current system is illustrated in Figure 1. Currently, each partner regularly submits data to nSPARC. Upon submission, nSPARC conducts the following activities: (1) data is cleaned, documented, and stored in separate environments (e.g. silos), (2) upon request, the data are processed, managed, and analyzed to address specific questions, and (3) summary reports are produced for the appropriate stakeholders. For example, today the system can be used to track education and workforce outcomes, as illustrated in Figure 2.

Figure 1: Mississippi Data Warehouse Model

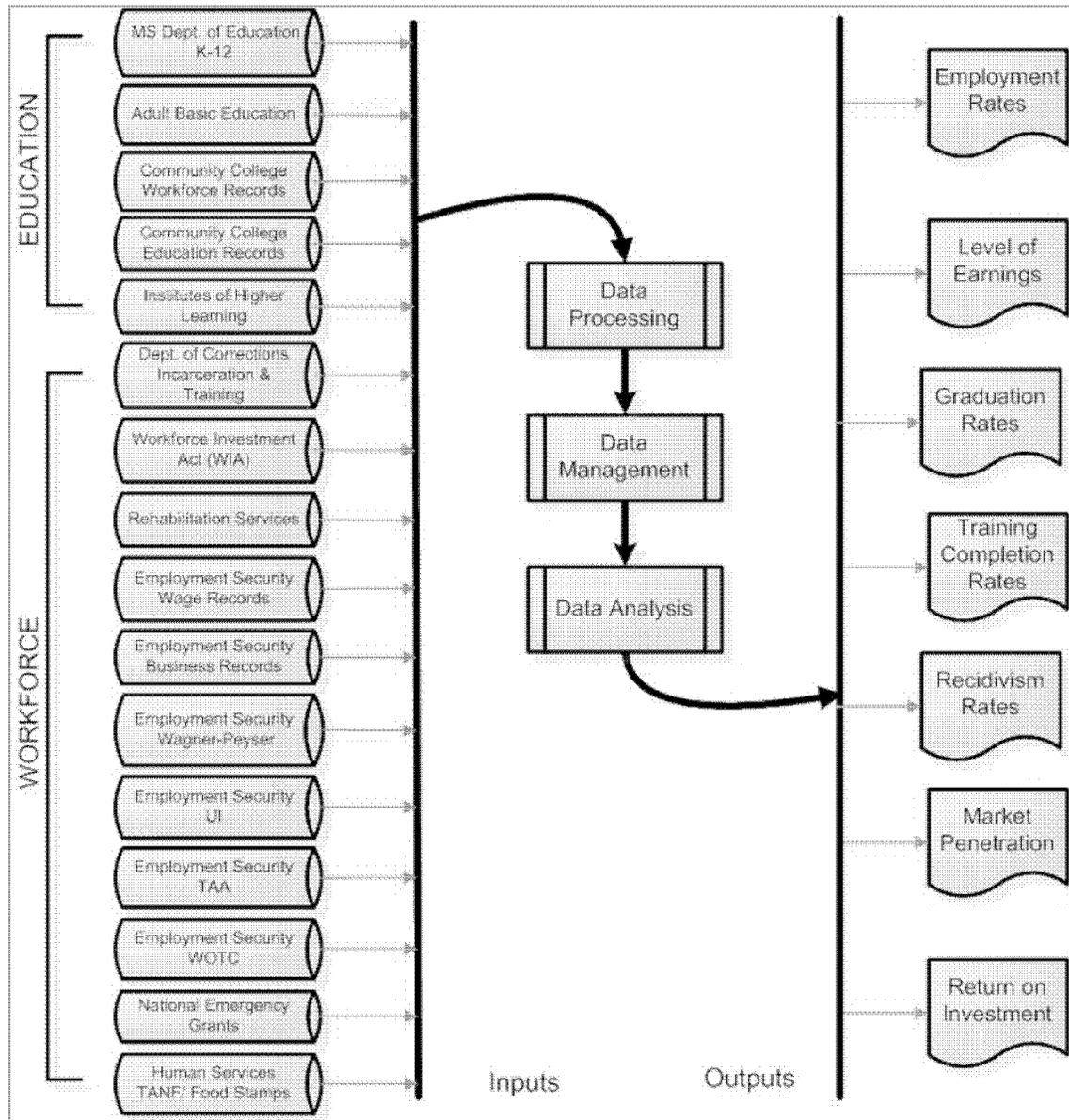
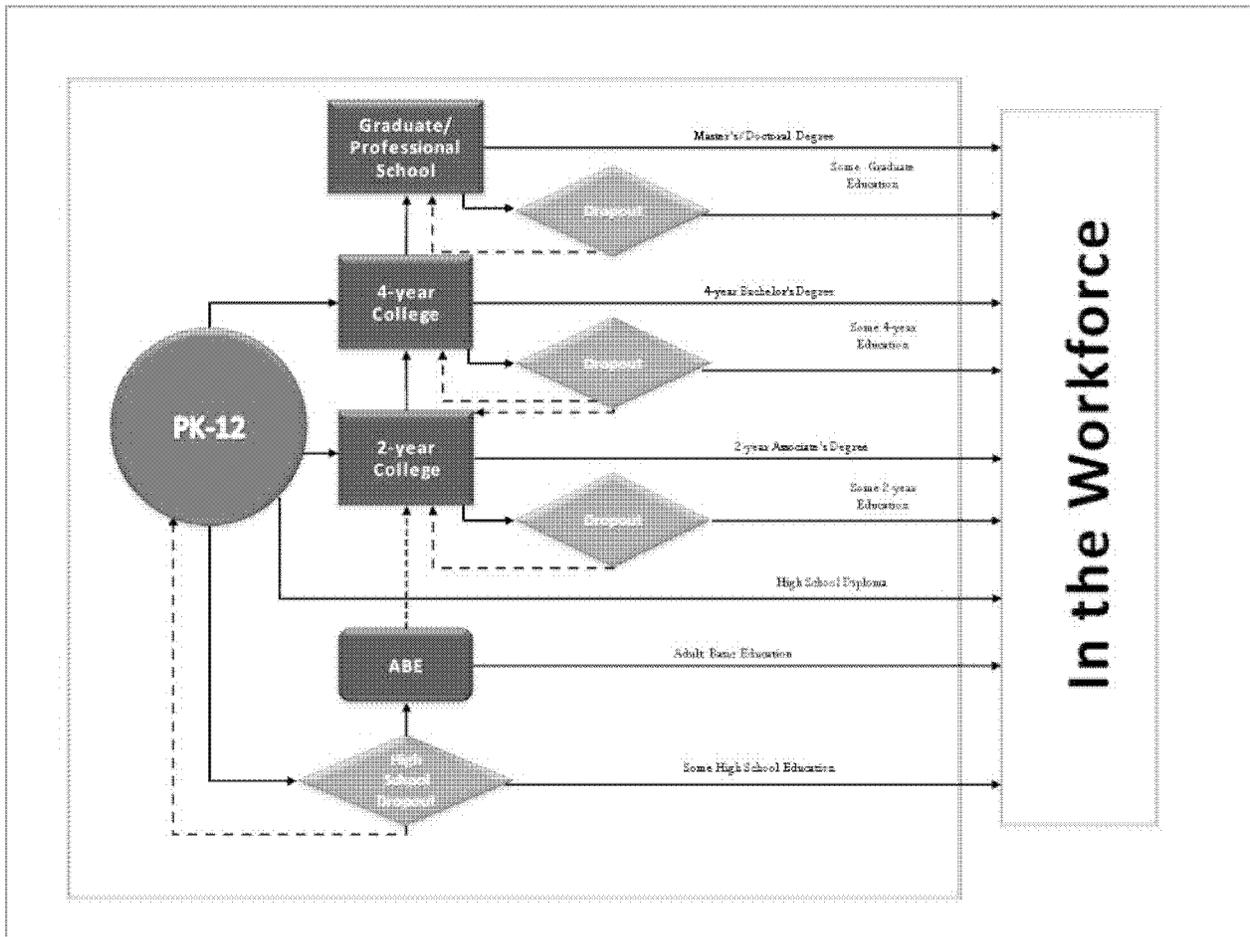


Figure 2: Education and Workforce Outcomes



### Future Directions for Development

Moving forward, several steps will be taken to complete the state longitudinal data system.

- Create data marts that will allow stakeholders to access relevant information online anywhere at any time.
- Build strong partnerships with local educational agencies (LEAs) to identify information to close the data gaps in the current system.
- Build a relational education and workforce database.
- Create and implement a one-stop portal for data analysis and data reporting.
- Institutionalize the system for sustainability and governance through legislative statute.

- 

The completion of these steps will allow Mississippi to:

- Generate and make available accurate, reliable, and timely data.
- Support informed decision making at all levels of the education and workforce system.
- Increase the efficiency and effectiveness with which data will be analyzed to support the continuous improvement of education and workforce services and outcomes.
- Promote a clear research agenda to examine factors that will help improve student achievement, close achievement gaps, improve quality of instruction, and promote economic competitiveness.
- Support state and federal accountability systems and public reporting.

## **Teach For America (TFA)**

(Provider) Teach for America is a non-profit organization established to recruit a national core of recent outstanding college graduates who commit to teach for two years in the nations hardest to staff urban and rural public schools.

(Selection Process) Candidates must hold a bachelor's degree with a minimum of a 2.5 grade point average to apply. They will submit a paper application. The papers are read and those chosen are then asked to participate in a phone interview. The candidates who are then selected from this interview will participate in a day long in-person interview that includes the following:

- Candidates provide a sample teaching lesson.
- Candidates are assessed as they interact with other applicants in various group activities.
- Candidates participate in critical thinking exercises
- Candidates must complete a one-on-one interview with interviewer.

Upon completion of this interview the candidates for the program are chosen. They are then required to pass the tests for the region of the country they are sent to teach.

Areas of endorsement include all licenses offered through any of the Mississippi alternate routes. TFA is the only alternate route that allows the candidate to acquire a K-3 license.

(Coursework/Training) The training consists of 5-weeks over the summer and the candidates will also participate in teaching summer school during this period.

(Candidate Support) A program director supports 30 corps members by observing them a minimum of 4 times per school year. The director will then provide feedback and strategies on how to improve instruction. The candidates will also attend professional development one Saturday of each month to cover specific subject matter. First-year TFA teachers will attend a support group for 10 weeks of their first semester in which effective classroom management strategies are provided.

(Certificate Levels) All alternate route licenses are issued at the bachelor's level until 5-year standard licensing has been achieved.

For the 2008-2009 school year, The Office of Educator Licensure issued 87 licenses to participants of the Teach for America alternate route certification program.

## **Mississippi Teacher Corps (MTC)**

**(Provider)** Mississippi Teacher Corps participants complete a Master of Arts Degree in Curriculum and Instruction from the University of Mississippi.

**(Section Process)** All candidates must have received or expect to receive a Bachelor's degree by June 1<sup>st</sup> and have a grade point average (GPA) of at least 3.0 and a 4.0 scale on all course work in the baccalaureate degree. *No previous education course work is required or expected.* Candidates must pass Praxis I and Praxis II as part of the entrance requirements.

The areas of endorsements as follow:

English	Chemistry	French
Math	Social Studies	
Biology	Spanish	

**(Coursework/Training)** Candidates must complete 9 semester hours of their Master's program and their internship before they are eligible for their initial license. Upon completion of their Master's Degree they are eligible for their 5-year standard license.

**(Candidate Support)** Saturday classes twice a month at the University of Mississippi, including mentoring groups with selected second-year and veteran Mississippi Teacher Corps teachers.

**(Certificate Levels)** All alternate route licenses are issued at the Bachelor's level until 5-year standard licensing has been achieved. Upon completion of a Master's degree candidates will be eligible for a master's level license.

For the 2008-2009 school year, MS Teacher Corps had **49** participants.

## Mississippi Alternate Path to Quality Teachers (MAPQT)

(Provider) The Office of Quality Educators at the Mississippi Department of Education, with the approval of the State Board of Education, and in collaboration with the Mississippi Community College Foundation, offers the Mississippi Alternate Path to Quality Teachers.

(Selection Process) Candidates must hold a bachelor's degree from a regionally/nationally accredited institution of higher learning with a GPA of 2.0 overall if the candidate graduated more than seven years prior to enrolling into the program or an overall GPA of 2.5 if the candidate has graduated less than seven years prior to enrolling. And in accordance with enrollment requirements, the candidate must pass the Praxis I PPST test in the areas of reading, writing, and math, and the Praxis II specialty area test in the area of endorsement with a passing score as set by the state. The Praxis II test chosen by the candidate, once passed, will determine the license they will obtain for their first year of teaching. The endorsements and areas of testing for the MAPQT Program are limited to the list indicated below.

<b>Subject Areas of Licensure</b> (The attached numbers are the Praxis II Specialty Area Test Codes)	Art-0133, Biology-0235, Business-0100, Chemistry-0245, English-0041, French-0171, German-0182, Home Economics-0121, Marketing-0561, Math-0061, Music-0113, Physical Education-0091, Physics-0265, Social Studies-0081, Spanish-0192, Speech Communications-0221, Special Education (grades 7-12 only)- 0352
---	---

(Coursework/Training) In order to obtain an initial one-year license to teach through the MAPQT alternate route, one must complete the MAPQT training program consisting of 90 clock hours-approximately three weeks, complete a portfolio, and secure employment with a school district. This training consists of effective teaching strategies, state curriculum frameworks, planning and instruction and survival skills in the classroom. The time and dates of the MAPQT Program are determined by the Mississippi Community College Foundation.

(Candidate Support) Training in the form of a practicum is continued during the candidate's first year of teaching. It includes training one Saturday of each month during the first year of teaching and completion of a second portfolio. In a supportive role, coordinators make two class visits (one during the 1<sup>st</sup> semester and one during the 2<sup>nd</sup> semester) and provide feedback to the participant regarding this observation. Each participant also has a mentor assigned to them at their school of employment to aid in their transition into the classroom. During the internship, mentors and principals are interviewed both orally and by written survey to gather information on the intern's performance and to derive feedback regarding the effectiveness of the MAPQT program. When the candidate has successfully completed the internship year then the 5-year standard license can be issued.

(Certificate Levels) All alternate route licenses are issued at the bachelor's level until 5-year standard licensing has been achieved. This includes the completion of the testing

requirements, the training period, and the first year of teaching (internship period.) Upon obtaining the 5-year standard license the applicant may add endorsements and upgrade certificate levels.

2008-2009

<b>MAPQT Totals Per Site</b>	<b>Total Enrolled</b>	<b>Total Licenses</b>
Hinds Community College, Raymond	58	58
Itawamba Community College, Tupelo	57	55
MS Delta Community College, Indianola	26	23
Northwest Community College, Senatobia	52	52
Pearl River Community College, Hattiesburg	54	50
<b>Totals</b>	<b>247</b>	<b>238</b>

## Teach Mississippi Institute (TMI)

(Provider) Listed below are the Institutions that administrate TMI. These programs were approved by the Mississippi Department of Education with the approval of the State Board of Education and established in law.

- **Delta State University (Eight Week On Campus)**  
Dr. James W. Nicholson, Jr.  
662-846-4354  
<http://ntweb.deltastate.edu/daais/daaisstaffnew.htm>
- **Mississippi State University (Eight Week On Campus)**  
Susan Steward  
662-325-0527  
[ssteward@colled.msstate.edu](mailto:ssteward@colled.msstate.edu)
- **University of Mississippi (Ten Week Online)**  
Dr. Anne Klingen  
877-915-7313 or 662-915-7313  
[www.tmi.olemiss.edu](http://www.tmi.olemiss.edu)
- **University of Southern Mississippi (Eight Week On Campus)**  
Dr. David Daves  
601-266-6987  
<http://www.usm.edu/colleges/cep/>

(Selection Process) Candidates must hold a bachelor's degree (non-education) from a regionally/nationally accredited institution of higher learning. The candidate must pass the Praxis I PPST test in the areas of reading, writing, and math, and the Praxis II specialty area test in the area of endorsement with a passing score as set by the state. The Praxis II test chosen by the candidate, once passed, will determine the license they will obtain for their first year of teaching. The endorsements and areas of testing for the TMI Program are limited to the list indicated below.

### Subject Areas of Licensure

(The attached numbers are the Praxis II Specialty Area Test Codes)

Biology-0235, Business-0100, Chemistry-0245, English-0041, French-0171, German-0182, Home Economics-0121, Marketing-0561, Math-0061, Physics-0265, Social Studies-0081, Spanish-0192, Speech Communications-0221, Special Education (grades 7-12 only)-0352

**Note: Some institutes may not offer all subject areas in their programs. Consult with the institution you wish to attend prior to testing.**

Note: Some institutes may have additional requirements for acceptance into the program, including GRE scores, letters of recommendation, and/or written agreement from a school district as to employment for the upcoming school term. Consult with the specific institution you wish to attend.

(Coursework/Training) The candidates are offered two separate tracks for program completion. They are offered an eight week training session which consists of nine semester hours at the graduate level on-campus. *(Times and dates determined by offering colleges/universities.)* The

program includes teaching strategies, classroom management, state curriculum requirements, instructional methods and tests and measurements. Upon completion of the nine semester hours, the candidate may apply for licensure in order to complete their internship year and apply for entrance into their Master of Arts in Teaching Program in order to complete a Master's Degree if they elect to continue.

The second track is an eight week online training that does not involve earning college credit. This program covers teaching strategies, classroom management, state curriculum requirements, instructional methods and tests and measurements. Upon completion of the training, candidates receive a certificate which allows them to apply for their initial license to complete their internship year (first year of teaching.)

(Candidate Support) The college credit track offers mentoring and follow-up sessions with the students in order to evaluate and offer support as necessary. The individual college determines the method by which the candidate is evaluated.

The online track ensures that candidates are assigned mentors during their internship year. The candidates will also be required to complete a second online course during this year. Upon the successful completion of the school year, the candidate will be able to apply for the standard 5-year license.

(Certificate Levels) All alternate route licenses are issued at the bachelor's level until 5-year standard licensing has been achieved. This includes the completion of the testing requirements, the training period, and the first year of teaching (internship Period.) Upon obtaining the 5-year standard license the applicant may add endorsements and upgrade certificate level.

**2008-2009**

<b>TMI Totals Per Site</b>	<b>Total Enrolled</b>	<b>Total Licenses</b>
Delta State University	5	5
University of Mississippi (TMI Online)	314	191
University of Southern Mississippi	5	3
<b>Total TMI</b>	<b>324</b>	<b>199</b>

## **American Board for Certification of Teacher Excellence (ABCTE)**

**(Provider)** The American Board for Certification of Teacher Excellence is a non-profit organization offering an alternative teaching certification program that is accepted by public schools in nine states.

**(Selection Process)** Candidates must:

1. Hold a bachelor's degree in any subject area from an approved college or university.
2. Pass the ABCTE Professional Teaching Knowledge exam.
3. Pass an ABCTE subject area exam.
4. Pass a background check.

ABCTE offers certification in the following areas:

- English Language Arts (6-12)
- Mathematics (6-12)
- Biology (6-12)
- Chemistry (6-12)
- Physics (6-12)

**(Coursework/ Training)** Candidates must complete a one year teaching internship with mentoring and they must complete training in one of the following:

- Mississippi Alternate Path to Quality Teachers 3-week summer training
- Mississippi Department of Education 8-week online training
- Master of Arts in Teaching 6 hours of initial graduate university courses (*can be applied to masters degree*)

**(Candidate Support)** ABCTE's program includes:

- Self Assessment
- Advisor
- Study Plans
- Prepare to Teach Workshops
- Online Refresher Course
- Forums
- New Teacher Hotline

**(Certificate Levels)** All alternate route licenses are issued at the bachelor's level until 5-year standard licensing has been achieved.

In the 2008-2009 school year, ABCTE had 180 participants and 6 became certified teachers – 5 in English and 1 in Math.

## Master of Arts in Teaching (MAT)

(Provider) The Master of Arts in Teaching is a master's program approved by the Mississippi Department of Education, with the approval of the State Board of Education. See the list below to ascertain the participating colleges.

### Location and Contact Information

Alcorn State University, 601-877-6149  
Belhaven College, 601-965-7046  
Delta State University, 662-846-4380  
Jackson State University, 601-979-2335  
Mississippi College, 601-925-3250  
MS Valley State University, 662-254-3618  
William Carey College, 601-318-6144  
\*Mississippi State University, 662-325-0527  
\*MS University for Women, 662-329-7175  
\*University of Southern MS, 601-266-4568 (additional coursework required)

*\*Elementary Grades 4-8 not offered*

(MAT no longer offered at Ole Miss)

(Selection Process) Candidates must hold a non-education bachelor's degree from a regionally/nationally accredited institution of higher learning. (It should be noted that the universities require at the minimum a 2.5 grade point average and several require the GRE depending of whether or not the candidate desires to obtain the master's degree or is just completing the 12 semester hours required to earn a teaching certificate.) And in accordance with enrollment requirements, the candidate must pass the Praxis I PPST test in the areas of reading, writing, and math, and the Praxis II test in the area of endorsement with a passing score as set by the state. The Praxis II test chosen by the candidate, once passed, will determine the first license they will obtain. The endorsements and areas of testing for the MAT are limited to the list indicated below.

It should be noted that the selection process that has been described can vary from college to college and that only the minimum standards have been identified.

### Subject Areas of Licensure

Art-0133, Biology-0235, Business-0100, Chemistry-0245, Elementary Education (grades 4-8)-0014, English-0041, French-0171, German-0182, Home Economics-0121, Marketing-0561, Math-0061, Music-0113, Physical Education-0091, Physics-0265, Social Studies-0081, Spanish-0192, Speech Communications-0221

(The attached numbers are the Praxis II Specialty Area Test Codes)

(Coursework) In order to obtain an initial 3-year license to teach through the MAT alternate route, the candidate must successfully complete six semester hours at the graduate level. The classes are Tests and Measurement and Classroom Management.

During the candidates internship year, their first year of teaching, they must complete an additional six hours of coursework. These classes are named Dimensions I and Dimensions II. Upon the successful completion of these classes and their internship year, the applicant may apply for their 5-year standard teaching license.

The candidate may elect to end their MAT program at this point without obtaining a Master's Degree. They obtain a teaching certificate with a total of 12 semester hours of graduate work.

(Candidate Support) Training in the form of graduate classes continues through the candidates first year of teaching. Mentoring, telephone conferences, and classroom instruction are just a few of the methods utilized by the colleges in supporting their candidates. Some colleges use the same assessments for their alternate route candidates as they do for the teacher education candidates.

(Certificate Levels) All alternate route licenses are issued at the bachelor's level until 5-year standard licensing has been achieved. This includes the completion of the testing requirements, the training period, and the first year of teaching (internship.) Upon obtaining the 5-year standard license, the applicant may add endorsements and upgrade certificate levels. The candidate who chooses to complete the entire master's degree program will be able to upgrade their license to the master's level.

### 2008-2009

<b>MAT Totals Per Site</b>	<b>Total Enrolled</b>	<b>Total Licenses</b>
Alcorn State University	102	92
Belhaven College	158	126
Delta State University	22	20
Jackson State University	84	83
Mississippi College	141	125
Mississippi Valley State University	70	60
Mississippi University for Women	23	16
Mississippi State University	65	47
University of Southern Mississippi	4	4
William Carey University	272	228
<b>Total</b>	<b>941</b>	<b>801</b>

**(Provider) Mississippi Alternate Path to Quality School Leadership Program (MAPQSL)**

**Masters of Education Track**

The Office of Quality Educators at the Mississippi Department of Education, with the approval of the State Board of Education, and in collaboration with the Mississippi Community College Foundation, offers the Mississippi Alternate Path to Quality School Leadership Program, which will be known as MAPQSL.

(Selection Process) This program will be available to K-12 educators holding a Master’s degree or higher in Education and a Class AA educator license with at least three (3) years of teaching experience. Priority for admission to the program will be given to candidates with a Superintendent or School Board recommendation.

The areas of endorsement are:

- 494 for the first year as an administrator
- 486 for a 5-year administrator license

(Coursework/Training) Applicants accepted into the program will complete administrator training at one of the five community college program sites. Certificates of completion will be presented at the close of the three-week training to those participants that have successfully completed the administrator training.

Participants must complete the MAPQSL Practicum, including nine (9) Saturdays during the school year following the summer program (one per month from August to April). All summer program participants will complete the Practicum even if they have not secured an administrative position so that they will be eligible for the one-year alternate route license when an administrative position becomes available. During the one-year internship, the MAPQSL participant must successfully complete the School Leadership Licensure Assessment (SLLA) test during the course of the one-year license.

(Candidate Support) The one-year internship as an assistant administrator will include supervision and mentorship. During the internship, the mentor must validate at least 15 hours per week of administrative duties completed by the MAPQSL participant

(Certificate Levels) The MAPQSL license is issued at the Master’s level.

**2008-2009**

MAPQSL Totals Per Site	Total Enrolled	Total Admin Licenses
Hinds Community College, Raymond	<b>29</b>	<b>29</b>
Itawamba Community College, Tupelo	<b>28</b>	<b>28</b>
Coahoma Community College, Indianola	<b>67</b>	<b>67</b>
Pearl River Community College, Hattiesburg	<b>78</b>	<b>78</b>
<b>Totals</b>	<b>202</b>	<b>202</b>

## **Mississippi Department of Education Mississippi Teacher Center**

The Mississippi Teacher Center (MSTC) was established in 1994 to recruit and retain quality teachers for MS classrooms. The goals of the Center are to recruit new and former teachers into the teaching profession, retain quality teachers through its enhancement programs, promote the importance of the teaching profession, and collaborate with school districts, colleges, universities, businesses, and communities to ensure a quality education for all children.

The MS Teacher Center has two paths to Teacher Certification: The Office of Licensure and Alternative Route. The Center offers job placement services with a school district employment database search and the publication of a monthly vacancy list.

The MS Teacher Center uses four venues of recruitment:

### Mississippi Career Fair for Educators

### Mississippi Critical Teacher Shortage Act

There are 48 school districts eligible for the incentives and scholarships made available through funds from HB #609, the Mississippi Critical Teacher Shortage Act. Critical Shortage Areas

### Future Educators Association (FEA)

FEA clubs are designed to promote teaching as a career and provide opportunities for students to explore their potential as educators.

### Mississippi Troops to Teachers

The Troops to Teachers (TTT) program enriches the quality of American education by placing mature, motivated, experienced, and dedicated individuals in our nation's classrooms. Thousands of military retirees, separating active duty, and currently drilling members of the reserve components are discovering new and rewarding careers in teaching our nation's children. Veterans who become public school teachers are "proud to serve again."

## **The following are scholarships and incentives:**

### Undergraduate Programs

Critical Needs Alternate Route Teacher Loan/Scholarship Program (CNAR)

Critical Needs Teacher Loan/Scholarship (CNTLP)

William Winter Alternate Route Teacher Scholar Loan Program (WWAR)

William Winter Teacher Scholar/Loan (WWTS)

Teach Grant

Graduate Programs

Graduate Teacher, Counselor, School Administration Loan/Scholarship (GTS)

Mississippi Teacher Fellowship Program

## **Other Incentives**

National Board Certification (NBC)  
Moving Incentives, Housing Assistance and the Mississippi School Administrator  
Sabbatical Program

### **Loan Repayment Programs**

Mississippi Teacher Loan Repayment Program (MTLR)  
Federal Loan Forgiveness Program

### **Teacher/Administrator Support and Recognition**

#### Mississippi Beginning Teacher Support Program

The Mississippi Beginning Teacher Support Program provides eligible beginning teachers in this state with continued and sustained support from a formally assigned mentor during the first full year of teaching. Contingent upon state funding, veteran teachers who serve as mentors shall receive additional base compensation in the amount of one thousand dollars (\$1,000.00) per each beginning teacher that is being mentored.

#### Induction and Mentor Training

MSTC assists districts in developing and implementing strategies, based on the MS Teacher Induction Framework and the Foundations in Mentoring Module, to support new teachers. Mentor workshops equip veteran teachers with the tools and skills they will need to be effective mentors to beginning teachers.

#### The Highly Qualified New Teacher Symposium

This symposium is designed to give beginning teachers from across the state the opportunity to actively engage in meaningful high quality professional development sessions. The symposium will focus on successful classroom management strategies that have proven to help new teachers effectively manage their classes. In addition, new teachers will engage in an interactive dialogue of the research based characteristics of a quality teacher and will discuss best instructional practices for improving student achievement.

#### Mississippi Administrator of the Year (AOY)

The Mississippi Administrator of the Year (AOY) program recognizes outstanding achievement and performance by Mississippi school administrators and brings effective administrative practices to the attention of others. Those eligible for the award include elementary and secondary school principals and vocational-technical directors. The AOY is asked to share expertise through various presentations and activities for the improvement of education in the state.

#### Mississippi Teacher of the Year

The Mississippi Teacher of the Year Program (MTOY) recognizes outstanding performance by our public school teachers. Each local school district may honor its teachers and nominate one for the state title. The 2010 MTOY must be a certified classroom teacher (with a standard K-12 license) in a state accredited public school that plans to teach the next year. The teacher should have a superior ability to inspire students, possess leadership capabilities, and be an active

member of the community. The deadline for submitting the 2010 MTOY application is January 29, 2010.

#### The Milken Educator Awards Program

Milken Educator Awards Program provides public recognition and financial rewards to elementary and secondary schoolteachers and principals and other education professionals who are furthering excellence in education. The Foundation presents the financial awards to new honorees during a gala celebration held at the annual Milken Family Foundation National Education Conference.

#### Mississippi Teacher Renewal Institute (TRI)

The MSTC sponsors a Renewal Institute in an effort to address the issue of “burnout”, enhance the teaching profession, and provide motivation to return to the classroom refreshed and ready for the new school year. One hundred (100) veteran teachers will be selected to attend the Institute.

# **MISSISSIPPI**

## **PUBLIC SCHOOL ACCOUNTABILITY STANDARDS**

**2009**

MISSISSIPPI DEPARTMENT OF EDUCATION



MISSISSIPPI  
PUBLIC SCHOOL  
ACCOUNTABILITY  
STANDARDS

2009

---

MISSISSIPPI DEPARTMENT OF EDUCATION  
*OFFICE OF STUDENT PERFORMANCE*  
OFFICE OF ACCREDITATION

<http://www.mde.k12.ms.us/accred/accred.html>

## COMMISSION ON SCHOOL ACCREDITATION

\*Note: Refers to the five Congressional Districts as established at the time the Commission was authorized by MS Code 37-17-3

### **Congressional District 1\***

Susan L. Burchfield  
Lee Childress  
Kevin Eubank

New Albany  
Corinth  
Booneville

### **Congressional District 2\***

Mary Jean Gates  
Ted Poore  
Jeanette Brown

Greenwood  
Madison  
Greenwood

### **Congressional District 3\***

Cynthia Buchanan  
Blake Wilson  
Kimberly Hubbard

Ridgeland  
Brandon  
Flowood

### **Congressional District 4\***

Chuck Blackwell  
Caroline Jacobs  
L. C. Tennin, Jr.

Ellisville  
Byram  
Jackson

### **Congressional District 5\***

Cathy Broadway  
Portia Stewart  
Dennis Penton

Pass Christian  
Pass Christian  
Carriere

**Jean Massey, Executive Secretary  
Commission on School Accreditation**

**<http://www.mde.k12.ms.us/accred/accred.html>**

# MISSISSIPPI BOARD OF EDUCATION

---

**O. Wayne Gann**

**Corinth**

**Kami Bumgarner**

**Madison**

**Howell "Hal" N. Gage**

**Vicksburg**

**Martha "Jackie" Murphy**

**Rienzi**

**Claude Hartley**

**Belden**

**William Harold Jones**

**Petal**

**Charles McClelland**

**Jackson**

**Rosetta Richard**

**Gulfport**

**Sue Matheson**

**Pass Christian**

**(Vacant)**

**State Superintendent of Education**

**[www.mde.k12.ms.us](http://www.mde.k12.ms.us)**

## **NON-DISCRIMINATION POLICIES**

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School of the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entities:

**Director, Office of Human Resources  
Mississippi Department of Education  
359 North West Street  
Suite 203  
Jackson, Mississippi 39201  
(601) 359-3511**

<b>H</b> istory .....	4
THE HISTORY OF ACCREDITATION IN MISSISSIPPI .....	4
ACCREDITATION POLICIES OF THE STATE BOARD OF EDUCATION .....	<b>8</b>
<b>1.0 ADMINISTRATIVE POLICY</b> .....	<b>8</b>
1.1 MEMBERSHIP OF THE COMMISSION ON SCHOOL ACCREDITATION .....	8
1.2 APPOINTMENT .....	8
1.3 TERMS OF OFFICE.....	8
1.4 GENERAL DUTIES OF COMMISSION .....	8
1.5 OFFICERS .....	8
1.6 MEETINGS .....	8
1.7 EXPENSES .....	9
1.8 STAFF.....	9
<b>2.0 DISTRICT ACCREDITATION POLICY</b> .....	<b>9</b>
2.1 ASSIGNMENT OF DISTRICT ACCREDITATION STATUSES AND PERFORMANCE CLASSIFICATIONS .....	9
2.2 PROCESS STANDARDS .....	9
2.3 ACCREDITATION STATUSES.....	10
2.4 NOTIFICATION OF DEFICIENCIES AFTER ASSIGNMENT OF STATUS .....	10
2.5 FACTORS AFFECTING CHANGE IN ACCREDITATION STATUS.....	10
2.6 RESOLVING ACCREDITATION CONTROVERSIES.....	11
2.7 CONSOLIDATION OF SCHOOL DISTRICTS OR TRANSFER OF GRADES .....	11
2.8 CORRECTIVE ACTION PLAN AND WITHDRAWAL OF ACCREDITATION .....	11
<b>3.0 PERFORMANCE CLASSIFICATION POLICY</b> .....	<b>12</b>
3.1 ASSIGNMENT OF PERFORMANCE CLASSIFICATIONS .....	13
3.2 PERFORMANCE STANDARDS.....	13
3.3 PERFORMANCE CLASSIFICATIONS .....	13
3.4 SCHOOLS AT-RISK.....	14
3.5 RECOGNITION AND REWARDS.....	17
<b>4.0 ACCREDITATION MONITORING PROCEDURES</b> .....	<b>18</b>
4.1 ON-SITE EVALUATIONS .....	19
4.2 INVESTIGATIVE EVALUATIONS (COMPLAINTS AGAINST DISTRICTS).....	19
4.3 SPECIAL TEST AUDITS .....	19
4.4 SUMMER PROGRAM AUDITS .....	20
4.5 OTHER STATE/FEDERAL PROGRAM AUDITS/EVALUATIONS.....	20
4.6 ANALYSIS AND VERIFICATION OF ACCREDITATION INFORMATION .....	20
<b>5.0 HEARING AND APPEAL PROCEDURES</b> .....	<b>21</b>
5.1 REQUEST FOR HEARING .....	21
5.2 AUTHORIZED REPRESENTATIVE OF THE COMMISSION .....	21
5.3 HEARING PROCEDURES.....	21
5.4 APPEAL PROCEDURES .....	22
<b>PROCESS STANDARDS</b> .....	<b>23</b>
ADMINISTRATION AND PERSONNEL .....	23
SCHOOL OPERATIONS.....	25
INSTRUCTIONAL PRACTICES .....	27
SAFE AND HEALTHY SCHOOLS.....	30

<b>PERFORMANCE STANDARDS</b> .....	<b>31</b>
INTRODUCTION .....	31
SCHOOL LEVEL PERFORMANCE CLASSIFICATION .....	31
DISTRICT LEVEL PERFORMANCE CLASSIFICATION .....	31
ANALYSIS OF STATE LAW {MS Code 37-18-1 et. seq.} .....	31
<b>STATE ACCOUNTABILITY RATING SYSTEM</b> .....	<b>33</b>
PERFORMANCE CLASSIFICATIONS OF ACHIEVEMENT AND GROWTH .....	34
THE PERFORMANCE CLASSIFICATION MODEL FOR 2009-2010 .....	34
QUALITY OF DISTRIBUTION INDEX (QDI) .....	34
GRADUATION/DROPOUT COMPONENT .....	36
THE ACHIEVEMENT MODEL .....	36
THE GROWTH MODEL .....	36
INCLUSION OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS (ELL) .....	37
NO CHILD LEFT BEHIND (NCLB) AND THE ACCOUNTABILITY SYTEM .....	37
<b>APPENDIX A</b> .....	<b>40</b>
<b>GRADUATION REQUIREMENTS</b> .....	<b>40</b>
<b>APPENDIX A-1</b> .....	<b>40</b>
<b>APPENDIX A-2</b> .....	<b>42</b>
<b>APPENDIX A-3</b> .....	<b>44</b>
<b>APPENDIX B</b> .....	<b>46</b>
<b>REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL</b> .....	<b>46</b>
<b>APPENDIX B-1</b> .....	<b>46</b>
<b>APPENDIX B-2</b> .....	<b>47</b>
<b>APPENDIX C</b> .....	<b>49</b>
<b>REQUIREMENTS FOR ADMISSION TO INSTITUTIONS OF HIGHER LEARNING (IHL) PUBLIC</b> <b>UNIVERSITIES IN MISSISSIPPI</b> .....	<b>49</b>
<b>APPENDIX C-1</b> .....	<b>49</b>
<b>APPENDIX C-2</b> .....	<b>50</b>
<b>APPENDIX D</b> .....	<b>51</b>
<b>COURSE DEVELOPMENT</b> .....	<b>51</b>
<b>APPENDIX E</b> .....	<b>56</b>
<b>STUDENT RECORDS</b> .....	<b>56</b>
<b>APPENDIX F</b> .....	<b>57</b>
<b>REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM</b> .....	<b>57</b>
Procedure for Handling Possible Testing Irregularities .....	66
<b>APPENDIX G</b> .....	<b>67</b>
<b>MISSISSIPPI OCCUPATIONAL DIPLOMA REQUIREMENTS</b> .....	<b>67</b>
<b>APPENDIX G-1</b> .....	<b>68</b>
<b>APPENDIX G-2</b> .....	<b>69</b>
<b>APPENDIX H</b> .....	<b>70</b>
<b>CONSEQUENCES FOR NONCOMPLIANCE WITH FINANCIAL ACCOUNTABILITY</b> <b>REQUIREMENTS</b> .....	<b>70</b>
<b>GLOSSARY</b> .....	<b>72</b>

---

## **THE HISTORY OF ACCREDITATION IN MISSISSIPPI**

---

### **1896-1959**

Since the early 1900s, accreditation has sought to improve schools through the requirements of the accrediting agency. In Mississippi, the roots of school accreditation are found in the institutions of higher learning and state teachers' associations. It all began in 1896 when the University of Mississippi first published a program of studies for an approved high school. The schools that met the University's prescribed program of studies were officially listed as affiliated high schools, and the graduates of those schools were admitted to the University on the basis of their records (certificates), without examination. The list included white high schools in Arkansas, Mississippi, and Tennessee, and it was soon recognized as the approved list by the other colleges in the state.

The effort to regulate the program of studies in secondary schools was strengthened in 1918 when the University requested the Mississippi Education Association to appoint a committee to classify the affiliated high schools. The Association appointed five members to a High School Classifying Committee and required this group to establish standards of classification, to devise a system for grouping high schools, and to assign each high school to its appropriate group. The responsibilities and workload of this subsidiary committee of the Mississippi Education Association continued to grow, and the need for full-time statewide supervision of high schools soon became apparent. This need was met in 1919 when the position of state supervisor of secondary schools was created in the Mississippi Department of Education. In May of 1920, the High School Classifying Committee became the State High School Accrediting Commission, a standing committee of the Mississippi Education Association. The State Supervisor of Secondary Schools chaired the first Commission, whose membership consisted of representatives from two high schools, the A and M College, Millsaps College, Mississippi College, the Mississippi State College for Women, and the University of Mississippi. This Commission required high schools to meet eleven minimum standards before being accredited and defined an accredited high school as one that meets all requirements and, after inspection, has been approved by the Commission.

Accreditation of elementary schools was not addressed until 1926. During that year, the Mississippi Education Association created the Elementary School Accrediting Commission to perform the same duties in regulating programs for elementary schools that the High School Accrediting Commission did for secondary schools. The Elementary Commission consisted of ten members, with the newly appointed State Elementary School Supervisor serving as executive secretary of the group.

Operating as separate entities, these two Commissions regulated the elementary and secondary programs in white schools until 1949 when they were discontinued by the Mississippi Education Association, and the Mississippi Accrediting Commission was formed.

The first efforts to accredit black schools began in 1935 when the Mississippi Association for Teachers in Colored Schools organized the Negro Accrediting Commission. In 1947 the Mississippi Association for Teachers in Colored Schools became the Mississippi Teachers Association, and the Commission continued to operate under the renamed Teachers' association until 1959. During that year, the name was changed to the State Accrediting Commission, and one of the first official actions of this group was to adopt the existing rules and regulations of the Mississippi Accrediting Commission.

## **1960-1980**

The decade of the sixties found these two Commissions sharing responsibilities for accrediting black and white schools; and, in carrying out their duties, both groups made extensive use of officials in the Mississippi Department of Education. The director of the Division of Instruction and his staff served as liaison personnel in distributing, collecting, and processing accreditation information. This practice of "separate but equal" accreditation terminated in the summer of 1970 when the State Board of Education assumed the responsibility, thus adding a legal dimension to a voluntary process designed to improve schools.

The accreditation law of 1970 gave the State Board of Education the power and authority to prescribe the standards and procedures for the accreditation of schools and placed the responsibility for enforcement in the Mississippi Department of Education. The law further mandated the Board to appoint a Commission on School Accreditation, whose membership would consist of four representatives from each of the five Congressional districts and whose primary purpose would be to continually review the accreditation system. Contrary to the general perception of the public, the law did not make accreditation compulsory for any school. The process continued to be voluntary and open to any elementary, secondary, or special school in the state.

In the decade following the passage of the accreditation law of 1970, the accreditation system (although now legal) continued to emphasize quantitative factors (specific resources and personnel) as the means by which school improvement was to be accomplished. The provision of adequate resources and personnel was assumed to be a sufficient indicator of the quality of the school program, but, as accreditation information was evaluated, it was found that the quality of the school program was not a direct correlate of the required quantitative factors. However, the system was successful in assuring the presence of adequate resources and in standardizing the organization and operation of school programs. These assurances were not enough to soothe a growing disgruntled public, which was constantly evaluating the products of accredited schools – its students.

## **1980-Present**

As the decade of the eighties approached, the state was set for reform in education and, ultimately, in school accreditation. The public wanted the emphasis in accrediting schools shifted from measures of quantity to those of quality. A series of significant legislative mandates passed during the past twenty years have been instrumental in not only creating the current public school accreditation model and accountability system, but also establishing Mississippi as a nationally recognized leader in the school improvement and accountability movement.

Governor William Winter recognized the need for education reform and initiated the accountability movement in Mississippi beginning with the Education Reform Act of 1982. This landmark legislation established a task force to study and propose a plan to establish guidelines and criteria for a permanent performance-based system of school accreditation for all public elementary and secondary schools. The legislation created and authorized the Commission on School Accreditation to establish a system for assuring the quality of school programs in Mississippi. This new system, appropriately deemed performance-based school accreditation, was based upon measures that focus on the extent to which schools help students master defined content and objectives. The law clearly shifted the emphasis in school accreditation to the outcomes of education, specifically those related to student achievement, and changed the accreditation process from voluntary to compulsory for all public elementary and secondary schools.

Legislation enacted in 1994 maintained the emphasis on student achievement and mandated that the Mississippi State Board of Education strengthen and expand the performance-based accreditation system. The 1994 legislation required the system to include: rigorous minimum standards; levels above the minimum that demand High Performing performance; and strict accountability measures for districts that fail to meet minimum standards. Due to continued low student achievement and failure to meet minimum accreditation standards, two public school districts were taken over by the State Board of Education under the conservatorship section of the law and remained under state control until 2002.

During the 1999 Legislative Session, the Mississippi Student Achievement Improvement Act of 1999 was passed requiring the State Board of Education to create a state-of-the-art school evaluation and improvement system. The act required the State Board of Education to implement a performance-based accreditation system for both individual schools and school districts. This legislation also required the State Board of Education to set annual performance standards for each of the schools in the state and to measure the performance of each school against itself, using student growth and performance measures. Before new standards and tests were developed, hundreds of teachers helped to re-write the curriculum for mathematics and language arts.

Additional legislation passed in 2000 further clarified requirements for establishing new accountability standards, making accreditation levels reflective of student performance at the school level rather than the district level. This 2000 legislation required individual school performance accreditation levels to be based on two criteria: (1) meeting an annual growth expectation in student achievement and (2) the percentage of students scoring at the basic and proficient level. These will be identified as the Achievement Model and the Growth Model. This legislation also established an intensive assistance program for schools not meeting the accreditation standards. Support and training for teachers, administrators, and school board members have been and will continue to be offered to local school districts.

In this accountability system, public school accreditation was two-fold: Each school district was awarded an accreditation status based on compliance with process standards, and individual schools are assigned a school performance classification based on student achievement. District accreditation statuses were awarded under the new accreditation model in October 2001, and individual school performance classifications were assigned in September 2003. For the first time, all components of a school - students, teachers, principals, superintendents, and school board members – were held accountable for student learning.

In 2007, an Accountability Task Force began working on what a new accountability system should look like in light of the new curriculum framework in Language Arts, Mathematics and corresponding assessments that were being implemented. Furthermore, the Mississippi Board of Education had established three Bold Goals to (1) Reduce the dropout rate to 13% by 2013, (2) Reach the national average on national assessments by 2013, and (3) Ensure that all students exit 3<sup>rd</sup> grade reading on grade level by 2020. Based on this commitment, the Accountability Task Force and the Commission on School Accreditation (CSA) shaped an accountability system aimed at moving Mississippi schools toward national performance standards.

In the fall of 2008, the Accountability Task Force began developing recommendations for the revised accountability system. These recommendations were finalized by the Commission on School Accreditation and submitted for approval to the State Board of Education (SBE). The new accountability system received SBE approval on March 20, 2009.

The new accountability system focuses on a number of key issues. It was determined that a performance classification designation would be issued to both schools and districts. In addition to an achievement component and a growth component, a graduation/dropout component was included for high schools and school districts. Another key point for consideration in the new accountability system was that the rating labels issued to schools and districts should differ from the previous labeling system so there could be no comparisons between the two models. A final consideration was that the district performance rating should be based on the performance of all students in the district, treating the district as one K-12 school.

The Mississippi Board of Education has set a very bold goal of reaching the national average on national assessments by 2013. When the State Board passed the new accountability rating system on March 20, 2009, they took a bold step toward reaching that goal and made a tremendous commitment to prepare Mississippi children to compete on a national and international level. With the new system in place, Mississippi standards will be on par with standards in other states and there will be greater transparency in school, district and state performance than there has ever been.

## ACCREDITATION POLICIES OF THE STATE BOARD OF EDUCATION

---

### 1.0 ADMINISTRATIVE POLICY

---

#### **1.1 MEMBERSHIP OF THE COMMISSION ON SCHOOL ACCREDITATION**

The Commission is composed of fifteen (15) members, with three representatives from each of the five Congressional Districts as established at the time the Commission was authorized by MS Code 37-17-3. The membership consists of two classroom teachers, two principals of schools, two school district superintendents, two local school board members, and seven individuals who are not actively engaged in the education profession. All appointments to the Commission shall comply with Section 37-17-3, *Mississippi Code of 1972*, as amended.

#### **1.2 APPOINTMENT**

Each member of the Commission is appointed by the State Board upon recommendation of the State Superintendent of Education.

#### **1.3 TERMS OF OFFICE**

The length of a regular term is four years. Upon acceptance of appointment, each member is eligible to serve for two consecutive terms. If a member changes employment or accepts a position that is no longer reflective of the category for which he or she was appointed, or if a member moves out of the Congressional district he or she was appointed to represent, that member must resign and a new member will be appointed to fill the unexpired term. A member of the Commission who is appointed to fill an unexpired term is eligible for appointment to his or her own term of office.

#### **1.4 GENERAL DUTIES OF COMMISSION**

The State Board of Education, acting through the Commission on School Accreditation, shall establish and implement a permanent performance-based accreditation system, and all public elementary and secondary schools shall be accredited under this system. It shall be the purpose of the Commission on School Accreditation to continually review and enforce the standards on accreditation and to make recommendations to the State Board of Education.

#### **1.5 OFFICERS**

The Commission annually elects a chairperson and vice-chairperson.

#### **1.6 MEETINGS**

The Commission meets on call of the State Superintendent of Education. Any official action taken by the Commission requires the presence of a quorum, which is defined as a majority of the present membership. Superintendents of school districts will receive written notice of the place, time, and date of each Commission meeting. Individuals and/or groups who request a time slot on the agenda are required to submit such in writing to the executive secretary. All requests for agenda consideration must be received by the executive secretary no later than seven days prior to the meeting of the Commission. Agenda items received after this deadline may be added if approved by a majority vote of the Commission.

## **1.7 EXPENSES**

---

According to Sections 25-3-41 and 25-3-69, *Mississippi Code of 1972*, as amended, each member of the Commission is reimbursed for per diem, travel, and other allowable expenses that are incurred when attending meetings of the Commission. The expenses are paid out of any funds available for the operation of the Mississippi Department of Education.

## **1.8 STAFF**

---

Staff assigned to the Commission consists of personnel in the Mississippi Department of Education. The State Superintendent of Education designates one staff member to serve as executive secretary.

## **2.0 DISTRICT ACCREDITATION POLICY**

---

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

### **2.1 ASSIGNMENT OF DISTRICT ACCREDITATION STATUSES AND PERFORMANCE CLASSIFICATIONS**

---

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

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

After the Commission takes action on accreditation records presented, the superintendent of the district is notified of the status assigned. The decision of the Commission is final unless appealed by the school board of the school district to the State Board of Education in accordance with the appeal procedures in section 5.4 of this document.

Each local school district shall be required to develop and publish an annual report as prescribed by the State Board of Education. By November 1 of each year, as prescribed by the State Board of Education, the report shall be published in a newspaper having general circulation in the county and posted on the school district's web site in a printable format. The public notice shall include information on the report's availability on the district's web site, with the web site address, and the location(s) in the school district where a copy of the report can be obtained. MS Code (37-17-6(9)(a)).

### **2.2 PROCESS STANDARDS**

---

Process (input) standards address accepted educational principles and practices that are believed to promote educational quality. Any verified violation of a process standard is noted on the record of a school district at the time of discovery within any school year, but does not affect the current accreditation status of the district. (See following policy 2.5 for the exceptions.) If a noted violation of a process standard has not been corrected by the following school year when accreditation statuses are assigned, the violation is reported to the Commission for appropriate action.

The State Board of Education, acting through the Commission on School Accreditation, reserves the right to suspend school district compliance of any accreditation process standard that is not directly mandated by state or federal law. See Policy 3.5.2 for Rewards.

### **2.3 ACCREDITATION STATUSES**

---

Each public school district will be assigned an annual accreditation status based on compliance with process standards as follows:

**ACCREDITED** is assigned to a district that complies with 100% of the process standards.

**ADVISED** is assigned to a district that has process standard deficiencies. The district will be required to develop a corrective action plan to address the deficiencies.

**PROBATION** is assigned to a district that was assigned an **Advised** status the previous school year, and the district has not taken corrective actions or has not removed the process standard deficiencies that resulted in the **Advised** status. The district will be required to develop a corrective action plan to address the deficiencies.

**WITHDRAWN** is assigned to a district that has previously been assigned a **Probation** status and still does not comply with its corrective action plan and applies to any school district placed in conservatorship.

### **2.4 NOTIFICATION OF DEFICIENCIES AFTER ASSIGNMENT OF STATUS**

---

After the annual assignment of a district's accreditation status, the process of determining statuses for the following school year begins. When information on file in the Mississippi Department of Education indicates that a school district may be in violation of a standard, the superintendent of the district is informed in writing by appropriate staff in the Department responsible for monitoring compliance with the standard. School district officials are given thirty (30) days from the date of receipt of notification to provide a written response verifying accuracy or inaccuracy of the notice of possible noncompliance with the standard.

If the written response includes appropriate evidence to correct or refute the alleged violation, the superintendent of the district is notified by appropriate staff in the Department responsible for monitoring compliance with the standard. Any verified violation of a standard is reported in writing to the Office of Accreditation, where it is noted on the current Accreditation Record Summary of the district. (See Glossary for definition of Accreditation Record Summary.) The appropriate staff member in the Office of Accreditation notifies the superintendent of the district in writing of the verified violation. Although the accreditation status of the district may not be subject to change until the next assignment of annual district status, the superintendent is required to provide a written response specifying how and when the violation will be corrected.

### **2.5 FACTORS AFFECTING CHANGE IN ACCREDITATION STATUS**

---

An assigned accreditation status may remain unchanged during that school year except in those cases where verified noncompliance with financial standards (See Appendix H), the testing standard (See Appendix F), standards for Safe and Healthy Schools (See Standards 35, 36, and 37), continued noncompliance with federal regulations, or reporting false information may downgrade a status immediately. When the district has verified correction of deficiencies in meeting all process standards previously cited as deficiencies on the district's Accreditation Record Summary, the accreditation status will be upgraded.

A district's accreditation status may also be affected if one of its schools continues to be designated as a School At-Risk after three (3) years of implementing a school improvement plan, or if more than fifty percent (50%) of the schools within the district are designated as a School At-Risk in any one (1) year. (See policies under section 3.0.)

Action of the Commission is required in any case.

## **2.6 RESOLVING ACCREDITATION CONTROVERSIES**

---

All controversies involving the accreditation statuses of school districts are initially heard by a duly authorized representative of the Commission in accordance with Section 37-17-5, *Mississippi Code of 1972*, as amended, and policy 5.0.

## **2.7 CONSOLIDATION OF SCHOOL DISTRICTS OR TRANSFER OF GRADES**

---

When two or more school districts consolidate or when two or more school boards approve the transfer of a grade or grades, the affected school district(s) may be allowed to maintain its accreditation status for a period of time to be determined upon application to the Commission on School Accreditation. The Commission on School Accreditation shall review the application of any such affected school district(s) and submit a recommendation to the State Board of Education for approval.

## **2.8 CORRECTIVE ACTION PLAN AND WITHDRAWAL OF ACCREDITATION**

---

### **2.8.1 CORRECTIVE ACTION PLAN**

When a school district has been assigned an ADVISED or PROBATION accreditation status, the Mississippi Department of Education, in conjunction with the school district, shall develop a corrective action plan that includes a time frame in which to correct the district's deficiencies. The State Board of Education implements the program of development in each district assigned an ADVISED or PROBATION status in accordance with Section 37-17-6(10)(a)-(e), *Mississippi Code of 1972*, as amended.

The school district is required to submit a corrective action plan to the State Board of Education within sixty (60) days. The plan must stipulate what will be done to remove the deficiencies and the time line required. The plan must be approved by the local school board as documented by official minutes and bear the signatures of the school board chairperson and district superintendent. After the plan is approved by the State Board of Education, written notice will be sent to school district officials. When corrective action has been implemented to remove a citation, the school district must submit documentary evidence confirming such to the Office of Accreditation. Assigned MDE staff may conduct follow-up visits as necessary to verify corrective action and compliance.

### **2.8.2 WITHDRAWAL OF ACCREDITATION**

If the district's deficiencies are not removed during the time specified in the corrective action plan, the school district is subject to having its accredited status withdrawn by the Commission on School Accreditation. Upon declaration of a state of emergency by the Governor, the State Board of Education may take all such action for dealing with school districts as is authorized under subsection (11) or (14) of Section 37-17-6, including the appointment of an interim conservator. If the accreditation of the school district is withdrawn, the status of the district will be listed as Accreditation-WITHDRAWN, and the record of that district will continue to be maintained.

#### **2.8.2.1 HEARINGS**

Before recommending that the State Board of Education withdraw the accredited status of a district, the Commission conducts a hearing to allow the officials of the affected district to present evidence or other reasons as to why the accredited status should not be withdrawn. All hearings before the Commission are recorded and transcribed.

#### **2.8.2.2 RESULTS OF HEARINGS**

Within forty-five (45) calendar days of the conclusion of the hearing, the Commission determines whether the accredited status of the district should be withdrawn. If the decision is made not to withdraw the accredited status of the district, a new timeline is established, contingent on approval by the State Board of Education. If the decision is made to withdraw the accredited status of the district, the State Board of Education reviews the record of the hearing and determines whether or not to approve the decision of the Commission. If the decision to withdraw accreditation is upheld by the State Board of Education, the Commission issues a request to the Governor that a state of emergency be declared in that district in accordance with Section 37-17-6(11), *Mississippi Code of 1972*, as amended.

#### **2.8.2.3 PUBLIC NOTICE**

After a state of emergency has been declared, the Commission files a public notice at least once a week for at least three consecutive weeks in a newspaper published within the immediate or general vicinity of the affected school district in accordance with Section 37-17-6(12), *Mississippi Code of 1972*, as amended.

#### **2.8.2.4 ACCESS TO SCHOOL DISTRICT RECORDS**

School districts are required to produce necessary reports, correspondence, financial statements, and any other documents necessary for the Commission to implement this section on withdrawal of accreditation and conservatorship.

#### **2.8.2.5 REINSTATEMENT OF AN ACCREDITED STATUS**

Before a school district is reinstated as an accredited school district, the district will be visited by a committee appointed by the Commission.

### **3.0 PERFORMANCE CLASSIFICATION POLICY**

---

The State Board of Education, acting through the Commission on School Accreditation, is required to establish and implement a process for accountability at the individual public school level and district level. Individual schools and districts are held accountable for student growth and performance and receive an annual School Performance Classification and District Performance Classification. (See Glossary for definitions of an attendance center and school.)

When the district establishes a new school and/or the district reconfigures the specific grades or students assigned to an existing school(s) within the district, the student achievement data used to assign school performance classifications will follow the guidelines established in the School Performance Standards and School Performance Model.

### **3.1 ASSIGNMENT OF PERFORMANCE CLASSIFICATIONS**

---

#### **3.1.1 School Performance Classification**

Information concerning school performance is reported to the Commission on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school that has both achievement and growth data will be assigned an annual performance classification. In addition, the Graduation Rate and the High School Completion Index (HSCI) will be included in determining the performance classification of schools with any grade configuration of 9-12. Available assessment data will be reported for those schools that do not have both achievement and growth data, but a school performance classification will not be assigned. An alternative school will not be assigned a school performance classification. (See State Board Policy 901 and 902 and the Glossary for definition of alternative school.)

#### **3.1.2 District Performance Classification**

Information concerning district performance is reported to the Commission on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school district will be assigned an annual performance classification based on achievement, growth, and graduation rate or High School Completion Index. A district performance level is assigned based on the performance of all students in the district (i.e., the district will be treated as one K-12 school).

### **3.2 PERFORMANCE STANDARDS**

---

Performance (output or product) standards address selected components of the statewide testing program and other outcome measures related to the performance of a school. (See Performance Standards.) The State Board of Education may also take into account such factors as graduation rates, dropout rates, completion rates, the extent to which the school or district employs qualified teachers in every classroom, and any other factors deemed appropriate by the State Board of Education.

### **3.3 PERFORMANCE CLASSIFICATIONS**

---

The performance classification assigned to a school or district will be determined by (a) the percentage of students who are performing at criterion levels (minimum, basic, proficient, and advanced) and (b) the degree to which student performance has improved over time (based on an expected growth value for the school). The results from the Achievement Model and the Growth Model are combined to assign performance classification as follows:

**Star School**  
**High Performing**  
**Successful**  
**Academic Watch**  
**Low-Performing School**  
**At-Risk of Failing**  
**Failing**

(See State Accountability Rating System, page 33 and Performance Classification Model, Page 34)

A school will not receive a school performance classification if the test data have been invalidated, and the school performance classification will be noted as Test Data Invalidated. If a testing irregularity has been verified, the Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security. (See Appendix F.)

### **3.4 SCHOOLS AT-RISK**

Following an analysis of school data each year, the Mississippi Department of Education shall identify those schools that are deficient in educating students and are in need of improvement. This analysis shall indicate individual school performance in two areas: (a) meeting its assigned yearly growth expectation and (b) percentage of the students in the school that are proficient.

#### **3.4.1 DESIGNATION**

A school shall be identified as a School At-Risk and in need of assistance if the school:

- (a) does not meet its growth expectation and has a percentage of students functioning below grade level, as designated by the State Board of Education;
- (b) is designated as a Failing School; or
- (c) is designated as At-Risk of Failing or Low Performing for two (2) consecutive years.

#### **3.4.2 NOTIFICATION**

Within fifteen (15) days after a School At-Risk has been identified, written notice shall be sent by the State Board of Education by certified mail to the school principal, the superintendent, and the chairperson of the local board of education.

#### **3.4.3 EVALUATION TEAMS AND EVALUATION REPORT**

Within fifteen (15) days after notification, the State Board of Education shall assign an evaluation team to the school. The evaluation team shall consist of a minimum of seven trained members appointed by the State Superintendent of Education and approved by the State Board of Education from the following categories: (a) school superintendents, (b) school principals, (c) curriculum coordinators, (d) at least two teachers, (e) school board members, (f) community leaders, (g) parents, and (h) institutions of higher learning personnel. Additional evaluators in other specialized areas may also be included. All evaluation team members shall be trained in appropriate areas, including: (a) school accreditation legal requirements; (b) data analysis; (c) curriculum alignment; (d) effective curriculum and instructional strategies; (e) the State Department of Education school improvement process; (f) personnel appraisal; (g) effective community involvement; (h) public relations; (i) safe and orderly school climate; (j) policy development and implementation; (k) effective school resource allocation; and (l) effective school management. A team leader shall be assigned by the department to provide overall guidance to the team. The evaluation team shall analyze the School At-Risk's data to determine probable areas of weakness before conducting an on-site audit.

After completing the evaluation of the School At-Risk, the team shall prepare and adopt its school evaluation report, which shall be submitted to the State Superintendent of Education for approval within forty-five (45) calendar days. The evaluation report shall identify any personnel who were found by the evaluation team to be in need of improvement and need to participate in a professional development plan. Evaluation instruments used to evaluate teachers, principals, superintendents or any other certified or classified personnel will be instruments that have been validated for such purposes.

Following the State Superintendent's approval of the report, a representative from the department of education and the evaluation team leader shall present the report to the principal of the School At-Risk, the school district superintendent, and school board members of the local school district. Following this presentation, the evaluation report shall be presented to the community served by the School At-Risk at an advertised public meeting.

#### **3.4.4 SCHOOL IMPROVEMENT PLAN**

Based on the findings of the evaluation report and the results of the public meeting, the Mississippi Department of Education and evaluation team leader shall assist the school principal and other local school officials in the development of a school improvement plan. A local parents/citizens advisory council shall be established by the evaluation team at the school to provide input and guidance into the development of the school improvement plan and its evaluation. The local parents/citizens advisory council shall consist of representatives from each of the following local groups: (a) five (5) representatives of the local PTA, PTSA, or other parent organization, (b) two (2) local elected officials or community activists, (c) two (2) students, (d) two (2) local business leaders. Persons who are employed by the local school district are not eligible for membership on the parents/citizens advisory council. The school improvement plan shall be developed and approved by the principal of the School At-Risk, the superintendent of the local school district, the local school board, and a majority of the teachers of the school. If the plan is not approved, the State Board of Education may approve and implement the plan in the school.

#### **3.4.5 PROFESSIONAL DEVELOPMENT PLAN FOR EDUCATORS**

As part of the school improvement plan for a School At-Risk, a professional development plan shall be prepared for those school administrators, teachers, or other employees who are identified by the evaluation team as needing improvement. The plan shall be prepared and implemented in accordance with Section 37-18-7, *Mississippi Code of 1972*, as amended.

##### ***3.4.5.1 Teachers***

A teacher deemed in need of professional development by the evaluation team shall be required to participate in a professional development plan. The plan will provide professional training and will be based on each teacher's specific needs and teaching assignments. The teacher's full participation in the professional development plan shall be required. This process shall be followed by a performance-based evaluation, which shall monitor the teacher's teaching skills and teaching behavior over a period of time. This monitoring shall include announced and unannounced reviews. Additionally, a teacher may be assigned a mentor who has demonstrated expertise as a high-performing teacher.

If, after one (1) year, the teacher fails to perform, the local administration shall reevaluate the teacher's professional development plan, make any necessary adjustments to it, and require participation in the plan for a second year. If, after the second year, the teacher fails to perform, the administration shall recommend, and the local school board shall dismiss the teacher in a manner consistent with Section 37-9-59, *Mississippi Code of 1972*, as amended.

##### ***3.4.5.2 Principals***

If a principal is deemed to be in need of improvement by the evaluation team, a professional development plan shall be developed for the principal, and the principal's full participation in the professional development plan shall be a condition of continued employment. The plan shall provide professional training in the roles and behaviors of an instructional leader and shall offer training specifically identified for that principal's needs. The principal of a School At-Risk may be assigned mentors who have demonstrated expertise as high performing-principals. The local school administration shall continue to monitor and evaluate all school personnel during this period, evaluate their professional development plans, and make personnel decisions as appropriate.

At the end of the second year, if a school continues to be a School At-Risk and a principal has been at that school for three (3) or more years, the administration shall recommend and the local school board shall dismiss the principal in a manner consistent with Section 37-9-59, and the State Board of Education may initiate the school district conservatorship process authorized under Section 37-17-6. If extenuating circumstances exist, such as the assignment of a principal at a School At-Risk for fewer than two (2) years, other options may be considered, subject to approval by the State Board of Education.

#### ***3.4.5.3 Superintendent***

If the evaluation report reveals a school district central office problem, the superintendent of the school district having a School At-Risk shall be required to participate in a professional development plan. Additionally, the superintendent may be assigned mentors who are high-performing superintendents and have demonstrated expertise and knowledge of high-performing schools. The local school board will continue to evaluate the performance of the superintendent, including participation in a professional development plan, and make appropriate revisions to the plan as needed.

If a school continues to be a School At-Risk after a second year, the local school board may (a) impose a cap on the superintendent's salary or (b) make any necessary adjustments to his professional development plan and require continued participation in that plan.

If a school continues to be designated a School At-Risk after three (3) years of implementing a school improvement plan, the State Board of Education shall issue a written request with documentation to the Governor asking that the office of the superintendent of such school district is subject to recall, or if more than fifty percent (50%) of the schools within the school district are designated as Schools At-Risk in any one year, the State Board of Education may issue a written request with documentation to the Governor asking that the office of the superintendent of such school district is subject to recall. Upon declaration by the Governor, an elected superintendent shall stand for re-election, and an appointed superintendent shall stand for re-appointment as specified in Section 37-18-7(4)(c), *Mississippi Code of 1972*, as amended.

#### ***3.4.5.4 Central Office Administrators***

If the evaluation report reveals a school district central office problem, the central office administrator of the school district having a School At-Risk shall be required to participate in a professional development plan. Additionally, the administrator may be assigned mentors who are high-performing administrators and have demonstrated expertise and knowledge of high-performing schools. The local school board will continue to evaluate the performance of the administrator, including participation in a professional development plan, and make appropriate revisions to that plan as needed.

If a school continues to be a School At-Risk after a second year, the local school board may (a) impose a cap on the administrator's salary or (b) make any necessary adjustments to the professional development plan and require continued participation in that plan.

At the end of the second year, if a school continues to be a School At-Risk and the administrator has been at that school for three (3) or more years, the superintendent shall recommend and the local school board shall dismiss the administrator in a manner

consistent with Section 37-9-59, and the State Board of Education may initiate the school district conservatorship process authorized under Section 37-17-6. If extenuating circumstances exist, such as the assignment of an administrator for fewer than two (2) years, other options may be considered, subject to approval by the State Board of Education.

#### **3.4.5.5 School Board**

If a school continues to be designated a School At-Risk after three (3) years of implementing a school improvement plan, the State Board of Education shall, or in the event that more than fifty (50%) of the schools within the school district are designated as Schools At-Risk, in any one (1) year the State Board of Education may, issue a written request with documentation to the Governor that the membership of the school board of such school district shall be subject to recall. Whenever the Governor declares that the membership of the school board shall be subject to recall, the county election commission or the local governing authorities, as the case may be, shall take action as specified in Section 37-18-7(5), *Mississippi Code of 1972*, as amended.

#### **3.4.6 CONDITIONS OF EMERGENCY STATUS**

In the event a school continues to be designated a School At-Risk after three (3) years of implementing a school improvement plan, or in the event that more than fifty percent (50%) of the schools within the school district are designated as Schools At-Risk in any one (1) year, the State Board of Education may request that the Governor declare a state of emergency in that school district. Upon the declaration of the state of emergency by the Governor, the State Board of Education may take all such action for dealing with the school district as is authorized under subsection (11) or (14) of Section 37-17-6, including the appointment of an interim conservator.

If the State Board of Education and the Commission on School Accreditation determine that an extreme emergency situation exists in a school district which jeopardizes the safety, security or educational interests of the children enrolled in the schools in that district and such emergency situation is believed to be related to a serious violation or violations of accreditation standards or state or federal law, or when a school district meets the State Board of Education's definition of a failing school district for two (2) consecutive full school years, the State Board of Education may request the Governor to declare a state of emergency in that school district.

### **3.5 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.

#### **3.5.1 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.

### **3.5.2 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:

#### ***3.5.2.1 Exemptions for Schools Meeting the Highest Levels of Performance.***

Schools Meeting the Highest Levels of Performance may be exempted from citations of noncompliance with the process standards listed below. For specific details, refer to each process standard referenced below.

- Library Media/Organized Collection (Standard 24.1)
- Library Media Program of Service (Standard 24.2)
- High School Science Laboratory (Standard 25)
- Limit on Course Preparations (Standard 31)
- Student Teacher Ratios in Grades 1-4 (Standard 34.2)
- Limit of 150 Students Per Teacher in Academic Core Subjects (Standard 34.5)

#### ***3.5.2.2 Exemptions for Schools Meeting the Highest Levels of Performance.***

School districts assigned the Highest Levels of Performance may be exempted from citations of noncompliance with the process standards listed below. For specific details, refer to each process standard referenced below.

- Community Involvement, Parental Communication, and Business Partnerships (Standard 18)
- Senior Preparation for Graduation Ceremonies (Standard 19.5)
- Summer School Program Requirements (Standard 19.6)
- Professional Development Plan/Program (Standard 21)
- Early Childhood Programs (kindergarten and teacher assistant) (Standard 23.1)
- Instructional Management System (Standard 27.1)
- Suggested Teaching Strategies, Resources, and Assessment Strategies (Standard 27.2)

#### ***3.5.2.3 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. These incentive funds may be used for specific needs, including, but not limited to the following:

- Funding for professional development activities; staff participating in such activities will report to the school and school district about the benefits and lessons learned from such training;
- Technology needs;
- Sabbaticals for teachers or administrators, or both, to pursue additional professional development or educational enrichment;
- Paid professional leave; and
- Training for parents, including, but not limited to, curriculum, Chapter I, special need students, student rights and responsibility, school and community relations, and effective parenting.

## **4.0 ACCREDITATION MONITORING PROCEDURES**

---

Staff in the Mississippi Department of Education continuously monitor school districts to verify compliance with applicable accreditation requirements and state and federal laws.

#### **4.1 ON-SITE EVALUATIONS**

---

The State Board of Education, the State Superintendent of Education, or the Commission on School Accreditation has the authority to call for an on-site evaluation or investigation of a school district at any time. If deficiencies are found in meeting accreditation standards or state and federal laws, the superintendent is notified in writing and given thirty (30) days from the receipt of notification to provide a written response. The report of findings is filed in the current accreditation records in the Office of Accreditation.

#### **4.2 INVESTIGATIVE EVALUATIONS (COMPLAINTS AGAINST DISTRICTS)**

---

An investigative evaluation is conducted in a school district in response to a formal complaint. All formal complaints made against schools or districts must be submitted to the Office of Accreditation in writing and bear the signature of the individual(s) filing the complaint. The written complaint shall contain specific details concerning alleged violations. When the complaint is received, the superintendent is notified in writing of the nature of the complaint and informed that the district is subject to an unannounced audit to investigate the allegations. If the complaint addresses an area over which the Commission has no authority, the individual filing the complaint is notified. Procedures for conducting investigative audits are as follows:

- 4.2.1 The auditors may arrive in the district without prior notification.
- 4.2.2 The auditors inform the superintendent of the purpose of the audit and of the procedures to be followed.
- 4.2.3 The auditors discuss procedures with the principal of the school if appropriate.
- 4.2.4 The auditors use various methods to collect the data needed to verify or discredit the complaint, including examination of official records, interviews with school personnel, and observations.
- 4.2.5 Upon completion of the audit, the auditors compile a written report that is sent to the complainant, the superintendent, the chairman of the board, and the Commission.

#### **4.3 SPECIAL TEST AUDITS**

---

Reports regarding potential testing irregularities or test security violations are referred to the Office of Student Assessment. Such reports include statistical analyses of test data conducted after each test administration, self-reported incidents, third-party allegations regarding violations of testing requirements, and irregularities noted during test security audits. Regular test security audits may be conducted prior to, during, and following each test administration in order to promote the integrity and security of the Mississippi Assessment System. The Office of Student Assessment will report to the Office of Accreditation each testing irregularity that has been verified as a violation of a testing requirement.

- 4.3.1 Self-reports or third-party allegations regarding testing irregularities may be either formal written reports (signed or unsigned) or verbal reports or complaints that may be made officially or anonymously and with or without documentary evidence.
- 4.3.2 If a third-party allegation addresses an area over which the State Board of Education has no authority, the individual filing the allegation will be notified.

**4.3.3** A self-report or allegation must identify specific details concerning alleged violations of test security and/or testing irregularities in order to warrant an investigative audit.

**4.3.4** Any statistical analysis that indicates a potential testing irregularity or test security violation will be reviewed and evaluated by staff in the Office of Student Assessment. If the review and evaluation of the statistical analysis indicate that further information is required in order to resolve or confirm the testing irregularity, the Office of Student Assessment may require that a school district investigate the potential irregularity and report its findings to the Office of Student Assessment. Any verified testing irregularity is reported to the Office of Accreditation for appropriate action.

**4.3.5** Procedures for test security audits are as follows:

**4.3.5.1** The auditor may arrive at the school without prior notification.

**4.3.5.2** The auditor informs the school administrator of the purpose of the audit and of the procedures to be followed.

**4.3.5.3** The auditor requests that the superintendent be notified that a test audit is in progress.

**4.3.5.4** The auditor uses the same methods to collect data as described in policy 4.2.4.

**4.3.5.5** The auditor reports the audit findings to the Office of Student Assessment. If the audit findings indicate that a testing irregularity has occurred, the Office of Student Assessment will notify the district superintendent. If the response from the superintendent does not resolve the irregularity, the irregularity is reported to the Office of Accreditation for appropriate action.

#### **4.4 SUMMER PROGRAM AUDITS**

---

Each school district providing educational programs during the summer is required to report summer program data, including types of instructional programs provided, staffing, and enrollment. School districts offering summer programs may be audited to verify information contained in the annual Summer School/Extended Year Report.

#### **4.5 OTHER STATE/FEDERAL PROGRAM AUDITS/EVALUATIONS**

---

When audits or evaluations of other state or federal programs reveal verified noncompliance with state or federal program regulations, the incidents of noncompliance are filed with the Office of Accreditation.

#### **4.6 ANALYSIS AND VERIFICATION OF ACCREDITATION INFORMATION**

---

Accreditation staff in the Mississippi Department of Education review annual personnel/accreditation information and other annual reports submitted by school districts. Staff will analyze and compare this information with any other accreditation data on record and notify responsible officials of any inconsistency in reporting or any apparent deficiency in meeting standards. Any information submitted by a school district may be verified through on-site visits. Upon request the school district must provide documentation necessary to validate compliance with accreditation requirements.

## **5.0 HEARING AND APPEAL PROCEDURES**

---

All controversies involving the accreditation of schools or school districts are initially heard by a duly authorized representative of the Commission before whom a complete record is made.

### **5.1 REQUEST FOR HEARING**

---

The school board of a school district may request a hearing by filing written notice with the executive secretary of the Commission on School Accreditation within ten (10) calendar days of the written notification of the recommended Commission action.

### **5.2 AUTHORIZED REPRESENTATIVE OF THE COMMISSION**

---

Upon receipt of the written request for hearing, the chairman of the Commission assigns, in writing, a duly authorized representative previously appointed by the Commission to hear the controversy.

### **5.3 HEARING PROCEDURES**

---

**5.3.1** The Commission's representative sets the time, place, and date for a hearing and notifies all parties of the time, place, and date of the hearing by registered or certified mail, return receipt requested. All parties may be represented by counsel at the expense of the party. The hearing is conducted in such a manner as to afford all parties a fair and reasonable opportunity to present witnesses and other evidence pertinent to the issues and to cross-examine witnesses presented by the opposing party. The Commission's representative may permit any portion of the evidence to be submitted in the form of depositions or affidavits; and in case affidavits are received, an opportunity to present counter-affidavits is provided.

**5.3.2** It is the responsibility of each party at the hearing to secure the attendance of such witness or witnesses as the party deems necessary or appropriate, and any expense connected with the attendance of such witnesses is borne by the party responsible for the attendance of the witness.

**5.3.3** In conducting the hearing, the Commission's representative is not bound by common law or by statutory rules of evidence or by technical or formal rules of procedure, provided, however, hearsay evidence, if admitted, is not the sole basis for the determination of facts by the Commission's representative.

**5.3.4** After presentation by the executive secretary of the Commission regarding recommended action and policy in support thereof, the party filing the written notice of hearing has the burden of going forward with the evidence, and at the conclusion of the hearing, the Commission's representative grants any party the opportunity to present a statement in such party's own behalf, either in person or by such party's attorney.

**5.3.5** All hearings held before the Commission's representative are recorded and transcribed by a court reporter whose fees and costs of transcription are paid by the school district involved within forty-five (45) days after having been notified of such costs and fees by the Commission. Within thirty (30) calendar days of receipt of the transcribed record of the hearing, the Commission's representative files a written recommendation to the Commission as to the resolution of the controversies. Upon consideration of the transcribed record and recommendation of its representative, the Commission makes its decision and notifies all parties in writing by certified or registered mail, return receipt requested. The decision of the Commission is final unless the school board of the school district involved elects to appeal to the State Board of Education. The school board of the school district may appeal to the State Board of Education by filing a written notice of appeal with the State Superintendent of Education within fifteen (15) calendar days of receipt of the decision of the Commission on School Accreditation.

#### **5.4 APPEAL PROCEDURES**

---

**5.4.1** An appeal to the State Board of Education is on the record previously made before the Commission's representative or the Commission. Upon written application, the State Board of Education may consider new factual evidence.

**5.4.2** Upon receipt of the transcript, the State Board of Education, through the State Superintendent of Education, notifies the parties involved that the transcript has been filed and that the appealing party has fifteen (15) calendar days to file any written argument not to exceed twenty-five (25) pages in length. The Commission is allowed thirty (30) calendar days from the filing of the transcript with the State Board of Education to file a responsive written argument not to exceed twenty-five (25) pages in length. Any written argument in rebuttal by the appealing party must be filed within forty (40) calendar days of the filing of the transcript. The appealing party may not exceed twenty-five (25) pages as the combined total for its original and rebuttal arguments. An original and nine (9) copies of the written argument must be provided. The State Board of Education considers all appeals within thirty (30) calendar days of the last written argument filed. The written decision of the State Board of Education is transmitted to the parties involved within fifteen (15) calendar days of its decision.

## PROCESS STANDARDS

---

### ***ADMINISTRATION AND PERSONNEL***

---

1. School board members complete required basic and continuing education programs in order to effectively perform their duties in the manner prescribed by law. {MS Code 25-41-1 et. al; 25-61-1 through 17; 37-3-4(5); 37-6-7, 9, 11, and 15; and 37-7-306(1-4)}
2. School board policies that comply with state and federal statutes, rules, and regulations serve as the basis of operation for the district, and current copies of school board policies are published and available for public review. {MS Code 25-41-7; 25-61-1 through 17; 37-9-1 through 75; 37-9-101 through 113; 37-7-301(p)(w); and Federal Civil Rights Act of 1964}
3. The school board assigns all executive and administrative duties to the superintendent, who is properly licensed and chosen in the manner prescribed by law. {MS Code 37-6-3(3-4); 37-9-7, 13, 14; 37-61-9; and 37-151-5(h)}
4. The school district employs an appropriately licensed full-time principal at each school. {MS Code 37-9-7, 37-9-15, and 37-19-1(c)}
5. The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth of the workday to library/media administrative activities. {MS Code 37-17-6(3)(a-e)}
  - 5.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.
  - 5.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.
6. Student support services (appraisal, academic, and/or personal advisement, and educational and/or career planning and referral) are provided in each school by qualified student support personnel as follows:
  - 6.1 Student support services are provided in each high school by at least a half-time appropriately licensed guidance counselor. {MS Code 37-9-79}
  - 6.2 Students in elementary schools have access to the required student support services provided by qualified student support personnel (e.g., guidance counselor, social worker, nurse, psychologist, psychometrist, etc.).

**Note: Student support personnel may only provide those services and activities in the area(s) that each individual is specifically qualified to provide. All student support personnel will use appropriate job titles that reflect their area of training, expertise, and license. For example, a Social Worker will be referred to as the School Social Worker and may not use the title of or be referred to as the School Guidance Counselor.**
7. The school district employs a school business officer/administrator whose qualifications meet the criteria established by the Mississippi Department of Education and whose primary job responsibilities are conducting, supervising, and/or directing the financial affairs and operations of the school district. (SB Policy 6900)
8. All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the *No Child Left Behind Act of 2001* (NCLB). {MS Code 37-9-7} (SB Policies 7801 and 7802, NCLB, and Federal Code)

- 8.1 With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. An appropriate license is required for superintendents, principals, librarians, and guidance counselors. (Refer to process standards 3, 4, 5, and 6.)
  - 8.2 Secondary teachers endorsed in an academic subject area may teach in their academic subject area in departmentalized elementary grades 5 and 6. (SB Policy 7407)
  - 8.3 Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided that they do not act in the place of the principal.
9. The school district implements a formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {MS Code 37-3-46(b)}
10. The school district operates with a uniform system of accounts as specified in state law and as prescribed by the State Auditor's Office. {MS Code 37-9-18, 37-37-1, 37-37-3, 37-17-6(16), 37-37-7, 37-37-13, 37-61-19 and 37-61-23}
    - 10.1 The board of education has implemented a fixed asset system of accountability that complies with the standards established by the State Auditor's Office for the verification of fixed assets and the auditing of fixed assets records. {MS Code 37-17-6(16)}
    - 10.2 The financial accounting data and the corresponding annual audit report as submitted to the Mississippi Department of Education reflect no less than a zero fund balance (as defined by generally accepted accounting principles) for all funds of the school district. {MS Code 37-61-19}
    - 10.3 The most recent annual audit report of the school district, as conducted under the guidelines of the State Auditor's Office, indicates that the auditor has issued an unqualified opinion (as defined by generally accepted auditing standards) on the general purpose financial statements of the school district. {MS Code 37-9-18, 37-37-1, and 37-61-23}
    - 10.4 The most recent annual audit report of the school district, as conducted under the guidelines of the State Auditor's Office, verifies the accuracy, validity, and timely reporting of all student data submitted to the MDE, including but not limited to the electronic transmission of student enrollment, attendance, transportation, absenteeism, graduation, dropouts, and any other student data and administrative functions as deemed necessary. {MS Code 37-37-7(2)(b)(c)(d) and 37-37-13}
    - 10.5 The most recent annual audit report of the school district, as conducted under the guidelines of the State Auditor's Office, verifies the accuracy and timely reporting of all reports, other than student data, required for submission to the MDE in accordance with state law and/or State Board of Education policies. {MS Code 37-37-7(2)(e) and 37-37-13}
  11. The local school board budgets and expends funds as follows:
    - 11.1 The local school board of education budgets and expends from the District Maintenance Fund (Fund #1120) a minimum of \$20.00 per student for instructional/library supplies, materials, and equipment.
    - 11.2 Funds available for classroom supplies, materials, and equipment from the Education Enhancement Fund (Fund #2440) are allotted and expended in compliance with Section 37-61-33, *Mississippi Code of 1972*, as amended, and SB Policy 3400.11.3. The local school board budgets and expends funds under the Public School Health Insurance Plan as required by state law and State Board policy. Failure to remit premiums, interest penalties and/or late charges in a timely manner may result in withholding a school district's adequate education program funds. {MS Code 37-151-95} (SB Policy 9600)

## ***SCHOOL OPERATIONS***

---

12. The school district complies with state law and State Board of Education policy on enrollment requirements.
  - 12.1 Residency requirements {MS Code 37-15-29} (SB Policy 6600)
  - 12.2 Immunization requirements {MS Code 37-7-301(i), 37-15-1, and 41-23-37}
  - 12.3 Age of entry requirements {MS Code 37-15-9}
13. Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited regionally or by a state board of education [or its designee(s)] is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of the student within 30 days after filing for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five days prior to the date of the administration of such test. {MS Code 37-15-33} (SB Policy 3800)
14. Permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with state law, the Family Educational Rights and Privacy Act of 1974, and the Confidentiality Section of the Individuals with Disabilities Act, 1997 Amendments. (See Appendix E and the current edition of *Mississippi Cumulative Folders and Permanent Records Manual of Directions*.) {MS Code 37-15-1 through 3; 37-15-6; 37-15-10}
15. The school district engages in planning to review the educational status of each school in the district and to address specific actions relative to accreditation and performance separately. {MS Code 37-3-49(2)(e)}
16. The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law. {MS Code 37-13-91} (SB Policies 3101, 3102, and 3103)
17. The school district develops a dropout prevention plan and implements programs designed to keep students in school and to lower student dropout rates.
  - 17.1 The school district shall submit its plan to the MDE Office of Dropout Prevention.
  - 17.2 The district dropout prevention plan shall be designed to address the three major goals of increasing the district's graduation rate, reducing the district's dropout rate, and reducing the district's truancy rate.
  - 17.3 District dropout prevention plans shall be submitted and reviewed according to the schedule set forth by the MDE State Plan for Dropout Prevention. {MS Code 37-3-46(c) and 37-21-9} (*No Child Left Behind Act of 2001*)
18. There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code 37-7-337} (**Districts Meeting the Highest Levels of Performance are exempted.**)

A school district that has been designated as ***Failing*** as defined by the State Board of Education shall also establish a community-based pre-kindergarten through higher education council. {MS Code 37-18-5}
19. The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction for not less than sixty percent (60%) of the normal school day. {MS Code 37-3-49, 37-13-61 through 69, 37-151-5(j), and 37-151-7(3)(d)}
  - 19.1 **DELETED.**
  - 19.2 The teaching day must provide at least 330 minutes of instruction per day or 27.5 hours per five-day week. {MS Code 37-13-67}

- 19.3 The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each ½ unit offered, except for accelerated learning programs and remedial instructional programs that are proficiency based. A traditional 7-period day schedule must provide at least 48 minutes per period, and A/B and 4 x 4 block schedules must provide at least 94 minutes.
- 19.4 No more than two of the 180 days may be 60% days, unless the district is utilizing an Early Release schedule that provides at least 27.5 hours per five-day week provided that there are at least 198 minutes of actual instruction or testing and the remainder of each 60% day is used for professional development or other activities related to instruction. {MS Code 37-151-5(j)}
- 19.5 The school district schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three days prior to the end of the school year). **(Districts Meeting the Highest Levels of Performance are exempted.)**
- 19.6 The summer school/extended year program meets all applicable requirements of the regular school program. {MS Code 37-3-49}
- Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.
  - Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued. {MS Code 37-3-49}
  - Students enrolled in a summer program are limited to earning one Carnegie unit of credit during a traditional summer school session, which does not apply to Extended Year programs and Mississippi Virtual Public School. **(Districts Meeting the Highest Levels of Performance may be exempted under MS Code 37-17-11.)**

**Note: Any exceptions to the above standard must be submitted to the Commission on School Accreditation for review and action.**

**Note: If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local school board may request approval from the State Board of Education to operate the schools in its district for less than one hundred eighty (180) days. {MS Code 37-151-7(3)(d)}**

20. The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. {MS Code 37-16-7} (SB Policy 3800)
- 20.1 Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (See Appendix A.) (SB Policies 2902 and 2903)
- Seniors of school year 2004-2005, 2005-2006, 2006-2007, and 2007-2008 are required to have a minimum of 20 Carnegie units.
  - Entering ninth graders in 2005-2006 and thereafter (seniors of school year 2008-2009 and later) are required to have a minimum of 21 Carnegie units.
  - Entering ninth graders in 2008-2009 and thereafter (seniors of school year 2011-2012 and later) are required to have a minimum of 24 Carnegie units as specified in Appendix A-3, unless their parent/guardian requests to opt the student out of Appendix A-3 requirements.
- 20.2 Each student receiving a standard diploma has achieved a passing score on each of the required high school exit examinations. {MS Code-37-16-7} (SB Policies 3600, 3800, and 7602)
- 20.3 Each student who has completed the secondary curriculum for special education may be issued a special diploma or certificate of completion, which states: "This student has successfully completed an Individualized Education Program." {MS Code 37-16-11(1)}

- 20.4 The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.
- 20.5 Each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. {MS Code 37-16-11(2)} (See Appendix G.)

**Note: Carnegie units will be awarded in the eighth grade for the following courses: Algebra I, Pre-algebra, Transition to Algebra, Computer Discovery, Geometry, ICT II (Information & Communication Technology), First Year Foreign Language, and Second Year Foreign Language provided course content is the same as the high school course.**

21. The school district implements a professional development program that complies with the guidelines published in Professional Development for the New Millennium. **(Districts Meeting the Highest Levels of Performance are exempted.)** {MS Code 37-17-8}
22. The school district adheres to all requirements of the Mississippi Statewide Assessment System. (See Appendix F.) {MS Code 37-16-1 through 4} (SB Policies 3600, 3800, 7601, 7602, 7605, and 7607)

#### ***INSTRUCTIONAL PRACTICES***

23. The school district is in compliance with state and/or federal requirements for the following programs:
- 23.1 Early Childhood Programs (kindergarten and teacher assistant) {MS Code 37-21-1 et. seq.} (SB Policies 4400, 4401, 6006, and 6301) (Refer to *Mississippi Kindergarten Guidelines.*) **[Districts Meeting the Highest Levels of Performance are exempted from provisions of subsection (4) of MS Code 37-21-7.]**
- 23.2 Vocational-Technical Education {MS Code 37-31-1 et. seq.} (SB Policies 8100, 8200, 8300, 8400, 8500, 8600, 8700, 8800, 8900, 9000, 9100, 9200, 9300, 9400, and Federal Code)
- 23.3 Special Education {MS Code 37-23-1 through 9} (SB Policies 7201, 7202, 7203, 7204, 7205, 7206, 7207, 7208, 7209, 7210, 7211, 7212, 7213, 7214, 7215, 7216, 7217, 7218, 7219, and Federal Code) [See *State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA 2004)* and the Mattie T. Consent Decree.]
- 23.4 Child Nutrition {MS Code 37-11-7} (SB Policies 2001, 2002, 2004, 2007, 2009 and Federal Code)
- 23.5 *No Child Left Behind Act of 2001*: Titles I, II, III, IV, V, VI, X, and any other federally funded programs and grants (SB Policies 4700, 7801, 7802, 7803, 7804, and Federal Code)
- 23.6 Technology in the Classroom {MS Code 37-151-19(3)} (SB Policy 7500)
- 23.7 Driver Education {MS Code 37-25-1 et. seq.} (SB Policy 3000)
- 23.8 Pre-Kindergarten {MS Code 37-7-301(ss)} (Refer to the *Mississippi Early Learning Guidelines.*)
24. Each school has a library-media center. {MS Code 37-17-6(3)(a-e)}
- 24.1 Each school has a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.
- 24.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.

25. The school district provides each student with appropriate equipment and laboratory experiences to meet the instructional requirements of the science program. (See the current edition of the *Mississippi Science Framework*.) **(Districts Meeting the Highest Levels of Performance may be exempted under MS Code 37-17-11.)**

**Note: Any exceptions to the above standard must be submitted to the Commission on School Accreditation for review and action.**

26. The school district is in compliance with state law and State Board of Education policies for state adopted textbooks. {MS Code 37-43-1, 37-43-51, 37-9-14(2)(b), and 37-7-301(ff)} (Refer to the current edition of the *Textbook Administration Handbook Rules and Regulations*.)
- 26.1 The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. {MS Code 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}
- 26.2 Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System. {MS Code 37-43-51} (Refer to the current edition of the *Textbook Administration Handbook Rules and Regulations*.)
27. The school district implements an instructional management system that meets the following requirements:
- 27.1 The school district implements an instructional management system that has been adopted by the school board and that includes, at a minimum, the competencies required in the curriculum frameworks approved by the State Board of Education. **(Districts Meeting the Highest Levels of Performance are exempted.)** {MS Code 37-3-49(2)(a-b) and 37-3-49(5)}
- 27.2 Suggested teaching strategies, resources, and assessment strategies are available to teachers in each school for selection and use in teaching the required competencies. **(Districts Meeting the Highest Levels of Performance are exempted.)** {MS Code 37-3-49(2)(c) and 37-3-49(5)}
28. The district follows an established board policy that defines criteria for the academic promotion/progression/retention of students. \*Such criteria prohibit the retention of students for extracurricular purposes.

A student who is enrolled in any grade higher than Grade 6 in a school district must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below 2.0 on a 4.0 scale. (Children First Act of 2009)

**\*Note: This portion of the standard will be jointly monitored and enforced by the State Board of Education and the Mississippi High School Activities Association.**

29. The school district provides alternative education programs for the categories of students identified in MS Code 37-13-92. (SB Policies 901 and 902)
- 29.1 The school district provides access to an alternative education program that meets the program guidelines outlined in MS Code 37-13-92 and the guidelines established by the State Board of Education. (SB Policy 901) (See guidelines for Alternative/GED School Programs.)
- 29.2 The school district, in its discretion, may provide access to a GED Options program that meets the program guidelines outlined in MS Code 37-13-92(4) and the guidelines

established by the State Board of Education. (SB Policy 902) (See guidelines for Alternative/GED Programs.)

30. Each classroom teacher, excluding vocational teachers whose class periods exceed 50 minutes, has an unencumbered period of time during the teaching day to be used for individual or departmental planning.
  - 30.1 If the school utilizes a traditional six-period or seven-period day schedule, the instructional planning time provided for secondary teachers is a minimum of 225 minutes per week, exclusive of lunch period. If the school utilizes any form of a modular/block schedule, the instructional planning time provided is a minimum of either 225 minutes per week or an average of 225 minutes per week per instructional cycle, exclusive of lunch period.
  - 30.2 Instructional planning time for the elementary school teacher is no less than 150 minutes per week, exclusive of lunch period.

31. Individual teachers (grades 9-12) are limited to three course preparations per scheduling cycle or five in the same subject/content area.

**Note: Any assignment of course preparations above the standard must be submitted to the Commission on School Accreditation for review and action.**

32. The basic curriculum of each high school consists of required and approved courses that generate at least 33½ Carnegie units annually. (See Appendices B and C.) {MS Code 37-1-3(2)} (SB Policies 2902 and 2903)

**Note: Any request for an exemption from teaching the courses listed in Appendix B must be approved by the Commission on School Accreditation.**

33. The basic curriculum of each elementary or middle school (any configuration of grades K-8) consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher. {MS Code 37-1-3(2) and 37-13-134}

**Note: In any configuration of grades K-8, the basic curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week. Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education. A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.**

34. Student teacher ratios do not exceed the following: {MS Code 37-151-77}
  - 34.1 Student teacher ratios do not exceed 22 to 1 in kindergarten, except in instances in which a full-time assistant teacher is in the classroom. If a full-time assistant teacher is employed, 27 may be enrolled. {MS Code 37-151-77} (See *Mississippi Kindergarten Guidelines*.)
  - 34.2 Student teacher ratios do not exceed 27 to 1 in classrooms serving grades 1 through 4 unless approved by the State Board of Education. (**Schools Meeting the Highest Levels of Performance are exempted.**) (SB Policy 2100) {MS Code 37-151-77}
  - 34.3 Student teacher ratios do not exceed 30 to 1 in self-contained classes serving grades 5-8. {MS Code 37-151-77}
  - 34.4 Student teacher ratios do not exceed 33 to 1 in departmentalized academic core classes serving grades 5-12. {MS Code 37-151-77}

34.5 The total number of students taught by an individual teacher in academic core subjects at any time during the school year shall not exceed 150. (**Schools Meeting the Highest Levels of Performance are exempted.**)

**Note: A teacher who provides instruction through intra-district or inter-district distance learning will be exempt from the 150-student limitation. A lab facilitator or principal designee will be responsible for the assignment of grades and related activities at the receiving school.**

#### ***SAFE AND HEALTHY SCHOOLS***

35. The district complies with the applicable rules and regulations of the State Board of Education in the operation of its transportation program. {MS Code 37-41-53} (SB Policies 7903, 7904, and 7909)
- 35.1 All buses are inspected on a quarterly basis and are well-maintained and clean. (SB Policy 7909)
- 35.2 Each bus driver has a valid bus driver certificate and a commercial driver's license and operates the bus according to all specified safety procedures. The school district has on file a yearly motor vehicle report on each driver and evidence that each driver has received two hours of in-service training per semester. (SB Policy 7903)
- 35.3 Bus schedules ensure arrival of all buses at their designated school sites prior to the start of the instructional day.
- 35.4 Emergency bus evacuation drills are conducted at least two times each year. (SB Policy 7904)
36. The school district provides facilities that meet the following criteria: {MS Code 37-7-301(c)(d)(j); 37-11-5, 49; and 45-11-101}
- 36.1 The school district provides facilities that are clean.
- 36.2 The school district provides facilities that are safe.
- 36.3 The school district provides operational facilities that are equipped to meet the instructional needs of students and staff.
- 36.4 The school district provides air conditioning in all classrooms in each school. {MS Code 37-17-6(2)}
37. The district complies with the following requirements for Safe and Healthy Schools:
- 37.1 Each school has a comprehensive School Safety Plan on file that has been approved annually by the local school board. {MS Code 37-3-81 and 37-3-83(2)} (See the School Safety Manual and the MDE School Occupational Safety and Crisis Response Plan.)
- 37.2 Each school has on file a school wellness policy developed by a local school health council that addresses the eight components of a coordinated approach to school health and that has been approved by the local school board. (Child Nutrition Reauthorization Act of 2004) (See the Guide for Development of Local School Wellness Policy, [www.healthyschoolsms.org](http://www.healthyschoolsms.org)) {MS Code 37-13-134} (SB Policy 4012)

**Note: The policy must address standards for physical education, health education, nutrition services, counseling, psychological services, staff wellness, healthy school environment, health services, community involvement, school safety plan, marketing and implementation.**

## PERFORMANCE STANDARDS

---

### **INTRODUCTION**

---

The accountability system is designed to improve student achievement and increase the level of accountability for both school districts and individual schools. The accountability model focuses on student achievement at each school and at the district level. Performance standards have been established, and student assessment data from the statewide assessment program will be used to determine individual school performance classifications and district level performance classifications.

### **SCHOOL LEVEL PERFORMANCE CLASSIFICATION**

---

Information concerning school performance is reported to the Commission on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school that has both achievement and growth data will be assigned an annual performance classification. Available assessment data will be reported for those schools that do not have both achievement and growth data, but a school performance classification will not be assigned. An alternative school will not be assigned a school performance classification. (See State Board Policy 901 and 902 and the Glossary page 77 for definition of alternative school.)

The results from the Achievement Model and the Growth Model (QDI) are combined to assign each school a school performance classification. A graduation rate or a High School Completion Index (HSCI) is also used for any school configuration of 9-12.

### **DISTRICT LEVEL PERFORMANCE CLASSIFICATION**

---

Information concerning district performance is reported to the Commission on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school district will be assigned an annual performance classification based on achievement, growth and graduation/dropout rate. The district rating should be based on the performance of all students in the district (i.e., the district will be treated as one K-12 school).

### **ANALYSIS OF STATE LAW {MS Code 37-18-1 et. seq.}**

---

The following specifications for establishing school and district performance standards and accountability requirements are addressed in Sections 37-18-1 through 7 of the *Mississippi Code of 1972, Annotated*.

- The State Board of Education (SBE) shall establish, design, and implement a program for identifying and rewarding public schools that improve. Upon full implementation of the statewide testing program, Star School, High Performing, or School At-Risk designation shall be made by the SBE as follows:
  1. **Growth Expectation.** A growth expectation will be established by testing students annually and, using a psychometrically approved formula, by tracking their progress. This growth expectation will result in a composite score each year for each school.
  2. **Percentage of Students Minimal, Basic, Proficient and Advanced in each school and school district.** A determination will be made as to the percentage of students minimal, basic, proficient and advanced in each school. The definition of minimal, basic, proficient and advanced shall be developed for each grade, based on a demonstrated range of performance in relation to content as reflected in the *Mississippi Curriculum*

*Frameworks.* This range of performance must be established through a formal procedure including educators, parents, community leaders, and other stakeholders.

A school shall be identified as a School At-Risk and in need of assistance if the school:

- (a) does not meet its growth expectation and has a percentage of students functioning below grade level, as designated by the State Board of Education;
  - (b) is designated as a Failing School; or
  - (c) is designated as At-Risk of Failing or Low Performing for two (2) consecutive years.
- Any school designated as a School At-Risk which exceeds its growth expectation by a percentage established by the SBE shall no longer be considered a School At-Risk.

Goal 3: All third graders will be reading on grade level by 2020.

Performance on state tests

## State Accountability Rating System

Goal 1: Reduce the dropout rate to 13% by 2013.

### Goal 1

### Quality of Distribution

<b>Index (QDI)</b>	High Performing	Star School	230 HSCI <u>OR</u> Graduation Rate of $\geq 80\%$	
200 - 300				
200				
166 - 199	Successful	Successful		200 HSCI <u>OR</u> Graduation Rate of $\geq 75\%$
166	Successful	Successful		
133 - 165	Academic Watch	Successful		
133				
100 - 132	At-Risk of Failing	Academic Watch		
0 - 99	Failing	Low Performing		
	Inadequate Academic Gain	Appropriate Academic Gain	<b>High School Completion Index or Graduation Rate (5-year)</b>	
	Growth			

Note: The label in the top row cell would apply to any school without graduates.

Goal 2: To increase Mississippi's scores on national assessments to the national average by 2013.

**PERFORMANCE CLASSIFICATIONS OF ACHIEVEMENT AND GROWTH**

---

The School and District Performance classification is based on the Quality of Distribution Index (QDI) achieved by the school or district. The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance.

<b>ACHIEVEMENT LEVEL</b>	High Performing	Star School
	Successful	High Performing
	Academic Watch	Successful
	At-Risk-of-Failing	Academic Watch
	Failing	Low Performing
	<b>Inadequate Academic Gains</b>	<b>Appropriate Academic Gains/Growth Status</b>

**THE PERFORMANCE CLASSIFICATION MODEL FOR 2009-2010**

---

Cut points on QDI	Inadequate Academic Gains	Appropriate Academic Gains
200-300	High Performing	Star School
166-199	Successful	High Performing
133-165	Academic Watch	Successful
0-99	Failing	Low Performing

**QUALITY OF DISTRIBUTION INDEX (QDI)**

---

1. The Quality of Distribution Index (QDI) should be used to measure achievement. The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance. The formula for the QDI is

$$\text{QDI} = \% \text{ Basic} + (2 \times \% \text{ Proficient}) + (3 \times \% \text{ Advanced})$$

2. The performance levels of the QDI should be phased in over four years.
  - a. The highest performance level should have an eventual QDI cut score of approximately 240, which should reflect performance comparable to high performing schools nationally.
  - b. Performance at a national average level should be linked to a QDI in the second highest performance level initially. The model should become increasingly challenging such that national average level performance is linked to a QDI at the third or middle performance level.
  - c. The Quality of Distribution Index (QDI) value defining the lowest school/district performance level should be 100.

Cut Score Range	Year 2009	Year 2010	Year 2011	Year 2012
Top Range	200-300	214-300	227-300	240-300
	166-199	176-213	185-226	194-239
	133-165	138-175	143-184	147-193
	100-132	100-137	100-142	100-146
Bottom Range	Below 100	Below 100	Below 100	Below 100

### ALGEBRA I AND BIOLOGY I

Algebra I and Biology I scores will be combined across middle/junior high school, 9<sup>th</sup> grade school, and the corresponding high school. That is, the Algebra I and Biology I results for calculating the QDI will be based on the performance of all students in middle/junior high school, 9<sup>th</sup> grade school, and the corresponding high school in a given year, and both the middle/junior high school, 9<sup>th</sup> grade school, and corresponding high school will receive the same QDI for Algebra I and Biology I. Including the performance at both levels will encourage middle schools, 9<sup>th</sup> grade schools, and high schools to work together to support students taking Algebra I and Biology I when they are ready for the course. A student will contribute equally to the accountability based on their performance level (Minimal, Basic, Proficient, or Advanced) on the assessment regardless of the grade level at which the assessment is first taken.

**GRADUATION/DROPOUT COMPONENT**

The High School Completion Index (HSCI) should be included in determining the accountability rating of schools with grades 9-12 and districts and a school or district should demonstrate high performance on the HSCI to receive the highest rating in addition to meeting QDI performance and growth. Districts with schools where 9<sup>th</sup> grade is contained separate from 10-12 grades will be issued a HSCI value based on the students who actually attended the school containing 9<sup>th</sup> grade and the 10-12 grade school will be issued a HSCI value based on the students who actually attended the school containing grades 10-12. The High School Completion Index (HSCI) should be based on the status of students five years after first entering ninth grade. Eventually the HSCI should be based on the status of students seven years after first entering seventh grade.

The weights for the HSCI student statuses:

Standard Diploma	300
Met Requirements Except Graduation Test	150
Occupational Diploma	150
Certificate of Attendance	150
GED	125
Still Enrolled	50
Dropout	-300

There will initially be two levels for the HSCI corresponding to the two highest levels of performance on the QDI. The Department of Education should monitor the reporting of this information. The Commission will consider revising or adding levels to the graduation/dropout component in the future.

- a. The highest level of the HSCI should be a HSCI of 230 or a graduation rate of 80% or higher.
- b. The second highest level of the HSCI should be an HSCI of 200 or a graduation rate of 75%.

**THE ACHIEVEMENT MODEL**

A school’s achievement level is based on the current year performance of students who were enrolled in the school for a full academic year (at least 70% of instructional time). The Quality of Distribution Index (QDI) should be used to measure achievement. The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance. The formula for the QDI is

$$QDI = \% \text{ Basic} + (2 \times \% \text{ Proficient}) + (3 \times \% \text{ Advanced})$$

**THE GROWTH MODEL**

A multiple regression model is used to predict scale score growth on the Mississippi Curriculum Test (MCT2) and scale score on certain Subject Area Tests (SATP) for each student based on the student’s earlier MCT2 performance. Predictions are made only for students who were enrolled in the school for a full academic year. There are separate prediction equations for each grade level in each content area and each subject area test.

The “met” growth determines the degree to which the school met its basic growth expectation. The regression equations in the pilot growth models predict performance at the student level. Although the predictions are not accurate enough for use at the student level, the positive and negative prediction errors tend to cancel each other, so average residual values for groups of students within a school or district are much more accurate. **R<sup>2</sup>** indicates the proportion of

variance in the dependent variable accounted for by the prediction equation. Generally, a higher  $R^2$  value indicates better predicting ability. The formula for  $R^2$  is shown below.

$$R^2 = \text{SS}_{\text{Model}} / \text{SS}_{\text{Total}} \text{ where, } \text{SS}_{\text{Total}} = \text{SS}_{\text{Model}} + \text{SS}_{\text{Error}}$$

$R^2$  values for the MCT SS change prediction equations in the growth model used from 2003 through 2007 were similar to the new equations for predicting MCT2 and SATP scale scores.

To ensure the most accurate predictions, students included in the regression analyses must:

- Meet full academic year (FAY) at the district level in 2007/2008 and 2008/2009;
- Have MCT2 scores from 2007/2008; and
- Have 2008/2009 scores(s) from MCT2, Grade 8 Algebra, Grade 9 Algebra, or Grade 9 Biology.

### **STUDENTS INCLUDED IN THE PERFORMANCE MODEL**

A student is included in the achievement and growth models for a school if the student was enrolled in the school for a **full academic year**, which is defined as at least 70% (approximately) of the instructional time. The percentage of time enrolled is determined from the monthly student level enrollment records in MSIS as follows:

- End of Month 8 School = Same School on 6 of the 7 Earlier End of Month Reports (Month 1 through Month 7)
- End of Month 7 School = Same School on all 6 of the Earlier End of Month Reports (Month 1 through Month 6)

### ***INCLUSION OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS (ELL)***

The Mississippi Statewide Assessment System provides procedures to ensure the inclusion of all students in the assessment programs, including a wide range of testing accommodations, instructional level testing on the MCT2, and alternate assessments. The data for students using testing accommodations are treated no differently from any other test data. For students with disabilities taking instructional level tests or alternate assessments, their scores are included in the achievement model. The weighting procedures in the achievement model ensure that those students count equally within the achievement level assigned to the school.

School districts are allowed to exclude the academic achievement results only for first year English Language Learners (ELL) students (on a case-by-case basis) from determinations of state Achievement Model and Growth Model results. This policy is consistent with the requirements for calculating AYP.

### **SCHOOLS THAT CANNOT BE INCLUDED IN THE ACHIEVEMENT AND GROWTH MODELS**

A school must be included in both the achievement and growth models in order to be assigned a School Performance Classification. Schools with no assessment data at grades 3-8 and no appropriate SATP data cannot be included in the achievement and growth models. Most of the schools that cannot be assigned a School Performance Classification are schools serving grades kindergarten and first grade and schools serving kindergarten through second grade.

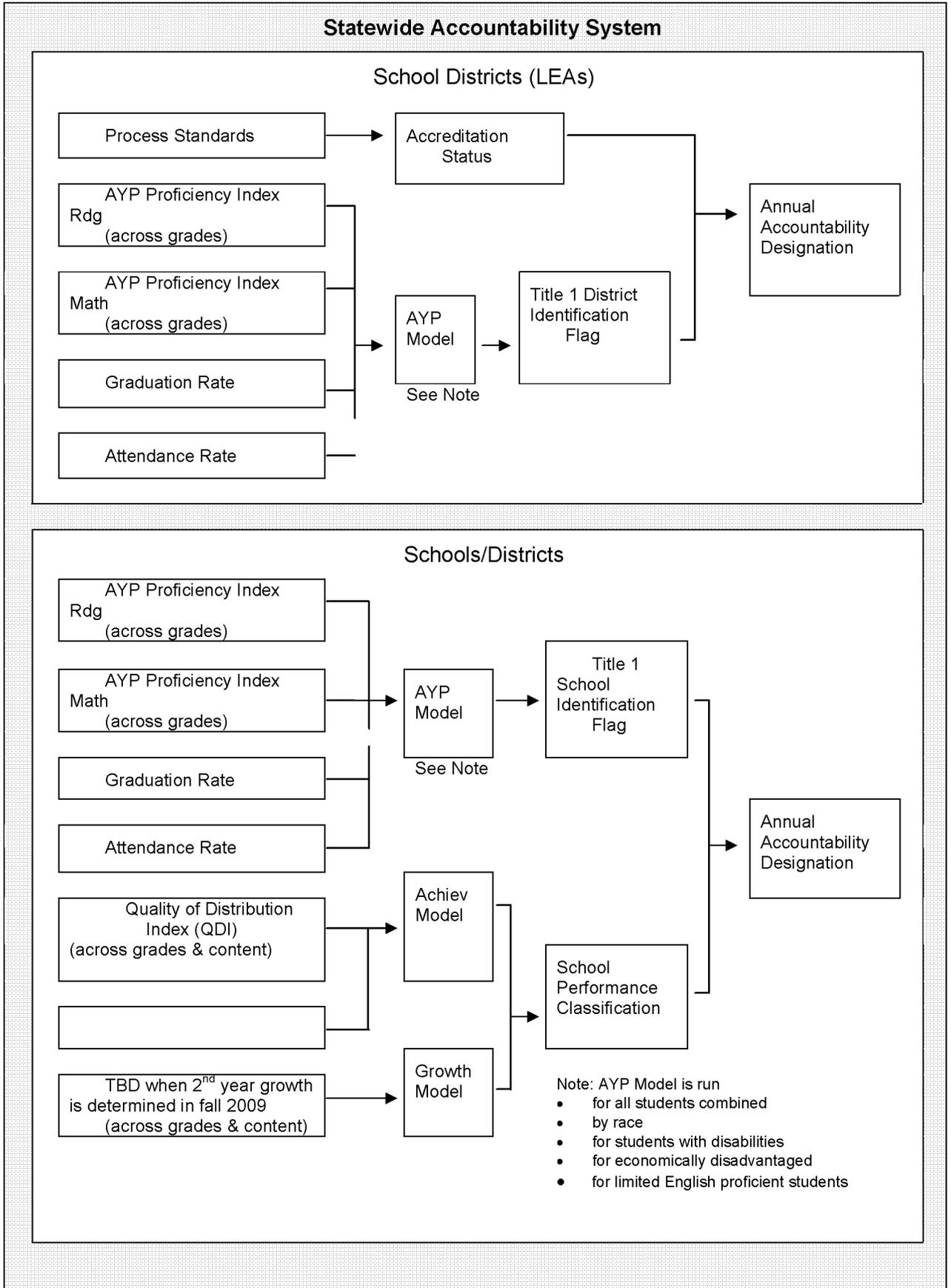
### ***NO CHILD LEFT BEHIND (NCLB) AND THE ACCOUNTABILITY SYSTEM***

The development of Mississippi's new statewide accountability system began in 1999. The system was designed to comply fully with the requirements in federal legislation related to Title I (IASA 1994) and to student with disabilities (IDEA 1997). The new statewide assessment system was also designed for use within the achievement and growth models for school accountability.

The *No Child Left Behind Act of 2001* (NCLB) was signed into law in January 2002. This federal legislation includes additional student assessment requirements and mandates that states develop and implement a single statewide accountability system by the beginning of school year 2003-2004. The legislation includes specific requirements for calculating adequate yearly progress (AYP) for schools and school districts. Mississippi's new assessment programs already incorporate many of the new federal assessment requirements. For example, students in grades 3-8 must be assessed in both reading/language arts and mathematics.

The conceptual model for Mississippi's Statewide Accountability System that incorporates the federal AYP component is illustrated on the following page. Each school district will be assigned an annual accountability designation based on its accreditation status and the AYP model. Each school will be assigned an annual accountability designation based on the School Performance Classification and AYP model.

**Mississippi Statewide Accountability System:  
A Conceptual Framework**



## APPENDIX A

### GRADUATION REQUIREMENTS STANDARD 20

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi Curriculum Frameworks*. Course titles and identification numbers must appear in the current edition of *Approved Courses for Secondary Schools of Mississippi*. (See SB Policies 2902 and 2903.) Enrollment in on-line and correspondence courses listed in this book must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course. Elective courses that do not have identified content in the *Mississippi Curriculum Frameworks* or whose titles do not appear in the current edition of *Approved Courses for the Secondary Schools of Mississippi* must be approved according to criteria stated in Appendix D.

#### APPENDIX A-1

#### SENIORS OF SCHOOL YEAR 2004-2005, 2005-2006, 2006-2007, and 2007-2008 (Entering ninth graders in 2001-2002, 2002-2003, 2003-2004, and 2004-2005)

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	
MATHEMATICS	3 <sup>2</sup>	Algebra I
SCIENCE	3 <sup>3</sup>	Biology I
SOCIAL STUDIES	3	1 World History 1 U.S. History ½ U.S. Government ½ Mississippi Studies <sup>4</sup>
HEALTH	½	Comprehensive Health or Family and Individual Health
BUSINESS & TECHNOLOGY	1 <sup>5</sup>	1 Computer Discovery or ½ Keyboarding and ½ Computer Applications
THE ARTS	1	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I and II
ELECTIVES	4½ <sup>6</sup>	
TOTAL UNITS REQUIRED	20	

## APPENDIX A-1 (Continued)

### GRADUATION REQUIREMENTS STANDARD 20

#### SENIORS OF SCHOOL YEAR 2004-2005, 2005-2006, 2006-2007, and 2007-2008 (Entering ninth graders in 2001-2002, 2002-2003, 2003-2004, and 2004-2005)

<sup>1</sup> Compensatory Reading and Compensatory Writing courses may not be included in the four English courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation.

<sup>2</sup> Compensatory Mathematics and any developmental mathematics course may not be included in the three mathematics courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation. At least one of the three required mathematics courses must be higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics. One of the three required mathematics units may be in Drafting, if the student completes the 2-course sequence for Drafting I & II.

<sup>3</sup> One unit may be in Technology Applications or Introduction to Agriscience or Agriscience I or Concepts of Agriscience or Allied Health or Aquaculture or Science of Agricultural Plants or Science of Agricultural Animals or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the following AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship.

<sup>4</sup> The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

<sup>5</sup> Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational).

<sup>6</sup> Elective units in physical education include participation in interscholastic athletic activities, band, and ROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

**APPENDIX A-2****GRADUATION REQUIREMENTS  
STANDARD 20****SENIORS OF SCHOOL YEAR 2008-2009, 2009-2010 & 2010-2011  
(Entering ninth graders in 2005-2006, 2006-2007, 2007-2008)**

Any student who completes the minimum graduation requirements as specified below and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	
MATHEMATICS	4 <sup>2</sup>	Algebra I
SCIENCE	3 <sup>3</sup>	Biology I
SOCIAL STUDIES	3	1 World History 1 U.S. History <sup>4</sup> ½ U.S. Government ½ Mississippi Studies <sup>5</sup>
HEALTH	½ <sup>6</sup>	Comprehensive Health <i>or</i> Family and Individual Health
BUSINESS & TECHNOLOGY	1 <sup>7</sup>	1 Computer Discovery <i>or</i> ½ Keyboarding and ½ Computer Applications
THE ARTS	1	Any approved 500.000 course <i>or</i> completion of the 2-course sequence for Computer Graphics Technology I and II
ELECTIVES	4½ <sup>8</sup>	
TOTAL UNITS REQUIRED	21	

## APPENDIX A-2 (Continued)

### GRADUATION REQUIREMENTS STANDARD 20

#### SENIORS OF SCHOOL YEAR 2008-2009, 2009-2010 & 2010-2011 (Entering ninth graders in 2005-2006, 2006-2007 & 2007-2008)

<sup>1</sup> Compensatory Reading and Compensatory Writing may not be included in the four English courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation.

<sup>2</sup> Compensatory Mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation. Beginning school year 2004-2005 for all entering eighth graders, at least one of the four required mathematics courses must be higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics. One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit.

<sup>3</sup> One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the following AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants, or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship.

<sup>4</sup> Advanced placement H.S. History is accepted in lieu of the required U.S. History from 1877 to present.

<sup>5</sup> The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

<sup>6</sup> Credit earned in Allied Health I/Health Science I may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health.

<sup>7</sup> Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational).

<sup>8</sup> Elective units in physical education include participation in interscholastic athletic activities, band, and ROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

**APPENDIX A-3**

**GRADUATION REQUIREMENTS  
STANDARD 20**

**SENIORS OF SCHOOL YEAR 2011-2012  
(Entering ninth graders in 2008-2009)**

Beginning school year 2008-2009 and thereafter, all entering ninth graders (seniors of school year 2011-2012 and later) will be required to have a minimum of 24 Carnegie units as specified below, unless their parent/guardian requests to opt the student out of Appendix A-3 requirements. Any student who is taken out of these requirements of Appendix A-3 will be required to complete the graduation requirements as specified in Appendix A-2. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

<b>CURRICULUM AREA</b>	<b>CARNEGIE UNITS</b>	<b>REQUIRED SUBJECTS</b>
<b>ENGLISH</b>	<b>4<sup>1</sup></b>	<b>English II</b>
<b>MATHEMATICS</b>	<b>4<sup>2</sup></b>	<b>Algebra I</b>
<b>SCIENCE</b>	<b>4<sup>3</sup></b>	<b>Biology I</b>
<b>SOCIAL STUDIES</b>	<b>4</b>	<b>1 World History 1 U.S. History<sup>4</sup> ½ Geography<sup>4</sup> ½ U.S. Government ½ Economics ½ Mississippi Studies<sup>5</sup></b>
<b>HEALTH and PHYSICAL EDUCATION<sup>6</sup></b>	<b>1<sup>6</sup></b>	<b>½ Comprehensive Health or ½ Family and Individual Health and ½ Physical Education<sup>8</sup></b>
<b>BUSINESS &amp; TECHNOLOGY</b>	<b>1<sup>7</sup></b>	<b>1 Computer Discovery or ½ Keyboarding and ½ Computer Applications</b>
<b>THE ARTS</b>	<b>1</b>	<b>Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I and II</b>
<b>ELECTIVES</b>	<b>5</b>	
<b>TOTAL UNITS REQUIRED</b>	<b>24</b>	

## APPENDIX A-3 (Continued)

### GRADUATION REQUIREMENTS STANDARD 20

#### SENIORS OF SCHOOL YEAR 2011-2012 (Entering ninth graders in 2008-2009)

<sup>1</sup> Compensatory Reading and Compensatory Writing may not be included in the four English courses required for graduation; however, these courses may be included in the 5 general electives required for graduation.

<sup>2</sup> Compensatory Mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 5½ general electives required for graduation. Effective with the eighth graders of 2008-2009, Pre-Algebra and Transition to Algebra may not be taken after a student completes Algebra I. Beginning school year 2007-2008 for all entering eighth graders, at least two of the four required mathematics courses must be higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics. One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II. One of the four required mathematics units may be in Survey of Mathematical Topics; however this course does not meet the mathematics requirement for admission to institutions of higher learning. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit. Effective with the eighth graders of 2008-2009, Geometry may be taken in the eighth grade for Carnegie unit credit.

<sup>3</sup> One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants, or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship. Beginning school year 2008-2009 for all entering eighth graders, one unit must be a lab-based physical science. The allowable lab-based physical science courses are Physical Science, Chemistry I, Chemistry II, AP Chemistry, Physics I, Physics II, AP Physics B, AP Physics C – Electricity and Magnetism, and AP Physics C – Mechanics.

<sup>4</sup> Advanced Placement Human Geography is accepted in lieu of the required Geography course. Advanced placement U.S. History is accepted in lieu of the required U.S. History from 1877 to Present.

<sup>5</sup> The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

<sup>6</sup> Credit earned in Allied Health I/Health Science I may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health.

<sup>7</sup> Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational).

<sup>8</sup> Only one Carnegie unit may be applied each year to the 24 state units from participation for interscholastic athletic activities, band, performance choral, or ROTC, if they meet the instructional requirements specified in the *Fitness through Physical Education Framework*. If a local district has graduation requirements above the state requirements they may award additional credits as outlined in the local Board policy.

**APPENDIX B**

**REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL  
STANDARD 32**

**APPENDIX B-1  
Effective Beginning School Year 2005-2006**

<b>CURRICULUM AREA</b>	<b>COURSES</b>	<b>UNITS</b>	<b>TOTAL UNITS</b>
<b>ENGLISH</b>	English I English II English III English IV	1 1 1 1	4
<b>MATHEMATICS</b>	Algebra I Algebra II Geometry Pre-Algebra Transition to Algebra Elective Mathematics Courses	1 1 1 1 1 1	6
<b>SCIENCE</b>	Biology I Chemistry Physics <sup>1</sup> Elective Science Courses <sup>2</sup>	1 1 1 <sup>1</sup> 3 <sup>2</sup>	6
<b>SOCIAL STUDIES</b>	U.S. History U.S. Government Mississippi Studies World History Economics <i>or</i> Intro to Geography	1 ½ ½ 1 ½	3½
<b>BUSINESS &amp; TECHNOLOGY</b>	Computer Discovery <i>or</i> ½ Keyboarding and ½ Computer Applications Personal Finance <sup>3</sup>	1 ½ <sup>3</sup>	1½
<b>HEALTH</b>	Comprehensive Health <i>or</i> Family and Individual Health Physical Education	½ ½	1
<b>THE ARTS</b>	Any approved 500.00 course	1	1
<b>FAMILY &amp; CONSUMER SCIENCE</b>	Family Dynamics	½	½
<b>VOCATIONAL EDUCATION</b>	Any combination of courses <sup>4</sup>	4	4
<b>ELECTIVES</b>	Foreign Language (IHL) <i>or</i> Advanced World Geography (IHL)	1	5½
<b>TOTAL UNITS REQUIRED</b>			<b>33</b>

<sup>1</sup> Includes Physics I, Physics II, AP Physics B, AP Physics C—Electricity and Magnetism, and AP Physics C—Mechanics.

<sup>2</sup> Two of the three elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment, Agriscience I & II, Allied Health I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Plastics and Polymer Science I & II, and Technology Applications I & II.

<sup>3</sup> One unit in Agribusiness and Entrepreneurship Technology or ½ unit in Financial Technology, ½ unit in Resource Management, or ½ unit in National Endowment for Personal Finance may be offered in lieu of ½ unit in Personal Finance.

<sup>4</sup> Includes Agriculture; Business Technology; Cooperative and Marketing Education; Family and Consumer Sciences; Health Education; Home Economics, Lodging and Hospitality; Technology Education; and Trade and Industrial.

APPENDIX B-2

REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL  
STANDARD 32

Effective Beginning School Year 2007-2008

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I English II English III English IV	1 1 1 1	4
MATHEMATICS	Algebra I Algebra II Geometry Pre-Algebra Transition to Algebra Elective Mathematics Courses	1 1 1 1 1 1	6
SCIENCE	Biology I Chemistry Physics <sup>1</sup> Elective Science Courses <sup>2</sup>	1 1 1 <sup>1</sup> 3 <sup>2</sup>	6
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics Intro to Geography	1 ½ ½ 1 ½ ½	4
BUSINESS & TECHNOLOGY	Computer Discovery or ½ Keyboarding and ½ Computer Applications Personal Finance <sup>3</sup>	1 ½ <sup>3</sup>	1½
HEALTH	Comprehensive Health or Family and Individual Health Physical Education	½ ½	1
THE ARTS	Any approved 500.00 course	1	1
FAMILY & CONSUMER SCIENCE	Family Dynamics	½	½
VOCATIONAL EDUCATION	Any combination of courses <sup>4</sup>	4 <sup>4</sup>	4
ADVANCED PLACEMENT <sup>5, 6</sup>	At least one (1) advanced placement course in each of the four (4) core areas.  AP course in Mathematics AP course in Science AP course in Language Arts AP course in Social Studies	1 <sup>5, 6</sup> 1 <sup>5, 6</sup> 1 <sup>5, 6</sup> 1 <sup>5, 6</sup>	4
ELECTIVES	Foreign Language (IHL) or Advanced World Geography (IHL) Any other Elective	1 ½	1½
TOTAL UNITS REQUIRED			33 ½

**APPENDIX B-2 (Continued)**

**REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL  
STANDARD 32**

**Effective Beginning School Year 2007-2008**

<sup>1</sup> Includes Physics I, Physics II, AP Physics B, AP Physics C—Electricity and Magnetism, and AP Physics C—Mechanics.

<sup>2</sup> Two of the three elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment, Agriscience I & II, Allied Health I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Plastics and Polymer Science I & II, and Technology Applications I & II.

<sup>3</sup> One unit in Agribusiness and Entrepreneurship Technology or ½ unit in Financial Technology, ½ unit in Resource Management, or ½ unit in National Endowment for Personal Finance may be offered in lieu of ½ unit in Personal Finance.

<sup>4</sup> Includes Agriculture; Business Technology; Cooperative and Marketing Education; Family and Consumer Sciences; Health Education; Home Economics, Lodging and Hospitality; Technology Education; and Trade and Industrial.

<sup>5</sup> A school offering the International Baccalaureate program is exempted.

<sup>6</sup> Distance learning or the Mississippi Department of Education's Mississippi Virtual Public School (MVPS) may be used as an appropriate alternative for the delivery of these required Advanced Placement (AP) courses.

## APPENDIX C

### REQUIREMENTS FOR ADMISSION TO INSTITUTIONS OF HIGHER LEARNING (IHL) PUBLIC UNIVERSITIES IN MISSISSIPPI STANDARD 32

#### APPENDIX C-1

(For graduates entering a public institution of higher learning prior to the summer of 2012)

CURRICULUM AREA	COURSES	UNITS
ENGLISH		4 <sup>1</sup>
MATHEMATICS <sup>2</sup>	Algebra I <sup>4</sup> Geometry Algebra II	3
SCIENCE	<b>SELECT 3 UNITS FROM THE FOLLOWING LIST:</b> Physical Science <sup>4</sup> Biology Advanced Biology Chemistry Advanced Chemistry Physics Advanced Physics Or any other science course with comparable content and rigor	3 (2 lab-based)
SOCIAL STUDIES	U.S. History World History U.S. Government (½) Economics (½) <i>or</i> Geography (½)	3
COMPUTER EDUCATION	Computer Applications <sup>5</sup>	½
ADVANCED ELECTIVES	<b>SELECT 2 UNITS<sup>6</sup> FROM THE FOLLOWING LIST:</b>  Foreign Language <sup>3</sup> World Geography 4 <sup>th</sup> year lab-based Science 4 <sup>th</sup> year Mathematics	2
<b>TOTAL UNITS REQUIRED</b>		<b>15½<sup>7</sup></b>

<sup>1</sup> Courses must require substantial communication skills.

<sup>2</sup> A fourth class in higher-level mathematics is highly recommended.

<sup>3</sup> Pre-high school units: Algebra I or first-year Foreign Language taken prior to high school will be accepted for admission, provided course content is the same as the high school course.

<sup>4</sup> One Carnegie unit from a Physical Science course with content at a level that may serve as an introduction to Physics and Chemistry may be used.

<sup>5</sup> This course should include use of application packages such as word processing and spread sheets. The course should also include basic computer terminology and hardware operation.

<sup>6</sup> One of the two units must be in Foreign Language or World Geography.

<sup>7</sup> Limited exceptions to high school unit requirements may be available. For more information contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.

**APPENDIX C-2**

**COLLEGE PREPARATORY CURRICULUM FOR ADMISSION  
BEGINNING IN THE SUMMER OF 2012 TO INSTITUTIONS OF HIGHER LEARNING  
(IHL) PUBLIC UNIVERSITIES IN MISSISSIPPI  
STANDARD 32**

<b>CURRICULUM AREA</b>	<b>COURSES</b>	<b>UNITS</b>
<b>ENGLISH</b>		<b>4<sup>1</sup></b>
<b>MATHEMATICS</b>	Algebra I <sup>2</sup> , Geometry, Algebra II, and any one Carnegie Unit of comparable rigor and content (e.g., Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Probability and Statistics, or AP Statistics)	<b>4</b>
<b>SCIENCE</b>	Biology I, Chemistry I, and any two Carnegie Units of comparable rigor and content (e.g., Physics, Physical Science, Biology II, Chemistry II, AP Chemistry, Physics II, AP Physics B, AP Physics C – Electricity and Magnetism, AP Physics C – Mechanics, Botany, Microbiology, or Human Anatomy and Physiology)	<b>4</b>
<b>SOCIAL STUDIES</b>	World History, U.S. History, Introduction to World Geography, U.S. Government, Economics, and/or Mississippi Studies <sup>2</sup> (Credit earned for a state/local government course in any other state may stand in lieu of Mississippi Studies.)	<b>4</b>
<b>ARTS</b>	Any visual and/or performing arts course(s), meeting the requirements for high school graduation.	<b>1</b>
<b>ADVANCED ELECTIVES</b>	Foreign Language I <sup>2</sup> and II, Advanced World Geography and a Foreign Language I or any combination of English, mathematics, or lab-based science courses of comparable rigor and content to those required above.	<b>2</b>
<b>COMPUTER APPLICATIONS</b>	Computer Applications <sup>3</sup>	<b>½</b>
<b>TOTAL UNITS REQUIRED</b>		<b>19½<sup>4</sup></b>

<sup>1</sup> Courses must require substantial communication skills. Compensatory Reading and Compensatory Writing may not be included.

<sup>2</sup> Algebra I, first year Foreign Language or Mississippi Studies taken prior to high school will be accepted for admission provided the course content is the same as the high school course.

<sup>3</sup> Course should emphasize the computer as a productivity tool. Instruction should include the use of application packages, such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation.

<sup>4</sup> Limited exceptions to high school unit requirements may be available. For more information contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.

## APPENDIX D

---

### COURSE DEVELOPMENT

Courses that are to be offered above the minimum required Carnegie units and that are not listed in the current edition of *Approved Courses for the Secondary Schools of Mississippi*, as provided for in State Board of Education Policies 2902 and 2903, must meet the criteria outlined in 1.0 through 5.0 below in order to qualify for credit toward graduation. However, in the event that the local school district wishes to implement a course that is nationally or regionally recognized, then the Office of Curriculum and Instruction may approve that course for use in that district for one year by meeting the following conditions:

- the course has a well-defined curriculum, and the local school district wishes to implement the course on a pilot basis;
- the local board of education has approved that implementation for one year; and
- the appropriate Mississippi Department of Education office agrees with the district request.

During that year, appropriate MDE staff will visit the district and review the course implementation. If the course clearly meets the intent of the course development requirements (1.0 through 5.0), then it may be recommended for continued use in the district. If it does not meet the requirements, it will not be approved a second year. However, it may be submitted by the district under the criteria for course approval (1.0 through 5.0).

The required information must be attached to the application. Each required attachment should be marked with the appropriate reference number. Omission of any of this information will cause this application to be returned to the district for revisions and resubmitted prior to the October deadline date in order for the course to be considered.

#### 1.0 Definitions

- 1.1 **Course** - an organized set of competencies and suggested objectives within an academic discipline offered for a period of time (semester or school year) for which a student receives academic credit.
- 1.2 **Developmental Course** - a course designed to be taught in any grade 7-12 (or any combination of grades 7-12 served within a school) that does not appear as an approved course in the current edition of *Approved Courses for the Secondary Schools of Mississippi* published by the Office of Curriculum and Instruction but is in the approval-seeking process as initiated by said school district to be taught in said school district.

#### 2.0 Preliminary Approval Criteria

- 2.1 A district must have the approval of the local school board before submitting a course to the Commission for approval.
- 2.2 Courses must not be alternatives or replacements for any State Board of Education basic course requirements (Appendix B) or graduation requirements (Appendix A) or Mississippi Institutions of Higher Learning student admission requirements (Appendix C).
- 2.3 Courses submitted for approval must meet during the teaching day.

### **3.0 Application/Approval Procedure/Adoption**

- 3.1 Application for approval of local developmental courses must be made by the third Monday of October.
- 3.2 Applications will be reviewed according to preliminary criteria listed in 2.0 and content criteria listed in 4.0.
- 3.3 The Office of Curriculum and Instruction will notify districts of the status of the course.
- 3.4 Approval for local developmental courses will be a one-year process, commencing with the beginning of the next school year following approval.
- 3.5 At the conclusion of the school year, a summative evaluation is required (deadline June 30).

### **4.0 Application Content**

- 4.1 Application for local developmental course approval will be made on forms provided by the Office of Curriculum and Instruction. The application will include the following:
  - 4.1.1 Course title
  - 4.1.2 Academic discipline(s)
  - 4.1.3 Required teacher licensure
  - 4.1.4 Pre-requisite courses for enrollment
  - 4.1.5 Carnegie unit credit for course
  - 4.1.6 Grade levels to be served
  - 4.1.7 Number of minutes per day/week instruction is to be given
  - 4.1.8 Budget
- 4.2 The instructional management plan for the developmental course will be submitted and must contain the following:
  - 4.2.1 Course design -- The course design will indicate the content of the course.
  - 4.2.2 Course description -- The course description will adhere to the format of the current discipline framework for which the course is being submitted. Failure to do so will result in the application being returned to the district for revisions, and the application must be resubmitted prior to the deadline date. The description will consist of the following:
    - Competencies/Strand objectives
    - Suggested objectives/Content objectives
    - Suggested student and teacher activities
    - Suggested assessment strategies
    - Resources
  - 4.2.3 Course evaluation plan -- The evaluation plan will include how the district will determine the success of and need for the course during the pilot period (year one).
- 4.3 A written narrative detailing the following will be submitted:
  - 4.3.1 Why the course is being initiated
  - 4.3.2 How the needs assessment was conducted
  - 4.3.2 How many people responded to the needs assessment
- 4.4 Projected expenditure budget for this course for one fiscal year. (Detailed costs should include equipment, supplies, etc.)

## **5.0 Curriculum Structure Validation**

- 5.1 At the end of the pilot year, the school district will submit a final summative evaluation report to the Mississippi Department of Education, Office of Curriculum and Instruction, no later than June 30.
- 5.2 Upon receipt of the final evaluation report, the course will be reviewed to determine if it should be recommended for continued use. The following will be considered:
  - 5.2.1 Course information appears complete and accurate.
    - 5.2.1.1 Major purpose of course is clearly stated and appropriate.
    - 5.2.1.2 Competencies are indicated and appropriate.
    - 5.2.1.3 Objectives that were added or deleted as a result of evaluation data are indicated.
  - 5.2.2 Course activities are complete
    - 5.2.2.1 Competencies/Strand objectives are defined.
    - 5.2.2.2 Suggested objectives/Content objectives are defined.
    - 5.2.2.3 Suggested student and teacher strategies are appropriate.
    - 5.2.2.4 Suggested assessment strategies are appropriate.
    - 5.2.2.5 Appropriate resources are given.

**MISSISSIPPI DEPARTMENT OF EDUCATION  
OFFICE OF CURRICULUM AND INSTRUCTION  
DEVELOPMENTAL COURSES**

**Deadline Date: Third Monday in October or Third Monday in April**

**1.0 General Information**

All developmental courses offered in Mississippi school districts must be approved by the Office of Curriculum and Instruction. School districts seeking approval to offer a course not listed in the *Approved Courses for the Secondary Schools of Mississippi* must (1) **complete this application**, (2) **attach required documents**, and (3) **comply with the criteria and requirements** prior to the deadline date.

**2.0 School District Information of Compliance with Section 2.0, Appendix D, *Mississippi Public School Accountability Standards*.**

District Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

School Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

School Phone: \_\_\_\_\_ District Phone: \_\_\_\_\_

Contact person regarding this application: \_\_\_\_\_

Title: \_\_\_\_\_ Phone Number: \_\_\_\_\_

I affirm that \_\_\_\_\_ School District meets the

(Name of School District)

**preliminary approval criteria for submission of a developmental course for approval listed in Section 2.0, Appendix D, *Mississippi Public School Accountability Standards*.**

\_\_\_\_\_  
(Superintendent's Signature)

\_\_\_\_\_  
(Date)

**3.0** Application will be reviewed according to preliminary criteria listed in 2.0 and content criteria listed in 4.0, Appendix D, *Mississippi Public School Accountability Standards*.

**4.0** Application Content: The following information must be attached to this application. Please mark each required attachment with the appropriate reference number. Omission of any of this information will cause this application to be returned to the district for revisions prior to the deadline date in order for the course to be considered.

**4.1 Course Information:**

4.1.1 Course title: \_\_\_\_\_

4.1.2 Academic discipline(s) to which course is assigned (i.e., English, social studies): \_\_\_\_\_

4.1.3 Required teacher licensure code for this course: \_\_\_\_\_

4.1.4 Pre-requisite course(s): \_\_\_\_\_

4.1.5 Carnegie unit credit: \_\_\_\_\_

4.1.6 Grade level(s) to be served: \_\_\_\_\_

(List all that apply.)

4.1.7 Number of classes per week: \_\_\_\_\_

Number of minutes per class per week: \_\_\_\_\_

4.1.8 Budget (one fiscal year) Total: \_\_\_\_\_

**4.2 The instructional management plan for the developmental course includes the following framework format:**

4.2.1 Course design-course content

4.2.2 Course description

- Competencies/Strand objectives
- Suggested objectives/Content objectives
- Suggested student and teacher activities
- Suggested assessment strategies
- Resources

4.2.3 Course evaluation plan (evaluation plan will include how the district will determine the success of and need for the course)

**4.3 A written narrative detailing the following:**

4.3.1 Why the course is being initiated

4.3.2 How the needs assessment was conducted

4.3.3 How many people responded to the needs assessment

**4.4 Projected expenditure budget for this course for one fiscal year.**

Send the completed application and required attachments to: Director, Office of Curriculum and Instruction, Mississippi Department of Education, Post Office Box 771, Jackson, Mississippi 39205-0771.

**Application Deadline: Third Monday in October or Third Monday in April**

## APPENDIX E

---

### STUDENT RECORDS STANDARD 14

1. Student records are collected, maintained, and disseminated as required by Sections 37-15-1 through 37-15-3, *Mississippi Code of 1972*, as amended, the Family Educational Rights and Privacy Act of 1974, as amended, 20 USC Section 1231, and the Confidentiality Section of the *Individuals with Disabilities Act, 1997 Amendments*.
2. Permanent records are kept in perpetuity for every person who has enrolled or is enrolled in a school.
3. The permanent record contains (a) legal name and address of the student, (b) date of birth as verified by birth certificate, (c) courses taken and grades or proficiency level earned, (d) immunization record, (e) date of withdrawal or graduation, (f) social security number {optional}, (g) record of performance on the required graduation tests, and (h) any other information determined by the State Board of Education.
4. Active permanent records are maintained in a secure and fire-resistant location in each school until the student withdraws or graduates, at which time the record may be transferred and/or placed on photographic film or microfilm in a central, fire-resistant depository.
5. Cumulative records are maintained for each student currently enrolled in a school.
6. The cumulative record (folder) contains the same information as the permanent record, as well as results of standardized tests and other information required by school board policies or prescribed by the State Board of Education.
7. Active cumulative records are maintained in a secure, fire-resistant location in each school.
8. Cumulative records of students who transfer or who are promoted to another school within or outside the district are to be sent to the head of the school to which the student transfers.
9. Cumulative records may be destroyed by order of the school board of the school district in not less than five years after the permanent record of the student has become inactive and has been transferred to the central depository of the district.
10. Permanent and active cumulative records of any school (public or nonpublic) that closes are transferred to the central depository of the school district wherein the closed school is located.

For further clarification or information see the current edition of *Mississippi Cumulative Folders and Permanent Records Manual of Directions*.

## APPENDIX F

---

### REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM STANDARD 22

#### I. PURPOSE

It is the policy of the State Board of Education that all test procedures and results that are used in the Mississippi Statewide Assessment System and/or used in the Performance-Based Accreditation System be valid and accurate for making related decisions. In order to protect the security and integrity of all tests administered through the Mississippi Statewide Assessment System, as well as to ensure reporting of accurate assessment results, the State Board of Education establishes the following requirements and the consequences applied when a school district or school is found in violation of any requirement. These requirements are established under the authority granted in Sections 37-16-1, 37-16-3, and 37-16-4, *Mississippi Code of 1972, as amended*.

#### II. DEFINITIONS

*Secure test materials* include certain test administrator manuals, test booklets, answer documents, and other materials as specified by the Office of Student Assessment.

*A possible testing irregularity* is any incident in the test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data.

*A verified testing irregularity* is a violation of a testing requirement.

#### III. REPORTING AND USE OF TEST DATA

The school district will release test score information to parents, legal representatives, teachers, students, other educators, the media, and the public in a timely manner and provide interpretive material as necessary. The school district will use test scores appropriately in making decisions regarding students. A decision or characterization that will have a major impact on an individual student is not made on the basis of a single test score. Additional retesting opportunities will be made available for any “high stakes” test.

#### IV. REQUIREMENTS

The following is not an exhaustive list of requirements.

1. The District Test Coordinator or a designated representative of the school district must attend applicable training sessions sponsored by the Office of Student Assessment.

2. A District Test Security Plan is prepared each year no later than two weeks prior to the first administration of the current school year of any component of the Mississippi Statewide Assessment System.
  - a. The District Test Security Plan contains all components as required by the Office of Student Assessment.
  - b. The District Test Security Plan is signed by the district superintendent, the district test coordinator and the chairman of the school board. The School Test Security Plan, which is a part of the District Test Security Plan, is signed by the school principal, school test coordinator, and the district test coordinator.
  - c. The District Test Security Plan identifies **all** individuals who have access to the secure storage area at district and school sites.
3. Except during actual test administration, secure test materials are kept under lock and key, and access to secure test materials is limited to individuals identified in the test security plan as responsible for their security. While secure test materials are in the district, anyone listed as having access to the secure storage area must be accompanied by a second person when entering the secure storage area. To ensure that security is maintained from year to year, it is the responsibility of the district each year to review the list of individuals who have access to the secure storage area and to ensure that only those individuals listed have access to the secure area by way of keys or vault combination.
  - a. Secure test materials are kept in locked storage before testing at both the district and school levels.
  - b. Access to secure test materials is limited to those individuals identified in the test security plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
  - c. Test materials are not to be removed from security packaging prior to the time indicated on instructions from the Office of Student Assessment.
  - d. Secure test materials are kept in locked storage after testing at both the district and school levels unless otherwise directed by the Office of Student Assessment.
4. All secure test materials are accounted for before, during, and after testing as specified in the District Test Security Plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
  - a. All secure test materials are accounted for before testing at the district level.
  - b. All secure test materials are accounted for before testing at the school level.
  - c. Test administrators account for all secure test materials before students are allowed to leave the testing room.
  - d. All secure test materials are accounted for after testing at the school level.
  - e. All secure test materials are accounted for after testing at the district level.
  - f. All secure materials are returned according to the schedule published by the Office of Student Assessment. In the event that a secure testing document has been contaminated by bodily fluids or other health-related hazards, the district test coordinator will follow procedures for disposal as outlined during District Test

- Coordinator training, and include these procedures in the District Test Security Plan.
- g. If supplementary materials, such as scratch paper, maps, and manipulatives are provided, procedures for disposal are outlined in the District Test Security Plan and followed.
5. Any person involved in any phase of the testing program has been trained in appropriate assessment administration and test security procedures.
    - a. Test administrators shall be licensed school personnel.
    - b. The district conducts professional development training on proper assessment administration procedures and test security for all individuals involved in the handling and administration of each test.
    - c. The district maintains complete records of all professional development related to assessment.
    - d. The district has documentation that training related to assessment included information on test security violations and the consequences of violations.
  6. Both a test administrator and a proctor are present and actively monitoring students during the entire test administration. At least two people are present from the time that testing materials are distributed to the test administrator until all test materials have been returned to the secure area. A seating chart is required for each room/site used for any statewide assessment; the seating chart must be signed and dated by the test administrator, proctor, and school test coordinator.
  7. Students are not allowed access to test questions prior to testing and are not allowed access to answers at any time.
  8. Reproducing (by any means) or disclosing secure test material (including pilot material) and student responses before, during or after test administration are prohibited. Reproduction or disclosure of secure test materials includes but is not limited to the following: reviewing, reading, or looking at secure test material in a manner that is inconsistent with test security regulations and/or procedures as outlined in the test administrator's manual. Use of unreleased test items in any form (including rewording of such test items) is strictly prohibited.
  9. Coaching students, altering responses, or interfering with responses in any way during or after the scheduled test administration is prohibited. Coaching students is defined as providing answers by staff or other students to students in any manner during the test, including cues, clues, hints, and/or actual answers in any form-written, printed, verbal or non-verbal (including but not limited to chalkboards, charts, bulletin boards, posters, computers, hand signals) or allowing students to alter responses after the scheduled test administration.
  10. All eligible students are tested. (See also Testing Students with Disabilities Regulations April 2007 and *Guidelines for English Language Learners: Policies, Procedures, and Assessments 2005* concerning student eligibility.) (SB Policies 3600, 3800, and 7601) {MS Code 37-16-3(2)}
    - a. Accurate exclusions, absences, and other required data are compiled for each test for each school.

- b. Exclusions and absences data for each test for each school are maintained on file in the district.
  - c. Students who drop a course for which an end-of-course Subject Area Test is required after the dates noted below shall still take the appropriate end-of-course Subject Area Test.
    - Traditional Schedule
      - Students enrolled in a course at the end of January (5<sup>th</sup> month) must be tested.
    - Fall Block
      - Students enrolled in a course at the end of October (2<sup>nd</sup> month) must be tested.
    - Spring Block
      - Students enrolled in a course at the end of March (7<sup>th</sup> month) must be tested.
  - d. Students enrolled in and taking courses for the first time for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Tests. These students shall take the appropriate end-of-course Subject Area Test, even if the course title in Approved Courses for the Secondary Schools of Mississippi includes the words Accelerated, Enrichment, or Advanced Placement.
  - e. Each student enrolled in and re-taking courses for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Test only if the student has not previously passed the Subject Area Test.
  - f. Each student shall take the appropriate end-of-course Subject Area Test at the end of the course regardless of the grade level in which the course is offered.
  - g. Students enrolled in a Mississippi public school will be required to pass end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through enrollment in summer school, virtual school, or any other non-standard school as defined by the Office of Accreditation.
11. Only appropriate allowable testing accommodations are provided for students as specified in *Testing Students with Disabilities Regulations, April 2007 and Guidelines for English Language Learners: Policies, Procedures, and Assessments 2005*. (SB Policies 3600, 3800, and 7601)
  12. Makeup testing is provided for students who are absent during the regularly scheduled test administration.
  13. Tests are administered according to the standard procedures defined in the test administrator's manuals and related documents and according to the schedule published by the Office of Student Assessment.
  14. Anyone with knowledge of or information regarding a possible testing irregularity or alleged security violations reports the alleged irregularity/violation to an appropriate authority. {MS Code 37-16-4(1)(f)}
  15. Test administrators and proctors keep written records of any testing irregularities occurring during testing and report these to the school test coordinator who then reports to the District Test Coordinator. The District Test Coordinator reports all irregularities for a test administration to the district superintendent for investigation. Documentation regarding testing irregularities is maintained on file in the district.
  16. The superintendent of the district investigates all reports of alleged violations of test security and/or potential testing irregularities and submits a report of findings to the Office

- of Student Assessment within fifteen working days after the alleged violation and/or potential irregularity has been reported to him or her.
17. No statistically significant similar or identical patterns of responses and/or erasures are noted in students' answer documents.
  18. No statistically significant group or individual scores that are inconsistent with established patterns of achievement are noted.
  19. The school prohibits the possession and/or use of any electronic communication device, including but not limited to Ipod's, MP3 players, Bluetooth devices, cell phones, and/or other personal digital assistance devices during the administration of scheduled statewide tests.
  20. Tests are to be administered in an environment that provides an adequate test setting for students. Such an environment should provide adequate lighting, reduced noise level, and spacing to ensure that students cannot see the answers being bubbled (or answers being selected during computer-based online testing) by other students.

## **V. INVESTIGATION**

The Office of Student Assessment follows a systematic procedure to ensure that all evidence indicating possible testing irregularities is investigated. Corrective action will be taken when warranted.

### **A. PROCEDURE FOR INVESTIGATION**

Identifying and investigating possible testing irregularities involves a variety of data sources. These include formal testing audits, self-reports of testing irregularities, allegations/complaints related to possible testing irregularities, and results of analyses and reports designed to identify possible irregularities, including the percent of students tested, changes in enrollment, score exceptionalities, erasure report results, and missing documents reports.

The procedure for handling testing irregularities is repeated for each test administration. The Office of Student Assessment will notify the school district in writing when a possible testing irregularity has been identified. Within fifteen working days following a reported potential irregularity/violation and/or receipt of the written notification from the Office of Student Assessment, the district will submit a written report to the Office of Student Assessment. The Office of Student Assessment reserves the right to conduct an independent investigation.

The Office of Student Assessment will evaluate the district report to determine whether the possible testing irregularity has been resolved or the testing irregularity has been verified. If the possible testing irregularity has been resolved, the Office of Student Assessment will notify the district that no further action is required. If a testing irregularity has been verified, the Office of Student Assessment will notify the district superintendent.

In the case of any verified testing irregularity that jeopardized or may have jeopardized the security and integrity of the test(s) or the accuracy of the test results, the Office of Student Assessment will report the irregularity to the Office of Accreditation for appropriate action and follow-up. (See *CONSEQUENCES*.) In the case of improper student behavior supported by a data forensics company and not disproved in the district report, the Office of Student Assessment will respond to the district superintendent with a request on behalf of the State Superintendent of Education that the district superintendent ask for the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration. If the district refuses to invalidate the suspect scores, the State Superintendent will have the authority to invalidate the scores.

In case of an allegation of an irregularity that prompts a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred; the State Superintendent will have the authority to invalidate suspect scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration

## **B. PROCEDURES FOR PERSONAL MISCONDUCT INVESTIGATION**

If an irregularity that represents misconduct or other breaches of test security on the part of district personnel within a school district is identified, the superintendent of the district will be notified of the irregularity. It is the responsibility of the district to conduct an investigation into the allegation and report findings to the Office of Student Assessment. If the Office of Student Assessment concludes that the irregularity was resolved, the district is notified that no further action is necessary.

If the Office of Student Assessment concludes that the irregularity was verified, the district superintendent is notified that the Office of Accreditation is being apprised of the finding.

In case of an allegation of an irregularity or in the case of statistical analyses that prompt a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred, the State Superintendent will have the authority to invalidate suspect test scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration. The district superintendent will be notified that the Office of Accreditation is being apprised of the findings.

The district attorney may investigate allegations of violations of test security on his own initiative following receipt of allegations, at the request of a school district, or at the request of the Mississippi Department of Education.

After a conviction, the personnel in question will be notified in writing that the evidence of conviction will be presented to the Commission on Educator Licensure and that the Commission is required to take action pursuant to the authority granted in Section 37-16-4, *Mississippi Code of 1972*, as amended. In the case of improper student behavior supported by the data forensics company and not disproved in the

district report, the district superintendent will be asked to request the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration.

## **VI. CONSEQUENCES**

### **A. LETTER OF WARNING**

If a violation has been verified that did not result in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, then the Office of Student Assessment may issue a letter of warning to the school district superintendent to be placed in the district and/or school file.

Multiple and/or repeated minor violations that indicate the district and/or school has not corrected issues addressed in previous letters of warning or that the district and/or school has continued to be in noncompliance with the numbered issues listed in Requirements (Section IV) may result in a recommendation for a citation to be placed on the accreditation record. (See B below.) In the case of improper student behavior supported by the data forensics company and not disproved in the district reports, the district will be asked to request the invalidation of the suspect scores. If the improper student behavior is determined to be isolated to an individual student's or to individual students' behavior and not supported or condoned by the district, the district will not receive a letter of warning. The district will be asked in an official letter by the Office of Student Assessment to put measures in place to address and prevent the possibility of such improper behavior being repeated. However, multiple administrations resulting in suspect scores may result in further investigation by the Office of Student Assessment that may lead to further consequences. (See CONSEQUENCES.)

### **B. CITATION PLACED ON THE ACCREDITATION RECORD WITH NO IMMEDIATE ACTION TO DOWNGRADE THE ACCREDITATION STATUS**

#### **1. Multiple Letters of Warning**

Multiple and/or repeated violations as outlined in A above may result in a recommendation for a citation to be placed on the district's Accreditation Record Summary. The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the same test for which the irregularity was originally verified.

The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

#### **2. Substantial Probability That the Security, Accuracy, or Validity of the Test Results Has Been Jeopardized**

If a verified violation has resulted in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, the Office of Student

Assessment will issue written notification to the district superintendent. The Office of Student Assessment will note the violation on the School and/or District Assessment Record and notify the Office of Accreditation.

The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the **same test** for which the irregularity was originally verified. For example, if the citation is issued for the December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year.

The Office of Student Assessment may submit a recommendation to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

**C. CITATION PLACED ON THE ACCREDITATION RECORD THAT MAY RESULT IN IMMEDIATE ACTION TO DOWNGRADE OF ACCREDITATION STATUS**

If it is determined that a violation of a testing requirement jeopardizes the security and integrity of the test(s) or the accuracy of test results, the Office of Student Assessment will issue written notification of the violation to the superintendent of the school district and to the Office of Accreditation.

The Office of Accreditation will note the citation of noncompliance on the district's Accreditation Record Summary and notify the superintendent of this action. The citation of noncompliance will be presented to the Commission on School Accreditation for appropriate action. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the **same test** for which the irregularity was originally verified. For example, if the citation is issued for the December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year.

The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

**D. INVALIDATION OF SCORES**

**1. Student Retest and Score Invalidation Procedure**

In the case of findings that reveal misconduct at the district or school level, the State Superintendent of Education may order the local school district to have students retake the examination(s) at the district's expense for all areas in question. Should the local district choose not to have students reexamined to establish validity, the State

Superintendent of Education will have the authority to have affected scores invalidated. At such time, the local district will be notified.

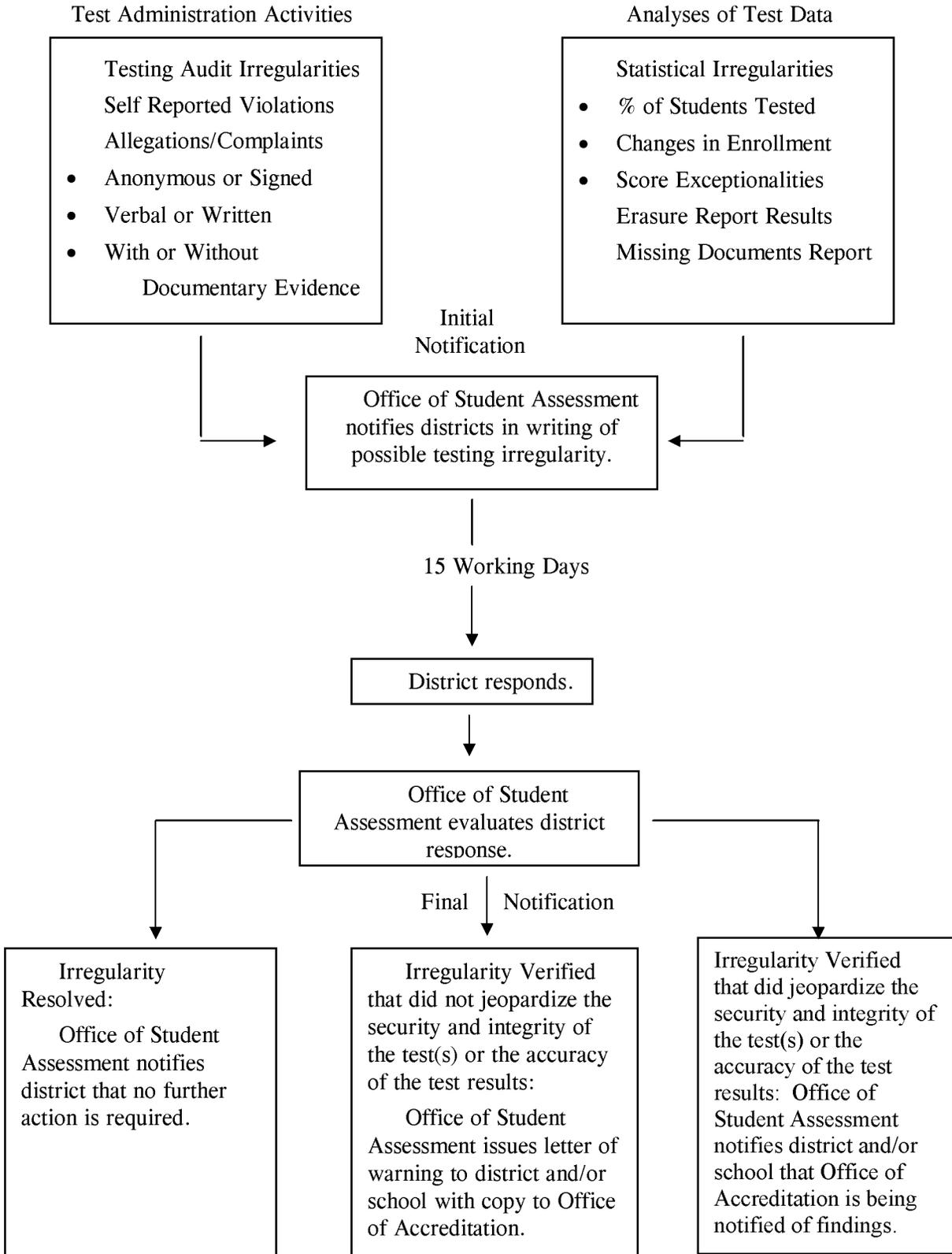
A school will not receive a school performance classification if the test data have been invalidated, and the school performance classification will be noted as Test Data Invalidated. (See Accreditation Policy 3.3.) In the case that the Office of Student Assessment has requested the district superintendent ask for the invalidation of a student's (or students') suspect scores based upon the analyses by the data forensics company and the refusal to do so by the district superintendent, the State Superintendent will have the authority to have suspect score(s) invalidated. At such time, the local district will be notified.

## **2. Individual Irregularity Procedure**

If there is evidence of a nature that confirms one or more individual testing irregularities on the Subject Area Tests or other tests that have high stakes consequences for individual student(s) resulting in the student or students not being able to graduate in the current school year, the individual(s) in question shall be notified in writing of the irregularity by the district superintendent and given an opportunity to provide an explanation and evidence that the questioned score(s) is/are consistent with other test scores or other academic performance. If retesting of individuals on the test is required and the retesting yields scores that would deny students a diploma or affect promotion/retention decisions after all retesting opportunities have been exhausted, affected individuals will be given an opportunity to appeal to the State Board of Education the decision to invalidate their original scores on the test. No hearing will be granted to any student who has not completed all other requirements for graduation or promotion and exhausted all retake opportunities.

**Procedure for Handling Possible Testing Irregularities**

---



The procedure for handling testing irregularities is repeated for each test administration.

## **APPENDIX G**

---

### **MISSISSIPPI OCCUPATIONAL DIPLOMA REQUIREMENTS STANDARD 20.5**

As authorized by MS Code 37-16-11(2), the State Board of Education has the authority to develop and issue criteria for a Mississippi Occupational Diploma (MOD) for students with disabilities as defined by the federal Individuals with Disabilities Education Act (IDEA). The primary postgraduate goal for these students is competitive employment. Students choosing to participate in the MOD program may earn course credits by successfully completing selected courses from the general education curriculum and/or special education curriculum as agreed upon by each student's IEP team. Both No Child Left Behind (NCLB) and IDEA set high academic standards for student achievement; thus, students should participate in the general education curriculum to the maximum extent appropriate for each student. IEP team decisions must focus on the educational placement of each student in the Least Restrictive Environment.

## APPENDIX G-1

### SENIORS OF SCHOOL YEAR 2004-2005, 2005-2006, 2006-2007, and 2007-2008 (Entering ninth graders in 2001-2002, 2002-2003, 2003-2004, and 2004-2005)

As required by both IDEA and NCLB, students with disabilities must participate in all applicable aspects of the statewide assessment system.

CURRICULUM AREA	COURSE OPTIONS <sup>1</sup>	TOTAL CREDITS <sup>3</sup>
ENGLISH/ LANGUAGE ARTS <sup>4</sup>	Employment English I, II, III <b>and</b> Applied Employment English IV (On The Job) <sup>2</sup>	4 <sup>1</sup>
MATHEMATICS <sup>4</sup>	On The Job Math I, II, III <b>and</b> Applied Job Skills Math IV (On The Job) <sup>2</sup>	4 <sup>1</sup>
SCIENCE <sup>4</sup>	Life Skills Science I, II, III, <b>and</b> Applied Life Skills Science IV (On The Job) <sup>2</sup>	4 <sup>1</sup>
SOCIAL STUDIES <sup>1</sup>	Career Preparation I, II, III <b>and</b> Applied Career Preparation IV (On The Job) <sup>2</sup>	4 <sup>1</sup>
CAREER/TECHNICAL EDUCATION <sup>2</sup>	Special Education Career/Technical Education Grade 10 <b>and</b> Special Education Career/Technical Education Grade 11 <b>Or</b> <b>Completion of a two-year Career/Technical (Vocational) Program</b>	2 <sup>2</sup>
ELECTIVES <sup>1</sup>	Special Education courses <b>Or</b> General Education courses <b>Or</b> Vocational-Technical Education Courses	2 <sup>1</sup>
TOTAL <sup>3</sup>		20 <sup>3</sup>

<sup>1</sup> Courses deemed appropriate for each student will be selected from the special education curriculum (special education course credits) and/or general education curriculum (Carnegie units) as determined by each student's Individual Education Plan (IEP) Committee. IEP team decisions must focus on the educational placement of each student in the Least Restrictive Environment, and students should participate in the general education curriculum to the maximum extent appropriate for each student.

<sup>2</sup> Students receiving a Mississippi Occupational Diploma must document evidence of 540 hours of successful paid employment OR successfully complete a two-year Career/Technical (Vocational) Program.

<sup>3</sup> Students receiving a Mississippi Occupational Diploma must document successful completion of minimum requirements in an Occupational Portfolio.

<sup>4</sup> As required by both IDEA and NCLB, students with disabilities must participate in all applicable aspects of the statewide assessment system.

## APPENDIX G-2

---

### MISSISSIPPI OCCUPATIONAL DIPLOMA STANDARD 20.5

#### SENIORS OF SCHOOL YEAR 2008-2009 AND LATER (Entering ninth graders in 2005-2006 and thereafter)

In accordance with MS Code 37-16-11(2), the State Board of Education has approved criteria for an occupational diploma for students with disabilities. The Mississippi Occupational Diploma provides an option for students with disabilities that emphasizes high expectations in both academics and work experiences that will assist students in acquiring and maintaining the necessary competencies and skills needed to secure and retain competitive employment. The primary postgraduate goal for these students is competitive employment.

- The decision regarding participation in the Mississippi Occupational Diploma program will be made by the student's Individualized Education Program (IEP) committee, which must include a school counselor. Instructional program and diploma options are to be reviewed annually by the IEP committee and revisions made as necessary.
- The Mississippi Occupational Diploma program may be implemented in any Least Restrictive Environment deemed appropriate by the IEP committee. Students in the occupational diploma program may earn credits by successfully completing course work selected from the general education curriculum and/or special education courses as agreed upon by the student's IEP committee.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must earn a minimum of 21 course credits and complete an occupational diploma portfolio containing a collection of evidence of the student's knowledge, skills and abilities.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must successfully complete a two year Career/Technical (Vocational) Program. In lieu of completing a two year Career/Technical (Vocational) Program, students with disabilities may document a minimum of five hundred forty (540) hours of successful, paid employment.
- Prior to graduation, an exit IEP committee meeting must be held to evaluate accomplishment of the goals and objectives on the IEP and the completion of all requirements for the Mississippi Occupational Diploma. At this meeting, the student will present the completed Mississippi Occupational Diploma Portfolio for review by the IEP committee.
- The final Mississippi Occupational Diploma Portfolio will be reviewed and approved prior to graduation by the principal or a designee.

For additional details, see the State Board of Education approved guidelines for the Mississippi Occupational Diploma at [http://www.mde.k12.ms.us/special\\_education/pdfs/occupat\\_diploma.pdf\\_](http://www.mde.k12.ms.us/special_education/pdfs/occupat_diploma.pdf_)

## APPENDIX H

---

### CONSEQUENCES FOR NONCOMPLIANCE WITH FINANCIAL ACCOUNTABILITY REQUIREMENTS STANDARDS 10 and 11

The Office of Financial Accountability will evaluate each violation of financial accountability requirements and accreditation standards to determine if the violation is considered to be (1) a minor accounting or audit violation, (2) a substantial accounting or audit violation, or (3) a serious financial accountability violation. Due to the variety of possible violations of financial accountability requirements ranging from minor accounting or audit violations to serious financial accountability violations, the following consequences will be implemented for verified deficiencies with financial accountability requirements and accreditation standards.

#### A. LETTER OF WARNING: MINOR ACCOUNTING OR AUDIT VIOLATION

If a **minor accounting or audit violation** of financial accountability requirements has been verified, then the Office of Financial Accountability will notify the Office of Accreditation. The Office of Accreditation will issue a letter of warning to the school district and place the letter of warning in the district file. Multiple or repeated minor violations reported to the Office of Accreditation will result in a citation placed on the district's Accreditation Record Summary. (See B below.)

#### B. CITATION OF NONCOMPLIANCE ON RECORD WITH NO IMMEDIATE ACTION TO DOWNGRADE THE ACCREDITATION STATUS

When **multiple or repeated minor** accounting or audit violations have been verified or when a **substantial** accounting or audit violation has been verified, then the Office of Financial Accountability will notify the Office of Accreditation. A citation of noncompliance will be placed on the district's Accreditation Record Summary, and the Office of Accreditation will notify the district superintendent and school board chairperson of this action. No immediate action to downgrade the district's accreditation status will be recommended. The deficiencies will remain on record until the district has successfully demonstrated compliance with all financial accountability requirements and accreditation standards.

If the deficiencies remain on record at the time annual accreditation statuses are assigned, the district's accreditation status will be downgraded, and the district will be required to develop a corrective action plan to address the deficiencies.

#### C. CITATION OF NONCOMPLIANCE ON RECORD WITH A RECOMMENDATION TO IMMEDIATELY DOWNGRADE THE ACCREDITATION STATUS

Any verified violations of financial accountability requirements that are considered to be of a **serious nature** will result in a recommendation to immediately downgrade the district's accreditation status. When the Office of Financial Accountability has determined that a verified violation of financial accountability requirements is of such serious nature that immediate action is warranted, the Office of Accreditation will be notified. The Office of Accreditation will note the citation of noncompliance on the district's Accreditation Record Summary and notify the district superintendent and school board chairperson of this action. The citation of noncompliance will be presented to the Commission on School Accreditation with a recommendation to immediately downgrade the district's accreditation status.

**Commission Takes Action to Immediately Downgrade the Status.** If the Commission takes action to immediately downgrade the accreditation status, the district will be required to develop a corrective action plan to address the deficiencies. The deficiencies will remain on record until the district has successfully demonstrated compliance with all financial accountability requirements and accreditation standards.

**Commission Does Not Take Action to Downgrade the Status.** If the Commission does not take immediate action to downgrade the accreditation status, the deficiencies will remain on the district's Accreditation Record Summary until the district has successfully demonstrated compliance with all financial accountability requirements and accreditation standards. If the deficiencies remain on record at the time annual accreditation statuses are assigned, the district's accreditation status will be downgraded, and the district will be required to develop a corrective action plan to address the deficiencies.

## GLOSSARY

---

The following definitions are established for the purpose of implementing the *Mississippi Public School Accountability Standards* established by the State Board of Education and authorized under Sections 37-17-1 through 13 and 37-18-1 through 7 of the *Mississippi Code of 1972, as amended*.

### ***ACADEMIC CORE***

Required course offerings in which specific skills contained in the *Mississippi Curriculum Frameworks* must be taught. Subjects in the academic core are English/language arts, mathematics, science, social studies, foreign languages, and arts.

### ***ACADEMIC YEAR***

The amount of time that must be scheduled in the educational calendar and that consists of a minimum of 180 teaching days. (See *teaching day*.) Two of the 180 days may be 60% days provided that there are 198 minutes of actual instruction, and the remainder of each day is used for professional development and/or testing.

### ***ACCELERATED COURSES***

Courses designed for those students who can master the general curriculum and engage in more in-depth study of additional skills.

### ***ACCOUNTABILITY SYSTEM***

The entire process that holds all stakeholders (students, parents, teachers, principals, superintendents, and school boards) accountable for student achievement (growth and achievement). The accountability system includes the statewide assessment system, individual student accountability standards (grade level benchmarks and graduation requirements), an accreditation model that includes a system of rewards and sanctions for both school districts and individual schools, and procedures for interventions in Schools At-Risk and schools that fail to improve over time.

### ***ACCREDITATION RECORD SUMMARY***

A continuous record maintained on each school district in the state reflecting the extent to which accreditation requirements are met and used as the basis for assigning annual accreditation statuses. The Accreditation Record Summary is updated as citations of noncompliance with requirements are added or deleted, and school district officials are notified in writing of such.

### ***ACCREDITATION STANDARDS***

The performance-based accreditation system for public schools that holds school districts accountable for process standards and individual schools accountable for performance standards (growth and achievement).

### ***ACCREDITATION STATUS***

The annual status for a school district assigned by the Commission on School Accreditation and approved by the State Board of Education based on compliance with process standards using verified accreditation data from the previous school year. The accreditation statuses are Accredited, Advised, Probation, and Withdrawn. (See Policy 2.3.)

### ***ACCESS to SUPPORT SERVICES***

The ability of students and/or parents to access and receive appropriate support services in a school setting. Support services guidelines should be outlined in policies and procedures that identify specified services and are readily available for dissemination. Support services' staff should identify the types of available services, schedules and access information which should be visible throughout the school district and community. Support services should be designed to assist students and/or parents in the following areas when warranted: Academic Counseling (including post-secondary counseling), Vocational Counseling (including post-secondary workforce counseling), Health Services, Social Services, other resources as identified.

### ***ADEQUATE YEARLY PROGRESS (AYP)***

The model or formula specified in No Child Left Behind (NCLB) for determining whether schools and school districts have met annual achievement criteria.

### ***ADVISED ACCREDITATION STATUS***

An accreditation status assigned to a school district that has a verified process standard deficiency on record from the previous school year.

### ***ADMINISTRATOR***

Any staff member employed by a school board who is assigned the responsibility for coordinating, directing, supervising, or otherwise administering programs, services, and/or personnel under the auspices of the program, school, or district.

### ***ADVANCED PLACEMENT (AP)***

A program of college level courses and examinations for secondary school students administered by the College Board, 2970 Clairmont Road, Suite 250, Atlanta, Georgia 30329, Telephone (404) 636-9465. High schools providing advanced placement courses must follow guidelines published by the College Board.

### ***ALTERNATIVE SCHOOL***

A public elementary/secondary school that addresses needs of students that typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, and falls outside of the categories of regular education, special education, or vocational education. Students who are placed in an alternative school will remain enrolled in the school they would normally attend if not placed in an alternative school program. Test results for students placed in an alternative school program will be reported at the school the student would normally attend. (See State Board Policy 3700.)

### ***ALLOCATED TIME***

A scheduled period of time that provides for the achievement of prescribed objectives. The schedule of allocated instructional time should be in written form showing time designated for activities during the school day, week, month, or year.

### ***ANNUAL PERFORMANCE CLASSIFICATION***

See School Performance Classification.

### ***APPEAL***

An appeal made to the State Board of Education following a hearing before the Commission on School Accreditation or the Commission's representative. The appeal is on the record made before the Commission's representative or the Commission. Upon written application, the State Board of Education may consider new factual evidence.

***ASSISTANT TEACHER***

A school district employee assigned to assist a licensed teacher and who works under the direct supervision of a licensed teacher.

***ATTENDANCE CENTER***

A school in a school district that is located on one school site and has one principal administering the educational program for all the grades in the school.

***BASIC SKILLS***

Specific learning objectives that represent the most fundamental knowledge in the areas of reading, language arts, and mathematics.

***CARNEGIE UNIT***

A standard measure of high school work indicating the minimum amount of time that instruction in a subject has been provided. Awarding of one Carnegie unit indicates that a minimum of 140 hours of instruction has been provided in regular and laboratory classes over a school year; awarding of ½ Carnegie unit indicates that a minimum of 70 hours has been provided. See Accreditation Standard 19.3 for exceptions.

***CLASSROOM***

A school room in which student instruction takes place.

***CONSERVATORSHIP***

A state of emergency in a district declared by the governor which gives the State Board of Education several options for action as described in MS Code 37-17-6.

***CORRECTIVE ACTION PLAN***

A plan to correct deficiencies on record that shall be developed by the Mississippi Department of Education, in conjunction with the school district, when a school district is assigned an *ADVISED* or *PROBATION* accreditation status.

***CORRESPONDENCE COURSE***

Independent study carried on through lessons and exercises that are provided to non-resident students by approved university extensions. (See *Approved Courses for Secondary Schools in Mississippi*.)

***CREDIT RECOVERY***

Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion. Any LEA who provides a Credit Recovery Program shall develop and implement a Credit Recovery Program that has been adopted by the school board and that includes rules, regulations, and processes.

***CRITERION-REFERENCED TEST***

A test designed to reveal what a student knows, understands, or can do in relation to specific performance objectives. CRTs are used to identify student strengths and weaknesses in terms of specific knowledge or skills that are goals of the instructional program.

***DAYS***

The number of days refers to calendar days unless otherwise specified.

### ***DEPARTMENTALIZED CLASS***

A class in which an educator teaches one or more core academic subjects to more than one group of students.

### ***DEVELOPMENTAL COURSE***

A course designed to be taught in any grade 7-12 (or any combination of grades 7-12 served within a school) which does not appear as an approved course in the current edition of *Approved Courses for the Secondary Schools of Mississippi* but has received approval to be taught in a school district during the developmental process. (See Appendix D.)

### ***DEFICIENCY***

The failure of a school district to comply with an accreditation requirement.

### ***DIPLOMA***

See Standard Diploma.

### ***DIRECT INSTRUCTION***

Act or process in which a teacher is actually guiding (instructing) students toward achieving specific learning objectives.

### ***DISTANCE LEARNING COURSES***

Courses utilizing telecommunications technologies including satellites, telephones, and cable-television systems to broadcast instruction from a central site to other classrooms.

### ***DISTRICT LEVEL ACCREDITATION***

The accreditation status of all public school districts based on compliance with process standards as determined annually by the Commission on School Accreditation. Annual accreditation statuses are assigned in the fall of each school year and are based on verified accreditation data from the previous school year.

### ***DROPOUT***

A student who leaves a school at any time and for any reason, except death, before graduation or completion of a program of studies and without transferring to another school.

### ***EARLY CHILDHOOD EDUCATION PROGRAM***

Kindergarten and assistant teacher programs that comply with *Mississippi Kindergarten Guidelines*, *Mississippi Elementary School Assistant Teacher Program Regulations*, and *Mississippi Reading Improvement Program Regulations* approved by the State Board of Education and published by the Mississippi Department of Education. (See also *kindergarten* and *pre-kindergarten*.)

### ***EFFECTIVE INSTRUCTION***

Practices and behaviors designed to establish and implement conditions that promote student learning.

### ***ELEMENTARY SCHOOL***

Primary, elementary, and intermediate division of the educational system within the school district comprising grades/levels K through 6 or K through 8 or any combination of such grades.

### ***ELIGIBLE STUDENTS***

Students who are required to be tested in the Mississippi Statewide Assessment System. A student may be eligible for testing based on the student's grade level enrollment in a specific course. All eligible students must be tested. (See Process Standard 22.)

### ***ENRICHMENT PROGRAM***

An academic course with defined objectives, evaluation criteria, and mastery requirements that exposes students to material or instruction that would not otherwise be part of a student's curriculum during the normal sequence of his/her educational experiences.

### ***EVALUATION***

Formal appraisal (assessment) of educational experiences, including the performance of schools, educational programs, personnel, and students. Evaluations are conducted to determine strengths and areas which need improvement and may involve the use of various measurements designed to appraise the effects of educational experiences.

### ***EVALUATION TEAM***

A trained evaluation team assigned to a School At-Risk within fifteen days after notification that the school has been designated as a School At-Risk. The evaluation team shall consist of a minimum of seven trained members appointed by the State Superintendent of Education and approved by the State Board of Education from the following categories: (a) school superintendents, (b) school principals, (c) curriculum coordinators, (d) at least two teachers, (e) school board members, (f) community leaders, (g) parents, and (h) institutions of higher learning personnel.

### ***EXIT EXAMINATIONS***

Assessments required for students to graduate from high school.

### ***EXTRACURRICULAR ACTIVITIES***

School district sponsored student activities that require administrative supervision and student involvement outside the allocated time for instruction. Student participation in extracurricular activities may be noted on the student's transcript, but academic credit may not be awarded.

### ***EXTENDED YEAR PROGRAM***

A program of instruction offered by the district after the close of the regular academic year that is designed for students who need extra time to complete course objectives/requirements.

### ***FAILING SCHOOL***

A school performance classification based on the Quality of Distribution Index (QDI) achieved by the school.

### ***FAILING SCHOOL DISTRICT***

A district that fails to meet both the absolute student achievement standards and the rate of annual growth expectation standards as set by the State Board of Education for two (2) consecutive years. A school district that has been designated as failing as defined by the State Board of Education shall also establish a community-based prekindergarten through higher education council comprised of a broad spectrum of the community and is required to publicly report progress to the community as a whole. {MS Code 37-18-5}

### ***FULL ACADEMIC YEAR***

This term refers to (approximately) 70% of the instructional time from the beginning of the school year to the time students are assessed. Only students who have been enrolled in the school for full academic year (approximately 70%) are included in the accountability model.

### ***FUNCTIONAL LITERACY SKILLS***

Specific learning objectives that represent the application of basic skills to everyday life situations and that are tested through the Functional Literacy Examination.

### ***GRADE LEVEL PROFICIENCY STANDARD***

A performance standard that establishes the percentage of students proficient in each school based on a demonstrated range of performance in relation to content as reflected in the *Mississippi Curriculum Frameworks*.

### ***GROWTH EXPECTATION***

A reasonable expectation for improved student academic achievement based on annual assessment data and using a psychometrically approved formula to track progress. The formula used to calculate the growth expectation will result in a composite score each year for each school.

### ***GUIDANCE COUNSELOR***

See School Guidance Counselor.

### ***HALF-TIME***

Any staff person who devotes 50% of the instructional schedule to the assigned duties.

### ***HEARING***

The process by which all controversies involving the accreditation levels of school districts are initially heard by a duly authorized representative of the Commission before whom a complete record is made. (See policy 5.0.)

### ***HIGHLY QUALIFIED***

See the *Guidelines for Mississippi Educator Licensure*.

### ***HIGH SCHOOL***

The secondary division within the educational system of the school district comprising grades 9-12 or any combination of such grades.

### ***HIGHEST LEVELS OF ACCREDITATION STANDARDS***

A school or district with a QDI in the top two ranges of the accountability rating system will be identified as meeting the highest levels of accreditation standards.

### ***INSTRUCTIONAL STAFF***

Employees of a school district who are professionally trained and licensed to provide instruction and services to students enrolled in the schools of the district.

### ***INVESTIGATIVE EVALUATION (COMPLAINT AGAINST DISTRICT)***

An evaluation that is conducted in a school district in response to a formal written complaint. All formal complaints made against schools or districts must be submitted to the Commission in writing and bear the signature of the individual(s) filing the complaint. The written complaint shall contain specific details concerning alleged violations. When the complaint is received, the superintendent is notified in writing of the nature of the complaint and informed that the district is subject to an unannounced audit to investigate the allegations. If the complaint addresses an area over which the Commission has no authority, the individual filing the complaint is notified.

### ***KINDERGARTEN***

That portion of the elementary school serving children who have reached the age of five years on or before September 1.

### ***KINDERGARTEN INSTRUCTIONAL DAY***

At this level, the school day. (For specific requirements, see the current edition of *Mississippi Kindergarten Guidelines*.)

### ***LAB-BASED SCIENCE COURSE***

A science course in which at least 20% of the instructional time is required to include laboratory experiences.

### ***LABORATORY***

Room or rooms basically/appropriately equipped and used by students for the supervised study of some branch of science or the application of scientific principles.

### ***LEARNING CENTER***

An area in the kindergarten classroom that contains a collection of materials and activities to introduce, teach, reinforce, and/or enrich a skill or concept.

### ***LEARNING CENTER ACTIVITIES***

Activities housed in the kindergarten learning centers that promote student participation through developmentally appropriate instructional techniques.

### ***LEARNING OBJECTIVES***

Statements of what a student will know, feel, or do when a course is completed.

### ***LIBRARY-MEDIA CENTER***

A specially designed space in each school equipped for centrally housing an organized collection of materials and equipment representing a broad range of current learning media, including instructional technology. The facility contains areas for individualized study and for large and small group instruction. The facility is organized and administered to function as a learning laboratory where the use of all media is purposeful, planned, and integrated with the educational program and instructional processes of the school.

### ***LIBRARY RESOURCES***

Includes all print materials (e.g., books, periodicals) and non-print materials (e.g., computer software, videotapes). Not included are all equipment (e.g., computer hardware, overhead projectors, VCRs) and supplies (e.g., cataloging cards, accession books).

### ***LOCAL EDUCATION AGENCY (LEA)***

A local education agency is any one of the 152 public school districts in Mississippi.

### ***LOWEST PERFORMANCE LEVEL OF ACCREDITATION STANDARDS***

A school or district that is identified as failing after one year or identified as at-risk of failing or low performing for two consecutive years will be identified as accredited at the lowest performance levels.

### ***MIDDLE SCHOOL***

A school with any configuration of intermediate grades 4-8 whose principal may be licensed as an elementary school administrator or a secondary school administrator.

### ***MISSION STATEMENT***

A school district's statement of purpose that is used in strategic planning as the basis for educational decisions.

### ***MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM***

A program of statewide assessment designed to improve the operation and management of public schools by providing educators, parents, students, legislators, and the general public with meaningful achievement data from the school, district, and state levels. The program consists of two components: (1) a norm-referenced achievement testing program to be administered in selected grades and (2) a criterion-referenced testing program which assesses basic skills and knowledge and application of selected high school subjects.

### ***MISSISSIPPI OCCUPATIONAL DIPLOMA***

The State Board of Education shall develop and issue criteria for a Mississippi Occupational Diploma for students having a disability as defined by the federal Individuals with Disabilities Education Act. See MS Code 37-16-11(2) and Appendix G.

### ***NORM-REFERENCED TEST (NRT)***

A test that provides information about the performance of examinees relative to other examinees. A norm-referenced test yields a measure of relative performance of the individual or group by comparison with the performance of other individuals or groups taking the same test.

### ***ON-LINE COURSE***

Instruction delivered via the Internet. (See *Approved Courses for Secondary Schools in Mississippi*.)

### ***ON-SITE***

Any geographical location selected by the local professional development committee for professional development activity as planned by the school district and provided during contractual time at the school district expense.

### ***ON-SITE EVALUATIONS***

On-site evaluations or investigations of a school district that the State Board of Education, the State Superintendent of Education, or the Commission on School Accreditation has the authority to call at any time. If deficiencies are found in meeting accreditation standards, the superintendent is notified in writing and given thirty (30) days from the receipt of notification to provide a written response. The report of findings is filed in the current accreditation records in the Office of Accreditation.

### ***PERFORMANCE CLASSIFICATIONS***

See School Performance Classification.

### ***PERFORMANCE STANDARDS***

Standards for individual schools and districts based on student achievement data using established proficiency levels and a reasonable expectation for annual growth in student achievement. Output or product standards that address selected components of the statewide testing program and other outcome measures related to the performance of a school or district.

### ***PERSONNEL ACCREDITATION DATA REPORTING SYSTEM***

School district employee information required by the Mississippi Department of Education on an annual basis. This information is transmitted electronically, reflects the daily schedule of each employee, and is used to determine district compliance with a number of accreditation standards.

### ***PHYSICAL EDUCATION***

The instructional requirements for physical education are specified in the *Fitness through Physical Education Framework*. Elective units for graduation include participation in interscholastic athletic activities that meet the instructional requirements specified in the *Fitness through Physical Education*

*Framework* and that are sanctioned by the Mississippi High School Activities Association. Beginning with school year 2008-2009 (seniors of 2011-2012), ½ Carnegie unit in physical education is required for graduation.

***PLANNING PERIOD***

An unencumbered period of time during the teaching day or week required for each classroom teacher except vocational teachers who teach in time blocks of 50 minutes or more. (See process standard 30.)

***POLICY***

A statement of official intent adopted by the school board and recorded as official action in school board minutes. The school district must comply with all school board policies.

***PRE-KINDERGARTEN PROGRAM***

Instructional program serving children who have reached the age of four years on or before September 1.

***PRINCIPAL***

The individual who is responsible for the total program of a school and who holds valid and appropriate administrator certification.

***PROBATION STATUS***

An accreditation status assigned to a district that was assigned an Advised status the previous school year, and the district has not taken corrective actions or has not removed the process standard deficiencies that resulted in the Advised status. The district will be required to develop a corrective action plan to address the deficiencies.

***PROCEDURE***

A statement of processes by which policies, regulations, and standards are carried out.

***PROCESS STANDARDS***

Input standards that address accepted educational principles and practices believed to promote educational quality. (See Policy 2.2.)

***PROFESSIONAL DEVELOPMENT***

The growth-promoting learning process that empowers stakeholders (teachers, administrators, staff, and other school personnel) to improve the educational organization.

***PROFESSIONAL DEVELOPMENT PLAN FOR EDUCATORS***

As part of the school improvement plan for a School At-Risk, the professional development plan that is prepared and implemented in accordance with Section 37-18-7 for those school administrators, teachers, or other employees who are identified by the evaluation team as needing improvement.

***PROFESSIONAL STAFF***

Any employee of the school district whose assigned duties require state licensure.

***PROFICIENCY***

An established criterion level based on the demonstrated range of performance in relation to content as reflected in the *Mississippi Curriculum Frameworks*.

***PUBLIC NOTICE***

After a state of emergency has been declared for a school district, the public notice that the Commission on School Accreditation files at least once a week for at least three consecutive weeks in a newspaper

published within the immediate or general vicinity of the affected school district in accordance with Section 37-17-6(12), *Mississippi Code of 1972*, as amended.

### ***QUALITY OF DISTRIBUTION INDEX (QDI)***

The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance. The formula for the QDI is

$$\text{QDI} = \% \text{Basic} + (2 \times \% \text{Proficient}) + (3 \times \% \text{Advanced})$$

### ***SCALED SCORE***

A transformation of the raw score to have a desired mean and standard deviation for ease of interpretation. Scaled scores provide meaningful year-to-year comparisons, but they cannot be used across subject areas or subtests. Scaled scores represent approximately equal units on a continuous scale. Therefore, a difference of 5 points between two student's scores represents the same amount of difference in performance wherever it occurs on the scale. Scaled scores can be designed to have any range and midpoint (e.g., 200 through 500, with a midpoint of 350).

### ***SCHOOL***

An institution that exists for the purpose of teaching school-aged children, that consists of one physical plant located on one school site, that includes instructional staff members and students, and that is in session each school year.

### ***SCHOOL AT-RISK***

A school level performance classification. Previously defined as priority schools. A school shall be identified as a School At-Risk and in need of assistance if the school: (a) does not meet its growth expectation and has a percentage of students functioning below grade level as designated by the State Board of Education (b) is designated as a Failing School; or (c) is designated as At-Risk of Failing or Low Performing for two (2) consecutive years.

### ***SCHOOL BOARD***

As used in this document, the policy-making body of a public school district.

### ***SCHOOL DAY***

That portion of the calendar day that includes the teaching day, intermissions, and any additional time included in the employee contract. School day defines the normal working day for employees.

### ***SCHOOL GUIDANCE COUNSELOR***

No individual shall be employed as a school guidance counselor without a minimum of a Master's degree in Guidance and Counseling, or in an emergency situation an appropriate certification as determined by the Commission on Educator Licensure. School guidance counselors shall provide comprehensive counseling services, including the following: academic and personal/social counseling; student assessment and assessment counseling; career and educational counseling; individual and group counseling; crisis intervention and preventive counseling; referrals to community agencies; educational consultations and collaboration with teachers, administrators, parents, and community leaders; educational and career placement services; follow-up counseling services; conflict resolution; and other counseling duties or other duties as assigned by the school principal. School guidance counselors shall abide by the American School Counselor Association Code of Ethics. {MS Code 37-9-79}

### ***SCHOOL IMPROVEMENT PLAN***

A plan that a School At-Risk is required to develop based on the findings of the evaluation team report and the results of a public meeting. The Mississippi Department of Education and evaluation team leader shall assist the school principal and other local school officials in the development of a school improvement plan. A local parents/citizens advisory council shall be established by the evaluation team at the school to provide input and guidance into the development of the school improvement plan and its evaluation. The school improvement plan shall be developed and approved by the principal of the School At-Risk, the superintendent of the local school district, the local school board, and a majority of the teachers of the school.

### ***SCHOOL PERFORMANCE CLASSIFICATION***

A classification assigned to a school based on student achievement and growth. (See Policy 3.3.)

### ***SCHOOL SAFETY PLAN***

The foundation document a school uses to maintain a safe and secure educational environment.

### ***SCHOOL TERM***

See Academic Year.

### ***SCHOOL YEAR***

See Academic Year.

### ***SECONDARY SCHOOL***

A school that contains any or all of grades 9 through 12 and may include grades 7 and 8.

### ***SELF-CONTAINED CLASS***

A classroom in which an educator teaches all core subjects to a group of students.

### ***SHOW CAUSE HEARING***

The hearing that the Commission on School Accreditation conducts to allow the officials of the affected district to present evidence or other reasons as to why the accredited status should not be withdrawn. This occurs before the Commission recommends to the State Board of Education that the accredited status of a district be withdrawn.

### ***SPECIAL DIPLOMA OR CERTIFICATE***

Upon meeting all applicable requirements prescribed by the district school board, students with disabilities shall be awarded a special diploma in a form prescribed by the state board. Any such student who meets all special requirements of the district school board for his exceptionality, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the state board. See MS Code 37-16-11.

### ***SPECIAL SCHOOL***

A school that serves students with disabilities in accordance with IDEA and applicable state statutes and regulations.

### ***SPECIAL TEST AUDITS***

Audits that include reports regarding potential testing irregularities or test security violations and audits that are regularly conducted on-site before, during, and following scheduled assessments to promote the integrity and security of the Mississippi Assessment System.

### ***STANDARD DIPLOMA***

A standard high school diploma is awarded to a student who has met all the requirements established by the local board of education and by the State Board of Education. See MS Code 37-16-7.

### ***STANDARDS***

Criteria by which school districts and schools are assessed. The two types of standards used in the performance-based accreditation system are performance and process.

### ***STATEWIDE TESTING PROGRAM***

See Mississippi Statewide Assessment System.

### ***STUDENT ACTIVITIES***

School district sponsored activities which require administrative supervision and student involvement during the teaching day. (See *teaching day*.) Student participation in extracurricular activities may be noted on the student's transcript, but academic credit may not be awarded.

### ***STUDENT SUPPORT PERSONNEL***

A professional qualified to offer student support services (e.g., psychologist, guidance counselor, social worker, psychometrist, etc.).

### ***STUDENT SUPPORT PROGRAM***

A program of activities designed to assist and/or complement instructional activities for all students through the following types of activities: planned counseling; consultation; student appraisal, diagnosis, and remediation; and follow-up.

### ***SUBJECT AREA***

A division or field of organized knowledge for which state curriculum guidelines have been prepared.

### ***SUBJECT AREA TESTS***

Assessments which measure content knowledge in the subject areas of Algebra I, English II, Biology I, and U. S. History from 1877.

### ***SUMMER SCHOOL PROGRAM***

A program of instruction offered by the district during the summer months after the close of the regular academic year. The program of instruction is designed for students who need extra time to complete course requirements and/or for students who wish to enroll in new courses/subjects.

### ***SUPERINTENDENT***

The school board employee who is responsible for administering the operations and activities of schools within the district and for implementing the decisions of the school board. The superintendent holds a valid Class AA license in school administration.

### ***SUPERVISOR***

An individual who provides direct assistance to instructional and support staff and who holds a valid Class AA license in supervision or administration.

### ***SUPPORT STAFF***

Persons employed by an educational organization to provide services to students and staff.

### ***TEACHER***

Any person employed by the school district who is required by law to obtain a teacher's license from the State Board of Education and who is assigned an instructional area of work as defined by the Mississippi Department of Education (e.g., employment in an official capacity for the purpose of imparting knowledge, skills, information, and ideas to students in an instructional setting). {MS Code 37-19-1}

### ***TEACHING DAY***

A day in which a minimum of 330 minutes of instruction and/or evaluation and/or district approved group testing is provided. Exceptions are days with fewer than 330 instructional minutes that are part of an instructional week of at least 27.5 hours.

### ***TEST AUDITS***

See Special Test Audits.

### ***WITHDRAWN STATUS***

The status of a school district when the accreditation of the school district is withdrawn due to noncompliance with its corrective action plan. The status is listed as Accreditation-Withdrawn and the record of that district will continue to be maintained.

## Mississippi Race to the Top – Appendix A-1-2

---

This Memorandum of Understanding (“MOU”) is entered into by and between the State of Mississippi (“State”) and \_\_\_\_\_ (“Participating LEA”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

### I. Scope of Work

Exhibit 1, The Preliminary Scope of Work, indicates which portions of the State’s proposed reform plans (“State Plan”) the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all of the State Plan.)

### II. Project Administration

#### A. Participating LEA Responsibilities

In assisting the State in implementing the tasks and activities described in the State’s Race to the Top application, the Participating LEA subgrantee will:

- i. Implement the LEA plan as identified in Exhibits 1 and 2 of this agreement;
- ii. Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (“ED”);
- iii. Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant.
- iv. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- v. Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- vi. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

#### B. State Responsibilities

In assisting Participating LEAs in implementing their tasks and activities described in the State’s Race to the top application, the State grantee will:

- i. Work collaboratively with, support the Participating LEA in carrying out the LEA Plan as identified in Exhibits 1 and 2 of this agreement,
- ii. Timely distribute the LEA’s portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit 2;

- iii. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products, and
- iv. Identify sources of technical assistance for the project.

C. Joint Responsibilities

- i. The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- ii. These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- iii. State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- iv. State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. State Recourse for LEA Non-Performance

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

**III. Assurances**

The participating LEA hereby certifies and represents that it:

- 1. Has all requisite power and authority to execute this MOU;
- 2. Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3. Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit 1, if the State application is funded,
- 4. Will provide a Final Scope of Work to be attached to this MOU as Exhibit 2 only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit 2 the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measure ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit 1) and with the State Plan, and
- 5. Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98, 99).

**IV. Modifications**

This Memorandum of Understanding may be amended only by written agreement by each of the parties involved, and in consultation with ED.

**V. Duration/Termination**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

**VI. Signatures**

**LEA Superintendent:**

\_\_\_\_\_  
*Signature/Date*

\_\_\_\_\_  
*Print Name/Title*

**Chair of Local Board of Education:**

\_\_\_\_\_  
*Signature/Date*

\_\_\_\_\_  
*Print Name/Title*

**Mississippi Superintendent of Education:**

\_\_\_\_\_  
*Signature/Date*

\_\_\_\_\_  
*Print Name/Title*

**A. EXHIBIT I – PRELIMINARY SCOPE OF WORK**

The Local Education Agency (LEA) hereby agrees to participate in implementing the State Plan in each of the areas identified below.

**In the table below, please circle Yes or No in the second column to indicate your choice of participation.**

Elements of State Reform Plans	LEA Participation	Comments from LEA (optional)
<b>B. Standards and Assessments</b>		
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	Yes    No	
<ul style="list-style-type: none"> <li>Implement Common Core Standards and assessments as they are adopted by the Mississippi State Board of Education (SBE)</li> </ul>	Yes    No	
<ul style="list-style-type: none"> <li>Participate in on-going evaluation studies of Common Core Standards</li> </ul>	Yes    No	
<ul style="list-style-type: none"> <li>Implement a rigorous state assessment system as adopted by the SBE</li> </ul>	Yes    No	
<ul style="list-style-type: none"> <li>Participate in regional professional development (PD) focused on effective curriculum/instruction as well as new standards and assessments</li> </ul>	Yes    No	
<ul style="list-style-type: none"> <li>Participate in on-demand PD delivered via technology, focused on effective curriculum/instruction as well as new standards and assessments</li> </ul>	Yes    No	
<b>C. Data Systems to Support Instruction</b>		
<b>(C)(3) Using data to improve instruction</b>		
<b>(i) Local use of systematic instructional improvement Strategies</b>	Yes    No	
<ul style="list-style-type: none"> <li>Facilitate the use of MDE developed data portals to ensure access and use by all stakeholders in improving instruction</li> </ul>	Yes    No	
<ul style="list-style-type: none"> <li>Participate in the implementation of an MDE developed early warning system for students/schools/districts</li> </ul>	Yes    No	
<ul style="list-style-type: none"> <li>Support Innovation &amp; Reform Teams, to include a Data Coach, to drive systemic reforms</li> </ul>	Yes    No	
<ul style="list-style-type: none"> <li>Participate in testing and implementation of any new or improved data collection or learning improvement system provided through the Race to the Top (RttT) grant</li> </ul>	Yes    No	
<ul style="list-style-type: none"> <li>Use district and school level data to drive instruction and improvement</li> </ul>	Yes    No	

Elements of State Reform Plans	LEA Participation	Comments from LEA (optional)
<b>(ii) Professional development on use of data</b>		
<ul style="list-style-type: none"> <li>Participate in regional professional development (PD) focused on using data to improve student, teacher, and administrator performance</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>Facilitate the use of on-demand PD delivered via technology and focused on effective use of data to improve curriculum/instruction</li> </ul>	Yes No	
<b>(iii) Availability and accessibility of data to researchers</b>	Yes No	
<ul style="list-style-type: none"> <li>Provide requested local level data to support MDE efforts to make data available to researchers</li> </ul>	Yes No	
<b>D. Great Teachers and Leaders</b>		
<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>		
<b>(i) Measure student growth</b>		
<ul style="list-style-type: none"> <li>Use student growth data, as defined by the MDE, to inform and drive instructional practices.</li> </ul>	Yes No	
<b>(ii) Design and implement evaluation systems</b>		
<ul style="list-style-type: none"> <li>Adopt the mandatory Statewide Educator Evaluation System linked to Student Performance</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>Assist the MDE in developing the methodology for linking educator evaluation to licensure, advancement, incentive pay, and/or other purposes</li> </ul>	Yes No	
<b>(iii) Conduct annual evaluations</b>		
<ul style="list-style-type: none"> <li>Evaluate teachers at least annually using the Statewide Educator Evaluation System</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>Evaluate administrators at least annually using the Statewide Educator Evaluation System</li> </ul>	Yes No	
<b>(iv)(a) Use evaluations to inform professional development</b>		
<ul style="list-style-type: none"> <li>Use the results from teacher and administrator evaluations to drive development of individualized PD plans based on analysis of student performance data and results of prior evaluations</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>Use Innovation &amp; Reform Teams to drive PD activities</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>Participate in regional professional development (PD) focused on effective curriculum /instruction and new standards and assessments</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>Facilitate the use of on-demand PD delivered via technology, focused on effective curriculum/instruction and new standards</li> </ul>	Yes No	

Elements of State Reform Plans	LEA Participation	Comments from LEA (optional)
<b>(iv)(b) Use evaluations to inform compensation, promotion, and retention</b>		
<ul style="list-style-type: none"> <li>Assist the MDE in developing the methodology for linking educator evaluation to inform compensation, promotion, and retention</li> </ul>	Yes No	
<b>(iv)(c) Use evaluations to inform full certification</b>		
<ul style="list-style-type: none"> <li>Assist the MDE in developing the methodology for linking performance to full certification, recertification, incentive pay, and advancement</li> </ul>	Yes No	
<b>(iv)(d) Use evaluations to inform removal</b>		
<ul style="list-style-type: none"> <li>Assist the MDE in developing the methodology for linking performance to continuing employment</li> </ul>	Yes No	
<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>		
<b>(i) High-poverty and/or high-minority schools</b>		
<ul style="list-style-type: none"> <li>Submit data as requested for a study of supply/demand/distribution of educators in high-poverty and/or high-minority schools</li> </ul>	Yes No	
<b>(ii) Hard-to-staff subjects and specialty areas</b>		
<ul style="list-style-type: none"> <li>Participate in MDE focused credentialing activities, as appropriate to fill hard-to-staff subject areas</li> </ul>	Yes No	
<b>(D)(5) Providing effective support to teachers and principals</b>		
<b>(i) Quality professional development</b>		
<ul style="list-style-type: none"> <li>Ensure every teacher and administrator has access to appropriate data for the development of an individualized PD plan</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>Ensure that all individualized PD plans adequately address identified areas of weakness</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>Provide teachers and administrators access to a wide range of PD resources and strategies through a professional learning community process</li> </ul>	Yes No	
<b>(ii) Measure effectiveness of Professional Development</b>		
<ul style="list-style-type: none"> <li>Participate in the evaluation of PD activities linked to student performance</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>Utilize evaluation of PD in planning subsequent professional development activities for teachers and administrators</li> </ul>	Yes No	
<b>E. Turning Around the Lowest-Achieving Schools</b>		
<b>(E)(2) Turning around the lowest-achieving schools</b>		
<ul style="list-style-type: none"> <li>Work collaboratively with MDE in the creation of a systemic reform process based on developing a community of learners within the school context</li> </ul>	Yes No	

Elements of State Reform Plans	LEA Participation	Comments from LEA (optional)
<ul style="list-style-type: none"> <li>• Use Innovation &amp; Reform Teams to drive sustainable change</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>• Participate in appropriate drop-out prevention strategies</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>• Participate in the development of an Incentive Plan for Effective Teachers and Leaders</li> </ul>	Yes No	
<b>F. Integrated Activities</b>		
<b>(A,B,C,D) Activities to be Integrated Across Four Core Reform Areas</b>		
<ul style="list-style-type: none"> <li>• Apply for at least one competitive grant, provided by MDE through RttT State Competitive Activity Funds, for Demonstration Sites for K-12 Literacy, Middle/High School STEM Academies, and Pre-K Programs</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>• Participate in training for school/district Innovation and Reform Teams</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>• Collaborate with Innovation &amp; Reform Regional Managers and Transition Coaches</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>• Cooperate with MDE in other statewide reform activities, as appropriate</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>• Support the development and implementation of a statewide Communications Plan</li> </ul>	Yes No	
<ul style="list-style-type: none"> <li>• Participate in annual project evaluation of all RttT Reform Areas</li> </ul>	Yes No	

\_\_\_\_\_  
Authorized LEA Signature/Date

\_\_\_\_\_  
Authorized State Signature/Date

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
Print Name/Title



May 26, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

Please accept this letter as evidence of my strong support for the goals and agenda set forth in Mississippi's *Race to the Top* application. As Mississippi competes with other states and countries for industrial and commercial development, the quality of our workforce continues to be a top priority. The bold, dramatic education innovation and reform outlined in the plan will have a tremendous impact on the quality of the workforce and the ability of our state to grow and prosper. Our students must graduate from high school with the skills necessary to succeed in careers and college. While we have made substantial progress in recent years, the *Race to the Top* plan builds on that progress to complete the transformation of our educational system.

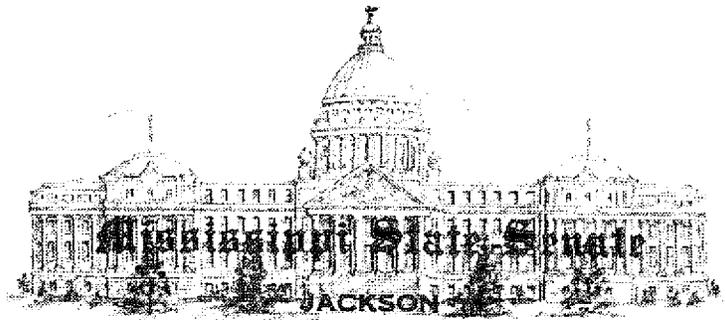
A broad range of Mississippi educational stakeholders, who are dedicated to helping all students reach their full potential and successfully enter the workforce of the future, collaborated on the *Race to the Top* application plan. Those involved in the process include Mississippi professional education organizations, the Mississippi Department of Education, Mississippi State Board for Community and Junior Colleges, Mississippi Institutions of Higher Learning, the Governor's Office, and legislative, business and community leaders. Our leaders are deeply committed to pursuing the bold and comprehensive agenda detailed in the application.

As a state leader, I understand the crucial role that education plays in the future of our state and the crucial juncture at which we find ourselves. Our schools can no longer operate as they have for the past few decades. Mississippi's *Race to the Top* application represents a complete transformation with bold, innovative and challenging goals. I am committed to assisting in the implementation of the plan and ensuring that the end result is creating a Mississippi that can compete globally for economic development opportunities.

Sincerely yours,

Phil Bryant  
State of Mississippi  
Lt. Governor

PB/mcb



**COMMITTEE ASSIGNMENTS:**

Education, Chairman  
Appropriations  
Business and Financial Institutions  
Corrections  
County Affairs  
Highways and Transportation  
Public Utilities  
State Library  
Veterans & Military Affairs

**SENATOR F. VIDET CARMICHAEL**

33rd District  
Clarke and Lauderdale Counties  
5396 Springhill Loop, Meridian, MS 39301

May 25, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

Please accept this letter as my deep and sincere support for the bold agenda set forth in Mississippi's *Race to the Top* application. As a former educator and now Chair of the Senate Education Committee, I understand the dramatic changes needed to ensure that all schools in our state become high-performing centers of learning. I believe the Mississippi *Race to the Top* proposal represents holistic, transformational change. The application builds upon Mississippi's success in raising the standard, both through legislative action and State Board policies, to increase student performance and ensure that Mississippi students become competitive on a global scale.

The *Race to the Top* application was not created in a vacuum; it represents the culmination of months of collaborative efforts from a broad range of Mississippi educational stakeholders, including members of Mississippi professional education organizations, the Mississippi Department of Education, Mississippi State Board for Community and Junior Colleges, Mississippi Institutions of Higher Learning and the Governor's Office, as well as legislative, business and community leaders. These stakeholders and state leaders share a deep commitment to exploring promising new approaches that will change every facet of education in our state dramatically.

I offer my unequivocal support for Mississippi in the *Race to the Top* competition. Should this great state succeed in the competition, I pledge to support the goals, strategies and objectives outlined in the plan and provide whatever support is necessary to transform our schools and provide a better future for the children of Mississippi.

Sincerely yours,

Videt Carmichael  
Chair, Senate Education Committee

# HOUSE OF REPRESENTATIVES

**CECIL BROWN**

District 66  
Hinds County  
P. O. Box 55502  
Jackson, Mississippi 39296

Bus (601) 982-4123  
Res (601) 362-8363  
Capitol (601) 359-3330  
cbrown@mail.house.state.ms.us

**COMMITTEE ASSIGNMENTS:**

Education, Chairman  
Appropriations  
Judiciary B  
Universities and Colleges  
Legislative Budget

## STATE OF MISSISSIPPI

May 25, 2010

Honorable Arne Duncan  
United States Secretary of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Duncan:

Please accept this letter as my deep and sincere support for the goals and agenda outlined in Mississippi's *Race to the Top* application. I believe the Mississippi *Race to the Top* proposal represents a bold step forward for our state. In recent years, we have increased accountability for our schools through legislative action and raised the standards for student performance through policies passed by the Mississippi Board of Education. The application builds upon these successes to create dramatic, suitable reform.

A broad range of Mississippi educational stakeholders collaborated on the proposal, demonstrating a dedication to helping all students reach their full potential and successfully enter the workforce of the future. The constituencies involved in developing the proposal represent a diverse group that includes delegates from Mississippi professional education organizations, the Mississippi Department of Education, Mississippi State Board for Community and Junior Colleges, Mississippi Institutions of Higher Learning and the Governor's Office, as well as legislative, business and community leaders. In Mississippi, we have a deep commitment from our state leaders to embrace promising new approaches that will change the face of education in Mississippi dramatically over the next five years, resulting in a better skilled citizenry, a more productive workforce and a state that will thrive and prosper.

I offer my absolute support for Mississippi in the *Race to the Top* competition. Should this great state succeed in the competition, I will work tirelessly to support the goals, strategies and objectives set forth in the plan and provide whatever support is necessary to transform our schools and offer the children of Mississippi a better future.

Sincerely yours,

A handwritten signature in cursive script that reads "Cecil Brown/aoh".

Cecil Brown  
CB/aoh

United States Senate  
WASHINGTON, DC 20510-2402

COMMITTEE ON  
APPROPRIATIONS  
RANKING MEMBER  
COMMITTEE ON  
AGRICULTURE, NUTRITION,  
AND FORESTRY  
COMMITTEE ON  
RULES AND  
ADMINISTRATION

May 27, 2010

The Honorable Arne Duncan  
Secretary  
Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

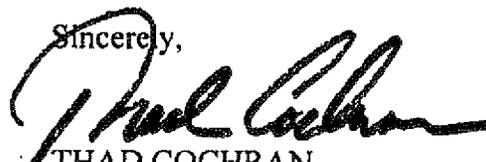
Dear Secretary Duncan:

I am writing to express my support for the Mississippi Department of Education's application for the Race to the Top Fund. The Mississippi proposal will accelerate the reforms necessary to ensure a future of quality educational opportunities for all students throughout the state, especially those with social and economic disadvantages.

The reforms outlined in Mississippi's plan represent months of challenging collaborative work among a wide range of constituencies within Mississippi, including professional education organizations, Mississippi State Board for Community and Junior Colleges, Mississippi Institutions of Higher Learning, Governor Haley Barbour's Office, and community leaders. This collaborative work demonstrates a dedication to helping all students reach their full potential and successfully enter the workforce of the future. The comprehensive agenda outlined in the plan signals a deep commitment from our state leaders to embrace promising new approaches which have the potential to provide all Mississippi students access to excellent education.

Thank you for your attention to this matter. Please let me know if I can be of further assistance.

Sincerely,

  
THAD COCHRAN  
United States Senator

TC/lc

**BENNIE G. THOMPSON**  
SECOND DISTRICT, MISSISSIPPI

COMMITTEE ON  
HOMELAND SECURITY  
CHAIRMAN

WASHINGTON OFFICE:  
2432 RAYBURN HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515-2402  
(202) 225-5876  
(202) 225-5898: FAX

E-Mail: [benniethompson@mail.house.gov](mailto:benniethompson@mail.house.gov)  
Home Page: <http://www.house.gov/thompson>

THE COMMISSION ON  
CONGRESSIONAL MAILING  
STANDARDS

CONGRESSIONAL BLACK CAUCUS  
CONGRESSIONAL GAMING CAUCUS  
CONGRESSIONAL PROGRESSIVE CAUCUS  
CONGRESSIONAL SPORTSMEN'S CAUCUS  
CONGRESSIONAL RURAL CAUCUS  
HOUSE EDUCATION CAUCUS

**Congress of the United States**  
**House of Representatives**  
Washington, DC 20515-2402

May 27, 2010

Dr. Alfred Rankins, Jr., Ph.D.  
Assistant Commissioner for  
Academic and Student Affairs  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, MS 39211

Dear Dr. Rankins:

As a long time advocate for education in Mississippi, I am pleased to learn of your pending grant application, Mississippi's Race-To-the-Top. In reviewing the application's executive summary, I find that the purpose of this program contains the ingredients necessary to transform Mississippi's system of education into outstanding institutions of learning as they should be. I firmly support the purpose as outlined which includes gains in student achievement, closing the achievement gaps, increasing the high school graduation rates and ensuring students are prepared for success in college and careers.

I endorse your positive reforms as long as the creation of charter schools is not a part of this reform and as long as standards are not placed on school districts that do not have the resources to attain them. Additionally, I encourage you to continue finding ways to help our children succeed in college and the workplace and to compete in the global economy.

If I may provide additional assistance, please do not hesitate in contacting my office.

Sincerely,



Bennie G. Thompson  
Member of Congress

BGT:fw

107 WEST MADISON STREET  
P.O. Box 610  
BOLTON, MS 39041  
(601) 866-9003  
(601) 866-9036: FAX  
(800) 355-9003: IN ST.

508 HIGHWAY 82 WEST  
GREENWOOD, MS 38930  
(662) 455-9003  
(662) 453-0118: FAX

910 COURTHOUSE LANE  
GREENVILLE, MS 38701  
(662) 335-9003  
(662) 334-1304: FAX

3607 MEDGAR EVERS BOULEVARD  
JACKSON, MS 39213  
(601) 946-9003  
(601) 982-5337: FAX

263 EAST MAIN STREET  
P.O. Box 356  
MARKS, MS 38646  
(662) 326-9003  
(662) 326-9063: FAX

MOUND BAYOU CITY HALL  
P.O. Box 679  
106 GREEN AVENUE, SUITE 106  
MOUND BAYOU, MS 38762  
(662) 741-9003  
(662) 741-9002: FAX



**STATE OF MISSISSIPPI  
INSTITUTIONS OF HIGHER LEARNING**

Hank M. Bounds  
Commissioner of Higher Education

May 25, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

Thank you for the opportunity to express my unwavering support for the goals and agenda set forth in Mississippi's *Race to the Top* application. This is a great opportunity for our state to pursue education innovation and reform on a dramatic scale. In recent years, Mississippi has made great strides in improving the rigor of the curriculum and assessment system and receiving a Race to the Top grant will enable our state to build upon those successes and accelerate the rate of change. The transformation of education outlined in the plan will not only change the face of education, but also change the face of our state by creating a better-educated citizenry that is prepared to succeed in college and careers.

The *Race to the Top* application was developed through the collaborative work of a broad range of Mississippi educational stakeholders, who are dedicated to helping all students reach their full potential and successfully enter the workforce of the future. The stakeholders involved in the process include Mississippi professional education organizations, the Mississippi Department of Education, Mississippi State Board for Community and Junior Colleges, Mississippi Institutions of Higher Learning, the Governor's Office, and legislative, business and community leaders. Our leaders are deeply committed to pursuing the bold and comprehensive agenda detailed in the application.

As the former State Superintendent of Education and the current Commissioner of the Institutions of Higher Learning, I offer my unqualified support for Mississippi's *Race to the Top* application and pledge to participate fully in implementing these bold, far-reaching initiatives.

Sincerely,

A handwritten signature in cursive script that reads "Hank M. Bounds".

Hank M. Bounds  
Commissioner of Higher Education



**MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING  
OFFICE OF ACADEMIC AND STUDENT AFFAIRS**

May 27, 2010

Dear Secretary Duncan,

It is a great honor to submit my written support for Mississippi's *Race to the Top* application. I am an avid supporter of public education, and this is a wonderful opportunity to strengthen and enhance our current public education system. *Race to the Top* will aid Mississippi in its effort to enable all students, especially those in schools with social and economic disadvantages, to reach their full potential and successfully embark on college and careers.

The commitment of stakeholders and all Mississippians to provide our students with a meaningful education assures that our proposal is both bold and innovative. This is a very valuable opportunity as *Race to the Top* paves the way for our students to be prepared to meet the challenges of the 21<sup>st</sup> century workforce on both a national and global scale. The bold reforms signal a deep commitment from all to embrace promising new approaches that will provide Mississippi students access to an excellent education.

I respectfully urge you to give strong consideration to Mississippi's application for *Race to the Top*. I have no doubt that our education commitment is strong and that Mississippi, its educational community, its students and their parents, its communities and its employers will all make the most of this opportunity. Thank you for providing this opportunity to our state.

Respectfully,

Alfred Rankins, Jr., Ph.D.  
Assistant Commissioner for Academic and Student Affairs



STATE BOARD FOR  
COMMUNITY AND JUNIOR COLLEGES

May 24, 2009

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the State Board for Community & Junior Colleges, I would like to offer this letter in support of Mississippi's *Race to the Top* application. I firmly believe that a more and better educated populace is the answer to the many social and economic problems we face in our State. Therefore, my office enthusiastically supports the bold and innovative reforms embodied in this initiative.

The opportunities provided by *Race to the Top* will greatly enhance our State's ability to deliver a quality education to all students, regardless of their social or economic standing. In doing so, we will ensure that all Mississippians are prepared to meet the challenges of the 21<sup>st</sup> century workforce on a local, national and global scale.

We realize that much work must be done in the coming months in order to see the proposed reforms become a reality. The State Board for Community and Junior Colleges accepts this challenge and looks forward to working with the Mississippi Department of Education and other stakeholder groups in these efforts.

I greatly appreciate the opportunity to endorse this worthwhile endeavor. If I can provide any additional information, please do not hesitate to contact me. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Eric Clark".

Eric Clark  
Executive Director



# Mississippi School Boards Association

P.O. Box 203 / Clinton, Mississippi 39060  
(601) 924-2001 / Fax: (601) 924-2003 / Toll Free: 1-888-367-6722  
[www.msbaonline.org](http://www.msbaonline.org)

## BOARD OF DIRECTORS

### President

Lygunnah Bean  
*South Panola Consolidated*

### Vice President

Norris Edney, Ph.D.  
*Natchez-Adams Municipal*

### Secretary-Treasurer

Marian Barksdale  
*Oxford Municipal*

### Immediate Past President

Kenneth A. Fountain  
*Jackson County*

### District 1 (2009-2011)

Steven Dodd  
*Desoto County*  
David Duncan  
*South Tippah Consolidated*  
Tommy Prude  
*Columbus Municipal*

### District 2 (2008-2010)

Tommie Cardin  
*Clinton Municipal*  
Harvey Jackson, Ph.D.  
*Cleveland Consolidated*

### District 3 (2009-2011)

Barbara Jones  
*Lauderdale County*  
Sondra Odom  
*Pearl Municipal*  
Etta Taplin  
*North Pike Consolidated*

### District 4 (2008-2010)

James Stubbs  
*Long Beach Municipal*  
Steve Connor  
*Quitman Consolidated*  
Miranda Beard  
*Laurel Municipal*

### Presidential Appointees

Glenda Barrett  
*Newton County*  
Paul Chamblee  
*Leake County*  
Bobby Gault  
*New Albany Municipal*  
Demetric Warren  
*Hollandale Consolidated*

### Executive Director

Michael W. Waldrop, Ph.D.

### General Counsel

Jim Keith  
*Adams and Reese*

May 25, 2010

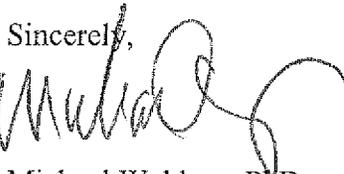
The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan,

On behalf of the Mississippi School Boards Association, we are pleased to offer our support for the Mississippi *Race to the Top* proposal. It is the belief of our organization that this proposal will provide an unprecedented opportunity in our state to create a future that will allow all students to reach their potential with comprehensive educational experiences that prepare them for college and career pathways to meet the global workforce needs of the future.

The commitment of our 760 school board members and all Mississippians to provide our students with a meaningful education assures that our proposal is bold and innovative. This is a valuable unprecedented opportunity set for the *Race to the Top* as it paves the way for our students to be prepared, skilled and ready to meet the challenges of the 21<sup>st</sup> Century.

It is a realization that much work will need to be done in the coming months in order to turn the reform agenda into reality in terms of details and definitions. The Mississippi School Boards Association accepts the challenge and looks forward to working with the Mississippi Department of Education and other stakeholder groups in defining the process. We commit to support our state leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Mississippi student.

Sincerely,  


Michael Waldrop, Ph.D.  
Executive Director  
Mississippi School Boards Association



## MISSISSIPPI PROFESSIONAL EDUCATORS

(601) 355-5517 • 1-800-523-0269 • FAX (601) 355-5519 • E-Mail [mpe@mpe.org](mailto:mpe@mpe.org)

629 North Jefferson Street  
Jackson, MS 39202

Post Office Box 22550  
Jackson, MS 39225-2550

May 24, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan,

On behalf of the Mississippi Professional Educators (MPE), I am pleased to offer our support for the Mississippi *Race to the Top* proposal. This proposal provides an unprecedented opportunity in our state to create a future that will allow all students to reach their potential with comprehensive educational experiences that prepare them for college and career pathways to meet the global workforce needs of the future.

Founded in 1979, MPE is Mississippi's largest professional association for educators. MPE serves more than 9,200 teachers, administrators and support personnel in pre-K through graduate education in both public and private institutions. Our top priority is the education of children.

Mississippi's proposal is bold and innovative, as *Race to the Top* paves the way for Mississippi's students to be prepared, skilled and ready to meet the challenges of the 21<sup>st</sup> Century. MPE is committed to this opportunity. In addition to serving on Mississippi's *Race to the Top* Advisory Committee, MPE is engaged in discussions with the Mississippi Department of Education regarding implementation of a statewide teacher evaluation system.

MPE looks forward to working with the Mississippi Department of Education and other stakeholder groups to turn the reform agenda outlined in our *Race to the Top* application into reality. MPE will support our state leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Mississippi student.

Sincerely,

A handwritten signature in black ink that reads "Kelly L. Riley". The signature is written in a cursive style.

Kelly L. Riley  
Acting Executive Director

MISSISSIPPI ASSOCIATION  
OF EDUCATORS



May 27, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan,

The Mississippi Association of Educators (MAE) would like to submit written support for Mississippi's *Race to the Top* application. The MAE, an affiliate of the National Education Association is an avid supporter of public education and believes this is a wonderful opportunity to strengthen and enhance our current public education system. *Race to the Top* will aid Mississippi in its effort to strive to enable all students, especially those schools with social and economic disadvantage, to reach their full potential and successfully enter the workforce of the future.

The commitment of stakeholders and all Mississippians to provide our students with a meaningful education assures that our proposal is both bold and innovative. This is a very valuable opportunity as *Race to the Top* paves the way for our students to be prepared to meet the challenges of the 21<sup>st</sup> century workforce on both a national and global scale. The bold reforms signal a deep commitment from all to embrace promising new approaches that will provide all Mississippi students access to excellent education.

We respectfully urge you to give strong consideration to Mississippi's application for *Race to the Top*. There is no doubt that our education commitment is strong and that Mississippi, its educational community, its students and their parents, its communities and its employers will all make the most of this opportunity. Thank you for providing this opportunity to our state.

Respectfully yours,

Kevin F. Gilbert  
President  
Mississippi Association of Educators

775 NORTH STATE STREET  
JACKSON, MS 39202-3086

601-354-4463

TOLL FREE: 1-800-530-7998

FAX: 601-352-7054

EMAIL ADDRESS: [kgilbert@nea.org](mailto:kgilbert@nea.org)

WEB SITE: <http://www.ms.nea.org>

KEVIN F. GILBERT  
PRESIDENT

SEYED DARBANDI  
VICE-PRESIDENT

CHRISTOPHER STEVENS  
SECRETARY-TREASURER

FRANK A. YATES  
EXECUTIVE DIRECTOR

PARENTS' CAMPAIGN  
Better Schools  Brighter Future

May 24, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to express The Parents' Campaign's enthusiastic support for the Mississippi ***Race to the Top*** proposal. As a grassroots organization of 60,000 Mississippians who push legislation and policy initiatives to improve public education, we are excited about the opportunity for Mississippi to take bold steps to ensure that all Mississippi children have access to excellent schools.

The Parents' Campaign believes that providing children a good start through high quality early childhood education, and building upon that good start with excellent teachers and school leaders throughout the school experience, are essential if we are to ensure that all of our children have a decent shot at a productive life. Recently, Mississippi has taken some courageous steps to get us headed in that direction.

In 2007, our state adopted a new, significantly more rigorous curriculum and corresponding assessments and an equally rigorous accountability rating system for schools and school districts. In 2009, the Mississippi Legislature passed The Children First Act (CFA), calling for the removal of school leaders in chronically failing school districts. CFA has been hailed as the most stringent accountability legislation in the nation. Mississippi is, at long last, getting serious about providing all of our children an excellent education, but our progress has been threatened severely by the downturn in the economy. The ***Race to the Top*** grant offers an unprecedented opportunity to capitalize on our recent progress and take our state to the next level in student achievement.

No children are more deserving of this opportunity than are the children of Mississippi. I believe fervently that our children are as bright and as full of promise as are the children in any other state. They simply have not been afforded the same level of resources and the same quality of instruction as have their peers in other states and their achievement has suffered accordingly. It is past time that we turn that around.

The Parents' Campaign pledges to do all in our power to advance the initiatives set forth in Mississippi's ***Race to the Top*** application and to ensure that those efforts are sustained over the long term. Our children are long overdue the quality of education that will enable them to become whatever it is that they dream of being. With the opportunity that ***Race to the Top*** provides, we can change our state and the destinies of our children.

Sincerely,

(b)(6)

Nancy Loomis  
Executive Director



578 HIGHLAND COLONY PARKWAY  
SUITE 120  
RIDGELAND, MISSISSIPPI 39157

PHONE 601-607-3163  
FAX 601-607-3164  
[www.bowerfoundation.org](http://www.bowerfoundation.org)

May 27, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan,

On behalf of The Bower Foundation we are pleased to offer our support for the Mississippi *Race to the Top* proposal. It is the belief of our organization that this proposal will provide an unprecedented opportunity in our state to create a future that will allow all students to reach their potential with comprehensive educational experiences that prepare them for college and career pathways to meet the global workforce needs of the future.

The commitment of our education stakeholders and all Mississippians to provide our students with a meaningful education assures that our proposal is bold and innovative. This is a valuable unprecedented opportunity set for the *Race to the Top* as it paves the way for our students to be prepared, skilled and ready to meet the challenges of the 21<sup>st</sup> Century.

It is a realization that much work will need to be done in the coming months in order to turn the reform agenda into reality in terms of details and definitions. The Bower Foundation accepts the challenge and looks forward to work with the Mississippi Department of Education and other stakeholder groups in defining the process. We commit to support our state leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Mississippi student.

Sincerely,

(b)(6)

Anne Travis  
CEO

**THE PHIL HARDIN FOUNDATION**  
**DEDICATED TO SERVING EDUCATION IN MISSISSIPPI**

May 24, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

*Board of Directors*

Robert F. Ward  
*President*

R. B. Deen, Jr.  
*Vice President*

Stephen O. Moore  
*Treasurer*

Ronnie L. Walton  
*Secretary*

Dr. J. S. Covington  
Marty Davidson

Jim McGinnis

Archie R. McDonnell  
*Director Emeritus*

Rebecca Combs  
*Executive Director*

Dear Secretary Duncan:

It gives me great pleasure to express the support of my organization to Mississippi's *Race to the Top* application. The *Race to the Top* funds will allow our state to build on the foundation of a statewide emphasis on college and career readiness and move achievement in our state to new heights.

Mississippi has committed vast resources to reforming and improving education in our state, and we continue to strive for improvement with the graduation rate and overall student achievement. By enhancing our state's educational system through *Race to the Top*, we will be able to accelerate our economic growth to transform the future of our state and its citizens.

I believe that you will see that Mississippi has created a comprehensive plan that clearly articulates solid goals for implementing reforms in the four assurance areas, as well as a clear and credible path to achieving and sustaining those goals long-term. It is our belief that the *Race to the Top* funds will allow Mississippi to ensure that all students in our state receive a world-class education that equips them with skills needed to compete in the 21<sup>st</sup> century global workforce.

The business community is strongly behind Mississippi's educational reform efforts, and I give my wholehearted endorsement to the work that will come from our *Race to the Top* Plan. I thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,

(b)(6)

Rebecca Combs



May 25, 2010

The Honorable Secretary Arnie Duncan  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan;

In continuation of our support of education reform nationwide, SAS is pleased to lend its full support to the state of Mississippi in its application for Race to the Top funding. We applaud the ambitious educational goals set forth within Mississippi's application and seek to partner with the state by enhancing access to technology applications for the benefit of administrators, teachers, and students throughout the state.

For more than three decades, SAS has integrated technology into education to improve learning throughout a student's life cycle. We are dedicated to providing every student sufficient opportunity for academic growth regardless of geographic location. Our software products are currently used by professional educators in all 50 states, and our organization has been lauded for its ability to provide sophisticated analyses of student test scores that offer precise and reliable estimates of district, school, and teaching effectiveness as well as project future student performance to a variety of academic benchmarks.

Today's teachers and administrators need access to the latest technologies in order for students to reach their full potential. SAS is committed to working with the Mississippi higher education system to provide both student and veteran educators access to professional development activities using the results of longitudinal data analyses. These activities will be supported by simulated value-added and growth model analyses which measure the influence of educational entities on student progress and provide individual student probabilities of future success to end of grade proficiency standards and college readiness. These teaching resources offer an opportunity for Mississippi higher education to work alongside K-12 educators to ensure that students are making the progress necessary to exceed educational standards.

In further support of Mississippi's teachers and students, SAS will provide Curriculum Pathways to the students of Mississippi at no cost. SAS Curriculum Pathways is a Web-based resource that features a host of interactive lessons and activities aligned to state and national standards in the core disciplines of English, math, science, social studies, history and Spanish for grade 8-14. This gift will provide another resource to educators and students that they can utilize to infuse technology into the classroom and improve the learning experience.

As a firm believer that technology needs to be utilized more effectively by school systems in the digital age, I am in full support of Mississippi's Race to the Top application. I look forward to increased educational success in Mississippi and throughout the nation.

Sincerely,

(b)(6)

Jim Goodnight  
CEO, SAS Institute

# Southern Echo, Inc.

1350 Livingston Lane, Suite C  
Jackson, MS 39213  
ph: 601-982-6400  
Fax: 601-982-2636  
email: [souecho@bellsouth.net](mailto:souecho@bellsouth.net)  
web: [www.southernecho.org](http://www.southernecho.org)

May 26, 2010



EMPOWERMENT  
ACCOUNTABILITY  
TRUTHTELLING  
FIGHTING RACISM  
TRAINING  
ASSISTANCE

## Board of Directors

OLIVER RICK  
*Chairperson*  
Teacher  
Hinds County, MS

CLARA DAVIS  
*Northgate Lakeview*  
Homeowners Association  
Washington County, MS

KIMBERLYN GALVIN  
*Sunflower County*  
Parent & Student Org.  
Sunflower County, MS

ROSIE HEAD  
*Second Chance*  
Holmes County, MS

GREG JOHNSON  
*Noelle Citizens*  
for Quality Education  
Holmes County, MS

JOYCE PARKER  
*Citizens for a Better Greenville*  
Washington County, MS

HOLLIS WATKINS  
*President, Southern Echo*  
Hinds County, MS

ALPONZO WHITE  
*Action Communication &*  
*Education Reform, Inc.*  
Montgomery County, MS

## Staff

HOLLIS WATKINS, *President*

LERoy JOHNSON, *Director*

BRENDA HYDE, *Assistant Director*

MICHAEL SAVER, *Senior Organizer*  
and Training Coordinator

HELEN JOHNSON, *Education*  
Coordinator

RACHEL MAYES, *Finance Coord.*  
and Office Administrator

DIANNA FRELON-FOSTER,  
Field Organizer

BETTY PRITTY, *Senior Organizer*

JANAS SAULSBERRY, *Field Organizer*

DICKY SELSON, *Environmental*  
Coordinator

MARILYN YOUNG, *Field Organizer*

AMELIA HUNTER, *Resource Dev.*

CONSTANCE BURWELL,  
Field Organizer

## Student Interns

KEITH FRENCH  
*Tougaloo College*

KAHIL JOHNSON  
*Tougaloo College*

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan,

I submit the written support of Southern Echo, Inc. for Mississippi's *Race to the Top* application. Southern Echo is an avid supporter of public education and this is an opportunity to strengthen and enhance our current public education system. *Race to the Top* will aid Mississippi in its effort to strive to enable all students, especially those schools with social and economic disadvantage, to reach their full potential and successfully enter the workforce of the future.

In considering this application we want to stress our support for upholding, fostering and providing for meaningful and effective parent and student engagement in the process of turning around under-performing schools and school districts with measurable benchmarks and standards. We also want to highlight our support in this process of upholding, fostering and providing for the dignity of our children in schools, which is such a formative stage in the lives of our children. We need to have measurable benchmarks and standards that eliminate the beating down of parents and students and lift up the central role of parents and students to the success of the educational process.

I respectfully urge you to give strong consideration to Mississippi's application for *Race to the Top*. I have no doubt that our education commitment is strong and that Mississippi education stakeholders will make the most of this opportunity. Thank you for providing this opportunity to our state.

Respectfully yours,

(b)(6)

Leroy Johnson  
Executive Director

*Staff*

*Nikisha G. Ware  
Executive Director*

*Kymyona C. Burk  
Literacy Coordinator*

*Peggy A. Green  
Budget Director*

*Kenya M. Dotson  
Project Coordinator*

*Della A. Archie  
ARM Regional Coordinator*

*Summer E. Graves  
ARM Field Specialist*



May 21, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

It gives me great pleasure to express the support of my organization to Mississippi's *Race to the Top* application. The *Race to the Top* funds will allow our state to build on the foundation of a statewide emphasis on college and career readiness and move achievement in our state to new heights.

Mississippi has committed vast resources to reforming and improving education in our state, and we continue to strive for improvement with the graduation rate and overall student achievement. By enhancing our state's educational system through *Race to the Top*, we will be able to accelerate our economic growth to transform the future of our state and its citizens.

I believe that you will see that Mississippi has created a comprehensive plan that clearly articulates solid goals for implementing reforms in the four assurance areas, as well as a clear and credible path to achieving and sustaining those goals long-term. It is our belief that the *Race to the Top* funds will allow Mississippi to ensure that all students in our state receive a world-class education that equips them with skills needed to compete in the 21<sup>st</sup> century global workforce.

Our partners are strongly behind Mississippi's educational reform efforts, and I give my wholehearted endorsement to the work that will come from our *Race to the Top* Plan. I thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,

(b)(6)

Nikisha G. Ware

**MISSISSIPPI STATE**  
**UNIVERSITY**

*Early Childhood Institute*

May 24, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

The Early Childhood Institute (ECI) within the College of Education at Mississippi State University (MSU) is pleased to express our written support for Mississippi's Race to the Top application, "*Transcending our Past, Transforming our Future.*" We are pleased to collaborate with the Mississippi Department of Education (MDE) in a comprehensive plan that will enhance and transform the most critical time in our young children's lives, birth to grade 3.

As a non-profit organization, ECI has been providing training, technical assistance and applied research to improve quality of early care and education throughout the state of Mississippi since 1999. The institute has served as a leader among universities nationwide in using Geographic Information Systems (GIS) technology to adapt health related research methodology to early childhood services. The institute piloted this research approach in the aftermath of Hurricane Katrina and refined its methodology in consultation on restoration of the early childhood sector in the Orleans Parish, Louisiana. More recently, the institute has expanded its applied research in support of emergency preparedness for the early childhood sector of other states at risk of natural disasters. The institute also uses GIS technology to analyze the distribution of child care slots and the professional development needs of child care workers in the state.

In addition, ECI provides professional development to improve the quality of early childhood programs throughout the state. The institute conducts a wide variety of workshops and courses for early childhood teachers, directors, mentors and coaches around the state. Through ECI's professional development programs, childcare providers in the state have made progress toward meeting the requirements on the Mississippi Child Care Quality Step System. During the 2009 fiscal year alone, ECI provided training, technical assistance, or other forms of assistance to over 950 child care facilities in 168 communities in Mississippi. Through the funding of Race to the Top Mississippi, we can extend our efforts and promote teacher effectiveness, increase student readiness, close the gaps, and help our children to build foundational skills for future success.

The state of Mississippi is in need of transformation. The ECI at Mississippi State University accepts the challenge and looks forward to working further with the Mississippi Department of Education and other stakeholder groups. We commit to support our state leaders and our educators to the fullest through our collaborative efforts for only the best education system possible for the children, our future, of Mississippi.

Sincerely,



Cathy Grace, Ph.D.  
Director  
Mississippi State University



JACKSON STATE UNIVERSITY  
JACKSON, MISSISSIPPI 39217

OFFICE OF  
THE PRESIDENT

(601) 979-2323  
Fax No. (601) 979-2948

May 27, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Jackson State University, we are pleased to offer our support for the Mississippi *Race to the Top* proposal. It is the belief of our organization that this proposal will provide an unprecedented opportunity in our state to create a future that will allow all students to reach their potential with comprehensive educational experiences that prepare them for college and career pathways to meet the global workforce needs of the future.

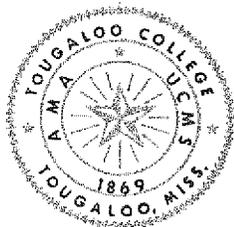
The commitment of our education stakeholders and all Mississippians to provide our students with a meaningful education assures that our proposal is bold and innovative. This is a valuable unprecedented opportunity set for the *Race to the Top* as it paves the way for our students to be prepared, skilled and ready to meet the challenges of the 21<sup>st</sup> Century.

It is a realization that much work will need to be done in the coming months in order to turn the reform agenda into reality in terms of details and definitions. Jackson State University accepts the challenge and looks forward to work with the Mississippi Department of Education and other stakeholder groups in defining the process. We commit to support our state leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Mississippi student.

Sincerely,

A handwritten signature in black ink, appearing to read "Ronald Mason, Jr.", written over a white background.

Ronald Mason, Jr.  
President



# TOUGALOO COLLEGE

Office of the President

May 24, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

Tougaloo College is pleased to support Mississippi's *Race to the Top* application. A significant number of our students received their secondary education in the public schools of Mississippi. Hence, we support public education and believe that it provides the foundation for a vibrant democracy. The *Race to the Top* initiative offers a strategic opportunity to strengthen and enhance our current public education system. *Race to the Top* will aid Mississippi in its effort to strive to enable all students, especially those socially and economically disadvantaged schools, to reach their full potential and successfully enter college and the workforce of the future.

Our education stakeholders are committed to providing our students with a meaningful education and have engaged other Mississippians to help develop a bold and innovative proposal. This is a tremendous opportunity for Mississippi because *Race to the Top* paves the way for our students to be prepared to meet the challenges of the 21<sup>st</sup> century workforce on both a national and global scale. The bold reforms signal a deep commitment to embrace promising new approaches that will provide access to a quality education to all Mississippi students.

We respectfully ask you to give strong consideration to Mississippi's application for *Race to the Top*. Our education commitment is strong, and working together, the education community, including colleges, students, parents and business community will ensure that our students will experience the optimal benefits of this opportunity.

The bold reforms offered by *Race to the Top* signal a deep commitment to embrace promising new approaches that will provide access to a quality education to all Mississippi students.

We respectfully ask you to give strong consideration to Mississippi's application for *Race to the Top*. Thank you for providing this opportunity to our state.

Sincerely,

Beverly W. Hogan  
President



500 West County Line Road • Tougaloo, MS 39174 • (601) 977-7730 • (601) 977-7739 FAX

[www.tougaloo.edu](http://www.tougaloo.edu)



May 26, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

Please accept this letter as evidence of my strong support for the goals and agenda set forth in Mississippi's *Race to the Top* application. As Mississippi competes with other states and countries for industrial and commercial development, the quality of our workforce continues to be a top priority. The bold, dramatic education innovation and reform outlined in the plan will have a tremendous impact on the quality of the workforce and the ability of our state to grow and prosper. Our students must graduate from high school with the skills necessary to succeed in careers and college. While we have made substantial progress in recent years, the *Race to the Top* plan builds on that progress to complete the transformation of our educational system.

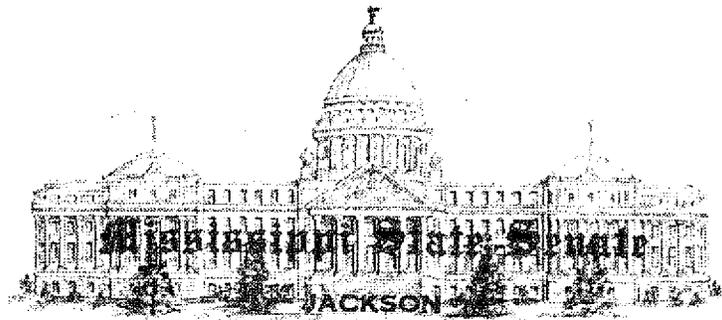
A broad range of Mississippi educational stakeholders, who are dedicated to helping all students reach their full potential and successfully enter the workforce of the future, collaborated on the *Race to the Top* application plan. Those involved in the process include Mississippi professional education organizations, the Mississippi Department of Education, Mississippi State Board for Community and Junior Colleges, Mississippi Institutions of Higher Learning, the Governor's Office, and legislative, business and community leaders. Our leaders are deeply committed to pursuing the bold and comprehensive agenda detailed in the application.

As a state leader, I understand the crucial role that education plays in the future of our state and the crucial juncture at which we find ourselves. Our schools can no longer operate as they have for the past few decades. Mississippi's *Race to the Top* application represents a complete transformation with bold, innovative and challenging goals. I am committed to assisting in the implementation of the plan and ensuring that the end result is creating a Mississippi that can compete globally for economic development opportunities.

Sincerely yours,

Phil Bryant  
State of Mississippi  
Lt. Governor

PB/mcb



**COMMITTEE ASSIGNMENTS:**

Education, Chairman  
Appropriations  
Business and Financial Institutions  
Corrections  
County Affairs  
Highways and Transportation  
Public Utilities  
State Library  
Veterans & Military Affairs

**SENATOR F. VIDET CARMICHAEL**

33rd District  
Clarke and Lauderdale Counties  
5396 Springhill Loop, Meridian, MS 39301

May 25, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

Please accept this letter as my deep and sincere support for the bold agenda set forth in Mississippi's *Race to the Top* application. As a former educator and now Chair of the Senate Education Committee, I understand the dramatic changes needed to ensure that all schools in our state become high-performing centers of learning. I believe the Mississippi *Race to the Top* proposal represents holistic, transformational change. The application builds upon Mississippi's success in raising the standard, both through legislative action and State Board policies, to increase student performance and ensure that Mississippi students become competitive on a global scale.

The *Race to the Top* application was not created in a vacuum; it represents the culmination of months of collaborative efforts from a broad range of Mississippi educational stakeholders, including members of Mississippi professional education organizations, the Mississippi Department of Education, Mississippi State Board for Community and Junior Colleges, Mississippi Institutions of Higher Learning and the Governor's Office, as well as legislative, business and community leaders. These stakeholders and state leaders share a deep commitment to exploring promising new approaches that will change every facet of education in our state dramatically.

I offer my unequivocal support for Mississippi in the *Race to the Top* competition. Should this great state succeed in the competition, I pledge to support the goals, strategies and objectives outlined in the plan and provide whatever support is necessary to transform our schools and provide a better future for the children of Mississippi.

Sincerely yours,

Videt Carmichael  
Chair, Senate Education Committee

# HOUSE OF REPRESENTATIVES



**CECIL BROWN**  
District 86  
Hinds County  
P. O. Box 55502  
Jackson, Mississippi 39296

Bus (601) 982-4123  
Res (601) 362-6383  
Capitol (601) 359-3330  
cbrown@mail.house.state.ms.us

**COMMITTEE ASSIGNMENTS:**  
Education, Chairman  
Appropriations  
Judiciary B  
Universities and Colleges  
Legislative Budget

## STATE OF MISSISSIPPI

May 25, 2010

Honorable Arne Duncan  
United States Secretary of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Duncan:

Please accept this letter as my deep and sincere support for the goals and agenda outlined in Mississippi's *Race to the Top* application. I believe the Mississippi *Race to the Top* proposal represents a bold step forward for our state. In recent years, we have increased accountability for our schools through legislative action and raised the standards for student performance through policies passed by the Mississippi Board of Education. The application builds upon these successes to create dramatic, suitable reform.

A broad range of Mississippi educational stakeholders collaborated on the proposal, demonstrating a dedication to helping all students reach their full potential and successfully enter the workforce of the future. The constituencies involved in developing the proposal represent a diverse group that includes delegates from Mississippi professional education organizations, the Mississippi Department of Education, Mississippi State Board for Community and Junior Colleges, Mississippi Institutions of Higher Learning and the Governor's Office, as well as legislative, business and community leaders. In Mississippi, we have a deep commitment from our state leaders to embrace promising new approaches that will change the face of education in Mississippi dramatically over the next five years, resulting in a better skilled citizenry, a more productive workforce and a state that will thrive and prosper.

I offer my absolute support for Mississippi in the *Race to the Top* competition. Should this great state succeed in the competition, I will work tirelessly to support the goals, strategies and objectives set forth in the plan and provide whatever support is necessary to transform our schools and offer the children of Mississippi a better future.

Sincerely yours,

A handwritten signature in cursive script that reads "Cecil Brown/aoh".

Cecil Brown  
CB/aoh

United States Senate  
WASHINGTON, DC 20510-2402

COMMITTEE ON  
APPROPRIATIONS  
RANKING MEMBER  
  
COMMITTEE ON  
AGRICULTURE, NUTRITION,  
AND FORESTRY  
  
COMMITTEE ON  
RULES AND  
ADMINISTRATION

May 27, 2010

The Honorable Arne Duncan  
Secretary  
Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my support for the Mississippi Department of Education's application for the Race to the Top Fund. The Mississippi proposal will accelerate the reforms necessary to ensure a future of quality educational opportunities for all students throughout the state, especially those with social and economic disadvantages.

The reforms outlined in Mississippi's plan represent months of challenging collaborative work among a wide range of constituencies within Mississippi, including professional education organizations, Mississippi State Board for Community and Junior Colleges, Mississippi Institutions of Higher Learning, Governor Haley Barbour's Office, and community leaders. This collaborative work demonstrates a dedication to helping all students reach their full potential and successfully enter the workforce of the future. The comprehensive agenda outlined in the plan signals a deep commitment from our state leaders to embrace promising new approaches which have the potential to provide all Mississippi students access to excellent education.

Thank you for your attention to this matter. Please let me know if I can be of further assistance.

Sincerely,



THAD COCHRAN  
United States Senator

TC/lc

**BENNIE G. THOMPSON**  
SECOND DISTRICT, MISSISSIPPI

COMMITTEE ON  
HOMELAND SECURITY  
CHAIRMAN

WASHINGTON OFFICE:  
2432 RAYBURN HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515-2402  
(202) 225-5876  
(202) 225-5896: FAX

E-Mail: [benriethompson@mail.house.gov](mailto:benriethompson@mail.house.gov)  
Home Page: <http://www.house.gov/thompson>

THE COMMISSION ON  
CONGRESSIONAL MAILING  
STANDARDS

CONGRESSIONAL BLACK CAUCUS  
CONGRESSIONAL GAMING CAUCUS  
CONGRESSIONAL PROGRESSIVE CAUCUS  
CONGRESSIONAL SPORTSMEN'S CAUCUS  
CONGRESSIONAL RURAL CAUCUS  
HOUSE EDUCATION CAUCUS

**Congress of the United States**  
**House of Representatives**  
Washington, DC 20515-2402

May 27, 2010

Dr. Alfred Rankins, Jr., Ph.D.  
Assistant Commissioner for  
Academic and Student Affairs  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, MS 39211

Dear Dr. Rankins:

As a long time advocate for education in Mississippi, I am pleased to learn of your pending grant application, Mississippi's Race-To the-Top. In reviewing the application's executive summary, I find that the purpose of this program contains the ingredients necessary to transform Mississippi's system of education into outstanding institutions of learning as they should be. I firmly support the purpose as outlined which includes gains in student achievement, closing the achievement gaps, increasing the high school graduation rates and ensuring students are prepared for success in college and careers.

I endorse your positive reforms as long as the creation of charter schools is not a part of this reform and as long as standards are not placed on school districts that do not have the resources to attain them. Additionally, I encourage you to continue finding ways to help our children succeed in college and the workplace and to compete in the global economy.

If I may provide additional assistance, please do not hesitate in contacting my office.

Sincerely,



Bennie G. Thompson  
Member of Congress

BGT:fw

- |   |  |   |  |   |   |
|---|--|---|--|---|---|
| <input type="checkbox"/> 107 WEST MADISON STREET<br>P.O. Box 610<br>BOLTON, MS 39041<br>(601) 866-9003<br>(601) 866-9036: FAX<br>(800) 355-9003: IN ST. | <input type="checkbox"/> 509 HIGHWAY 82 WEST<br>GREENWOOD, MS 38930<br>(662) 455-9003<br>(662) 453-0118: FAX | <input type="checkbox"/> 910 COURTHOUSE LANE<br>GREENVILLE, MS 38701<br>(662) 336-9003<br>(662) 334-1304: FAX | <input type="checkbox"/> 3607 MEDGAR EVERS BOULEVARD<br>JACKSON, MS 39213<br>(601) 946-9003<br>(601) 982-6337: FAX | <input type="checkbox"/> 263 EAST MAIN STREET<br>P.O. Box 358<br>MARKS, MS 38646<br>(662) 326-8003<br>(662) 326-9003: FAX | <input type="checkbox"/> MOUND BAYOU CITY HALL<br>P.O. Box 679<br>106 GREEN AVENUE, SUITE 106<br>MOUND BAYOU, MS 38762<br>(662) 741-8003<br>(662) 741-8002: FAX |
|---|--|---|--|---|---|



**STATE OF MISSISSIPPI  
INSTITUTIONS OF HIGHER LEARNING**

Hank M. Bounds  
Commissioner of Higher Education

May 25, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

Thank you for the opportunity to express my unwavering support for the goals and agenda set forth in Mississippi's *Race to the Top* application. This is a great opportunity for our state to pursue education innovation and reform on a dramatic scale. In recent years, Mississippi has made great strides in improving the rigor of the curriculum and assessment system and receiving a Race to the Top grant will enable our state to build upon those successes and accelerate the rate of change. The transformation of education outlined in the plan will not only change the face of education, but also change the face of our state by creating a better-educated citizenry that is prepared to succeed in college and careers.

The *Race to the Top* application was developed through the collaborative work of a broad range of Mississippi educational stakeholders, who are dedicated to helping all students reach their full potential and successfully enter the workforce of the future. The stakeholders involved in the process include Mississippi professional education organizations, the Mississippi Department of Education, Mississippi State Board for Community and Junior Colleges, Mississippi Institutions of Higher Learning, the Governor's Office, and legislative, business and community leaders. Our leaders are deeply committed to pursuing the bold and comprehensive agenda detailed in the application.

As the former State Superintendent of Education and the current Commissioner of the Institutions of Higher Learning, I offer my unqualified support for Mississippi's *Race to the Top* application and pledge to participate fully in implementing these bold, far-reaching initiatives.

Sincerely,

A handwritten signature in cursive script that reads "Hank M. Bounds".

Hank M. Bounds  
Commissioner of Higher Education



**MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING  
OFFICE OF ACADEMIC AND STUDENT AFFAIRS**

May 27, 2010

Dear Secretary Duncan,

It is a great honor to submit my written support for Mississippi's *Race to the Top* application. I am an avid supporter of public education, and this is a wonderful opportunity to strengthen and enhance our current public education system. *Race to the Top* will aid Mississippi in its effort to enable all students, especially those in schools with social and economic disadvantages, to reach their full potential and successfully embark on college and careers.

The commitment of stakeholders and all Mississippians to provide our students with a meaningful education assures that our proposal is both bold and innovative. This is a very valuable opportunity as *Race to the Top* paves the way for our students to be prepared to meet the challenges of the 21<sup>st</sup> century workforce on both a national and global scale. The bold reforms signal a deep commitment from all to embrace promising new approaches that will provide Mississippi students access to an excellent education.

I respectfully urge you to give strong consideration to Mississippi's application for *Race to the Top*. I have no doubt that our education commitment is strong and that Mississippi, its educational community, its students and their parents, its communities and its employers will all make the most of this opportunity. Thank you for providing this opportunity to our state.

Respectfully,

Alfred Rankins, Jr., Ph.D.  
Assistant Commissioner for Academic and Student Affairs



STATE BOARD FOR  
COMMUNITY AND JUNIOR COLLEGES

May 24, 2009

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the State Board for Community & Junior Colleges, I would like to offer this letter in support of Mississippi's *Race to the Top* application. I firmly believe that a more and better educated populace is the answer to the many social and economic problems we face in our State. Therefore, my office enthusiastically supports the bold and innovative reforms embodied in this initiative.

The opportunities provided by *Race to the Top* will greatly enhance our State's ability to deliver a quality education to all students, regardless of their social or economic standing. In doing so, we will ensure that all Mississippians are prepared to meet the challenges of the 21<sup>st</sup> century workforce on a local, national and global scale.

We realize that much work must be done in the coming months in order to see the proposed reforms become a reality. The State Board for Community and Junior Colleges accepts this challenge and looks forward to working with the Mississippi Department of Education and other stakeholder groups in these efforts.

I greatly appreciate the opportunity to endorse this worthwhile endeavor. If I can provide any additional information, please do not hesitate to contact me. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Eric Clark".

Eric Clark  
Executive Director



# Mississippi School Boards Association

P.O. Box 203 / Clinton, Mississippi 39060  
(601) 924-2001 / Fax: (601) 924-2003 / Toll Free: 1-888-367-6722  
www.msbaonline.org

## BOARD OF DIRECTORS

### President

Lygunnah Bean  
*South Panola Consolidated*

### Vice President

Norris Edney, Ph.D.  
*Natchez-Adams Municipal*

### Secretary-Treasurer

Marian Barksdale  
*Oxford Municipal*

### Immediate Past President

Kenneth A. Fountain  
*Jackson County*

### District 1 (2009-2011)

Steven Dodd  
*Desoto County*  
David Duncan  
*South Tippah Consolidated*  
Tommy Prude  
*Columbus Municipal*

### District 2 (2008-2010)

Tommie Cardin  
*Clinton Municipal*  
Harvey Jackson, Ph.D.  
*Cleveland Consolidated*

### District 3 (2009-2011)

Barbara Jones  
*Lauderdale County*  
Sondra Odom  
*Pearl Municipal*  
Etta Taplin  
*North Pike Consolidated*

### District 4 (2008-2010)

James Stubbs  
*Long Beach Municipal*  
Steve Connor  
*Quitman Consolidated*  
Miranda Beard  
*Laurel Municipal*

### Presidential Appointees

Glenda Barrett  
*Newton County*  
Paul Chambliee  
*Leake County*  
Bobby Gault  
*New Albany Municipal*  
Demetric Warren  
*Hollandale Consolidated*

### Executive Director

Michael W. Waldrop, Ph.D.

### General Counsel

Jim Keith  
*Adams and Reese*

May 25, 2010

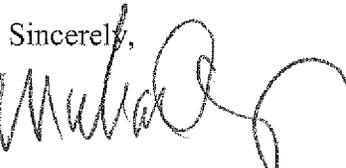
The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan,

On behalf of the Mississippi School Boards Association, we are pleased to offer our support for the Mississippi *Race to the Top* proposal. It is the belief of our organization that this proposal will provide an unprecedented opportunity in our state to create a future that will allow all students to reach their potential with comprehensive educational experiences that prepare them for college and career pathways to meet the global workforce needs of the future.

The commitment of our 760 school board members and all Mississippians to provide our students with a meaningful education assures that our proposal is bold and innovative. This is a valuable unprecedented opportunity set for the *Race to the Top* as it paves the way for our students to be prepared, skilled and ready to meet the challenges of the 21<sup>st</sup> Century.

It is a realization that much work will need to be done in the coming months in order to turn the reform agenda into reality in terms of details and definitions. The Mississippi School Boards Association accepts the challenge and looks forward to working with the Mississippi Department of Education and other stakeholder groups in defining the process. We commit to support our state leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Mississippi student.

Sincerely,  


Michael Waldrop, Ph.D.  
Executive Director  
Mississippi School Boards Association



## MISSISSIPPI PROFESSIONAL EDUCATORS

(601) 355-5517 • 1-800-523-0269 • FAX (601) 355-5519 • E-Mail [mpe@mpe.org](mailto:mpe@mpe.org)

629 North Jefferson Street  
Jackson, MS 39202

Post Office Box 22550  
Jackson, MS 39225-2550

May 24, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan,

On behalf of the Mississippi Professional Educators (MPE), I am pleased to offer our support for the Mississippi *Race to the Top* proposal. This proposal provides an unprecedented opportunity in our state to create a future that will allow all students to reach their potential with comprehensive educational experiences that prepare them for college and career pathways to meet the global workforce needs of the future.

Founded in 1979, MPE is Mississippi's largest professional association for educators. MPE serves more than 9,200 teachers, administrators and support personnel in pre-K through graduate education in both public and private institutions. Our top priority is the education of children.

Mississippi's proposal is bold and innovative, as *Race to the Top* paves the way for Mississippi's students to be prepared, skilled and ready to meet the challenges of the 21<sup>st</sup> Century. MPE is committed to this opportunity. In addition to serving on Mississippi's *Race to the Top* Advisory Committee, MPE is engaged in discussions with the Mississippi Department of Education regarding implementation of a statewide teacher evaluation system.

MPE looks forward to working with the Mississippi Department of Education and other stakeholder groups to turn the reform agenda outlined in our *Race to the Top* application into reality. MPE will support our state leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Mississippi student.

Sincerely,

A handwritten signature in black ink that reads "Kelly L. Riley". The signature is written in a cursive style.

Kelly L. Riley  
Acting Executive Director

MISSISSIPPI ASSOCIATION  
OF EDUCATORS



May 27, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

775 NORTH STATE STREET  
JACKSON, MS 39202-3086

601-354-4463

TOLL FREE: 1-800-530-7998

FAX: 601-352-7054

EMAIL ADDRESS: [kgilbert@nea.org](mailto:kgilbert@nea.org)

WEB SITE: <http://www.ms.nea.org>

Dear Secretary Duncan,

The Mississippi Association of Educators (MAE) would like to submit written support for Mississippi's *Race to the Top* application. The MAE, an affiliate of the National Education Association is an avid supporter of public education and believes this is a wonderful opportunity to strengthen and enhance our current public education system. *Race to the Top* will aid Mississippi in its effort to strive to enable all students, especially those schools with social and economic disadvantage, to reach their full potential and successfully enter the workforce of the future.

The commitment of stakeholders and all Mississippians to provide our students with a meaningful education assures that our proposal is both bold and innovative. This is a very valuable opportunity as *Race to the Top* paves the way for our students to be prepared to meet the challenges of the 21<sup>st</sup> century workforce on both a national and global scale. The bold reforms signal a deep commitment from all to embrace promising new approaches that will provide all Mississippi students access to excellent education.

We respectfully urge you to give strong consideration to Mississippi's application for *Race to the Top*. There is no doubt that our education commitment is strong and that Mississippi, its educational community, its students and their parents, its communities and its employers will all make the most of this opportunity. Thank you for providing this opportunity to our state.

KEVIN F. GILBERT  
PRESIDENT

SEYED DARBANDI  
VICE-PRESIDENT

CHRISTOPHER STEVENS  
SECRETARY-TREASURER

FRANK A. YATES  
EXECUTIVE DIRECTOR

Respectfully yours,

Kevin F. Gilbert  
President  
Mississippi Association of Educators

PARENTS' CAMPAIGN  
Better Schools  Brighter Future

May 24, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to express The Parents' Campaign's enthusiastic support for the Mississippi **Race to the Top** proposal. As a grassroots organization of 60,000 Mississippians who push legislation and policy initiatives to improve public education, we are excited about the opportunity for Mississippi to take bold steps to ensure that all Mississippi children have access to excellent schools.

The Parents' Campaign believes that providing children a good start through high quality early childhood education, and building upon that good start with excellent teachers and school leaders throughout the school experience, are essential if we are to ensure that all of our children have a decent shot at a productive life. Recently, Mississippi has taken some courageous steps to get us headed in that direction.

In 2007, our state adopted a new, significantly more rigorous curriculum and corresponding assessments and an equally rigorous accountability rating system for schools and school districts. In 2009, the Mississippi Legislature passed The Children First Act (CFA), calling for the removal of school leaders in chronically failing school districts. CFA has been hailed as the most stringent accountability legislation in the nation. Mississippi is, at long last, getting serious about providing all of our children an excellent education, but our progress has been threatened severely by the downturn in the economy. The **Race to the Top** grant offers an unprecedented opportunity to capitalize on our recent progress and take our state to the next level in student achievement.

No children are more deserving of this opportunity than are the children of Mississippi. I believe fervently that our children are as bright and as full of promise as are the children in any other state. They simply have not been afforded the same level of resources and the same quality of instruction as have their peers in other states and their achievement has suffered accordingly. It is past time that we turn that around.

The Parents' Campaign pledges to do all in our power to advance the initiatives set forth in Mississippi's **Race to the Top** application and to ensure that those efforts are sustained over the long term. Our children are long overdue the quality of education that will enable them to become whatever it is that they dream of being. With the opportunity that **Race to the Top** provides, we can change our state and the destinies of our children.

Sincerely,

(b)(6)

Nancy Loomé  
Executive Director



578 HIGHLAND COLONY PARKWAY  
SUITE 120  
RIDGELAND, MISSISSIPPI 39157

PHONE 601-607-3163  
FAX 601-607-3164  
[www.bowerfoundation.org](http://www.bowerfoundation.org)

May 27, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan,

On behalf of The Bower Foundation we are pleased to offer our support for the Mississippi *Race to the Top* proposal. It is the belief of our organization that this proposal will provide an unprecedented opportunity in our state to create a future that will allow all students to reach their potential with comprehensive educational experiences that prepare them for college and career pathways to meet the global workforce needs of the future.

The commitment of our education stakeholders and all Mississippians to provide our students with a meaningful education assures that our proposal is bold and innovative. This is a valuable unprecedented opportunity set for the *Race to the Top* as it paves the way for our students to be prepared, skilled and ready to meet the challenges of the 21<sup>st</sup> Century.

It is a realization that much work will need to be done in the coming months in order to turn the reform agenda into reality in terms of details and definitions. The Bower Foundation accepts the challenge and looks forward to work with the Mississippi Department of Education and other stakeholder groups in defining the process. We commit to support our state leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Mississippi student.

Sincerely,

(b)(6)

Anne Travis  
CEO

**THE PHIL HARDIN FOUNDATION**  
**DEDICATED TO SERVING EDUCATION IN MISSISSIPPI**

May 24, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

*Board of Directors*

Robert F. Ward  
*President*

R. B. Deen, Jr.  
*Vice President*

Stephen O. Moore  
*Treasurer*

Ronnie L. Walton  
*Secretary*

Dr. J. S. Covington  
Marty Davidson

Jim McGinnis

Archie R. McDonnell  
*Director Emeritus*

Rebecca Combs  
*Executive Director*

Dear Secretary Duncan:

It gives me great pleasure to express the support of my organization to Mississippi's *Race to the Top* application. The *Race to the Top* funds will allow our state to build on the foundation of a statewide emphasis on college and career readiness and move achievement in our state to new heights.

Mississippi has committed vast resources to reforming and improving education in our state, and we continue to strive for improvement with the graduation rate and overall student achievement. By enhancing our state's educational system through *Race to the Top*, we will be able to accelerate our economic growth to transform the future of our state and its citizens.

I believe that you will see that Mississippi has created a comprehensive plan that clearly articulates solid goals for implementing reforms in the four assurance areas, as well as a clear and credible path to achieving and sustaining those goals long-term. It is our belief that the *Race to the Top* funds will allow Mississippi to ensure that all students in our state receive a world-class education that equips them with skills needed to compete in the 21<sup>st</sup> century global workforce.

The business community is strongly behind Mississippi's educational reform efforts, and I give my wholehearted endorsement to the work that will come from our *Race to the Top* Plan. I thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,

(b)(6)

Rebecca Combs



May 25, 2010

The Honorable Secretary Arnie Duncan  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan;

In continuation of our support of education reform nationwide, SAS is pleased to lend its full support to the state of Mississippi in its application for Race to the Top funding. We applaud the ambitious educational goals set forth within Mississippi's application and seek to partner with the state by enhancing access to technology applications for the benefit of administrators, teachers, and students throughout the state.

For more than three decades, SAS has integrated technology into education to improve learning throughout a student's life cycle. We are dedicated to providing every student sufficient opportunity for academic growth regardless of geographic location. Our software products are currently used by professional educators in all 50 states, and our organization has been lauded for its ability to provide sophisticated analyses of student test scores that offer precise and reliable estimates of district, school, and teaching effectiveness as well as project future student performance to a variety of academic benchmarks.

Today's teachers and administrators need access to the latest technologies in order for students to reach their full potential. SAS is committed to working with the Mississippi higher education system to provide both student and veteran educators access to professional development activities using the results of longitudinal data analyses. These activities will be supported by simulated value-added and growth model analyses which measure the influence of educational entities on student progress and provide individual student probabilities of future success to end of grade proficiency standards and college readiness. These teaching resources offer an opportunity for Mississippi higher education to work alongside K-12 educators to ensure that students are making the progress necessary to exceed educational standards.

In further support of Mississippi's teachers and students, SAS will provide Curriculum Pathways to the students of Mississippi at no cost. SAS Curriculum Pathways is a Web-based resource that features a host of interactive lessons and activities aligned to state and national standards in the core disciplines of English, math, science, social studies, history and Spanish for grade 8-14. This gift will provide another resource to educators and students that they can utilize to infuse technology into the classroom and improve the learning experience.

As a firm believer that technology needs to be utilized more effectively by school systems in the digital age, I am in full support of Mississippi's Race to the Top application. I look forward to increased educational success in Mississippi and throughout the nation.

Sincerely,

(b)(6)

Jim Goodnight  
CEO, SAS Institute

# Southern Echo, Inc.

1350 Livingston Lane, Suite C  
Jackson, MS 39213  
ph: 601-982-6400  
Fax: 601-982-2636  
email: [souecho@bellsouth.net](mailto:souecho@bellsouth.net)  
web: [www.southernecho.org](http://www.southernecho.org)

May 26, 2010



EMPOWERMENT  
ACCOUNTABILITY  
TRUTHTELLING  
FIGHTING RACISM  
TRAINING  
ASSISTANCE

## Board of Directors

OLIVER RICE  
Chairperson  
Teacher  
Hinds County, MS

CLARA DAVIS  
Northgate Lakeview  
Homeowners Association  
Washington County, MS

KIMBERLYN GALVIE  
Sunflower County  
Parent & Student Org.  
Sunflower County, MS

ROSIE HEAD  
Second Chance  
Holmes County, MS

GREG JOHNSON  
Noble Citizens  
for Quality Education  
Holmes County, MS

JOYCE PARKER  
Citizens for a Better Greenville  
Washington County, MS

HOLLIS WATKINS  
President, Southern Echo  
Hinds County, MS

ALFONZO WHITE  
Action Communication &  
Education Reform, Inc.  
Montgomery County, MS

## Staff

HOLLIS WATKINS, *President*

LEROY JOHNSON, *Director*

BRENDA HYDE, *Assistant Director*

MICHAEL SAYER, *Senior Organizer  
and Training Coordinator*

HELEN JOHNSON, *Education  
Coordinator*

RACHEL MAYES, *Finance Coord.  
and Office Administrator*

DIANNA FREELON-POSTER,  
*Field Organizer*

BETTY PETTY, *Senior Organizer*

JANAS SAULSBERRY, *Field Organizer*

DICKEY SELMON, *Environmental  
Coordinator*

MARILYN YOUNG, *Field Organizer*

AMELIA HUNTER, *Resource Dev.*

CORSTANCE BURWELL,  
*Field Organizer*

## Student Interns

KEITH FRENCH  
*Tougaloo College*

KAHLIL JOHNSON  
*Tougaloo College*

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan,

I submit the written support of Southern Echo, Inc. for Mississippi's *Race to the Top* application. Southern Echo is an avid supporter of public education and this is an opportunity to strengthen and enhance our current public education system. *Race to the Top* will aid Mississippi in its effort to strive to enable all students, especially those schools with social and economic disadvantage, to reach their full potential and successfully enter the workforce of the future.

In considering this application we want to stress our support for upholding, fostering and providing for meaningful and effective parent and student engagement in the process of turning around under-performing schools and school districts with measurable benchmarks and standards. We also want to highlight our support in this process of upholding, fostering and providing for the dignity of our children in schools, which is such a formative stage in the lives of our children. We need to have measurable benchmarks and standards that eliminate the beating down of parents and students and lift up the central role of parents and students to the success of the educational process.

I respectfully urge you to give strong consideration to Mississippi's application for *Race to the Top*. I have no doubt that our education commitment is strong and that Mississippi education stakeholders will make the most of this opportunity. Thank you for providing this opportunity to our state.

Respectfully yours,

(b)(6)

Leroy Johnson  
Executive Director

**Staff**

*Nikisha G. Ware*  
Executive Director

*Kymyona C. Burk*  
Literacy Coordinator

*Peggy A. Green*  
Budget Director

*Kenya M. Dotson*  
Project Coordinator

*Della A. Archie*  
ARM Regional Coordinator

*Summer E. Graves*  
ARM Field Specialist



May 21, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

It gives me great pleasure to express the support of my organization to Mississippi's *Race to the Top* application. The *Race to the Top* funds will allow our state to build on the foundation of a statewide emphasis on college and career readiness and move achievement in our state to new heights.

Mississippi has committed vast resources to reforming and improving education in our state, and we continue to strive for improvement with the graduation rate and overall student achievement. By enhancing our state's educational system through *Race to the Top*, we will be able to accelerate our economic growth to transform the future of our state and its citizens.

I believe that you will see that Mississippi has created a comprehensive plan that clearly articulates solid goals for implementing reforms in the four assurance areas, as well as a clear and credible path to achieving and sustaining those goals long-term. It is our belief that the *Race to the Top* funds will allow Mississippi to ensure that all students in our state receive a world-class education that equips them with skills needed to compete in the 21<sup>st</sup> century global workforce.

Our partners are strongly behind Mississippi's educational reform efforts, and I give my wholehearted endorsement to the work that will come from our *Race to the Top* Plan. I thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,

(b)(6)

Nikisha G. Ware

*Blue Ribbon Commission  
Mississippi P-16 Council*

May 28, 2010

Superintendent Burnham  
Mississippi State Department of Education  
Jackson, Mississippi

Dear Superintendent Burnham,

The Mississippi P-16 Council is committed in its support of the *Race to the Top* Mississippi proposal. The State Council will be working in partnership with your office to implement a statewide network of councils in schools, districts, institutions of higher learning (community colleges and universities), and communities. At the present the P-16 council has designed 8 district councils (Wayne, Hattiesburg, North Pike, Petal, Forrest, Covington, and Lamar) partnered with 4 universities using the *Race to the Top* standards. It is our goal to continue to expand this model throughout the next several months reaching out to all school districts in the state.

Barry Morris, Ph.D.  
Secretary, Executive Committee  
Mississippi P-16 Council

**MISSISSIPPI STATE**  
**UNIVERSITY**

*Early Childhood Institute*

May 24, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

The Early Childhood Institute (ECI) within the College of Education at Mississippi State University (MSU) is pleased to express our written support for Mississippi's Race to the Top application, "*Transcending our Past, Transforming our Future.*" We are pleased to collaborate with the Mississippi Department of Education (MDE) in a comprehensive plan that will enhance and transform the most critical time in our young children's lives, birth to grade 3.

As a non-profit organization, ECI has been providing training, technical assistance and applied research to improve quality of early care and education throughout the state of Mississippi since 1999. The institute has served as a leader among universities nationwide in using Geographic Information Systems (GIS) technology to adapt health related research methodology to early childhood services. The institute piloted this research approach in the aftermath of Hurricane Katrina and refined its methodology in consultation on restoration of the early childhood sector in the Orleans Parish, Louisiana. More recently, the institute has expanded its applied research in support of emergency preparedness for the early childhood sector of other states at risk of natural disasters. The institute also uses GIS technology to analyze the distribution of child care slots and the professional development needs of child care workers in the state.

In addition, ECI provides professional development to improve the quality of early childhood programs throughout the state. The institute conducts a wide variety of workshops and courses for early childhood teachers, directors, mentors and coaches around the state. Through ECI's professional development programs, childcare providers in the state have made progress toward meeting the requirements on the Mississippi Child Care Quality Step System. During the 2009 fiscal year alone, ECI provided training, technical assistance, or other forms of assistance to over 950 child care facilities in 168 communities in Mississippi. Through the funding of Race to the Top Mississippi, we can extend our efforts and promote teacher effectiveness, increase student readiness, close the gaps, and help our children to build foundational skills for future success.

The state of Mississippi is in need of transformation. The ECI at Mississippi State University accepts the challenge and looks forward to working further with the Mississippi Department of Education and other stakeholder groups. We commit to support our state leaders and our educators to the fullest through our collaborative efforts for only the best education system possible for the children, our future, of Mississippi.

Sincerely,



Cathy Grace, Ph.D.  
Director  
Mississippi State University



JACKSON STATE UNIVERSITY  
JACKSON, MISSISSIPPI 39217

OFFICE OF  
THE PRESIDENT

(601) 979-2323  
Fax No. (601) 979-2948

May 27, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Jackson State University, we are pleased to offer our support for the Mississippi *Race to the Top* proposal. It is the belief of our organization that this proposal will provide an unprecedented opportunity in our state to create a future that will allow all students to reach their potential with comprehensive educational experiences that prepare them for college and career pathways to meet the global workforce needs of the future.

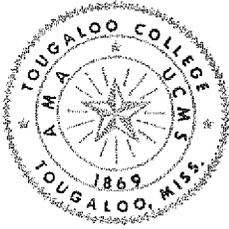
The commitment of our education stakeholders and all Mississippians to provide our students with a meaningful education assures that our proposal is bold and innovative. This is a valuable unprecedented opportunity set for the *Race to the Top* as it paves the way for our students to be prepared, skilled and ready to meet the challenges of the 21<sup>st</sup> Century.

It is a realization that much work will need to be done in the coming months in order to turn the reform agenda into reality in terms of details and definitions. Jackson State University accepts the challenge and looks forward to work with the Mississippi Department of Education and other stakeholder groups in defining the process. We commit to support our state leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Mississippi student.

Sincerely,

A handwritten signature in black ink, appearing to read "Ronald Mason, Jr.", written over a white background.

Ronald Mason, Jr.  
President



# TOUGALOO COLLEGE

Office of the President

May 24, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

Tougaloo College is pleased to support Mississippi's *Race to the Top* application. A significant number of our students received their secondary education in the public schools of Mississippi. Hence, we support public education and believe that it provides the foundation for a vibrant democracy. The *Race to the Top* initiative offers a strategic opportunity to strengthen and enhance our current public education system. *Race to the Top* will aid Mississippi in its effort to strive to enable all students, especially those socially and economically disadvantaged schools, to reach their full potential and successfully enter college and the workforce of the future.

Our education stakeholders are committed to providing our students with a meaningful education and have engaged other Mississippians to help develop a bold and innovative proposal. This is a tremendous opportunity for Mississippi because *Race to the Top* paves the way for our students to be prepared to meet the challenges of the 21<sup>st</sup> century workforce on both a national and global scale. The bold reforms signal a deep commitment to embrace promising new approaches that will provide access to a quality education to all Mississippi students.

We respectfully ask you to give strong consideration to Mississippi's application for *Race to the Top*. Our education commitment is strong, and working together, the education community, including colleges, students, parents and business community will ensure that our students will experience the optimal benefits of this opportunity.

The bold reforms offered by *Race to the Top* signal a deep commitment to embrace promising new approaches that will provide access to a quality education to all Mississippi students.

We respectfully ask you to give strong consideration to Mississippi's application for *Race to the Top*. Thank you for providing this opportunity to our state.

Sincerely,

Beverly W. Hogan  
President



500 West County Line Road • Tougaloo, MS 39174 • (601) 977-7730 • (601) 977-7739 FAX

[www.tougaloo.edu](http://www.tougaloo.edu)

*William Carey University*

Hattiesburg

Gulfport

New Orleans



*A Place of Scholarship,  
Leadership, and Service*

School of **Education**

May 28, 2010

Superintendent Burnham  
Mississippi State Department of Education  
Jackson, Mississippi

Dear Superintendent Burnham,

The School of Education is honored to be a partner in the Race to the Top learning community. We believe that the program designed by the Mississippi Department of Education embodies the best practices found in the nation. Mississippi's children deserve the visionary approach you have taken in building this statewide learning community.

The School of Education is prepared to provide its resources in assisting your department in any way that we can.

Barry Morris, Ph.D.  
Dean, School of Education  
William Carey University  
498 Tuscan Avenue  
Hattiesburg, MS 39401



Entergy Mississippi, Inc.  
Electric 308  
308 East Pearl Street, Suite 700  
P.O. Box 1640  
Jackson, MS 39215-1640  
Tel 601 969 2670  
Fax 601 969 2400

**Haley R. Fisackerly**  
President and  
Chief Executive Officer

May 28, 2010

The Honorable Arne Duncan  
Secretary of the U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

It gives me great pleasure to express the support of my organization to Mississippi's *Race to the Top* application. *Race to the Top* funds will allow our state to build on the foundation of a statewide emphasis on college and career readiness and move achievement in our state to new heights.

Entergy Mississippi is fully committed to education reform in the state. Two years ago, we announced "Destination Education" to increase our corporate giving and influence towards improving education. The Mississippi Department of Education has been attentive and supportive in our efforts to identify workforce needs in the utility industry and address deficiencies in K-12 education. Support from *Race to the Top* will make it possible to carry out some innovative programs that will improve the competitiveness of Mississippi's future workforce as the country moves towards energy independence and clean energy. By enhancing our state's educational system through *Race to the Top*, we will be able to accelerate our economic growth to transform the future of our state and its citizens.

We strongly support the state's application for *Race to the Top*. I believe that you will see that Mississippi has created a comprehensive plan that clearly articulates solid goals for implementing reforms in the four assurance areas, as well as a clear and credible path to achieving and sustaining those goals long-term. It is our belief that the *Race to the Top* funds will allow Mississippi to ensure that all students in our state receive a world-class education that equips them with skills needed to compete in the 21<sup>st</sup> century global workforce.

I thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,

(b)(6)

State	Projection of 25 to 64 Year Olds in 2025	25 to 47 With a College Degree	Recent Annual Net Migration out to 2025	Current Annual production of Associate and Bachelors Degrees	Current Production of Associates and Bachelor's Degrees Out to 2025	Projected Attainment in 2025
Alabama	2,338,088	452,075	118,915	30,246	514,182	46.4%
Alaska	391,697	76,342	(30,532)	2,551	43,367	22.8%
Arizona	4,370,192	677,963	583,729	46,210	785,570	46.8%
Arkansas	1,518,793	244,191	78,897	17,200	292,400	40.5%
California	22,154,167	4,600,973	1,004,462	249,109	4,234,853	44.4%
Colorado	2,715,348	740,874	277,440	38,841	660,297	61.8%
Connecticut	1,858,608	516,263	113,254	23,589	401,013	55.4%
Delaware	486,221	101,753	36,669	6,509	110,653	51.2%
Florida	12,249,025	2,083,001	1,040,434	136,954	2,328,218	44.5%
Georgia	5,652,637	1,176,997	566,355	50,516	858,772	46.0%
Hawaii	659,850	173,943	102,901	8,949	152,133	65.0%
Idaho	912,666	161,878	87,057	10,941	185,997	47.7%
Illinois	6,636,111	1,768,051	257,584	105,126	1,787,142	57.5%
Indiana	3,296,224	691,303	(50,082)	52,643	894,931	46.6%
Iowa	1,442,734	371,323	72,165	36,756	624,852	74.0%
Kansas	1,397,674	353,837	(4,624)	24,910	423,470	55.3%
Kentucky	2,247,168	416,785	71,978	29,055	493,935	43.7%
Louisiana	2,289,726	359,245	(277,882)	26,645	452,965	23.3%
Maine	724,345	152,631	19,295	9,363	159,171	45.7%
Maryland	3,399,835	822,924	266,900	37,142	631,414	50.6%
Massachusetts	3,485,818	1,093,515	117,997	58,576	995,792	63.3%
Michigan	5,429,861	1,157,216	(211,633)	78,471	1,334,007	42.0%
Minnesota	3,057,199	799,445	68,493	45,435	772,395	53.7%
Mississippi	1,500,207	261,282	(62,305)	20,675	351,475	36.7%
Missouri	3,094,790	673,658	8,585	49,749	845,733	49.4%
Montana	502,693	96,948	39,185	6,815	115,855	50.1%
Nebraska	839,822	233,482	21,913	17,250	293,250	65.3%
Nevada	1,922,566	244,028	264,520	10,085	171,445	35.4%
New Hampshire	820,018	192,049	18,870	11,652	198,084	49.9%
New Jersey	4,973,940	1,274,261	317,441	48,575	825,775	48.6%
New Mexico	970,371	182,147	51,306	12,684	215,628	46.3%
New York	9,871,429	2,825,197	(112,557)	173,065	2,942,105	57.3%
North Carolina	5,567,866	1,095,517	584,715	60,953	1,036,201	48.8%
North Dakota	288,136	84,684	(36,363)	7,853	133,501	63.1%
Ohio	5,742,008	1,306,655	(41,072)	83,200	1,414,400	46.7%
Oklahoma	1,801,805	332,949	54,723	28,693	487,781	48.6%
Oregon	2,300,541	459,820	231,608	26,037	442,629	49.3%
Pennsylvania	6,316,876	1,482,684	88,910	107,364	1,825,188	53.8%
Rhode Island	577,001	139,642	(21,879)	13,804	234,668	61.1%
South Carolina	2,422,423	474,475	295,528	27,275	463,675	50.9%
South Dakota	370,562	95,580	18,615	7,233	122,961	64.0%
Tennessee	3,450,817	615,486	161,483	37,864	643,688	41.2%
Texas	14,850,154	2,598,503	1,297,151	140,448	2,387,616	42.3%
Utah	1,448,347	329,282	63,291	30,757	522,869	63.2%
Vermont	354,303	84,467	(1,190)	6,376	108,392	54.1%
Virginia	4,621,136	1,110,169	467,466	56,690	963,730	55.0%
Washington	4,099,651	896,357	682,091	50,083	851,411	59.3%
West Virginia	886,531	151,110	(30,447)	14,847	252,399	42.1%
Wisconsin	3,039,329	704,460	35,394	44,433	755,361	49.2%
Wyoming	255,638	58,894	15,436	4,496	76,432	59.0%
U.S.	171,837,223	37,121,850	4,416,677	2,252,212	38,287,604	46.5%
SREB Average						44.5%







# “Delivering” Your Access to Success Goals

Michael Barber, Richard Page-Jones, & Rebecca Martin

# What is “deliverology?”

“**deliverology**” (*n.*) is a systematic process through which system leaders can drive progress and deliver results.

**It will enable a system to answer the following questions rigorously**

- 1 What is our system trying to do?
- 2 How are we planning to do it?
- 3 At any given moment, how will we know whether we are on track?
- 4 If not, what are we going to do about it?
- 5 How can a central Delivery Unit help?



# How Deliverology was used in the UK

# THE DELIVERY UNIT'S APPROACH – (1) Tools and Processes

## Delivery Plans

- Targets and trajectories
- Delivery chains

## Routines for monitoring and driving delivery

- Delivery reports every six months
- Monthly notes on key themes
- Stocktakes, which the Prime Minister holds every 2/3 months

## Problem solving when delivery goes off track

- Priority review providing rapid analysis
- Corrective action



# THE DELIVERY UNIT'S APPROACH: (2) Relationships and Culture

## Getting the key relationships right

- **The Prime Minister:** “Whatever you’re doing we’re focussed on your priorities”
- **The Chancellor of the Exchequer:** “We’ll make sure the money you allocate delivers results”
- **Cabinet Ministers:** “We’ll help you get your bureaucracy to deliver the government’s priorities”
- **Top Civil Servants:** “We’ll sustain a focus on these priorities and help you solve your problems”
- **Everyone:** “However much we contribute you get the credit”

## Establishing and sustaining a delivery culture



# DEVELOPING AN UNDERSTANDING OF WHAT DELIVERY REQUIRES WAS A KEY STEP

## **Ambition**

- Believe in step change
- Get it done as well as possible

## **Focus**

- Clear sustained priorities
- Avoiding distractions

## **Clarity**

- “Confront the brutal facts”
- Know what’s happening now
- Understand stakeholders

## **Urgency**

- People are impatient
- “If everything seems under control, you’re not going fast enough”

## **Irreversibility**

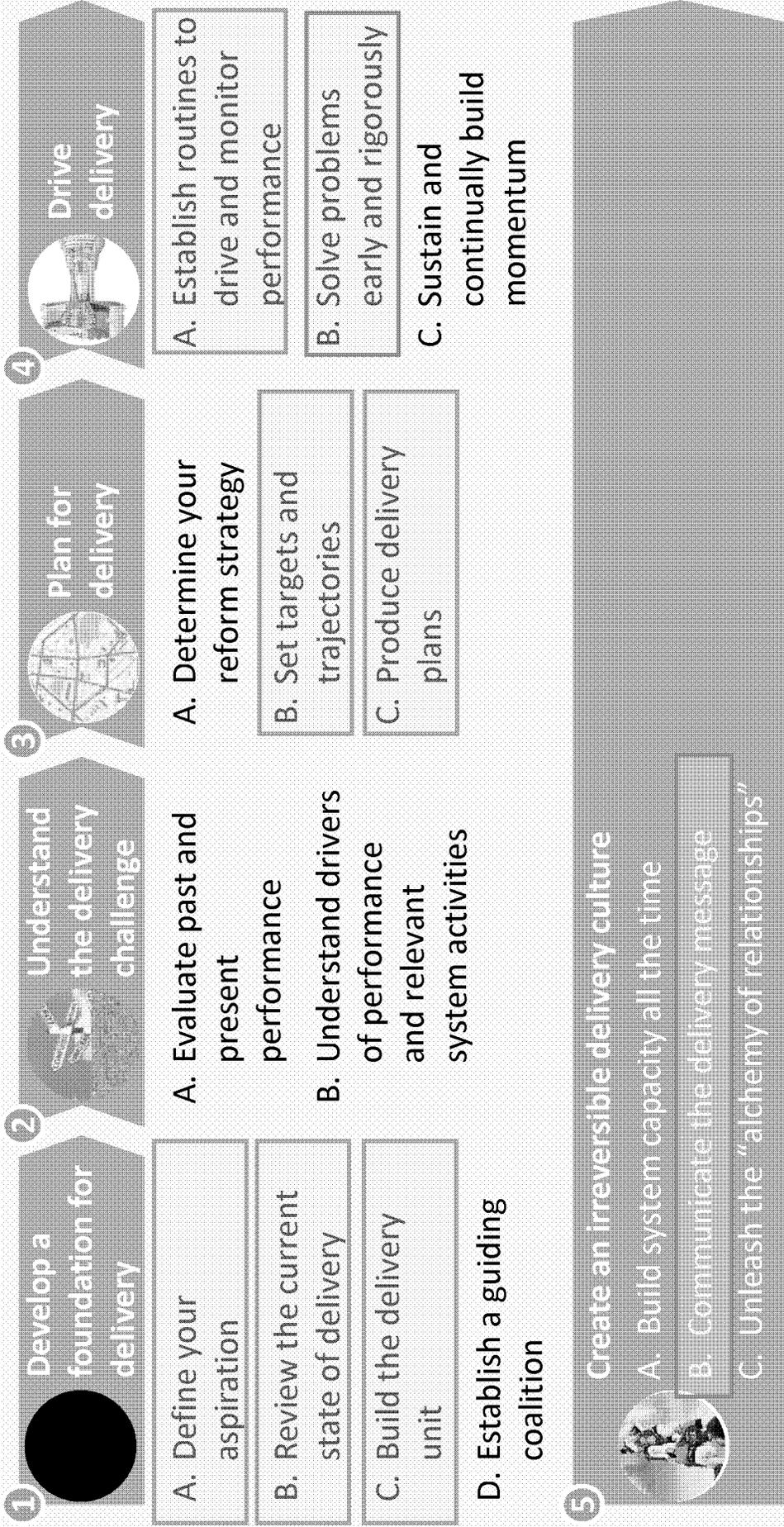
- Structure, culture, results
- Avoid celebrating success too soon



## THERE WERE FIVE KEY DRIVERS OF SUCCESSFUL DELIVERY

The Right Mindset	Performance Management	User Focus	Front-line capacity	Delivery architecture
<ul style="list-style-type: none"> <li>• Shared vision</li> <li>• Clear and consistent priorities (across govt and across time)</li> <li>• Ambition and urgency</li> <li>• Capacity to learn rapidly</li> </ul>	<ul style="list-style-type: none"> <li>• Effective targets</li> <li>• Good real-time data</li> <li>• Regular monitoring</li> <li>• Incentives to reward success aligned to target</li> <li>• Sharp accountability</li> <li>• Capacity to intervene where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Choice</li> <li>• Responsive to the community</li> <li>• Diverse supply side</li> </ul>	<ul style="list-style-type: none"> <li>• Build professional capabilities/skills</li> <li>• Transfer best practice</li> <li>• Innovation</li> <li>• Flexible deployment of staff</li> <li>• Front-line ethos aligned with whole system objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Strong leadership</li> <li>• Effective interaction between links in chain</li> <li>• Evidence based strategy</li> <li>• Getting the processes right</li> <li>• Consistency of focus and prioritisation across agencies</li> </ul>

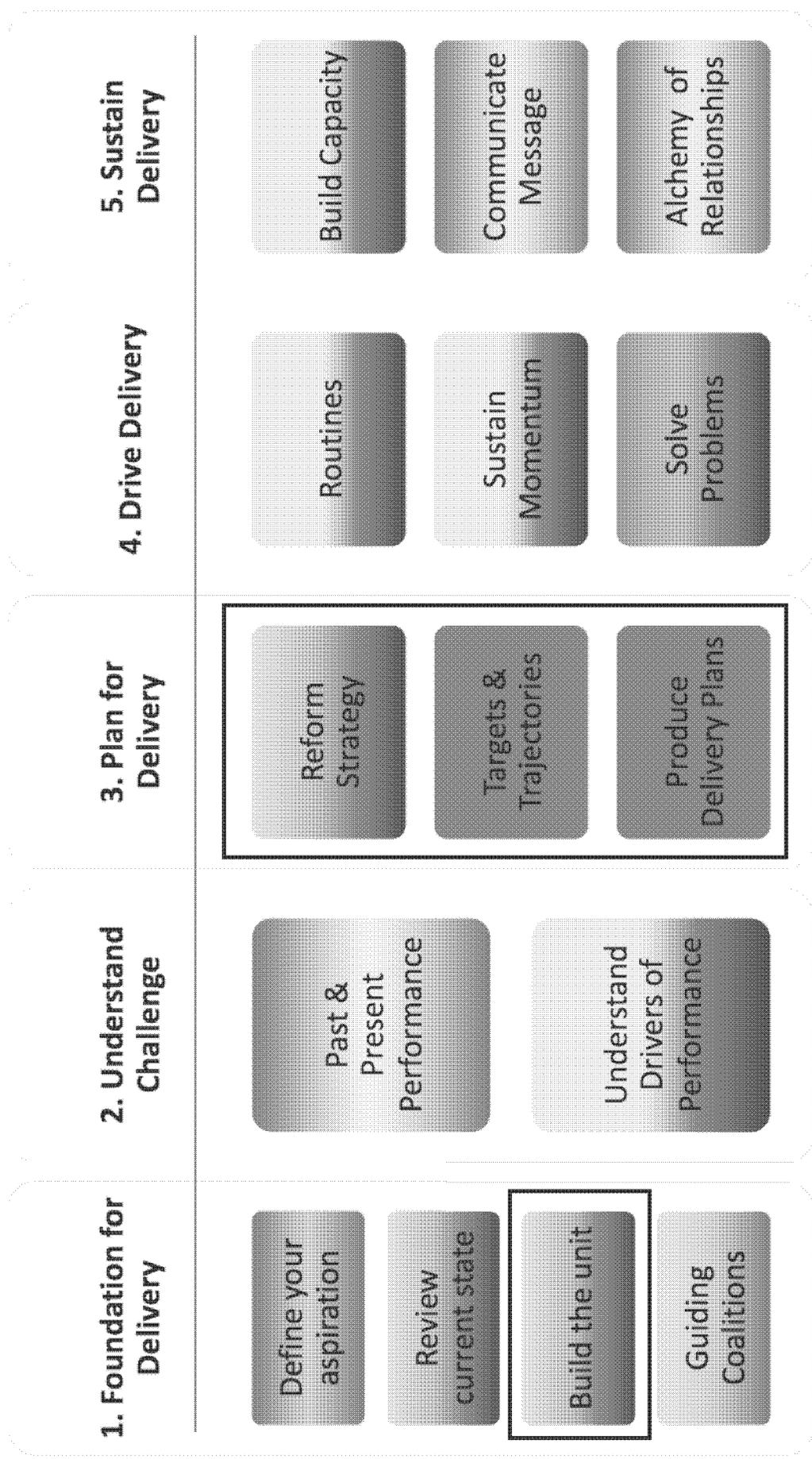
# Work with systems so far has focused on the following topics:



# The first cohort of systems have set targets and are beginning to create system and campus trajectories

1. Louisiana Board of Regents:
  - Increase degree attainment by an additional 10,000 degrees by 2015
2. CalState System:
  - Every campus must get to the top quartile of their peer group in overall graduation rate and halve their URM achievement gap
  - Results in a system goal of an 8 percentage point increase by 2015
3. University of Wisconsin System:
  - What is the system share if the state of Wisconsin were to meet the President's goal of 55% degree attainment in the state by 2020?

Different systems are in different places in each of the 15 categories, although some areas remain challenges for all.

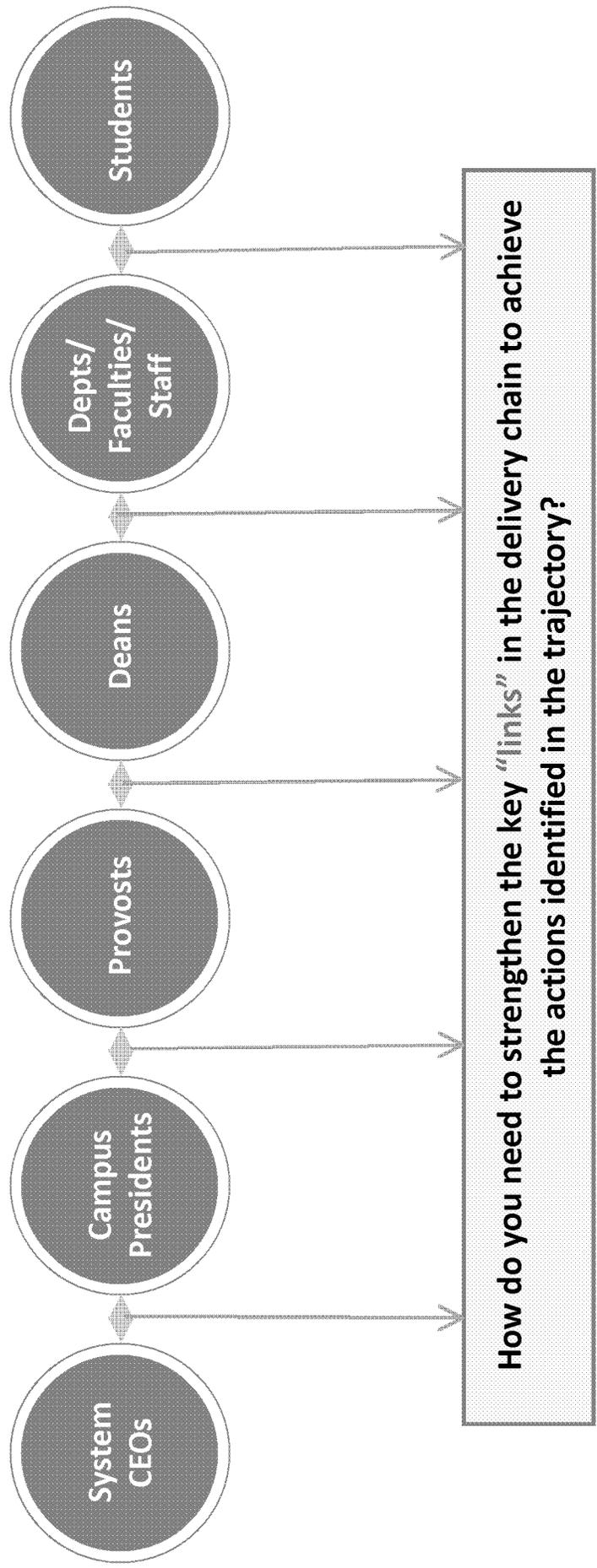


# Criteria for the quality delivery plans

A good delivery plan will . . . **By answering . . .**

- 1. Articulate its purpose**  
How will you know if the delivery plan has been successful- how will things be different?
- 2. Assign leadership, management, and accountability**  
Who owns the delivery of each activity, and/or day-to-day activities? Who will ultimately be responsible for delivering on the plan?
- 3. Set a trajectory for implementation**  
What are the key milestones, as well as the overall timetable?
- 4. Identify the relevant activities and delivery chain**  
What activities will you improve, remove, or introduce? What actions will you take on each part of the activity chain?
- 5. Detail performance management**  
What indicators or sub-indicators will be monitored to determine whether delivery is on-track? How?
- 6. Incorporate benchmarking**  
What benchmarks exist that relate to your plan, and what forums will you use to share best practice on an ongoing basis?
- 7. Describe the resources and delivery unit support required**  
What resources are required for the plan's success, and if not currently available, how will they be obtained? What support is needed from the central delivery unit/team?
- 8. Prepare to manage stakeholders and users**  
Who are the relevant stakeholders, and how will you engage with and manage them effectively? How will system users view change over time?
- 9. Anticipate and prepare for risks**  
What risks and constraints might throw the work off course, and how will they be managed?

# The Delivery Chain for influencing Graduation rates



## P-16 Mission and Vision

**Mission Statement:** The mission of the P-16 council is to serve as the compass for connecting education, economics, and community by removing barriers and creating opportunities to ensure a college ready, work ready society.

### **Vision/Goals:**

Mandatory Kindergarten  
Alternate paths to High School diploma  
In 10 years, every child (birth to K) will have access to a licensed Pre-K facility.  
Within 5 years, there will be a 20% increase in the number of educated/trained people in the state's workforce.  
A more comprehensive career information/transition program  
More counselors – lower counselor/student ratio

**Mississippi Institutions of Higher Learning  
Office of Academic and Student Affairs**

### **P-16 Initiatives**

**Dr. Susan P. Lee, Director of P-16 Initiatives**

As part of the work of the Blue Ribbon Committee (BRC) for the Redesign of Teacher Preparation, the Mississippi P-16 Council has been reconstituted and expanded to include educators, legislators, parents, and business and industry leaders. The overarching goal of the P-16 Council is to establish high academic standards and to raise the academic achievement of all students across the P-16 environment. The council will represent Mississippi's demographic diversity as well as the state's various perspectives on education.

A kick-off luncheon meeting of the State P-16 Council, was held on February 13, 2009. At this initial meeting, presentations regarding P-16 initiatives in Tennessee were made by representatives from the Tennessee state council. Members of the State P-16 Council were introduced and given the opportunity to work on vision, mission, and goals.

The second meeting of the Council was held on May 11, 2009. Information from the first meeting was shared with the group and members were given the opportunity to do further work on vision, mission and goals. Additionally, the Board of Directors were introduced to the full body. This board will facilitate the further work of the council.

The Board of Directors had two additional meetings to discuss priorities and opportunities for the state council.

**MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING  
OFFICE OF ACADEMIC AND STUDENT AFFAIRS  
STATE P-16 COUNCIL BOARD OF DIRECTORS**

**Chair:**

Ms. Rebecca Combs, Executive Director, Phil Hardin Foundation

1921 24<sup>th</sup> Avenue

Meridian, MS 39301

601-483-4282

[rcombs@philhardin.org](mailto:rcombs@philhardin.org)

**Vice Chair:**

Ms. Nancy Sylvester, Director Student Support Services, Jackson Public Schools

618 South President Street

Jackson, MS 39211

601-960-8705

[nsylvester@jackson.k12.ms.us](mailto:nsylvester@jackson.k12.ms.us)

**Secretary/Treasurer:**

Dr. Barry Morris, Chair, Department of Education, School of Education

William Carey University

498 Tuscan Avenue

Hattiesburg, MS 39401

601-318-6587

[barry.morris@wmcarey.edu](mailto:barry.morris@wmcarey.edu)

Dr. Jason Dean, COO Momentum Mississippi

Mississippi Economic Council

Post Office Box 23276

Jackson, MS 39225-3276

601-969-0022

[jdean@mec.ms](mailto:jdean@mec.ms)

Ms. Chantelle Herchenhahan, 2008 Teacher of the Year

Forest High School

511 Cleveland Street

Forest, MS 39074

601-469-3255

[cherchenhahan@forest.k12.ms.us](mailto:cherchenhahan@forest.k12.ms.us)

Dr. Roma Morris, Principal, Pearl Lower Elementary

MS Association School Administration

160 Mary Ann Drive

Pearl, Mississippi 39208

601-932-7976

[RMORRIS@PEARL.K12.MS.US](mailto:RMORRIS@PEARL.K12.MS.US)

Dr. Reginald Sykes, Assistant Commissioner for Community and Junior College Relations

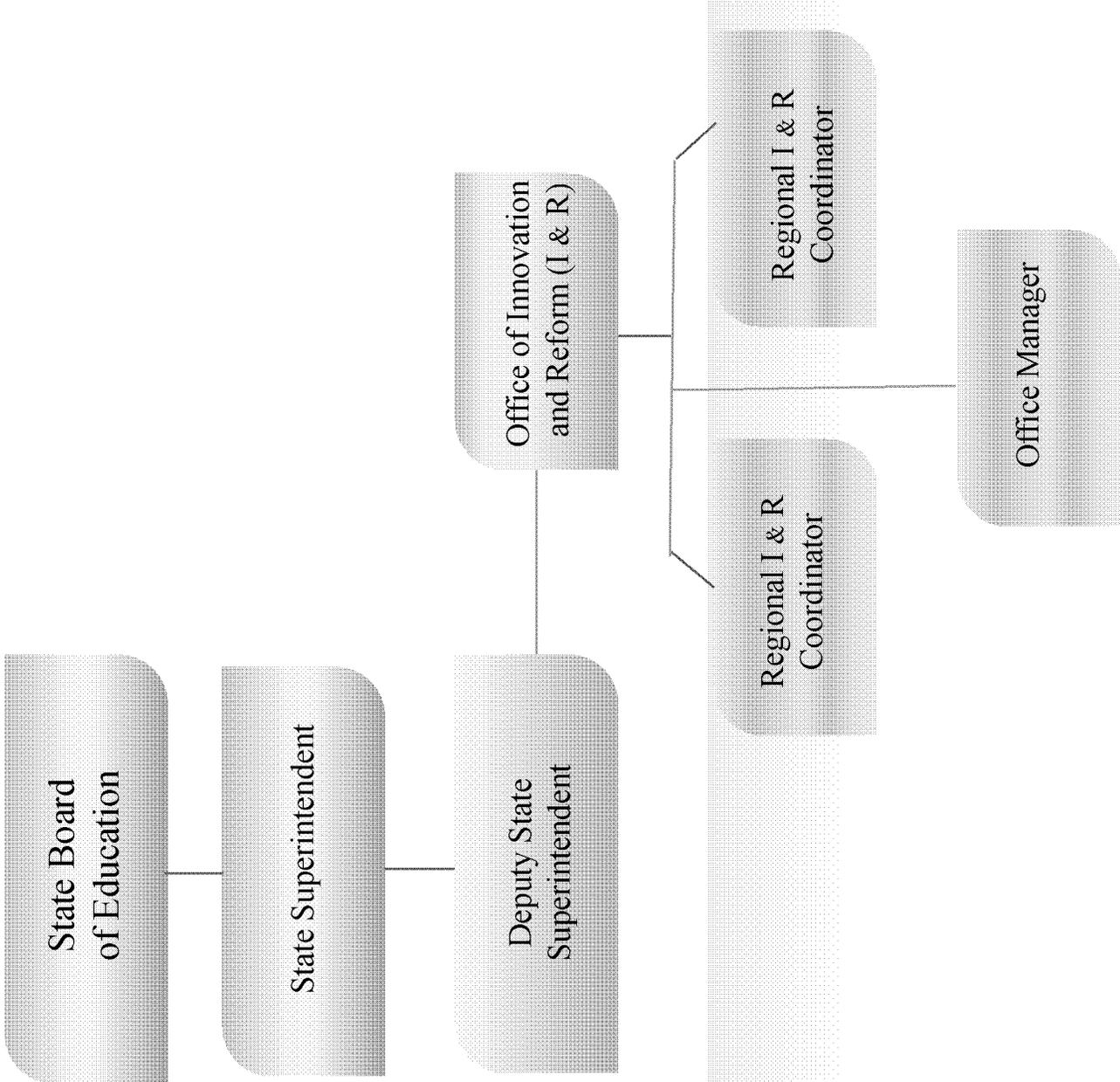
Mississippi Institutions of Higher Learning

3825 Ridgewood Road

Jackson, MS 39211

601-432-6458

[rsykes@imississippi.edu](mailto:rsykes@imississippi.edu)



OIR will have assistance from these MDE offices:  
 Business Services  
 Human Resources  
 Budget & Planning  
 Educational Accountability  
 Quality Educators  
 School Improvement, Oversight & Recovery

Mississippi Department of Education  
Office of Innovation & Reform

8 Regional College and Career  
Navigators

Regional Innovation &  
Reform Coordinator

Regional Innovation &  
Reform Coordinator

Regional  
I & R  
Champion

School Districts

School Districts

School Districts

School Districts

School Districts

School Districts

Schools

Schools

Schools

Schools

Schools

Schools

ALL EDUCATIONAL APPROPRIATIONS (Excluding IHL Agriculture Units)  
FISCAL YEARS 1998 - 2009

General, Education Enhancement, Health Care Expendable And Budget Contingency Funds Only  
(Appropriated) updated 5/21/2008

Education Appropriations:	FY98	FY99	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
<b>K - 12 Public Education</b>												
General Funds	\$ 1,162,388,004	\$ 1,230,152,953	\$ 1,368,117,338	\$ 1,442,612,178	\$ 1,491,006,940	\$ 1,518,881,763	\$ 1,519,596,940	\$ 1,703,073,546	\$ 1,858,228,647	\$ 2,004,919,911	\$ 2,234,427,600	\$ 2,258,445,881
Education Enhancement Funds	193,943,270	208,559,414	253,269,046	224,996,180	191,610,155	189,444,106	202,417,115	197,817,013	223,544,328	273,755,345	259,119,555	248,751,324
Budget Contingency	0	0	0	17,000,000	22,875,000	87,226,370	236,155,069	110,000,000	73,969,298	1,070,000	0	0
Health Care Expendable Funds	0	0	250,000	250,000	250,000	250,000	250,000	221,954	221,954	174,196	126,472	126,472
Total Funds Apprx. K -12	1,356,331,274	1,438,712,367	1,621,636,384	1,684,858,358	1,705,742,095	1,795,802,239	1,958,419,124	2,011,112,513	2,155,961,227	2,279,919,452	2,493,673,627	2,507,323,677
<b>IHL (excluding agriculture units)</b>												
General Funds	390,658,874	435,720,355	492,907,491	516,499,646	459,396,995	416,920,407	416,275,654	424,892,205	427,482,157	547,705,583	637,898,747	642,008,886
Education Enhancement Funds	47,440,582	52,031,164	69,557,836	53,640,215	39,321,191	38,971,480	42,290,703	41,454,188	48,729,492	59,748,083	57,060,819	55,050,286
Budget Contingency	0	0	0	0	28,223,573	42,558,158	62,846,614	50,300,000	48,024,698	2,150,000	2,100,000	8,071,044
Health Care Expendable Funds	0	0	0	0	400,000	400,000	200,000	4,177,563	4,177,563	3,278,678	2,380,431	2,380,431
Total Funds Apprx. IHL	438,099,456	487,751,519	562,465,327	570,139,861	527,341,759	498,850,045	521,412,971	520,823,956	528,413,908	612,882,344	699,439,997	707,510,647
<b>Junior Colleges</b>												
General Funds	117,254,498	122,304,340	141,848,397	152,877,051	129,159,534	118,693,529	118,832,888	117,243,524	128,301,903	155,991,821	188,382,516	207,004,168
Education Enhancement Funds	42,582,263	47,590,851	63,226,079	44,228,559	28,751,541	28,398,755	30,563,989	29,782,454	34,508,363	41,696,136	39,943,149	38,597,443
Budget Contingency	0	0	0	0	16,000,000	10,328,781	23,500,000	23,000,000	13,458,512	0	0	7,957,496
Health Care Expendable Funds	0	0	0	0	0	0	0	0	0	0	0	0
Total Funds Apprx. JUCO	159,836,761	169,895,191	205,074,476	197,105,610	173,911,075	157,418,065	172,896,877	170,005,978	176,268,778	197,687,957	238,325,665	253,553,107
<b>Total Funds Appropriated to Education:</b>												
General Funds	1,670,301,376	1,788,177,648	2,002,873,226	2,111,988,875	2,079,563,489	2,054,495,699	2,054,705,482	2,245,209,275	2,414,008,707	2,708,617,315	3,070,708,863	3,107,458,935
Education Enhancement Funds	283,966,115	308,181,429	386,052,961	322,864,954	289,682,887	256,814,341	275,271,807	289,033,655	306,782,183	375,199,564	356,123,523	342,599,053
Budget Contingency	0	0	0	17,000,000	67,098,573	140,110,309	322,301,683	183,300,000	135,452,506	3,220,000	2,100,000	16,022,540
Health Care Expendable Funds	0	0	250,000	250,000	250,000	250,000	250,000	4,399,517	4,399,517	3,452,874	2,506,903	2,506,903
Total GF, EEF, HCEF and BCF	1,954,267,491	2,096,359,077	2,389,176,187	2,452,103,829	2,406,994,929	2,452,070,349	2,652,728,972	2,701,942,447	2,860,643,913	3,090,489,753	3,431,439,289	3,468,387,431

**Total General and Education Enhancement, Budget Contingency Funds Appropriated:**

Total General Funds Apprx.	2,962,114,757	3,156,165,244	3,486,888,802	3,631,972,830	3,584,801,127	3,505,528,861	3,454,176,517	3,633,938,735	4,013,754,162	4,147,080,987	5,040,366,516	4,965,017,011
Total Ed. Enhance. Funds Apprx.	290,838,039	315,518,282	394,566,495	329,128,568	284,080,133	261,020,491	279,477,957	272,847,597	310,596,125	379,013,506	359,937,465	346,198,661
Total Budget Contingency Apprx.	0	0	0	17,000,000	132,243,924	239,550,569	457,657,940	327,352,287	232,859,674	222,440,000	133,054,043	212,535,735
Health Care Expendable Funds	0	0	49,362,700	69,702,612	69,622,207	179,277,262	107,000,000	456,000,000	185,899,677	146,003,320	146,005,942	92,255,942
Total GF, EEF, HCEF and BCF	3,252,952,796	3,471,683,526	3,930,817,997	4,047,803,810	4,030,747,391	4,185,377,183	4,298,312,414	4,690,138,619	4,743,109,638	4,894,537,813	5,679,363,966	5,616,007,349

**Total Percent of Funds Appropriated To Education:**

General Funds	56.39%	56.66%	57.44%	58.15%	58.34%	58.61%	59.48%	61.78%	60.14%	65.31%	60.92%	62.59%
General, EEF, BCF, HCEF	60.08%	60.38%	60.78%	60.58%	59.72%	58.59%	61.72%	57.61%	60.31%	63.14%	60.42%	61.76%

**Education Appropriation Percentage Breakdown:**

K - 12 Percent of Total:												
General Funds	39.24%	38.98%	39.24%	39.72%	41.83%	43.33%	43.99%	46.87%	46.30%	48.35%	44.33%	45.49%
General, EEF, BCF, HCEF	41.70%	41.44%	41.25%	41.62%	42.32%	42.91%	45.56%	42.88%	45.45%	46.58%	43.91%	44.65%
IHL Percent of Total:												
General Funds	13.19%	13.81%	14.14%	14.22%	12.89%	11.89%	12.05%	11.69%	10.65%	13.21%	12.66%	12.93%
General, EEF, BCF, HCEF	13.47%	14.05%	14.31%	14.09%	13.08%	11.92%	12.13%	11.10%	11.14%	12.52%	12.32%	12.60%
Junior College Percent of Total:												
General Funds	3.96%	3.88%	4.07%	4.21%	3.62%	3.39%	3.44%	3.23%	3.20%	3.76%	3.94%	4.17%
General, EEF, BCF, HCEF	4.91%	4.89%	5.22%	4.87%	4.31%	3.76%	4.02%	3.62%	3.72%	4.04%	4.20%	4.51%

- Note:
- 1) Regular Session General Fund Appropriations Includes Deferments, Reappropriations, Deficits and Additional Funds. Not Including FY2009 (Budget Bulletin Schedule I).
  - 2) Fiscal Years 2001, 2002, 2003 Do Not Include Budget Reductions.
  - 3) Total BCF for FY 2004 includes \$31,965,934 of working cash stabilization reserve funds. Total BCF for FY 2006 includes \$26,200,000 of working cash stabilization funds.
  - 4) Total EEF amount is less the \$10M in PSBF EEF.



State Board Of Education

Director  
Resources  
a Moore

Director  
Planning  
landers

berintendent  
Superintendent  
mrrall

Dr. Tom Burnham

Deputy Superintendent  
Instructional Enhancements  
and Internal Operations  
Dr. Lynn J. House

Deputy Superintendent  
Quality Educators  
and Special Schools  
Dr. Daphne Buckley

Deputy Superintendent  
School Improvement, Oversight  
and Recovery  
Dr. Larry Drawdy

Deputy Superintendent  
Education  
Accountability  
John Gilb

Accreditation  
Data Management  
Internal Accounting  
Program Evaluation  
School Financial Services  
Legal Services

Business Services  
Curriculum and Instruction  
Federal Programs  
Healthy Schools  
Reading, Language & Early  
Childhood  
Special Education  
Student Assessment  
Vocational Education/Workforce  
Development

Educator Licensure  
MS School for the Arts  
MS School for the Blind  
MS School for the Deaf  
MS School for Mathematics and  
Science  
Teacher Center  
Troops to Teachers

School Improvement  
Safe and Orderly Schools  
Conservatorship

Mississippi Department of Education

*Race to the Top*

Critical Review Team Members

Dwight Lockett

Canton Public School District Superintendent

Arthur McMillan

Enterprise School District Superintendent

Dr. Charles Garrett

New Albany Public School District Superintendent

Dr. Kim Stasny

Oxford School District SuperintendentA

Mississippi Department of Education  
Race to the Top Advisory Committee Members

Clariborne Barksdale  
Barksdale Reading Institute  
1003 Jefferson Avenue  
Oxford, Mississippi 38655  
662-236-5600  
[barksdac@msreads.org](mailto:barksdac@msreads.org)

Liz Brister  
Entergy  
1340 Echelon Parkway Suite 100  
Jackson, Mississippi 39218  
601-368-5000  
[ebriste@entergy.com](mailto:ebriste@entergy.com)

Mike Clayborne  
Create Foundation  
213 West Main Street  
Tupelo, Mississippi 38804  
662-844-8989  
[mike@createfoundation.com](mailto:mike@createfoundation.com)

Jason Dean  
Fidelis  
121 Hallmark Place  
Madison, Mississippi 39110  
601-664-8858  
[jdean@fidelis.us.com](mailto:jdean@fidelis.us.com)

Johnny Franklin  
Governor's Office  
Post Office Box 139  
Jackson, Mississippi 39205  
601-576-2012  
[jfranklin@governor.state.ms.us](mailto:jfranklin@governor.state.ms.us)

Kevin Gilbert  
Mississippi Association of Educators  
777 North State Street  
Jackson, Mississippi 39202  
601-354-4463 ext 3020  
[kgilbert@neaorg](mailto:kgilbert@neaorg)

Sam Bounds  
MS Association of School Superintendents  
555 Tombigbee Street Suite 107  
Jackson, Mississippi 39201  
601-352-8868  
[sbounds@superintendents.ms](mailto:sbounds@superintendents.ms)

Janie Cirlot-New  
TK Martin Center for Tech and Disability  
Post Office Box 9736  
Mississippi State, Mississippi 39762  
662-325-1028  
[jcirlotnew@tkmartin.msstate.edu](mailto:jcirlotnew@tkmartin.msstate.edu)

Rebecca Combs  
Phil Hardin Foundation  
2750 North Park Drive  
Meridian, Mississippi 39305  
601-483-4282  
[rcombs@philhardin.org](mailto:rcombs@philhardin.org)

Stacey Donaldson  
2009 Teacher of the Year / Murrah High School  
1400 Murrah Drive  
Jackson, Mississippi 39205  
601-960-5380  
[sdonaldson@jackson.k12.ms.us](mailto:sdonaldson@jackson.k12.ms.us)

Cathy Freeman  
Bancorp South  
One Mississippi Plaze 201 South Spring Street  
Tupelo, Mississippi 38804  
601-354-4500  
[cathy.freeman@bxs.com](mailto:cathy.freeman@bxs.com)

Theresa Green  
Isable Elementery  
1716 Isable Street  
Jackson, Mississippi 39205  
601-354-4463 ext 3020  
[tgreen@jackson.k12.ms.us](mailto:tgreen@jackson.k12.ms.us)

Mississippi Department of Education  
Race to the Top Advisory Committee Members

Gloria Harvey  
AT&T  
175 E Capitol Suite 700  
Jackson, Mississippi 39201  
601-961-0069  
[gloria.harvey@att.com](mailto:gloria.harvey@att.com)

Tracey Heggins  
MS Power  
2992 West Beach Boulevard  
Gulfport, Mississippi 39501  
228-862-1211  
[tlheggin@southernco.com](mailto:tlheggin@southernco.com)

Rachel Hicks  
Mississippi First  
Post Office Box 55649  
Jackson, Mississippi 39296-5649  
601-862-3418  
[rachel@mississippifirst.org](mailto:rachel@mississippifirst.org)

Beverly Hogan  
Tougaloo College  
500 West County Line Road  
Tougaloo, Mississippi 39174  
601-977-7730  
[bhogan@tougaloo.edu](mailto:bhogan@tougaloo.edu)

Howard Hollins  
West Tallahatchie School District  
Post Office Box 129  
Webb, Mississippi 38966  
662-375-9291  
[hhollins@wtsd.k12.ms.us](mailto:hhollins@wtsd.k12.ms.us)

Anna Hurt  
MS Association of School Administrators  
Post Office Box 326  
Clinton, Mississippi 39060  
228-760-0241  
[masadirector@aol.com](mailto:masadirector@aol.com)

Angela Johnson  
Hollandale School District  
Box 128  
Hollandale, Mississippi 38748  
662-827-2276  
[chambers06principal@yahoo.com](mailto:chambers06principal@yahoo.com)

Derrick Johnson  
NAACP  
1072 JR Lynch Street Suite 10  
Jackson, Mississippi 39203  
601-353-6906  
[msnaacpdj@bellsouth.net](mailto:msnaacpdj@bellsouth.net)

Helen Johnson  
Holmes County School District  
Post Office Box 630  
Lexington, Mississippi 39095  
662-834-0089  
[cqu@bellsouth.net](mailto:cqu@bellsouth.net)

Julie Jordan  
MS School Board Association  
Post Office Box 203  
Clinton, Mississippi 39060  
601-924-2001  
[jjordan@msbaonline.org](mailto:jjordan@msbaonline.org)

Susan Lamey  
State Farm  
4400 Old Canton Road Sute 240  
Jackson, Mississipp 39211  
601-321-1740  
[susan.lameyib61@statefarm.com](mailto:susan.lameyib61@statefarm.com)

Nancy Loome  
Parents Campaign  
222 North Presidents Street Suite 102  
Jackson, Mississippi 39201  
601-672-3310  
[nloome@msparentscampaign.org](mailto:nloome@msparentscampaign.org)

Mississippi Department of Education  
Race to the Top Advisory Committee Members

George Loper  
Center Hill High School  
13250 Kirk Road  
Olive Branch, Mississippi 38654  
662-890-2490  
[george.loper@desotocountyschools.org](mailto:george.loper@desotocountyschools.org)

Stan McMorris  
MS Department of Employment Security  
1235 Echelon Parkway  
Jackson, Mississippi 39215-1699  
601-321-6000  
[rmcmorris@mdes.ms.gov](mailto:rmcmorris@mdes.ms.gov)

Barry Morris  
William Carey University  
498 Tucan Avenue  
Hattiesburg, Mississippi 39401  
601-318-6587  
[bmorris@wmcarey.edu](mailto:bmorris@wmcarey.edu)

Ron Nurnberg  
Teach for America  
299 South 9th Street Suite 212  
Oxford, Mississippi 38655  
662-402-2203  
[ron.nurnberg@teacherforamerica.org](mailto:ron.nurnberg@teacherforamerica.org)

Scott Pfaff  
Gulfport High School  
100 Perry Street  
Gulfport, Mississippi 39507  
228-896-7525  
[scott.pfaff@gulfportschools.org](mailto:scott.pfaff@gulfportschools.org)

Al Rankins  
Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, Mississippi 39211  
601-432-6501  
[arankins@ihl.state.ms.us](mailto:arankins@ihl.state.ms.us)

Judy Rhodes  
MS Professional Educators  
629 North Jefferson Street  
Jackson, Mississippi 39202  
601-355-5517  
[judy@mpe.org](mailto:judy@mpe.org)

Mike Sayer  
Southern Echo  
1350 Livingston Lane Suite  
Jackson, Mississippi 39213  
601-278-2145  
[mikesayer@comcast.net](mailto:mikesayer@comcast.net)

Laurie Smith  
MS Building Blocks  
403 B Towne Center Boulevard Suite C  
Jackson, Mississippi 39157  
601-898-1400  
[lsmith@msbuildingblocks.ms](mailto:lsmith@msbuildingblocks.ms)

Nita Thompson  
MS Head Start  
921 North Congress Street  
Jackson, Mississippi 39202  
601-969-6979  
[nthomps@bellsouth.net](mailto:nthomps@bellsouth.net)

Melina Vaughan  
MSU College of Ed Early Childhood Institute  
Post Office Box 6013  
Mississippi State, Mississippi 39762  
850-585-3484  
[mvaughan@colled.msstate.edu](mailto:mvaughan@colled.msstate.edu)

Nikisha Ware  
Mississippi Learning Institute  
Post Office Box 17096  
Jackson, Mississippi 39217  
601-979-1476  
[nikisha.g.ware@jsums.edu](mailto:nikisha.g.ware@jsums.edu)

Mississippi Department of Education  
Race to the Top Advisory Committee Members

Daniel Watkins  
JSU - Dean of Education  
1400 JR Lynch Street Administration Tower  
Jackson, Mississippi 39217  
601-979-3415  
[daniel.watkins@jsums.edu](mailto:daniel.watkins@jsums.edu)

Debra West  
School Board for Community and Junior Colleges  
3825 Ridgewood Road  
Jackson, Mississippi 39211  
601-432-6373  
[dwest@mscjc.edu](mailto:dwest@mscjc.edu)

Steve Williams  
MS Center for Education Innovation  
200 South Lamar Street Suite 1005  
Jackson, Mississippi 39201  
601-503-4564  
[swilliams@mscei.com](mailto:swilliams@mscei.com)

Annie Wimbish  
Hattiesburg Public School District  
301 Manie Street  
Hattiesburg, Mississippi 39401  
601-582-5078  
[annie.wimbish@hpsd.k12.ms.us](mailto:annie.wimbish@hpsd.k12.ms.us)

Susan Womack  
Parents for Public Schools  
200 North Congress Street Suite 500  
Jackson, Mississippi 39216  
601-969-6015 Ext 306  
[swomack@parents4publicschools.org](mailto:swomack@parents4publicschools.org)

## Mississippi Initiatives, Alignment, and State Legislation

### Agency Alignment, State Initiatives, and State Legislation That Support MS

The MS Institutions of Higher Learning has reconstituted and expanded the *IHL Mississippi P-16 Council* as a part of the Blue Ribbon Committee's redesign of Teacher Preparation programs in MS. The overarching goal of the P-16 Council is to establish high academic standards and to raise the academic achievement of all students across the P-16 environment. This council is comprised of educators, legislators, parents, and business and industry leaders. (See Appendix)

Recognizing the link between college graduation and economic development, a collaborative effort to determine how to move MS. toward more postsecondary graduates was enacted on April 6, 2009, when Governor Barbour signed House Bill 448 to establish the *Graduation Rate Task Force* (GRTF) to assist the legislature in shaping public policy to improve student outcomes and educational opportunities for all students in institutions of high learning and community and junior colleges with the specific task of studying and reporting on the graduation rates in the postsecondary institutions in the state.

In the area of early childhood education, the *Early Learning Collaborative Act of 2007* authorizes the Department of Human Services to implement a voluntary early child care and education grant program which shall be a collaboration among existing entities such as Head Start, child care and public school pre-k programs that currently provide services for four-year old children. In addition, Governor Barbour established the Early Childhood Advisory Council in 2008 to create a strategic plan for birth through school entry in MS.

Recognizing the relationship between good health and academic achievement, the MS legislature passed and Governor Barbour signed the *Healthy Schools Act of 2007* which requires that each school develop a wellness policy that addresses the eight components of a coordinated approach to school health and that has been approved by the local school board. This important policy requires the coordination of and partnership between various agencies across the state. In addition, it is aligned with MSBoFE's vision and goals for the state. (See Appendix)

Partnerships between K-12/Higher Education IHL staff began dialogue with the American Diploma Project (ADP) staff in January 2007. With assistance and information from ADP, ACT, MDE, & SREB, the *College Readiness Committee* was established with members from IHL universities. Several months were spent on developing standards for English and mathematics with input from CJsCs, MDE, and high school teachers. As a result of this collaboration, new college entrance standards and requirements are necessary for entering freshman in 2012 with an emphasis on preparing K-12 students for college course work. If students are not prepared to enter college via assessment instruments, they will enter a summer developmental program designed to ensure college success, retention, and persistence.

In addition to the specific areas mention above, MS has a long history of building effective partnerships and collaboration. With the governor's office, MDE, and MS Institutions of Higher Learning leading the way, the RttT project in MS will be successful. MS also can include the following entities as partners.

***Education Consortia***—a system of 6 agencies (RESAs) in the state funded through member fees and 501-C-3 nonprofits to provide professional learning opportunities to school districts within the individual consortium area. These agencies support MDE initiatives and include CJsCs and IHLs as members.

***Delta State Teach for America (TFA) Site***—with the increase of state funding for training for TFA teachers, TFA opened its first Mississippi Delta teacher training institute at Delta State University in June 2010. The Delta institute will be the eighth Teach For America training location and the first in a rural area, joining Atlanta, Chicago, Houston, Los Angeles, New York City, Philadelphia, and Phoenix.

***Barksdale Reading Institute*** was established in 2000 when Jim Barksdale and his late wife Sally provided the state of Mississippi with a \$100-million gift to impact early literacy in the state. This collaboration has assisted many low-performing schools in Mississippi.

***Southern Regional Education Board Projects (SREB)***—MS is one of 16 member SREB states working together to improve education at every level — from prekindergarten to postdoctoral study. As the nation's first interstate compact for education, SREB is a nonprofit, nonpartisan organization created by visionary governors and legislators who recognized the critical link between education and the economic vitality of the region. SREB is governed by a Board that includes five members from each of the 16 states: the governor and four gubernatorial appointees (including at least one state legislator and one educator), who serve four-year, staggered terms.

***Achieve's American Diploma Project***—MS has been a member state of Achieve's American Diploma Project (ADP) since 2005--a multi-state consortium to create common internationally-benchmarked standards and assessment. In 2005, Mississippi was one of seventeen states that shared \$5.2 million in private money in the second phase of the National Governors Association's efforts to improve high schools. In January 2007, with assistance and information from ADP, ACT, MDE, and SREB,

***SEDL***—MS is a partner with SEDL. SEDL is a private, nonprofit education research, development, and dissemination (RD&D) corporation based in Austin, Texas. Improving teaching and learning has been at the heart of SEDL's work for more than 40 years.

## MS Reform Progress: Standards and Assessments

### Standards and Assessments

Reform efforts began most recently with Governor Haley Barbour's reform agenda in 2006. Dr. Hank Bounds, former State Superintendent of Education implemented Redesigning Education for the 21<sup>st</sup> Century Workforce in Mississippi. The state has developed rigorous standards and graduation requirements to ensure high expectations for all students. In fact, MS. has aggressively revised the state curriculum frameworks and the statewide assessment and accountability system to promote more demanding student learning goals. With this foundational work, MS earned a B+ on the Standards, Assessments, and Accountability Scale in the Quality Counts 2010 Report Card. MS. has agreed to participate in the CCSSO and NGA Common Core State Standards Initiative.

- **Mississippi Curriculum Framework (MCF)**—In 2004, MDE began a major revision of the Mississippi Curriculum Framework (MCF). The revision process produces a more rigorous curriculum that is vertically and horizontally aligned with clear student outcomes. The process began with language arts and was immediately followed with mathematics in 2005 with an emphasis on vertical and horizontal alignment, cognitive demand, national standards, and NAEP requirements. The final version of the MCF for language arts and mathematics was approved the MSBoE in May 2008. In August 2008, a revision of the foreign language framework began, as well as the science framework. In February 2009, the MSBoE approved the adoption of the social studies/US History only framework with continued work in revising the social studies framework. Once the CCS are adopted, MDE will begin the transition to these standards.
- **Response to Intervention (RtI)** The Southeast Comprehensive Center (SECC), operated by Southwest Educational Development Laboratory (SEDL), is providing professional development and technical assistance to the departments of education of Alabama, Georgia, Louisiana, Mississippi, and South Carolina to help them implement **Response to Intervention (RtI)** in their schools statewide. Education is not a “one size fits all” process, particularly when students are struggling. Response to Intervention (RtI) is a powerful, research-based method for addressing the unique needs of struggling students during the early stages. Designed for use in the general classroom, RtI uses graduated levels of support, individualized goals, and frequent monitoring to tackle students' specific learning and behavioral problems. By targeting problems and doing so early on, RtI not only helps students overcome barriers to success but also reduces the number of students who must be referred for learning disabilities. This work includes hosting regional summits, facilitating RtI planning and implementation, developing guidance documents, and disseminating information and resources. For example, in Mississippi, SECC staff have developed an RtI manual, rolled out RtI to stakeholders, planned and delivered district-level RtI professional development, and are now helping to refine the state's RtI implementation and funding plans. Whether a school system seeks to use RtI to strengthen scaffolds of support or more effectively use student data, SEDL provides technical assistance, professional development, and resources to assist schools and districts in

- understanding and implementing RtI to help educators better serve the needs of all students.
- **Mississippi Assessments**—As the MCF experiences revision, curriculum assessments are also revised to reflect the more rigorous student outcome expectations. The Mississippi Curriculum Test, second edition (MCT-2) and the Subject Area Testing Program (SATP) in English II, Algebra I, were administered beginning in 2007-2008 using the revised language arts and math frameworks. The MCT-2 includes proficiency level descriptors, test item specifications, and test blueprints for aligning the curriculum with the assessment. With the new edition, MS established rigorous cut-scores that better aligned with NAEP standards with a standard-setting process that is data driven and uses expert judges to make decisions about the division of distribution scores into the performance levels. In 2009, MS began a statewide K-2 assessment—Children’s Progress Academic Assessment. This formative assessment provides educators with a tool for gauging students’ progress in non-assessed grade levels.
  - **Mississippi Data System**—The MS Student Information System (MSIS) provides for the electronic collection and storage of comprehensive data on public school teachers, administrators, students (PK-12), and school board members. MSIS allows for electronic transfer of student records from one school district to another. Data are collected on a daily and monthly basis. Accountability information can be accessed on the MS Assessment and Accountability Reporting System (MAARS).
  - **Mississippi Accountability System**—In 2003, MS Accountability System was approved by the US Department of Education. (See Appendix) The MSBoFE adopted a new growth model for the 2009 accountability system. (See Appendix) The 2009 Accountability System provides for the accountability designation for schools and districts, moves the state toward national average performance, and includes an achievement component, a growth component, and a graduation/dropout component. The Quality Distribution Index (QDI) is used to measure achievement, and the High School Completion Index (HSCI) is used for measuring the graduation/dropout component. The QDI can be determined for school districts, schools, and teachers. Thus, MS does have some mechanism to link student performance to individual teachers.
  - **National and Multi-State Initiatives**—MS participates in several national and/or multi-state initiatives including the Common Core State Standards. MS is a member of the Achieve’s American Diploma Project that informed the IHL College Readiness Initiative resulting in the IHL College Readiness Standards. (See Appendix) MS is also a member state of the Southern Regional Education Board (SREB) working to improve education in the southern region of the nation. As a part of SREB, MS participates in the High Schools that Work (HSTW) with 22 schools in MS participating. MS also participates in the Making Middle Grades Work (MMGW) initiative with 6 schools participating. Other SREB initiatives include the Educational Technology Cooperative, Learning-Centered Leadership Program, Mississippi Virtual Public School, Electronic Campus, State Teacher Center, Academic Common Market, and Council on collegiate Education for Nursing. (Add SEDL)

- **Redesigning Education for the 21<sup>st</sup> Century Workforce in MS**—The high school redesign effort is a comprehensive initiative that allows students to select classes based on specific pathways to better prepare them for a career or college and better meet the employment needs of businesses in Mississippi. Redesign is also aimed at helping MDE meet its larger goals of cutting the dropout rate to 13 percent and reaching the national average on national assessments by 2013. (See Appendix)
- **Access to Substantive and Rigorous Curriculum (Advanced Placement and International Baccalaureate)**—Section 37-15-39 of the Mississippi Code ensures that each student has a sufficient education for success after high school and that all students have equal access to a substantive and rigorous curriculum that is designed to challenge their minds and enhance their knowledge. The intent of this policy is to increase the preparation of all students for and their participation in substantive and rigorous curriculum experiences and specifically the Advanced Placement and International Baccalaureate programs. (See Appendix) In addition to providing the access to the courses, MDE in collaboration with the College Board, the United States Department of Education and Local School Districts, provides financial assistance for the exams as explained in the policy—AP Exam Reimbursement Program aims to make the AP Examination free for low-income students. For each AP Examination taken by students from public and private schools whose family does not exceed 150% of the poverty income level, the following will occur: The MDE, through the AP Fee Reimbursement Program, will pay the \$56 examination fee; The College Board will provide a \$22 fee reduction; The high school will forego its \$8 administration fee; The student will pay \$0; MDE will pay up to \$88 per exam for International Baccalaureate students who qualify for free or reduced lunch.
- **Dual Enrollment** Section 37-15-37 of the Mississippi Code states that Local school districts and the Board of Trustees of State Institutions of Higher Learning may establish dual enrollment programs allowing certain high school students to enroll in state institutions of higher learning; program standards; tuition costs to be paid from private sources. (Appendix)
- **College Prep Curriculum Requirements**—The College Readiness of IHL revised the college prep curriculum requirements beginning with 2012 graduates. (See Appendix)

### **College Enrollment, Retention, and Graduation Efforts**

Specifically related to the college and career standards and assessments, MS has enacted several initiatives and reform areas related to increasing college enrollment and graduation.

- **GEAR UP Mississippi**—GEAR UP actively encourages students to set high academic expectations, stay in school, study hard, and take courses that will prepare them to enter and succeed in college. It provides educational support services to our school partners throughout MS.  
<http://www.gearupms.org/aboutgearup.html>

- **College Goal Sunday**—College Goal Sunday is a non-profit program that provides free information and assistance to Mississippi families applying for financial assistance for higher education. In MS, 42 locations across the state will host a College Goal Sunday meeting.
- **MPACT (Mississippi Prepaid Affordable College Tuition)**—Mississippi’s 529 prepaid plan that is guaranteed by the State to cover the cost of college tuition and mandatory fees at Mississippi’s public colleges and you can also use the benefits for private or out-of-state schools.
- **State Financial Aid Opportunities**— Mississippi offers many different options for financial aid to assist families and students obtain a postsecondary degree. This option can be found at the following URL.

[http://www.mississippi.edu/riseupms/search-results.php?article\\_id=157](http://www.mississippi.edu/riseupms/search-results.php?article_id=157)

Note: A few of the opportunities are listed below.

- **Higher Education Legislative Plan (HELP)** - HELP is designed to provide additional tuition assistance to qualified students whose financial needs will not be met with gift aid from other sources. Family income qualifications and other rules apply. [Learn more](#)
- **Leveraging Educational Assistance Partnership (LEAP)** - LEAP grants are awarded to Mississippi residents requiring financial assistance as demonstrated by FAFSA. The award amount, deadline, and program participation vary by school. [Learn more](#).
- **Mississippi Eminent Scholars Grant (MESG)** - MESG is a merit-based grant, which offers financial aid to Mississippi residents attending eligible, state-approved, two-year and four-year colleges and universities. To qualify, you must meet grade point average and ACT or SAT score requirements. [Learn more](#). **Mississippi Resident Tuition Assistance Grant (MTAG)** - MTAG Grants are available to students who receive less than the full Federal Pell Grant as determined by FAFSA. General requirements include specified grade point averages and ACT or SAT scores, though qualifications are not as high as with the Eminent Scholars Grant. [Learn more](#).
- **IHL Financial Aid Website**---The IHL website provides a portal for financial aid information for students and parents. The mission of the Mississippi Office of Student Financial Aid is to provide all qualified college and college bound students with state-funded financial assistance, with a focus on Mississippi residents. <http://www.mississippi.edu/riseupms/financialaid-state.php>
- **MS Preparing For Success: A Guide to Admissions** – A publication that outlines the steps a student must complete to enroll in a CJC or IHL in Ms. In addition, the guide provides information regarding the process for students who do not demonstrate adequate college readiness as defined in the policy and the guide. This process for meeting students’ needs was designed to increase college readiness, as well as to increase college retention and persistence. (See Appendix)

**Mississippi Department of Education  
Alternative Route**

**Master of Arts in Teaching (MAT)**

(Provider) The Master of Arts in Teaching is a master's program approved by the Mississippi Department of Education, with the approval of the State Board of Education. See the list below to ascertain the participating colleges.

**Location and Contact  
Information**

Alcorn State University, 601-877-6149  
Belhaven College, 601-965-7046  
Delta State University, 662-846-4380  
Jackson State University, 601-979-2335  
Mississippi College, 601-925-3250  
MS Valley State University, 662-254-3618  
William Carey College, 601-318-6144  
\*Mississippi State University, 662-325-0527  
\*MS University for Women, 662-329-7175  
\*University of Southern MS, 601-266-4568 (additional coursework required)

*\*Elementary Grades 4-8 not offered*

(MAT no longer offered at Ole Miss)

(Selection Process) Candidates must hold a non-education bachelor's degree from a regionally/nationally accredited institution of higher learning. (It should be noted that the universities require at the minimum a 2.5 grade point average and several require the GRE depending of whether or not the candidate desires to obtain the master's degree or is just completing the 12 semester hours required to earn a teaching certificate.) And in accordance with enrollment requirements, the candidate must pass the Praxis I PPST test in the areas of reading, writing, and math, and the Praxis II test in the area of endorsement with a passing score as set by the state. The Praxis II test chosen by the candidate, once passed, will determine the first license they will obtain. The endorsements and areas of testing for the MAT are limited to the list indicated below.

It should be noted that the selection process that has been described can vary from college to college and that only the minimum standards have been identified.

**Subject Areas of  
Licensure**

Art-0133, Biology-0235, Business-0100, Chemistry-0245, Elementary Education (grades 4-8)-0014, English-0041, French-0171, German-0182, Home Economics-0121, Marketing-0561, Math-0061, Music-0113, Physical Education-0091, Physics-0265, Social Studies-

(The attached numbers are the 0081, Spanish-0192, Speech Communications-0221  
Praxis II Specialty Area Test  
Codes)

(Coursework) In order to obtain an initial 3-year license to teach through the MAT alternate route, the candidate must successfully complete six semester hours at the graduate level. The classes are Tests and Measurement and Classroom Management.

During the candidates internship year, their first year of teaching, they must complete an additional six hours of coursework. These classes are named Dimensions I and Dimensions II. Upon the successful completion of these classes and their internship year, the applicant may apply for their 5-year standard teaching license.

The candidate may elect to end their MAT program at this point without obtaining a Master's Degree. They obtain a teaching certificate with a total of 12 semester hours of graduate work.

(Candidate Support) Training in the form of graduate classes continues through the candidates first year of teaching. Mentoring, telephone conferences, and classroom instruction are just a few of the methods utilized by the colleges in supporting their candidates. Some colleges use the same assessments for their alternate route candidates as they do for the teacher education candidates.

(Certificate Levels) All alternate route licenses are issued at the bachelor's level until 5-year standard licensing has been achieved. This includes the completion of the testing requirements, the training period, and the first year of teaching (internship.) Upon obtaining the 5-year standard license, the applicant may add endorsements and upgrade certificate levels. The candidate who chooses to complete the entire master's degree program will be able to upgrade their license to the master's level.

The Master of Arts in Teaching Program had a total of 801 (3-year) initial licenses issued in 2008-2009 school year.

### **Mississippi Teacher Corps (MTC)**

(Provider) Mississippi Teacher Corps participants complete a Master of Arts Degree in Curriculum and Instruction from the University of Mississippi.

(Section Process) All candidates must have received or expect to receive a Bachelor's degree by June 1<sup>st</sup> and have a grade point average (GPA) of at least 3.0 and a 4.0 scale on all course work in the baccalaureate degree. *No previous education course work is required or expected.* Candidates must pass Praxis I and Praxis II as part of the entrance requirements.

The areas of endorsements as follow:

English            Chemistry    French

Math                Social Studies

Biology      Spanish

(Coursework/Training) Candidates must complete 9 semester hours of their Master's program and their internship before they are eligible for their initial license. Upon completion of their Master's Degree they are eligible for their 5-year standard license.

(Candidate Support) Saturday classes twice a month at the University of Mississippi, including mentoring groups with selected second-year and veteran Mississippi Teacher Corps teachers.

(Certificate Levels) All alternate route licenses are issued at the Bachelor's level until 5-year standard licensing has been achieved. Upon completion of a Master's degree candidates will be eligible for a master's level license.

Mississippi Teacher Corps had 28 initial licenses issued for the 2008-2009 school year.

### **American Board for Certification of Teacher Excellence (ABCTE)**

(Provider) The American Board for Certification of Teacher Excellence is a non-profit organization offering an alternative teaching certification program that is accepted by public schools in nine states.

**(Selection Process)** Candidates must:

1. Hold a bachelor's degree in any subject area from an approved college or university.
2. Pass the ABCTE Professional Teaching Knowledge exam.
3. Pass an ABCTE subject area exam.
4. Pass a background check.

ABCTE offers certification in the following areas:

- English Language Arts (6-12)
- Mathematics (6-12)
- Biology (6-12)
- Chemistry (6-12)
- Physics (6-12)

(Coursework/ Training) Candidates must complete a one year teaching internship with mentoring and they must complete training in one of the following:

- Mississippi Alternate Path to Quality Teachers 3-week summer training
- Mississippi Department of Education 8-week online training

- Master of Arts in Teaching 6 hours of initial graduate university courses (*can be applied to masters degree*)

(Candidate Support) ABCTE's program includes:

- Self Assessment
- Advisor
- Study Plans
- Prepare to Teach Workshops
- Online Refresher Course
- Forums
- New Teacher Hotline

(Certificate Levels) All alternate route licenses are issued at the bachelor's level until 5-year standard licensing has been achieved.

The American Board for Certification of Teacher Excellence (ABCTE) had six initial 1-year licenses issued in the 2008-2009 school year.

### **Teach For America (TFA)**

(Provider) Teach for America is a non-profit organization established to recruit a national core of recent outstanding college graduates who commit to teach for two years in the nations hardest to staff urban and rural public schools.

(Selection Process) Candidates must hold a bachelor's degree with a minimum of a 2.5 grade point average to apply. They will submit a paper application. The papers are read and those chosen are then asked to participate in a phone interview. The candidates who are then selected from this interview will participate in a day long in-person interview that includes the following:

- Candidates provide a sample teaching lesson.
- Candidates are assessed as they interact with other applicants in various group activities.
- Candidates participate in critical thinking exercises
- Candidates must complete a one-on-one interview with interviewer.

Upon completion of this interview the candidates for the program are chosen. They are then required to pass the tests for the region of the country they are sent to teach.

Areas of endorsement include all licenses offered through any of the Mississippi alternate routes. TFA is the only alternate route that allows the candidate to acquire a K-3 license.

(Coursework/Training) The training consists of 5-weeks over the summer and the candidates will also participate in teaching summer school during this period.

(Candidate Support) A program director supports 30 corps members by observing them a minimum of 4 times per school year. The director will then provide feedback and strategies on how to improve instruction. The candidates will also attend professional development one Saturday of each month to cover specific subject matter. First-year TFA teachers will attend a support group for 10 weeks of their first semester in which effective classroom management strategies are provided.

(Certificate Levels) All alternate route licenses are issued at the bachelor's level until 5-year standard licensing has been achieved.

The Mississippi Teacher for America program had 87 initial licenses issued for the 2008-2009 school year.

### **Mississippi Teacher Corps (MTC)**

(Provider) Mississippi Teacher Corps participants complete a Master of Arts Degree in Curriculum and Instruction from the University of Mississippi.

(Section Process) All candidates must have received or expect to receive a Bachelor's degree by June 1<sup>st</sup> and have a grade point average (GPA) of at least 3.0 and a 4.0 scale on all course work in the baccalaureate degree. *No previous education course work is required or expected.* Candidates must pass Praxis I and Praxis II as part of the entrance requirements.

The areas of endorsements as follow:

English	Chemistry	French
Math	Social Studies	
Biology	Spanish	

(Coursework/Training) Candidates must complete 9 semester hours of their Master's program and their internship before they are eligible for their initial license. Upon completion of their Master's Degree they are eligible for their 5-year standard license.

(Candidate Support) Saturday classes twice a month at the University of Mississippi, including mentoring groups with selected second-year and veteran Mississippi Teacher Corps teachers.

(Certificate Levels) All alternate route licenses are issued at the Bachelor's level until 5-year standard licensing has been achieved. Upon completion of a Master's degree candidates will be eligible for a master's level license.

The Mississippi Teacher Corps had 49 initial licenses issued for the 2008-2009 school year.

## **Mississippi Alternate Path to Quality Teachers (MAPQT)**

(Provider) The Office of Quality Educators at the Mississippi Department of Education, with the approval of the State Board of Education, and in collaboration with the Mississippi Community College Foundation, offers the Mississippi Alternate Path to Quality Teachers.

(Selection Process) Candidates must hold a bachelor's degree from a regionally/nationally accredited institution of higher learning with a GPA of 2.0 overall if the candidate graduated more than seven years prior to enrolling into the program or an overall GPA of 2.5 if the candidate has graduated less than seven years prior to enrolling. And in accordance with enrollment requirements, the candidate must pass the Praxis I PPST test in the areas of reading, writing, and math, and the Praxis II specialty area test in the area of endorsement with a passing score as set by the state. The Praxis II test chosen by the candidate, once passed, will determine the license they will obtain for their first year of teaching. The endorsements and areas of testing for the MAPQT Program are limited to the list indicated below.

<b>Subject Areas of Licensure</b> (The attached numbers are the Praxis II Specialty Area Test Codes)	Art-0133, Biology-0235, Business-0100, Chemistry-0245, English-0041, French-0171, German-0182, Home Economics-0121, Marketing-0561, Math-0061, Music-0113, Physical Education-0091, Physics-0265, Social Studies-0081, Spanish-0192, Speech Communications-0221, Special Education (grades 7-12 only)- 0352
---	---

(Coursework/Training) In order to obtain an initial one-year license to teach through the MAPQT alternate route, one must complete the MAPQT training program consisting of 90 clock hours-approximately three weeks, complete a portfolio, and secure employment with a school district. This training consists of effective teaching strategies, state curriculum frameworks, planning and instruction and survival skills in the classroom. The time and dates of the MAPQT Program are determined by the Mississippi Community College Foundation.

(Candidate Support) Training in the form of a practicum is continued during the candidate's first year of teaching. It includes training one Saturday of each month during the first year of teaching and completion of a second portfolio. In a supportive role, coordinators make two class visits (one during the 1<sup>st</sup> semester and one during the 2<sup>nd</sup> semester) and provide feedback to the participant regarding this observation. Each participant also has a mentor assigned to them at their school of employment to aid in their transition into the classroom. During the internship, mentors and principals are interviewed both orally and by written survey to gather information on the intern's performance and to derive feedback regarding the effectiveness of the MAPQT program. When the candidate has successfully completed the internship year then the 5-year standard license can be issued.

(Certificate Levels) All alternate route licenses are issued at the bachelor's level until 5-year standard licensing has been achieved. This includes the completion of the testing requirements, the training period, and the first year of teaching (internship period.) Upon obtaining the 5-year standard license the applicant may add endorsements and upgrade certificate levels.

**2008-2009 Mississippi  
Alternate Path to Quality School Leadership**

MAPQSL Totals Per Site	Total Administrator Licenses
Hinds Community College, Raymond	29
Itawamba Community College, Tupelo	28
Coahoma Community College, Indianola	67
Pearl River Communi ty College, Hattiesburg	78
Totals	202

**2008-2009 Mississippi Educational Leadership Programs**

Educational Leadership Programs	Total Completers
Mississippi State University	37
Jackson State University	17
Delta State University	9
Mississippi University for Women	1
University of Southern Mississippi	106
University of Mississippi	34
Mississippi College	50
Totals	254

2008-2009 Teacher Education Preparation Programs

2008-2009 Teacher Alternate Route Preparation Programs

Alternate Route Programs	Initial Licenses
Mississippi Alternate Path to Quality Teachers	239
Teach Mississippi Institute	199
Master of Arts in Teaching	801
Teach for America	87
Mississippi Teacher Corp	49
American Board Certification	6
Totals	1381

Those issued initial licenses in Mississippi both alternate route and teacher education programs totaled 2,583 licenses. This does not reflect how many of these teachers are actually teaching in Mississippi.

## Nationally Certified Incentive Program Data

There is no other group of people with more influence on the life course of Mississippi's students than teachers. 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.

- W. L. Sanders and J. C. Rivers, University of Tennessee researchers, concluded that the most dominant factor affecting student academic gains was the effect of the teacher, and that this effect increased over time.
- Stanford University researcher, Linda Darling-Hammond, revealed that teacher ability is a stronger determinant of student achievement than poverty, race, or parents' educational attainment. Approximately 600,000 test scores in North Carolina were analyzed by researchers from the Urban Institute and the University of Washington, and they found measurable differences for students who have board-certified teachers.
- Kati Haycock, Education Trust Director, in a Fall 2004 speech at the MS Department of Education said, *All the relevant studies conclude that more than any other factor, teachers make the difference in student achievement.*

Mississippi embraces this research and is committed to supporting programs and initiatives that ensure a quality teacher in every classroom--programs such as the MS Master Teacher Certificate Program and the MS World Class Teaching Program.

For public school teachers with at least three years of teaching experience, the state will:

- Reimburse the \$2500 fee on completion of the process (*whether or not certification is achieved*).
- Pay National Board Certified Teachers a salary supplement of \$6000 per year for the life of the Certificate (*10 years*).
- Renew MS Teaching License for one five year period. (See *MS Guidelines for Educator Licensure*.)

In addition, funds support The MS World Class Teaching Program, a statewide university-based initiative designed to recruit and mentor teachers seeking advanced certification through the National Board for Professional Teaching Standards (NBPTS) process. World Class Teacher Program sites are located at Delta State University, Jackson State University, MS State University, University of MS, and University of Southern MS.

With the announcement of 222 new National Board Certified Teachers (NBCTs) in 2009, Mississippi is ranked 13th nationwide in the number of teachers achieving board certification this year and ranks eighth in the total number of NBCTs over time (3,103).

Based on records from the Office of School Financial Services (FY 07, 08, 09), the following charts indicate the total number of individuals who received national

certification supplements. These numbers do not reflect the total number of those who attained the certification.

<b>2008-2009</b>					
<b>Type of Certificate</b>	<b>Certified Number</b>	<b>Amt. of Supplement</b>	<b>Amt. of Fringe Benefits Paid</b>	<b>Amt. of Test Reimbursements Paid</b>	<b>Total</b>
<i>National Board of Professional Teaching Standards</i>	2,438	\$13,991,675.16	\$2,728,375.32	\$ 707,489.37	\$17,427,539.85
<i>National Certified School Counselor</i>	248	\$1,419,667.50	\$276,835.16	\$ 8,338.00	\$1,704,840.66
<i>Certificate of Clinical Competence issued by American Speech &amp; Hearing Association</i>	392	\$2,322,048.00	\$452,799.36	\$972.00	\$2,775,819.36
<i>National Certified School Nurse</i>	28	\$162,000.00	\$31,590.00	\$1100.00	\$194,690.00
<b>YTD Total</b>	<b>3,106</b>	<b>\$17,895,390.66</b>	<b>\$3,489,599.84</b>	<b>\$717,899.37</b>	<b>\$22,102,889.87</b>

<b>2007 – 2008</b>					
Listed below is the total of individuals who received national certification supplements during FY '08, based on records from the Office of School Financial Services. This does not reflect the total number of those "nationally" certified in Mississippi – just the numbers who were employed by school districts that requested the supplement.					
<b>Type of Certificate</b>	<b>Certified Number</b>	<b>Amt. of Supplement</b>	<b>Amt. of Fringe Benefits Paid</b>	<b>Amt. of Test Reimbursements Paid</b>	<b>Total</b>
<i>National Board of Professional Teaching Standards</i>	2,184	\$12,276,817.00	\$2,393,979.00	\$ 457,468.00	\$15,128,264.00
<i>National Certified School Counselor</i>	293	\$1,702,080.00	\$331,906.00	\$ 5,116.00	\$2,039,102.00
<i>Certificate of Clinical Competence issued by American Speech &amp; Hearing Association</i>	467	\$2,685,531.00	\$523,679.00	\$4,422.00	\$3,213,632.00
<i>National Certified School Nurse</i>	20	\$120,000.00	\$23,400.00	\$1,100.00	\$144,500.00

**2006 - 2007**

Listed below is the number of individuals who received a national supplement during FY 07, (based on records from the Office of School Financial Services.) This does not reflect the total number of those "nationally" certified in Mississippi – just the numbers who were employed by school districts that requested the supplement.)

<b>Type of Certificate</b>	<b>Certified Number</b>	<b>Amt. of Supplement</b>	<b>Amt. of Fringe Benefits Paid</b>	<b>Amt. of Test Reimbursements Paid</b>	<b>Total</b>
<b>NBPTS Certification</b> <i>National Board of Professional Teaching Standards</i>	2,130	\$11,646,207.33	\$2,206,956.19	\$ 345,809.00	\$14,198,972.52
<b>NCSC Certification</b> <i>National Certified School Counselor</i>	290	\$1,661,362.00	\$314,828.10	\$ 4,722.00	\$1,980,912.10
<b>CCC Certification</b> <i>Certificate of Clinical Competence issued by American Speech &amp; Hearing Association</i>	433	\$2,478,620.92	\$469,698.66	\$1,548.00	\$2,949,867.58
<b>NCSN Certification</b> <i>National Certified School Nurse</i>	19	\$114,000.00	\$21,603.00	\$225.00	\$135,828.00
<b>YTD Total</b>	<b>2,872</b>	<b>\$15,900,190.25</b>	<b>\$3,013,085.95</b>	<b>\$ 352,304.00</b>	<b>\$19,265,580.20</b>
<b>YTD Total</b>	<b>2,964</b>	<b>\$16,784,428.00</b>	<b>\$3,272,964.00</b>	<b>\$468,106.00</b>	<b>\$20,525,498.00</b>

# Final Report on the Mississippi Project CLEAR Voice Teacher Working Conditions Survey

(b)(6)

(b)(6)

(b)(6)

*Submitted to Superintendent of Schools Hank Bounds  
and the Mississippi Department of Education*



By  
Barnett Berry and Ed Fuller  
with Alice Williams

# Final Report on the Mississippi Project CLEAR Voice Teacher Working Conditions Survey

By  
Barnett Berry and Ed Fuller  
with Alice Williams

January 31, 2008

The Center for Teaching Quality improves student learning through developing teacher leadership, conducting practical research and engaging various communities. To accomplish this mission, the Center for Teaching Quality strives to shape policies that ensure:

- **Students**, no matter what their background or where they go to school, are ready to learn; with
- **Teachers** who are caring, qualified, and competent with vast content knowledge and the ability, through quality preparation and ongoing development and support, to ensure that all children can learn; in
- **Classrooms** that have adequate resources and provide environments conducive to student learning; in
- **Schools** that are designed to provide teachers with sufficient time to learn and work together in collaboration with a principal who respects and understands teaching; in
- **Districts** that have policies and programs that support the recruitment, retention and development of high quality teachers in every school; in
- **States** that have well-funded systems that include rigorous preparation and licensing with evaluation tools that ensure performance based standards are met; in a
- **Region** that works collaboratively, using common teaching quality definitions, sharing data, and working across state lines to recruit, retain and support high quality teachers; in a
- **Nation** that views teaching as a true profession and values teachers as one of its most important resources.

# Table of Contents

List of Figures and Tables .....	iv
Executive Summary .....	v
Introduction .....	1
About the 2007 Survey .....	2
About the Report .....	4
Definitions Used in this Report .....	4
Survey Results .....	6
General Findings .....	6
Findings from Analyses of Responses of Teacher Stayers, Movers, and Leavers .....	16
Findings from Analyses of Responses of Early-Career Teachers .....	21
Findings from Analyses of Responses Across Student Poverty Levels .....	24
Domain-Specific Findings .....	28
Analyses of Teaching and Learning Conditions Impacts on Teacher Attrition and Student Achievement .....	36
Teacher Working Conditions and Teacher Attrition .....	36
A Note on Likelihoods and Probabilities .....	39
Teacher Working Conditions and Student Achievement .....	41
A Note on Critical Teacher Shortage Act Districts .....	43
Conclusions .....	45
Looking Ahead .....	47
Appendices .....	49
A. District Response Rates .....	49
B. Teacher Perceptions vs. Principal Perceptions of Teacher Working Conditions .....	52
C. Teacher Perceptions of Teaching and Learning Conditions, by Career Intent .....	56
D. Selected Survey Responses Across Student Poverty Levels .....	60
E. Methodology .....	66
Endnotes .....	78

## List of Figures and Tables

### Figures

1. “Overall, my school is a good place to work and learn” .....	6
2. Relative Impact of Teacher Working Conditions Domains on Teachers’ Willingness to Stay at their Current School .....	9
3. “My school is a good place to work and learn,” by Career Intention .....	17
4. Novice Teachers and Mentoring .....	22
5. Stayers by School Level and Poverty Level .....	27
6. Impressions of Availability of Supplies and Equipment, by Experience Level .....	30

### Tables

1. Survey Responses Indicating Greatest Levels of Educator Agreement in Each Domain .....	7
2. Survey Responses Indicating Lowest Levels of Educator Agreement for Selected Domains .....	8
3. Teachers’ and Principals’ Perceptions of Selected Empowerment and Leadership Issues .....	10
4. Teachers’ and Principals’ Perceptions of School Leadership Efforts to Address Working Conditions .....	11
5. Teacher Perceptions of Their Roles in Decision-Making .....	12
TB1. Response Rates by School Level .....	13
TB2. Response Rates by School Demographics .....	14
6. Perceptions of Selected Teacher Working Conditions, by School Level .....	15
7. Conditions Impacting Teachers’ Future Career Decisions .....	18
8. Differences in the Perceptions of Stayers and Movers with Respect to Leadership Issues .....	19
9. Differences in the Perceptions Between Stayers and Movers about School Leadership Efforts to Address Working Conditions .....	19
10. Differences in the Perceptions of Stayers, Movers, and Leavers with Respect to Empowerment Issues .....	20
11. Differences in Mentoring Experiences, by Ethnicity .....	22
TB3. Response Rates by School Economic Indicators, 2007 Mississippi Project CLEAR Voice Survey .....	24
12. Educator Perceptions by School Poverty Level .....	26
13. Educator Impressions of Leadership .....	29
14. Educator Impressions of Empowerment Issues .....	32
15. Educator Impressions of Time Issues .....	33
16. Principals’ Awareness of Teacher Time Pressures .....	34
17. Perceived Professional Development Needs and Availability, Teachers versus Administrators and Other Education Professionals .....	35
18. Changes in Likelihood of Staying and in Probability of Staying .....	40
19. Comparison of Selected Survey Items, CTSA vs. Non-CTSA Schools .....	44

# Executive Summary

Over the last two decades, researchers have presented convincing evidence that teachers are an important key to school improvement and to closing the student achievement gap. However, ensuring that all students are taught by quality teachers—those with the right talent, skills, and experience—is not enough. Teachers—even the best of them—must have the right resources, tools, and supports in place in order for them to be effective over time.

In 2007, under the leadership of Superintendent of Schools Hank Bounds, the Mississippi Department of Education (MDE), and partners, the state conducted a web-based survey of all school-based licensed educators in which they were asked to share their perceptions of the state of teacher working conditions in Mississippi. The Mississippi Teacher Working Conditions Survey, aptly named *Project CLEAR Voice—Cultivate Learning Environments to Accelerate Recruitment and Retention*, is an important component of an initiative on the part of visionary state education leaders to ensure that Mississippi educators have the tools and work environments they need in order to effectively impact student achievement. Over 25,000 educators (about 67 percent of eligible respondents) completed the survey. The Center for Teaching Quality, a non-profit research-based advocacy organization, has worked closely with the MDE's Mississippi Teacher Center to assemble the results and to conduct statistical analyses of the relationships between teacher working conditions and teacher and student outcomes.

This report outlines many important connections revealed by our analyses, provides considerable information upon which policymakers and educators can act, and offers suggestions for more refined future analyses. The findings also provide a powerful lens through which to view the recommendations of 200 of the state's National Board Certified teachers, who assembled in August 2007 at the invitation of the MDE and the Mississippi Association of Educators (MAE) for the purpose of generating new ideas about how to support and staff high-needs schools in Mississippi.

## General Findings

Our analyses of the 2007 Mississippi Teacher Working Conditions Survey reveal several important findings:

- Mississippi teachers believe that their schools are good places to work and learn.
- Administrators believe that teachers are central to decision-making and that they are empowered on many fronts, but teachers disagree. In fact, the gap between administrator and teacher perceptions of *all* working conditions is very large.

- Mississippi educators appear to be more involved in classroom-level decisions than in school-level ones.
- Elementary school educators, compared to their secondary school counterparts, are more positive about their teacher working conditions. Middle school teachers are least likely to be positive about their working conditions.
- School setting also appears to play a role in perceptions, as rural elementary and high school teachers are more likely than their more urban counterparts to be positive about their working conditions.

### **What We Know About Teachers' Career Intentions and the Role of Mentoring in Teacher Retention**

Teacher responses to survey questions were disaggregated and analyzed based on each teacher's declared career intentions (*i.e.*, to stay in her or his current school, move to another school or district, or leave teaching entirely). They also were disaggregated and analyzed based on each teacher's declared participation in a mentoring program, whether as a mentor or as a teacher who received mentoring in her or his early career. Key results include the following:

- School leadership and teacher empowerment are critical to retaining teachers.
- Many early-career teachers are not mentored at all, but those who are mentored are more likely to remain in the classroom.
- Facilities & resources and leadership exert the greatest influences on early-career leavers.

### **What We Know About Working Conditions Across Student Poverty Levels**

On the whole, there are few major differences between the perceptions of educators at schools with high numbers of economically disadvantaged students and educators at schools with fewer economically disadvantaged students. When there *are* major differences, however, educators at schools with fewer economically disadvantaged students tend to have more positive perceptions. What may be surprising to some readers is that these perception gaps are *not* widest between the schools with the fewest and the greatest numbers of economically disadvantaged students; more often than not, the gaps are widest between schools with the fewest and the *second-greatest* numbers of economically disadvantaged students. The greatest gaps in positive perceptions across all school poverty levels are typically in the area of empowerment and facilities and resources.

### **Domain-Specific Findings**

Several relevant patterns also emerged in analyses of the five teaching and learning conditions domains:

- *Leadership*—Mississippi educators believe that all faculty are committed to helping every student learn and that teachers are held to high professional standards, but they are concerned about the process by which teachers are able to raise concerns and about the degree

to which school leadership responds to those concerns. Novice teachers in particular are also very concerned about how school leaders handle their evaluations.

- *Facilities & Resources*—Facilities and resources is one area in which Mississippi is beginning to achieve across-the-board satisfactory working conditions, with educators expressing positive impressions of every aspect of their facilities and resources.
- *Empowerment*—Educators generally rate favorably the degree to which problem-solving strategies are in place in their school and to which instructional decisions and the ability to craft teaching techniques are placed in the hands of teachers. However, educators are less positive about other areas of empowerment—such as the presence of teacher influence in school budgeting and hiring decisions.
- *Time*—Time may be the working conditions area of greatest concern to Mississippi educators, and the area in which the most work needs to be done. Educators are somewhat positive about the time they have to work with all students and their sense of protection from classroom interruptions, but they also note an abundance of paperwork, a lack of non-instructional time, and other related concerns.
- *Professional Development*—Educators in general and teachers in particular are enthusiastic about not only the quality but also the practical utility of the professional development available to them.

## **Analyses of Teacher Working Conditions Impacts on Teacher Attrition and Student Achievement**

Statistical regression analyses revealed important relationships between several teaching and learning conditions, teacher career intentions, and student achievement gains:

- Teacher perceptions of many aspects of school leadership are directly related to their intent to stay at their current schools.
- Results of analyses of the relationships between elementary, middle, and high school teacher perceptions of their working conditions and single-year gains in student achievement are mixed and suggest a need for multiple-year gains analyses to better understand several possible connections.
- Designation as a Mississippi Critical Teacher Shortage Act district appears to have had little to no positive impact on either teacher retention or student achievement in 2007 *relative to non-CTSA schools in Mississippi*, but without more comprehensive longitudinal data, it is not possible to determine whether conditions have *improved relative to initial conditions in these schools* since the passage of the Act.

## **Looking Ahead**

CTQ research findings suggest the following recommendations (which are discussed in more detail in the conclusion to the full report):

- State policymakers should consider sponsoring follow-up case studies to investigate in more depth why educators at certain schools have less positive impressions of their working conditions than do educators at other schools. A special focus on schools in the second quintile in terms of proportion of economically disadvantaged students is particularly warranted.
- Administrators should experiment with new school schedules with the intention of providing more non-instructional time for teachers.
- The state should conduct a thorough review or audit of mentoring efforts statewide.
- The state should encourage and help its administrators to assess their leadership and empowerment practices, along with their interactions with teachers, in order to move toward improvement in these areas and toward establishing stable and committed faculty communities.
- The state should develop more robust teacher, student, and administrator data systems that can track teacher and administrator responses to teacher working conditions surveys longitudinally and link these data with actual teacher turnover figures and robust measures of student achievement.
- State policymakers should consider implementing a follow-up telephone survey to investigate what made it possible for some schools to achieve high response rates, as well as what roadblocks prevented other schools from doing likewise.

State education leaders should be commended for their efforts to improve teacher working conditions statewide. They have started down a path that will ensure that Mississippi's teachers are not only well-qualified but also well-supported and equipped with the resources they need to serve all children. Closing the achievement gap will require no less.

# Introduction

Over the last two decades, researchers have presented convincing evidence that teachers are an important key to school improvement and to closing the student achievement gap. However, ensuring that all students are taught by quality teachers—those with the right talent, skills, and experience—is not enough. Teachers—even the best of them—must have the right resources, tools, and supports in place in order for them to be effective over time.

Indications from research continue to build the case that teacher working conditions can impact student learning, both directly through their impact on instructional practice and indirectly through their contribution to teacher attrition. For example, Eric Hanushek and Steven Rivkin have noted that “variations in salaries and working conditions can contribute to unequal school quality.”<sup>1</sup> In addition, Susannah Loeb and Linda Darling-Hammond have found that teachers’ self-reports of their working conditions can predict teacher attrition,<sup>2</sup> and Richard Ingersoll has shown that many teachers leave their schools because of conditions such as low salaries, lack of support from the school administration, student discipline problems, and lack of teacher influence over decision-making.<sup>3</sup> Teachers also indicate that a positive, collaborative school climate and support from colleagues and administrators are among the most important factors influencing whether they stay in a school.<sup>4</sup>

The importance of working conditions is familiar to many educators and policymakers in Mississippi. In the Spring of 2007, under the leadership of State Superintendent of Schools Hank Bounds, the Mississippi Department of Education (MDE) and its Teacher Center, and additional partners, the Center for Teaching Quality conducted a web-based population study of all Mississippi school-based licensed educators that asked them to respond to a range of questions about time, professional development, leadership, empowerment, and facilities and resources in their schools. The purpose was embodied in the title of the survey: to *Cultivate Learning Environments to Accelerate Recruitment and Retention (CLEAR)*. As Superintendent Bounds notes in his message on the *Project CLEAR Voice* homepage, “We must know and understand the needs of our teachers so that we can provide them with the tools and resources they need to help our students succeed.”<sup>5</sup>

Data suggest that the state’s universities are producing fewer teachers, which has led to a growing reliance on alternative-route teachers (who enter teaching with less preparation). However, Superintendent Bounds’s statement reflects a growing awareness that merely increasing the number of teachers is not enough, and the results of the 2007 survey can help to explain why. Based on the number and scope of important policies and programs enacted over the past several years with the purpose of improving teaching quality across the state, there is little doubt about the state’s long-term commitment to recruiting and redistributing teachers. Perhaps the best example is the Mississippi Critical Teacher Shortage Act of 1998 and its ensuing amendments, which have provided scholarships for teacher recruits who commit to teaching in

participating districts, as well as for current teachers who commit to teaching in high-needs schools upon earning a master's degree. The Act also offsets moving and housing expenses for teachers who relocate to these districts. In 2004, the Act was expanded to cover alternative certification candidates as well. But the success of the Act, like similar efforts in Mississippi and other states, has been mixed. Recent reports reveal that Act components such as the Mississippi Teacher Fellowship Program and the Housing Assistance for Teachers have experienced increased participation in recent years, but others (*e.g.*, the William F. Winter Scholar Loan Program, the Critical Needs Teacher Scholarship Program, and the moving expense reimbursement program) have experienced some drop-off.<sup>6</sup> More evidence needs to be assembled as to why certain incentives are working and others are not, and the survey results presented herein may offer some clues. In addition, the survey may be able to help the state to understand more fully why some teachers remain in teaching while others do not. It is one thing to entice teachers to teach—it is another to prepare them adequately, to keep them in the classroom, and to support them in ways that can increase their effectiveness.

By hearing directly from school-based educators who intimately experience and understand working conditions issues, policymakers have the opportunity to make data-driven policies that will make Mississippi schools better places to work and learn. The findings also provide a powerful lens through which to view the recommendations of 200 of the state's National Board Certified Teachers, who assembled in August 2007 at the invitation of the MDE and the Mississippi Association of Educators (MAE) for the purpose of generating new ideas about how to support and staff high-needs schools.

## **About the 2007 Survey**

Educators in over 150 participating Mississippi school districts across the state spoke out on working conditions in their schools by participating in the web-based survey. Thanks to the efforts of the Mississippi Teacher Center, more than 25,000 educators (67 percent) from across the state participated in Project CLEAR Voice.

Working directly with Mississippi Teacher Center officials, the Center for Teaching Quality assembled individual school and district response reports, which were released for review only if at least 40 percent of a school faculty's or district's school-based licensed educators responded. These reports are now available online for faculty and staff<sup>7</sup> for almost 900 schools (85 percent) and 136 districts (89 percent), providing critical information for making local and state-level decisions about policies and practices that affect teaching and learning conditions in Mississippi.

## **Response Bias**

All surveys are subject to some degree of response bias, and the 2007 Mississippi Teacher Working Conditions Survey is no exception. Some of the biases reported herein are neither surprising nor necessarily disconcerting, but there are certain segments of the Mississippi educator population whose voices may be underrepresented in the survey data as a result of relatively low survey response rates in certain geographic regions or in certain school types. The presence of such biases does not invalidate the usefulness of survey data analyses, but it does contextualize the degree to which those analyses are able to represent faithfully teacher working conditions across the state. We discuss overall response rates here and take up the issue of differences in response rates across different categories of schools in several of the findings sections below.

Just over two-thirds (67 percent) of all eligible teachers responded to the statewide 2007 Project CLEAR Voice survey, a very good rate relative to other large-scale surveys, which sometimes suffer from response rates that are half as strong or even weaker. For example, the Project CLEAR Voice overall response rate is higher than the response rates for any other state or district in which the Center for Teaching Quality conducted surveys this past Spring (Arizona's response rate was 53 percent; Clark County, Nevada's was 48 percent; and Ohio's was only 44 percent). However, the overall rate does mask a tremendous *range* of response rates across school districts. Several districts—including many large districts—experienced almost unheard-of response rates of 100 percent, but there were also ten districts with response rates under 30 percent (and two with no respondents at all). This dramatic range of response rates leads to the first caution when interpreting the findings in this report: the opinions of teachers in some districts are more heavily represented than are those of others. While most (approximately 89 percent) of the state's school districts reached a baseline 40 percent response rate threshold and are therefore at least somewhat well-represented in our analyses, nearly one out of every eight (about 12 percent) districts did not and are consequently much less faithfully represented in these analyses. **Appendix A** includes a complete breakdown of response rates by school district.

In addition, because not every school in participating Mississippi districts met the school-level response rate threshold of 40 percent,<sup>8</sup> it is important to bear in mind the degree to which the respondents reflect the diversity of the entire population of Mississippi educators before making statements about how survey responses inform our understanding of teaching and learning conditions across the state. While there are some areas in which the survey respondents as a group appear to be somewhat different from the full complement of Mississippi educators, in many respects the survey response group is reflective of Mississippi educators as a whole.<sup>9</sup> For example:

- About 82 percent of Mississippi's educators are females and about 18 percent are males; about 84 percent of the survey respondents are females and about 16 percent are males.
- One quarter of Mississippi's educators are African-American; a little under one quarter (24 percent) of the survey respondents are African-American.
- Unlike in every other survey analyzed by the Center for Teaching Quality this year, the distribution of experience levels among survey respondents very closely reflects the experience level distribution of all Mississippi educators. From educators in their first year of teaching (6 percent in Mississippi as a whole; 7 percent of survey respondents) to early-, mid-, and late-career educators (40 percent, 24 percent, and 30 percent, respectively, in Mississippi as a whole, compared to 40 percent, 25 percent, and 29 percent, respectively, of survey respondents), the survey respondents represent well all Mississippi educators in terms of years of experience.
- Finally, the distribution of responses by position also mirrors statewide numbers. About 89 percent of the survey respondents are teachers, compared to about 91 percent of all educators in Mississippi, and the proportions of respondents who hold administrative and other positions also closely reflect statewide proportions.

Nevertheless, there is one area in which the survey respondents are not reflective of statewide educator numbers as a whole: educational background.

- About 77 percent of all Mississippi educators hold a Class A license, which indicates Bachelor's-level preparation, and about 21 percent hold Class AA, or Master's-level, licenses. However, the highest degree held by about 43 percent of survey respondents is a Master's degree, and only about 50 percent of survey respondents hold no more than a Bachelor's degree.

Thus, survey respondents tend to have completed more advanced degree programs than has the overall population of Mississippi teachers. Consequently, though survey respondents appear to be representative of the entire population of state educators in many respects, readers of this report are encouraged to exercise some caution when attributing the results presented herein to the entire population of Mississippi educators.

## About the Report

This report is the final of two reports to be released that contain analyses of trends and patterns in the responses of Mississippi educators in 2007. The first report presented an overview of initial findings based on a preliminary scan of survey responses. This second report supplements these findings (reiterated in an updated form here) with an overview of educator responses in each of the five aforementioned teacher working conditions domains. Additional sections included here for the first time are a summary of survey response patterns based on a disaggregation of the data by teacher participation in mentoring programs and by school poverty levels, as well as analyses of teacher working conditions impacts on teacher attrition and student achievement. The 2007 student achievement analyses presented here examine the relationships between working conditions factors and *changes* in school-level Mississippi Achievement Level Index ratings since 2006. Some of the patterns revealed are intriguing and suggest directions for further analyses in subsequent years.

## Definitions Used in this Report

### *Educator*

Most questions on the survey were answered by every respondent, regardless of her or his position in a school. Survey respondents identified themselves as either being teachers, principals, assistant principals, or other education professionals, such as school counselors or social workers. In this document, when we refer to *educators*, we are talking about people in all four of these categories.

### *Teacher*

In some cases, we draw distinctions between what classroom teachers report and what principals or other groupings of non-teacher educators report. The bulk of the survey respondents (nearly 90 percent) were teachers, so in many cases, teacher responses and responses for all educators (responses from teachers and from all others surveyed) will be very similar, but they are not exactly the same; in some cases, they are quite different.

## Teacher Career Intentions

An important goal for this report is to begin to understand some of the reasons why teachers leave schools. Only classroom teacher respondents were asked about their future employment intentions, and based on their responses they are categorized as being:

- **Stayers**, or teachers who intend to continue working at their current schools;
- **Movers**, or teachers who intend to continue teaching but who plan to move to other schools within their districts or to other school districts altogether; or
- **Leavers**, or teachers who plan to leave teaching entirely.

## Domain

Items in the survey instrument primarily are organized into *domains*, a term we use throughout this report to designate a specific aspect of teacher working conditions. The domains addressed in the Mississippi CLEAR Voice Teacher Working Conditions Survey include time, facilities and resources, empowerment, school leadership, and professional development. We define these major concepts in the following ways:

- **Time** refers to the opportunities teachers have to meet the needs of their students given school schedules, non-instructional duties, paperwork, and availability (or inaccessibility) of structured venues to collaborate with colleagues.
- **Facilities and Resources** refers to teachers' access to the people, materials, and tools they need to teach effectively, as well as to the extent to which their school is safe and well-maintained.
- **Empowerment** refers to opportunities for teachers to develop as professionals, receive recognition as instructional experts, and utilize their unique skills to solve educational problems. This concept is not about developing teacher power at the expense of administrative authority, but about professionalizing teaching and effectively using teachers' expertise.
- **School Leadership** refers to how administrators and other school leaders shape a shared vision for success, enhance school climate, enforce norms, and recognize good teaching.
- **Professional Development** refers to the quality and quantity of teachers' formal opportunities to learn what they need to know and do in order to be effective with the students they teach.

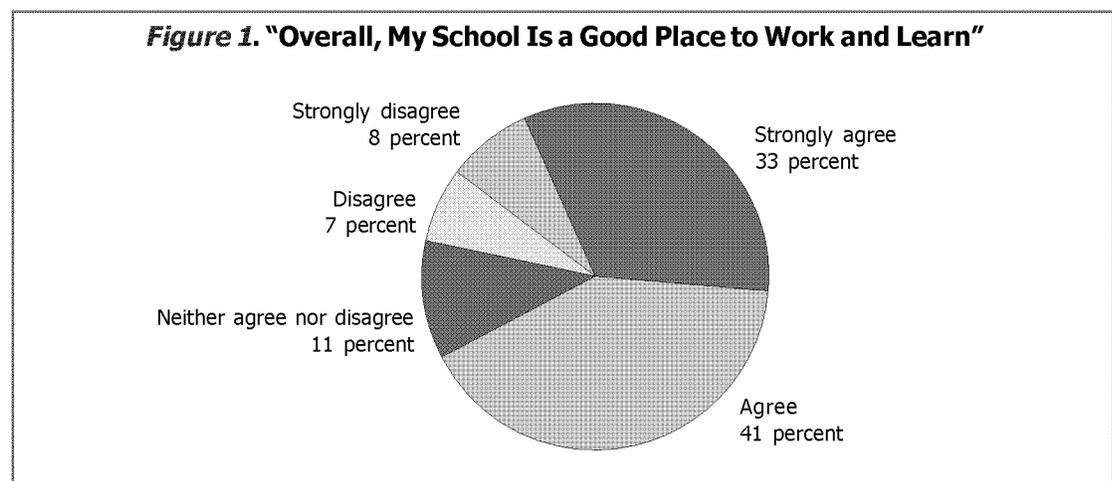
# Survey Results

The following findings are updated from the 2007 Interim Report on the Mississippi Teacher Working Conditions Survey (released in July 2007), and they also now include references to issues influenced by the state’s specific teacher supply and demand dynamics. We begin with general findings, followed by findings specific to teachers’ different career intentions, including how Mississippi teachers with different mentoring and induction experiences view their teaching and learning conditions. These analyses are followed by an investigation of differences in perceptions of teacher working conditions across schools with different levels of student poverty, and in the last section, we present brief analyses of the domain-specific responses that inform these findings.

## General Findings

### 1. Mississippi Teachers Believe that Their Schools Are Good Places to Work and Learn

The survey results contain good news for the state’s education leaders. Almost three-quarters (74 percent) of Mississippi educators agree that their schools are good places to work and learn, and one-third of educators “strongly” agree with that statement (Figure 1).



There are also positive signs in each of the domains covered in the survey (Table 1). Eighty-three percent of educators report that faculty are committed to helping every student learn and that teachers are held to high professional standards. Also, at least one-half of all educators have positive impressions of every aspect of leadership behavior, and more than 55 percent of educators have positive impressions of all aspects of professional development addressed in the survey.

Most encouragingly, responses to questions about the quality of facilities and resources are uniformly strong, with at least 60 percent of Mississippi educators expressing positive impressions of every item, led by a very large proportion (79 percent) of educators who agree that their school environment is safe.

**Table 1. Survey Responses Indicating Greatest Levels of Educator Agreement in Each Domain**

	Percent Agreeing:		Both Agree/ Strongly Agree*
	Agree	Strongly Agree	
<b>Domain: Use of Time</b>			
Teachers are allowed to focus on educating students with minimal interruption.	45%	12%	57%
Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.	41%	13%	54%
<b>Domain: Facilities and Resources</b>			
Teachers and staff work in a school environment that is safe.	51%	28%	79%
Teachers have access to appropriate instructional materials and resources.	53%	20%	73%
<b>Domain: Teacher Empowerment</b>			
In this school we take steps to solve problems.	49%	17%	66%
Teachers are trusted to make sound professional decisions about instruction.	50%	14%	64%
<b>Domain: Leadership</b>			
The faculty are committed to helping every student learn.	52%	32%	83%
Teachers are held to high professional standards for delivering instruction.	52%	31%	83%
<b>Domain: Professional Development</b>			
Sufficient resources are available to allow teachers to take advantage of professional development activities.	49%	15%	64%
Professional development provides teachers with the knowledge and skills most needed to teach effectively.	48%	15%	62%
* Some totals are different than the sum of the two numbers due to rounding			

On the other hand, there are several areas in which Mississippi educators are not as positive about their teaching and learning conditions. Overall, educators are least likely to note the presence of positive teaching and learning conditions in the areas of time and empowerment. For instance, less than half of all educators express positive opinions on two critical questions about time usage (efforts to limit paperwork and to provide adequate non-instructional time), and fewer than 25 percent of educators believe that teachers play a large or primary role in half-a-dozen areas of school-level decision-making, with teacher presence nearly non-existent in school-level decisions involving budgeting and hiring (Table 2).

**Table 2. Survey Responses Indicating Lowest Levels of Educator Agreement for Selected Domains**

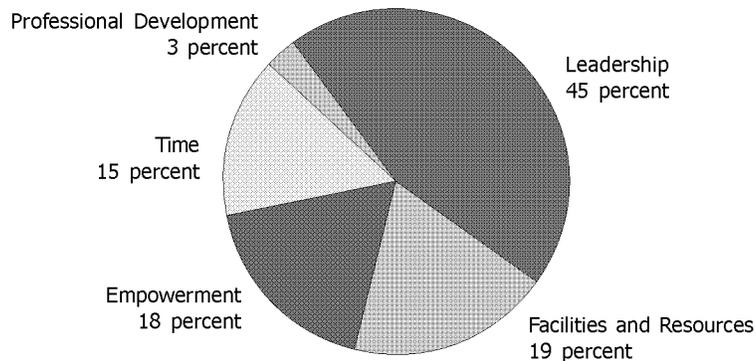
	Percent Agreeing:		Both Agree/ Strongly Agree*
	Agree	Strongly Agree	
<b>Domain: Use of Time</b>			
Efforts are made to minimize the amount of routine administrative paperwork educators are required to do.	33%	7%	40%
The non-instructional time provided for teachers in my school is sufficient.	38%	10%	48%
<b>Domain: Teacher Empowerment</b>			
Teachers play a large or primary role in deciding how the school budget will be spent.	4%	1%	4%
Teachers play a large or primary role in the selection of teachers new to this school.	4%	1%	5%
* Some totals are different than the sum of the two numbers due to rounding			

*Relevant Domain Analyses:* Leadership (p. 28), Facilities and Resources (p. 30), Empowerment (p. 31), Time (p. 33), Professional Development (p. 34)

## **2. Administrators Believe that Teachers Are Central to Decision-Making and that they Are Empowered on Many Fronts, but Teachers Disagree.**

The disparity in perceptions of teacher working conditions between administrators and non-administrative educators is sometimes very large in Mississippi, particularly between principals and classroom teachers (see **Appendix B** for a complete table of teacher and principal responses to survey items). A substantially greater proportion of the 937 administrators than of the 24,300 teachers and other education professionals who responded to the survey<sup>10</sup> believe that positive teacher working conditions are in place in many domain areas and that leadership is making efforts to improve them. The differences in teacher and principal perceptions of key working conditions issues range from 35 to 55 percentage points. The gaps in perception between the two groups appear to be greatest in the areas of leadership and empowerment, which are also two of the three teacher working conditions domains that teachers identify as being most important to them in deciding their future employment plans (Figure 2; see **Findings from Analyses of Responses of Teacher Stayers, Movers, and Leavers**, below, and **Appendix C** for additional information about survey responses from teachers with different career intentions). We analyze two key aspects of the disparity here.

**Figure 2. Relative Impact of Teacher Working Conditions Domains on Teachers' Willingness to Stay at Their Current School**



*Principals are more likely than teachers to believe that teachers are a part of an effective process for making collaborative decisions.*

The statements that resulted in the greatest gaps in perception between administrators and non-administrative educators involve teacher participation in decision-making. While only a little more than one-third (37 percent) of teachers believe that they are centrally involved in decision-making on educational issues, more than eight out of ten principals (84 percent) believe that teachers are involved. Furthermore, principals are almost twice as likely as teachers to agree that there is an effective school-wide process for making group decisions and solving problems, while teachers are much more likely than are principals to believe that they are excluded from decision-making in areas such as school improvement planning and use of Educational Enhancement Funds. Major gaps in teacher and principal perceptions that are related to decision-making are also evident in several leadership areas, including perceptions of the presence of an atmosphere of respect and trust, the degree to which teachers feel comfortable raising issues and concerns, and leadership's consistent enforcement of student conduct rules (Table 3).

<b>Table 3. Teachers' and Principals' Perceptions of Selected Empowerment and Leadership Issues</b>			<b>Difference in Percentage Points Between Teachers and Principals</b>
<b>Survey Item:</b>	<b>Percent Agreeing: Teachers</b>	<b>Principals</b>	
<b>Empowerment</b>			
Teachers play a large or primary role in decision-making about use of Education Enhancement Funds.	22%	77%	55
Teachers play a large or primary role in decision-making about school improvement planning.	16%	63%	47
Teachers are centrally involved in decision-making about educational issues.	37%	84%	47
The faculty has an effective process for making group decisions and solving problems.	48%	88%	40
<b>Leadership</b>			
The school leadership consistently enforces rules for student conduct.	56%	98%	42
Teachers feel comfortable raising issues and concerns that are important to them.	54%	95%	41
There is an atmosphere of trust and mutual respect within the school.	59%	94%	35

*Principals also are much more likely to believe that school leadership—a concept that is not limited entirely to the role of the principal—makes sustained efforts to address teacher concerns.*

To fully appreciate the significance of this finding, it may help to recall that teachers believe that the quality of leadership in their schools is the most critical influence on their future career plans (Figure 2, above). Add to that the previous finding that the greatest gaps between principal and teacher perceptions are in the areas of leadership and empowerment, and then consider the substantial differences in opinion between principals and teachers with respect to the degree to which principals make sustained efforts to address teacher concerns, especially in the areas of leadership and empowerment (43 percentage point gaps; Table 4). The sum of these findings suggests an important relationship between addressing these two working conditions domains and teacher career plans.

**Table 4. Teachers' and Principals' Perception of School Leadership Efforts to Address Working Conditions**

School leadership makes a sustained effort to address teacher concerns about:	Percent Agreeing:		Difference in Percentage Points Between Teachers and Principals
	Teachers	Principals	
Leadership issues	49%	92%	43
Empowering teachers	53%	96%	43
The use of time in my school	59%	96%	37
Classroom management of today's students	62%	98%	36
Facilities and resources	62%	96%	34
Professional development	60%	93%	33

Though they are the two areas with the most disagreement, leadership and empowerment are not the only areas in which there are sizeable disparities in administrator and non-administrator perceptions. For example, about one-third of all principals (33 percent) believe that teachers have access to at least five hours of non-instructional time during the school day in an average week, while only about one-fifth (20 percent) of all teachers agree. These differences in perceptions of the non-instructional time available to teachers may also explain why only 20 percent of principals estimate that teachers spent five hours or more, on average, per week working on school related activities outside of the school day, even though nearly half of all teachers (44 percent) report that this was the case. Other potentially critical differences in administrator and non-administrator perceptions are examined in the **Domain-Specific Findings** section, below.

*Relevant Domain Analyses:* Leadership (p. 28), Empowerment (p. 31), Time (p. 33); see also a complete table of teacher and principal responses in **Appendix B**.

### **3. Mississippi Educators Appear to Be More Involved in Classroom-level Decisions than in School-level Ones**

Not only is there a difference in perceptions among educators with respect to the degree of teacher involvement in decision-making in general, but there is also a wide gap in the degree to which educators believe that they are involved in various *types* of decision-making—namely, between decisions that impact the entire school and decisions that are primarily focused on an individual classroom only. A majority of Mississippi teachers believe that they are respected as professionals (57 percent) and that they are trusted to make sound professional decisions about instruction (63 percent), and a majority or large minority of Mississippi teachers report playing a large or primary role in decisions about *classroom-level* issues such as devising teaching techniques (60 percent), setting grading and student assessment practices (48 percent), and selecting instructional materials (45 percent). However, teachers are far less likely to report that they or their colleagues play a large or primary role in *school-level* decisions such as budgeting (4 percent), hiring (5 percent), determining the content of professional development (15 percent), school improvement planning (16 percent), and setting student discipline policies (18 percent; Table 5).

In some of the cases reported above, teachers believe they play at least a moderate role in the decision-making process, but in many other school-level decision-making arenas, there are sometimes substantial numbers of teachers who report playing either only a small role or *no role at all*. For example, more than one-quarter (27 percent) of all teachers report playing no role in the selection of the professional development opportunities available to them, and more than half (58 percent) say they play no more than a small role. Additionally, teachers are not engaged in school improvement planning (60 percent play no more than a small role) or in determining how Education Enhancement Funds will be spent (over 40 percent report playing no role at all; Table 5). Research suggests that participation in decision-making of this kind is often associated with keeping teachers in the profession,<sup>11</sup> yet teachers in Mississippi appear to have limited involvement in many of these decision-making arenas. Indeed, many teachers want to play a role in school decisions to ensure that they can be effective with their students, but it appears that a large number of teachers in Mississippi are not playing a significant role in many decisions that ultimately impact their schools.

<b>Please indicate how large a role teachers have at your school in each of the following areas:</b>	<b>Role Mississippi Teachers Play:</b>				
	<b>No role at all</b>	<b>Small role</b>	<b>Moderate role</b>	<b>Large role</b>	<b>Primary role</b>
<b>Classroom-Level</b>					
Devising teaching techniques	5%	11%	24%	39%	21%
Setting grading and student assessment practices	9%	16%	26%	35%	13%
Selecting instructional materials and resources	6%	18%	30%	32%	13%
<b>School-Level</b>					
Education Enhancement Funds	41%	19%	18%	13%	8%
Establishing and implementing policies for student discipline	30%	28%	24%	16%	3%
School improvement planning	31%	29%	24%	14%	2%
Determining the content of in-service professional development	27%	30%	27%	13%	2%
The selection of teachers new to this school	69%	18%	9%	4%	1%
Deciding how the school budget will be spent	67%	20%	9%	3%	1%

*Relevant Domain Analysis:* Empowerment (p. 31)

#### **4. Elementary School Educators, Compared to Their Secondary School Counterparts, Are More Positive About Their Teacher Working Conditions**

Responses to survey items indicate that elementary educators in Mississippi are more positive about their working conditions than are their peers in secondary school settings. For example, they feel safer in their school environments (83 percent versus 73 percent of middle school educators and 74 percent of high school educators), and they are more likely to believe that their schools are good places to work and learn (76 percent versus 70 and 71 percent, respectively). In

fact, on most survey items, elementary educators are more positive than are either middle or high school educators, and sometimes dramatically so. With the exception of responses in the domain of leadership, where middle school educators are almost always more positive than are high school educators (though often only marginally so), the responses of middle and high school educators are otherwise relatively balanced, so for this analysis, we will consider contrasts in elementary and secondary educator data, rather than in data from all three levels separately.<sup>†</sup> Readers may first wish to peruse the accompanying text box on potential biases associated with differences in response rates across school levels before proceeding further.

### Response Rates by School Level and by Student Demographic Representation

It has not been uncommon to find different response rates across school levels in other Center for Teaching Quality working conditions studies, and Mississippi is no exception. School-level response rates in Mississippi range from a high of 76 percent at the elementary level to a low of only 64 percent at the high school level, again indicating that survey responses may not reflect precisely statewide educator opinions of working conditions, biasing results slightly toward elementary teacher impressions of their working conditions (Table TB1).

In addition, response rates are often different within school levels when student ethnicity is taken into consideration. At the elementary level, response rates from schools with varying sizes of minority student populations are very steady and suggest that the opinions of teachers in these schools are relatively equitably represented in the survey data, but the same cannot be said of response rates across middle and high schools.

At the high school level, schools with a student body comprised of either fewer than 22 percent or between 40 percent and 72 percent minority students (about two-fifths of all high schools) were less likely than other high schools to have a high survey response rate. High schools with very high (between 72 percent and 98 percent) or moderate but below-median (between 22 percent and 40 percent) proportions of minority students experienced the highest response rates. The greatest discrepancies, however, were for middle schools, where response rates for subsets of schools ranged from a healthy 78 percent (for schools whose student bodies are comprised almost entirely of minority students) to a low of 60 percent. Contrary to what might be expected, the lowest response rates did not come from schools at either end of the minority student representation spectrum; they were instead from schools with average numbers of minority students (between 49 percent and 74 percent of the student body). Middle schools with the largest minority student populations had the highest response rates (Table TB2).

**Table TB1. Response Rates by School Level**

Average Response Rate for all Elementary Schools	76%	451
Average Response Rate for all Middle Schools	20%	141
Average Response Rate for all High Schools	64%	201
<b>Note:</b> Overall state response rate = 67%		

<sup>†</sup> We do not include data from mixed-level schools in the tables in this section as these schools are not directly comparable to other types of schools, nor are such schools homogeneous enough to compare to each other within a mixed-grade level grouping. Readers should bear in mind that such schools include a high number of special-category schools (such as alternative schools), which are not present in these analyses.

**Table TB2. Response Rates by School Demographics**

<b>Elementary Schools</b>			<b>Middle Schools</b>			<b>High Schools</b>		
Minority Students as Proportion of Student Body	Average Response Rate	Number of Schools	Minority Students as Proportion of Student Body	Average Response Rate	Number of Schools	Minority Students as Proportion of Student Body	Average Response Rate	Number of Schools
100%-98%	78%	89	100%-98%	78%	30	100%-98%	63%	41
98%-80%	77%	91	98%-74%	72%	27	98%-72%	67%	39
80%-47%	73%	91	74%-49%	60%	30	72%-40%	61%	41
47%-24%	75%	90	49%-27%	71%	28	40%-22%	69%	40
under 24%	75%	90	under 27%	71%	28	under 22%	60%	40
Average Response Rate for all Elementary Schools	76%	451	Average Response Rate for all Middle Schools	76%	143	Average Response Rate for all High Schools	76%	201
Range of Response Rates: 73%-77%			Range of Response Rates: 60%-78%			Range of Response Rates: 60%-69%		
<b>Note:</b> Overall state response rate = 67%								

Despite the relatively equitable distribution of educator responses across elementary schools with varying levels of minority student representation, differences in response rates across similar divisions of middle and high schools suggest that survey responses are likely to over-represent schools with either a relatively high or low proportion of minority students. Readers are advised to bear these discrepancies in mind when interpreting the analyses presented below.

### Analyses of Survey Data by School Level

In general, and as noted above, when there is a difference, elementary educators are more likely to note the presence of important teacher working conditions in their schools than are middle and high school teachers. First, elementary educators are more positive about the group decision-making processes in their schools (55 percent versus 47 percent of middle school educators and 44 percent of high school educators). They also are more likely to believe that the professional development available to them enhances their skills as instructional leaders (66 percent versus 59 percent and 51 percent, respectively; Table 6). Also, though the differences in elementary and secondary educator perceptions of leadership issues are only marginal at times, it is worth noting that elementary educators are more positive about all aspects of leadership in their schools than are secondary educators. The greatest differences are in the areas of opportunities for the community to contribute to the school's success, school leadership's consistency with regard to enforcing rules, the presence of a shared vision, and the degree to which teachers are held to high standards (Table 6).

On the other hand, time is one area in which secondary educators appear to have more positive impressions than do their elementary colleagues. They are more likely to believe that their non-instructional time is sufficient (51 percent of middle school educators and 53 percent of high school educators express positive perceptions, versus 43 percent of elementary educators; in addition, 24 percent of middle school teachers and 28 percent of high school teachers indicate that they have at least one hour of non-instructional time available a day, compared to only 14 percent of elementary teachers). Somewhat counterbalancing the impact of these differences, however, is the fact that elementary educators' non-instructional time appears to be less bur-

dened with student supervision duties, with only 6 percent indicating that they spend more than an hour a day with students on school activities outside of regular work hours, compared to 16 percent of middle school teachers and 25 percent of high school teachers (Table 6).

<b>Survey Item:</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Difference in Percentage Points (Elem-High)</b>
<b>Empowerment</b>				
Professional development activities enhance teachers' skills as instructional leaders.	66%	60%	51%	15
The faculty has an effective process for making group decisions and solving problems.	55%	48%	44%	11
<b>Leadership</b>				
Opportunities are available for members of the community to contribute actively to this school's success.	77%	66%	64%	13
The school leadership consistently enforces rules for student conduct.	64%	52%	52%	12
The faculty and staff have a shared vision.	70%	62%	59%	11
Teachers are held to high professional standards for delivering instruction.	87%	83%	76%	11
<b>Professional Development</b>				
Professional development provides teachers with the knowledge and skills most needed to teach effectively.	68%	61%	55%	13
Teachers have multiple opportunities to learn from one another	62%	57%	51%	11
<b>Time</b>				
Teachers: You spend more than five hours a week outside of school hours on activities involving student interaction.	6%	16%	25%	19
The non-instructional time provided for teachers in my school is sufficient.	43%	51%	53%	-10
Teachers: You have more than five hours a week of non-instructional time available to you.	14%	24%	28%	-14

*Relevant Domain Analyses:* Time (p. 33), Empowerment (p. 31), Leadership (p. 28), Professional Development (p. 34)

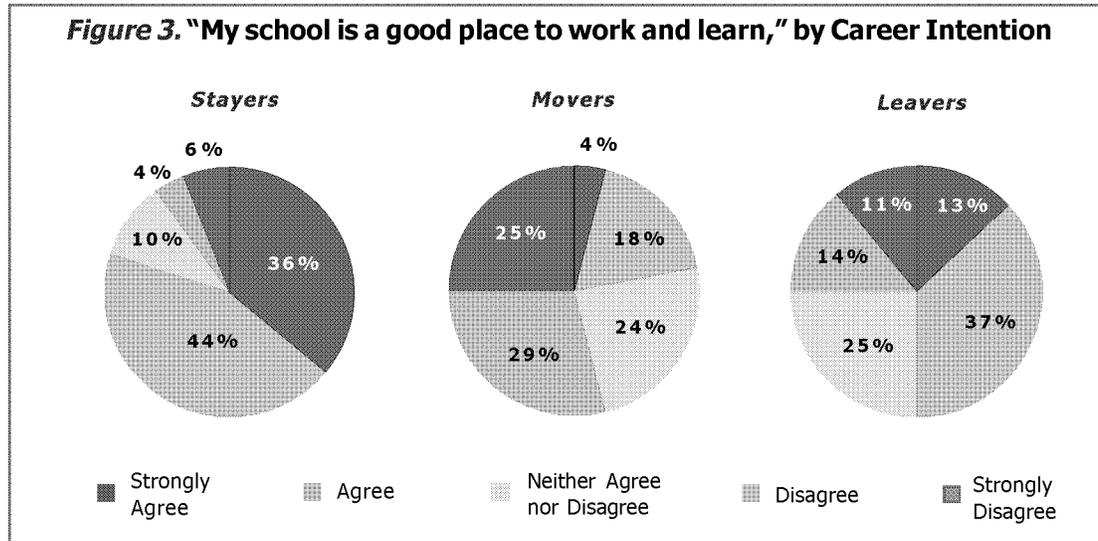
## Findings from Analyses of Responses of Teacher Stayers, Movers, and Leavers

As is true in many other states, one of the greatest challenges Mississippi faces is stemming the tide of teacher attrition, especially in hard-to-staff schools. A recent study that analyzed turnover in diverse school districts from across the nation found that it costs as much as \$18,000 to replace a teacher who leaves a classroom.<sup>12</sup> In addition to the monetary costs of attrition, data from the New Teacher Center reveal that well-designed novice teacher induction programs not only contribute to higher teacher retention rates but also can dramatically increase student achievement.<sup>13</sup> With so much at stake—both in terms of the quality of the induction of new teachers and the cost associated with replacing them—policymakers would be well served by considering the factors that impact retention rates.

As noted above and elsewhere in this report, many Mississippi teachers are satisfied with several aspects of their current working conditions, and these positive feelings are reflected in the fact that more than four out of five (85 percent) of the respondents to the 2007 Mississippi Teacher Working Conditions Survey indicated that they intended to stay in their current schools at the end of the school year (“stayers”). Among non-stayers, similar numbers of respondents indicated that they would either move to another school or district (“movers,” 9 percent) or leave teaching entirely (“leavers,” 6 percent).<sup>14</sup> Contrary to what might be expected, these breakdowns are relatively consistent across gender lines (with 84 percent of all male teachers and 86 percent of all female teachers reporting that they would stay), racial lines (with 87 percent of all white teachers and 83 percent of all African-American teachers reporting that they would stay), and even certification routes (with 86 percent of traditionally licensed teachers and 82 percent of alternate-licensure teachers indicating a willingness to stay), offering evidence that the decisions of Mississippi teachers to move or leave may be primarily related to factors other than social or cultural factors that are typically outside of school control.

Instead, survey results suggest that teachers who want to continue to teach in their current schools generally have more positive perceptions about their working conditions than do movers and leavers (see **Appendix C** for a table of all teacher responses disaggregated by career intent). Also, school movers tend to have poorer perceptions of their schools than do leavers, but this discrepancy is due at least in part to the fact that not all leavers leave as a result of dissatisfaction with the work environment.<sup>15</sup> This section of the report begins the process of understanding differences in perceptions of teacher working conditions across all three groups, with an eye toward helping policymakers and school leaders address issues that could help to reduce teacher attrition. Not surprisingly, differences in opinion about teacher working conditions exist across these three groups, but what is most important is to examine the areas in which those differences are largest.

Perhaps the most dramatic perception gap across the entire 2007 Mississippi Teacher Working Conditions Survey is between stayers and movers on the issue of whether or not their schools are good places to work and learn. The presence of a gap in perception is not surprising, but the *size* of the gap is. While a healthy 80 percent of all stayers believe that their schools are good places to work and learn, only 21 percent of teacher movers—only one in five—share the same impression. With few exceptions, it appears that movers are moving at least in part because of a general dissatisfaction with school working conditions. Leavers also are less positive than stayers about overall conditions, but at not nearly so strong a level (half believe that their schools are good places to work and learn; Figure 3), and the bulk of their dissatisfaction can be found among early-career leavers and not retirement-age leavers (discussed below).



Finally, regardless of their career intentions, teachers appear to be influenced by the same working conditions when considering career options. Stayers, movers, and leavers alike report that support from school leadership plays a key role in their decisions, as does the degree to which they feel effective with the students they teach. We will explore specific facets of these findings in the sections below.

## 5. School Leadership and Teacher Empowerment Are Critical to Retaining Teachers

### Leadership

The domain in which a large separation in the perceptions of stayers and non-stayers is most evident is leadership. Nearly half of all teachers cite leadership as the aspect of their working environments that most impacts their career decisions, more than twice as many as cite the next-closest aspect (facilities and resources; see Figure 2, above), and the separation between stayers and non-stayers on many survey items in the leadership domain clearly supports that finding. Indeed, when asked about *specific* factors that impact their career decisions, a substantial majority of teachers, regardless of their career intentions, report that support from school leadership is an important influence, well outpacing factors more commonly assumed to matter, like financial considerations such as salary (cited by 64 percent of all stayers, 56 percent of all leavers, and only half of all movers) and cost of living (cited by only 47 percent, 36 percent, and 34 percent, respectively; Table 7).<sup>†</sup>

<sup>†</sup> Many teachers also note the importance of their feelings of effectiveness with the students they teach with respect to their future career decisions, an issue we will address briefly in our conclusions.

<b>Condition:</b>	<b>Percent Agreeing Condition is Very or Extremely Important:</b>		
	<b>Stayers</b>	<b>Movers</b>	<b>Leavers</b>
Adequate support from school leadership	81%	87%	66%
Effectiveness with the student I teach	80%	77%	64%
Student behavior	72%	70%	75%
Personal reasons	70%	56%	58%
Teaching assignment	69%	60%	53%
Collegial atmosphere amongst the staff	68%	70%	49%
Empowerment to make decisions	67%	72%	60%
Salary	64%	50%	56%
Retirement options	61%	45%	57%
Adequate facilities/resources	60%	54%	41%
Time during the work day	59%	56%	54%
The community environment where I live	58%	52%	43%
Degree of testing and accountability	56%	53%	55%
Cost of living	47%	34%	36%

Clearly, leadership is important to all teachers with respect to career decisions, but do all teachers have the same impressions of the *quality* of the leadership under which they work? Simply put, no. On nearly every survey item about leadership, the separation in positive impressions between stayers and movers is 35 percentage points or more, with some of the largest gaps coming in ratings of the support teachers perceive they get from school leadership (69 percent of stayers feel supported, versus 46 percent of leavers and only 25 percent of movers) and of the overall quality of school leadership (65 percent versus 41 percent and a mere 19 percent, respectively). In addition, stayers are over three times as likely as movers to agree that there is an atmosphere of trust in their schools (Table 8).

**Table 8. Differences in the Perceptions of Stayers and Movers with Respect to Leadership Issues**

Leadership item:	Percent of Teachers Agreeing:			Difference Between Stayers and Movers
	Stayers	Movers	Leavers	
Overall, my school leadership is effective	65%	19%	41%	46
There is an atmosphere of trust and mutual respect within the school	64%	18%	38%	46
In this school we take steps to solve problems	69%	25%	43%	44
The leadership consistently supports teachers when needed	69%	25%	46%	44
Teachers feel comfortable raising issues and concerns that are important to them	59%	18%	35%	41
The school leadership communicates clear expectations to students and parents	72%	31%	51%	41

Finally, the disparities between the perceptions of stayers and non-stayers with respect to leadership also include the degree to which each group believes that school leadership makes efforts to *improve* working conditions. Teachers who want to stay in their schools are far more likely to believe leadership is working to improve teaching and learning conditions than are those who want to move to another school. For example, about two-thirds of those who want to stay at their current schools believe leadership supports concerns about classroom management, while only about one-quarter (27 percent) of movers agree. In addition, more than half of all stayers believe that leadership makes a sustained effort to address teacher concerns about empowerment (58 percent) and leadership issues (53 percent), but less than one-fifth of movers concur (18 percent and 17 percent, respectively; Table 9).

**Table 9. Differences in the Perceptions Between Stayers and Movers about School Leadership Efforts to Address Working Conditions**

School leadership makes a sustained effort to address teacher concerns about:	Percent of Teachers Agreeing:			Difference Between Stayers and Movers
	Stayers	Movers	Leavers	
Classroom management of today's students	67%	27%	40%	40
Empowering teachers	58%	18%	32%	40
The use of time in the school	63%	26%	39%	37
Facilities and resources	67%	30%	41%	37
Leadership issues	53%	17%	30%	36
Professional development	64%	30%	45%	34

## Empowerment

Gaps in perceptions regarding empowerment among teachers with differing career intentions are at times nearly as large as the gaps found across leadership issues. Though there are few differences on some items (for instance, a vast majority of teachers, regardless of their career intentions, do not believe that they are involved in budget decisions, Education Enhancement Fund decision, or hiring decisions), on four items the perception gaps between stayers and non-stayers are telling. These differences might best be characterized as differences in perceptions of the degree to which teachers are treated as professionals and to which teachers believe that they are part of a thoughtful and comprehensive decision-making process. In the first of these two areas, stayers are much more likely than are leavers or movers to believe that they are respected as professionals (63 percent versus 30 percent and 22 percent, respectively), and that they are entrusted to make sound professional decisions about instruction (67 percent versus 42 percent and 28 percent, respectively); they are also more likely to believe that they are centrally involved in decision-making about educational issues, though not to quite as strong a degree (41 percent versus 19 percent and 12 percent, respectively). In the second area, it is clear that leavers and movers are less convinced of the presence of a coordinated problem-solving process. Movers and leavers are much less likely than are stayers to sense that their schools take steps to solve problems (24 percent and 43 percent, respectively, versus 69 percent) or that there is even a solid process available for doing so in the first place (17 percent and 28 percent, respectively, versus 53 percent; Table 10).

**Table 10. Differences in the Perceptions of Stayers, Movers, and Leavers with Respect to Empowerment Issues**

Empowerment Issue:	Percent of Teachers Agreeing:			Difference Between Stayers and Movers
	Stayers	Movers	Leavers	
<b>Treating Teachers as Professionals</b>				
Teachers are respected as professionals.	63%	22%	30%	41
Teachers are trusted to make sound professional decisions about instruction.	67%	28%	42%	39
Teachers are centrally involved in decision making about educational issues.	41%	12%	19%	29
<b>Presence of a Decision-Making Process</b>				
In this school we take steps to solve problems.	69%	24%	43%	45
The faculty has an effective process for making group decision and solving problems.	53%	17%	28%	36

Differences across other domains are not nearly as sharp or consistent, but a few bear mentioning here. Movers and leavers are much less likely to sense that interruptions to the school day are minimized (26 percent and 35 percent, respectively, versus 59 percent of stayers), and they are also much less convinced that their schools are safe places in which to work (47 percent and 62 percent, respectively, versus 82 percent).

## Findings from Analyses of Responses of Early-Career Teachers

In addition to the factors associated with teacher retention discussed in the previous section, another critical component of the teacher retention puzzle is the quality of the induction experience of new teachers. The importance of addressing this issue in Mississippi is suggested by the apparent imbalance in the mentoring available to all new Mississippi teachers, as well as by the impressions of the state's small but critical group of early-career leavers.

It is perhaps tempting to review the numbers above and decide that dissatisfaction is stronger across the board for movers than it is for all leavers, but readers are reminded to bear in mind that, compared to movers and stayers, the population of leavers is a very diverse and mixed group, due to the multiple and varied reasons behind their career intentions. When survey responses for leavers are disaggregated by years of teaching experience, a few important differences are revealed between the responses of those who leave the profession before reaching their fourth year in the classroom ("early-career leavers," who make up about one-sixth of the nearly 1,300 Mississippi teachers surveyed who indicated that they did not plan to return to teaching), those who leave at around retirement age ("retirement-age leavers"), and the general population of movers.

Before taking a closer look at the teachers in this critical sub-group, it is important to note here that financial considerations do *not* appear to be more important for early-career leavers than they are for other leavers. In most other states in which CTQ has administered and analyzed Teacher Working Conditions surveys, there has been a notable difference between early-career and retirement-age leavers in this area.

### ***6. Many Early-Career Teachers Are not Mentored at all, but Those Who Are Mentored Are More Likely to Remain in the Classroom***

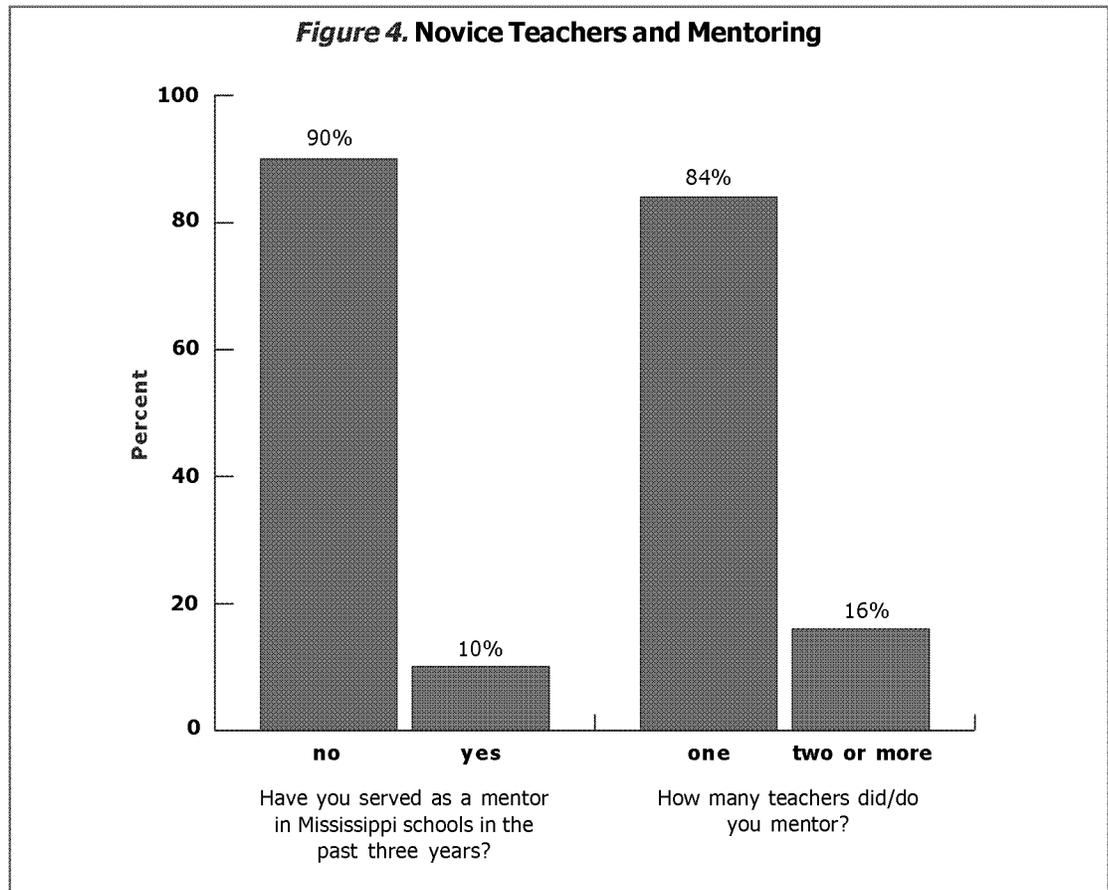
Early-career teachers are slightly less likely than are their more experienced peers to intend to stay at their current schools (82 percent versus 86 percent), and mentoring may play an important role in this difference in retention. The first and perhaps most critical survey finding to note here is that no category of early-career teachers—whether stayers, movers, or leavers—consistently reports the presence of a mentoring program that covers their first three years of teaching. Only 51 percent of early-career stayers report having been assigned a mentor for all of their early-career years, but an even smaller proportion of leavers (50 percent) and movers (45 percent) report the same. Though these differences alone are not large, it is important to note that no early-career teachers appear to be guaranteed a mentoring experience, and that those who eventually choose to move or leave are less likely than are their stayer peers to have been assigned one.

Two other findings of note with respect to mentoring and retention bear mentioning here as well. First, African-American teachers are marginally less likely than are their white colleagues to intend to stay at their current schools (about 83 percent indicate that they intend to stay, versus about 87 percent of white teachers), and, while they are about as likely as their white peers to report having been assigned a mentor, their mentoring experience appears to be quite different. Their mentors are less likely to have been at the same school, in the same grade, or even teaching the same content (Table 11).

**Table 11. Differences in Mentoring Experiences, by Ethnicity**

Mentoring Item:	African-American	White	Difference in Percentage Points
Were you formally assigned a mentor for each of your first years of teaching in Mississippi?	52%	48%	-4
<b>Were you and your mentor:</b>			
At the same school?	79%	88%	9
Teaching the same content?	62%	70%	8
At the same school level?	62%	72%	10

Second, though their numbers are small, there are several early-career teachers who have been asked to serve as mentors themselves (397 out of 4,020 surveyed, or about 10 percent), and a few of those have been asked to serve as mentors for more than one other teacher (about 16 percent; Figure 4). Granted, these numbers are not large, but the fact that there is any evidence at all of early-career teachers mentoring other early-career teachers is worth further investigation.



## ***7. Facilities & Resources and Leadership Exert the Greatest Influences on Early-Career Leavers***

Early-career leavers and their retirement-age peers in Mississippi express similar opinions about many survey items, but one critical statement on which their levels of agreement substantially diverge is that their schools are good places to work and learn: while nearly three out of five retirement-age leavers think this statement is true, only about one in three early-career leavers agrees. Indeed, in many ways, early-career leavers look a lot more like movers than they do like their more experienced leaver peers. They are uniformly less positive about working conditions across all domains than are retirement-age leavers, but the biggest differences are in the domains of facilities and resources and leadership.

Early-career leavers are much less likely than are their retirement-age leaver peers to believe that their schools have adequate office equipment, instructional materials, and instructional technology. Such discrepancies may have less to do with actual deficiencies in any of these areas and more to do with younger teachers' greater comfort with and dependence upon technology, for instance, in comparison to their more mature peers, but it is a consideration to bear in mind as the state works to retain these young teachers. These discrepancies are explored in more detail in the **Domain-Specific Findings** section, below.

Leadership issues of much greater concern to early-career leavers than to retirement-age leavers have to do with performance evaluations, which they are less likely to believe are either handled well (52 percent versus 70 percent) or are consistently administered (46 percent versus 64 percent). Both of these issues may be related to the general lack of comprehensive mentoring, as discussed above. If present in greater quantities, mentoring might help younger teachers to navigate the emotions evoked by their first teaching evaluations with more equanimity.

## Findings from Analyses of Responses Across Student Poverty Levels

The purpose of this section is to investigate differences in educators’ perceptions of teacher working conditions across schools clustered based on the size of their populations of economically disadvantaged students. Before turning their attention to the analyses themselves, readers may first wish to consider the findings in the accompanying text box regarding differences in response rates across schools that might bias the interpretation of the analyses and findings.

### Response Rates by Student Economic Characteristics

Perhaps of greater concern than any of the instances of over- and under-representation on the Mississippi Teacher Working Conditions Survey discussed earlier would be indications that schools with different proportions of economically disadvantaged students are not represented equitably by survey responses. It turns out, however, that when schools are compared based on the proportion of their student bodies identified as being economically disadvantaged, with some regularity and also across all three school levels, the lowest response rates are from schools with the *lowest* numbers of economically disadvantaged students. As was the case when data are disaggregated by the proportion of minority students in a school, the widest range of response rates is again at the middle school level (15 percentage points), but a broad range exists at all three levels (Table TB3).

**Table TB3. Response Rates by School Economic Indicators, 2007 Mississippi Project CLEAR Voice Survey**

<b>Elementary Schools</b>			<b>Middle Schools</b>			<b>High Schools</b>		
Economically Disadvantaged Students as Proportion of Student Body	Average Response Rate	Number of Schools	Economically Disadvantaged Students as Proportion of Student Body	Average Response Rate	Number of Schools	Economically Disadvantaged Students as Proportion of Student Body	Average Response Rate	Number of Schools
0%-48%	67%	89	0%-45%	62%	27	0%-37%	59%	39
48%-69%	75%	88	45%-62%	63%	27	37%-51%	62%	40
69%-85%	79%	90	62%-75%	75%	28	51%-68%	65%	39
85%-94%	81%	89	75%-89%	73%	28	68%-84%	68%	40
over 94%	76%	89	over 89%	77%	27	over 84%	66%	39
Average Response Rate for all Elementary Schools	76%	445	Average Response Rate for all Middle Schools	70%	137	Average Response Rate for all High Schools	76%	197

Range of Response Rates: 67%-81%

Range of Response Rates: 62%-77%

Range of Response Rates: 59%-68%

**Note:** Overall state response rate = 67%  
School totals for demographic and economic analyses within school types are not equal because economic data were not available for all schools.

If anything, then, the viewpoints of educators in schools with larger bodies of economically disadvantaged students might be slightly *over*-represented, an important aspect of these survey results for readers to bear in mind.<sup>16</sup>

## Results of the Comparisons

On the whole, when all schools for which economic data were available are taken together without regard to school level, there are few major differences (differences of ten or more percentage points) between the perceptions of educators at schools with high numbers of economically disadvantaged students and educators at schools with fewer economically disadvantaged students. When there *are* major differences, however, educators at schools with fewer economically disadvantaged students tend to have more positive perceptions. The greatest gaps in positive perceptions across all school levels (including mixed-level schools) are typically in the area of facilities and resources and empowerment, as well as mentoring experiences (Table 12).<sup>17</sup>

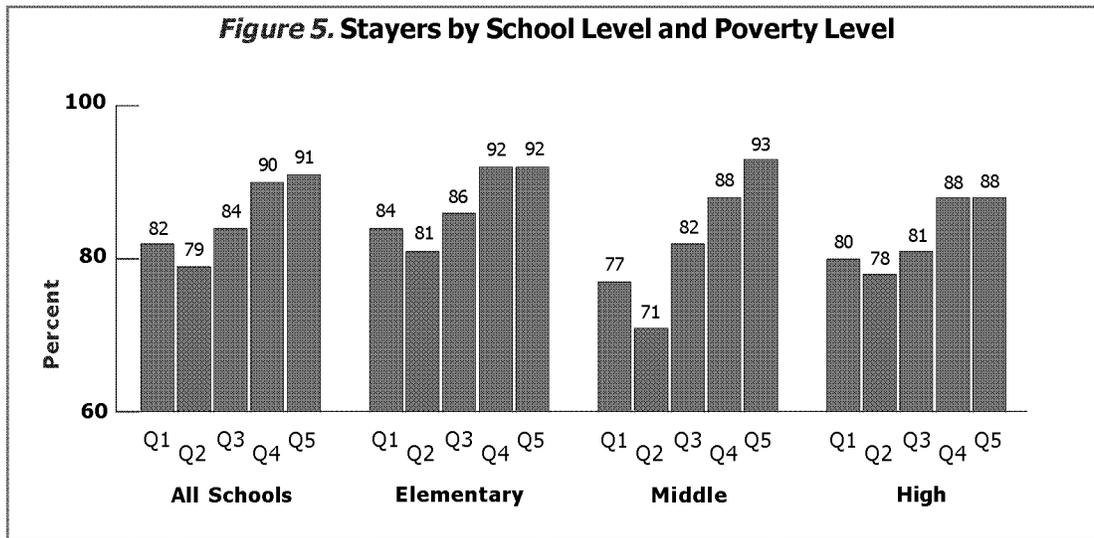
At the elementary, middle, and high school levels, when mixed-level schools are not included, there also appear to be large differences in opinion about many areas of leadership (**Appendix D**).

What may be surprising to some readers is that these perception gaps are *not* widest between the schools with the fewest and the greatest numbers of economically disadvantaged students. In fact, more often than not, the gaps are widest between schools with the fewest and the *second-greatest* numbers of economically disadvantaged students (schools in the second of our five quintiles). In other words, while gaps in the positive perceptions of educators at schools in the first and fifth quintiles are sometimes notable, the gaps between educators at schools in the second and fifth quintiles are often *larger*. In some cases, perceptions among educators in the first quintile (the schools with the highest proportion of economically disadvantaged students) are *equally as positive* as those of educators in the higher quintiles.

Proportion of economically disadvantaged students at school		>90.7	90.7-78.1	78.0-61.6	61.5-44.6	<44.6	Gap*
		Percent agreeing:					
Overall, my school is a good place to work and learn.		67%	66%	72%	78%	81%	15 †
<b>Domain Survey Item:</b>	<b>Domain</b>						
Teachers and staff work in a school environment that is safe.	F&R	73%	72%	76%	83%	85%	13 †
Teachers play a large or primary role in devising teaching techniques.	E	56%	54%	57%	64%	67%	13 †
There is an atmosphere of trust and mutual respect within my school.	L	53%	54%	57%	63%	66%	13 †
Teachers are trusted to make sound professional decisions about instruction.	E	59%	59%	61%	66%	69%	11 †
Teachers have sufficient access to office equipment and supplies.	F&R	61%	59%	64%	69%	69%	10
<b>Mentoring Survey Item:</b>							
I have been formally assigned a mentor for all of the years I have been a novice teacher in MS.	M	48%	49%	51%	51%	47%	4
My mentor and I taught at the same grade level.	M	65%	58%	70%	75%	76%	17 †
My mentor and I taught in the same building/school.	M	89%	78%	82%	90%	86%	12 †
My mentor and I taught in the same content area.	M	68%	62%	69%	73%	73%	11 †
I received release time to observe my mentee(s).	M	32%	31%	27%	22%	23%	10 †
My mentee and I taught the same grade level.	M	46%	47%	54%	57%	61%	15 †
My mentee and I taught in the same content area.	M	53%	52%	61%	63%	66%	14
<b>Key:</b>							
Blue = Highest approval rating for the question; Red = Lowest approval rating for the question; T = Time; F&R = Facilities & Resources; E = Empowerment; L = Leadership; PD = Professional Development; M = Mentoring.							
* Due to rounding, gap may appear to be slightly larger or smaller than the gap implied by numbers in the table.							
† The gap for this question is at least 10 percentage points at all three school levels							

The greatest number of and the largest major perception gaps are to be found among educators at the middle school level (Appendix D). Middle school also is often the level at which educators in high-poverty schools express the lowest opinions of their working conditions. Coupled with the fact that middle school educators are the least likely to indicate that they will stay at their current schools (83 percent, versus 84 percent of high school teachers and 87 percent of elementary school teachers), it may be prudent for Mississippi to focus any investigations of reasons for these disparities initially on middle schools.

When we look at teacher career intent figures across quintiles, we see that the importance of this difference may be more than just a matter of splitting hairs: while the proportion of teachers who intend to stay decreases as the proportion of economically disadvantaged students increases, we again see that the rate of teacher retention is lowest for schools in the *second* and not the first quintile. This pattern holds true across all three levels of school when the data are disaggregated by school level (Figure 5).



What these findings are able to suggest is limited at best, primarily because they are culled from only one set of data without the benefit of other contextual data. Nevertheless, it is compelling to consider why the greatest positive perception gaps involve schools in the second quintile. One possibility is that, while Mississippi has made tremendous strides in evening the playing field among its poorest and its wealthiest schools, schools with slightly smaller populations of economically disadvantaged students may not have been receiving the same amount of attention. It is well beyond the limits of the Mississippi Teacher Working Conditions Survey data to make conclusions along these lines, but the data discussed herein may provide critical jumping-off points for future, more in-depth studies of differences in teacher working conditions across schools with different proportions of economically disadvantaged students.

## Domain-Specific Findings

The findings for this report were generated after careful consideration of educator responses to questions about the five different teaching and learning condition domains addressed in the survey. Presented here—in their order of importance to teachers with respect to their future career decisions (Figure 2, above)—are more detailed assessments of the stories the data in these domains tell. In this section, we also continue the process of unpacking how different educators—defined by their positions (*e.g.*, teachers and principals) and by other characteristics (*e.g.*, experience, ethnicity, etc.)—view specific teacher working conditions.

Of particular interest are the differences between administrator and non-administrator perceptions of working conditions, as well as between elementary and secondary educators, both of which are discussed in some detail in earlier sections. As noted above in the **General Findings** section, in every domain and on every topic within a domain, the impressions of teachers and of other non-administrative education professionals are less positive than are administrator impressions, and sometimes dramatically so. In fact, though Mississippi non-administrator perceptions of various working conditions range from very positive to very negative, depending upon the issue, administrators express favorable views of *almost every aspect of teacher working conditions*.<sup>18</sup> **Appendix B**, an extension of Tables 3 and 4 (above), contains a complete table of responses by teachers and principals to all of the major survey questions, and that table is referred to throughout this section. At the least, Mississippi should consider taking steps to better understand the reasons behind this clear and sometimes pronounced disconnect.

Also as noted earlier, though differences between elementary and secondary educators are not always as dramatic, there is a relatively consistent pattern, with elementary educators expressing positive impressions of their working conditions much more often than do their middle and high school colleagues. In some instances, differences in the proportion of educators with positive perceptions of a given teaching and learning condition are as great as ten percentage points or more. Particularly notable differences have all been highlighted in the **General Findings** section and are not repeated here.

Finally, while there are quite a few disconcerting differences in the mentoring experiences of educators depending upon their ethnicity (described above), there are few pronounced differences in the responses of educators of different ethnicities to each of the primary domain questions. Where there are significant differences (differences of at least ten percentage points or greater), African-American educators tend to have more positive perceptions than do their white colleagues, and these differences are highlighted below. Since the bulk of all educators in Mississippi are either African-American (24 percent) or white (73 percent), analyses in this section are limited to responses from those two groups.

### Leadership

As has been emphasized often throughout this report, no domain is as critical to the career decisions of teachers as leadership (Figure 2, above), and for that reason alone, the generally positive patterns in the survey data with respect to this domain should be just cause for optimism. There is still work to be done, but educator impressions of leadership are universally positive (even if only marginally so at times), a finding that stands in stark contrast to survey data from other states in which CTQ conducted surveys in 2007. Indeed, even for the survey item that generated the least positive responses (impressions of leadership's willingness to com-

mit a sustained effort to address teacher concerns about leadership issues), the overall proportion of positive responses was still above 50 percent. Leading the way are educator beliefs that all faculty are committed to helping every student learn and that teachers are held to high professional standards (each boasting positive impressions of 83 percent), with several more items registering high positive responses (Table 13).

As intimated above, the leadership area most in need of attention appears to be the process by which teachers raise concerns and school leadership responds to those concerns. Only 56 percent of all educators indicate that teachers feel comfortable raising concerns that are important to them, and fewer than 64 percent believe that leadership makes a sustained effort to address these concerns (Table 13).

**Table 13. Educator Impressions of Leadership**

<b>Leadership Item:</b>	<b>Percent Agreeing</b>
The faculty is committed to helping every student learn.	83%
Teachers are held to high professional standards for delivering instruction.	83%
Teacher performance evaluations are handled in an appropriate manner.	75%
The procedures for teacher performance evaluations are consistent.	72%
Opportunities are available for members of the community to contribute actively to this school's success.	71%
Teachers receive feedback that can help them improve instruction.	70%
The school leadership communicates clear expectations to students and parents.	69%
Staff members are recognized for accomplishments.	66%
The school leadership consistently supports teachers when needed.	66%
The faculty and staff have a shared vision.	65%
There is an atmosphere of trust and mutual respect within the school.	60%
The school leadership consistently enforces rules for student conduct.	58%
Teachers feel comfortable raising issues and concerns that are important to them.	56%
<b>The school leadership makes a sustained effort to address teacher concerns about:</b>	
Classroom management of today's students	64%
Facilities and resources	64%
Professional development	62%
The use of time in my school	61%
Empowering teachers	55%
Leadership issues	51%

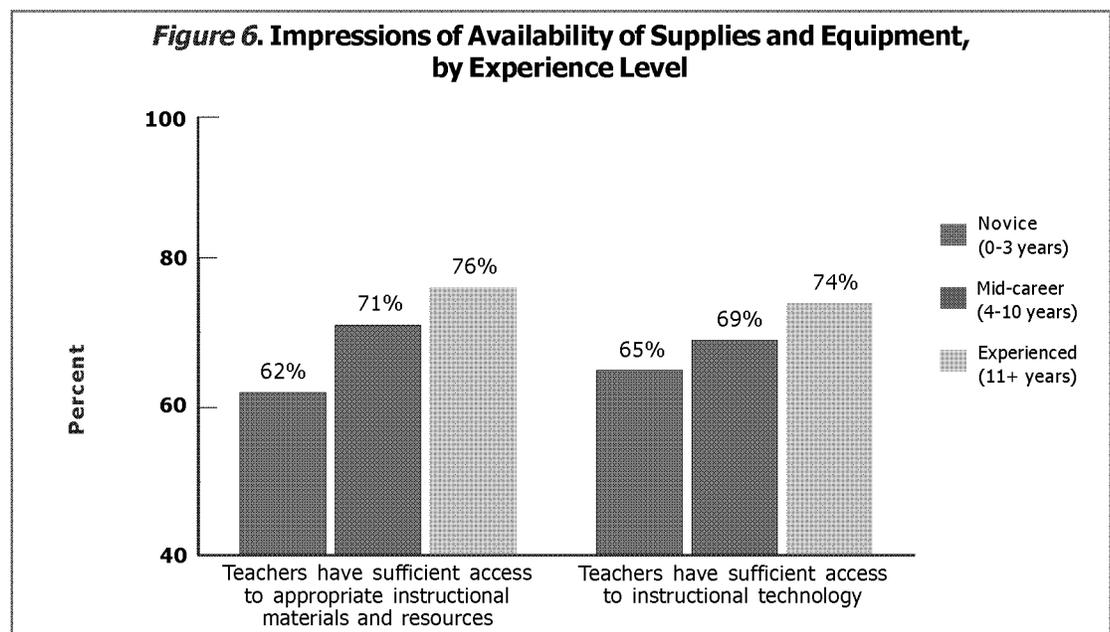
Differences in teacher and principal perceptions of school leadership are generally very wide on most of the survey questions, but the gap is widest in this area as well. While almost every principal (95 percent) believes that teachers feel comfortable raising issues and concerns, only a little more than half of all teachers (54 percent) agree. Tellingly, teacher perceptions of the degree to which leaders respond to these concerns are also quite different from those of their principals, especially when those concerns are about empowerment (43-percentage-point gap) and leadership itself (44-percentage-point gap; Table 4, above).

Teacher perceptions of school climate are also disconcertingly different from the perceptions of their principals. Teachers are much less likely than are principals to perceive the presence of an atmosphere of trust and mutual respect in their schools (59 percent versus 94 percent), a feeling of support from their administrators (64 percent versus 99 percent), and indications of consistent enforcement of rules on the part of school leaders (56 percent versus 98 percent), all of which indicate a difference in teacher and principal perceptions of overall school climate (Table 3, above).

### *Facilities and Resources*

In no other domain are the general impressions of all educators as positive across the board in Mississippi as they are for facilities and resources. With at least three-fifths of all educators expressing positive impressions of each surveyed area in this domain (the low mark of 62 percent coming in regard to educators' perceptions of the availability of sufficient training to support their use of instructional technology), and with nearly 80 percent indicating that they believe they work in a safe school environment, it would appear that facilities and resources is one area in which Mississippi is beginning to achieve satisfactory working conditions in all areas.

There are, however, a few important differences in this domain between the perceptions of novice and experienced teachers, and, as noted earlier, they have to do with perceptions of the availability of supplies and equipment. Experienced teachers are more likely than novice teachers to believe that they have sufficient access to instructional materials and resources (76 percent versus 62 percent), as well as to instructional technology (74 percent versus 65 percent; Figure 6)



We suggested earlier that one reason for these differences might be related to differences in the degree to which teachers of different ages tend to rely on such resources. These differences also may reflect the fact that many beginners are not as savvy as their experienced colleagues at knowing how to access materials, supplies, and other resources. A number of studies have documented that beginning teachers often simply do not have the know-how to utilize resources efficiently, even when they are readily available to them. In addition, the same research found that access to materials and resources impacts student achievement.<sup>19</sup> Coupled with the other findings above on the importance of mentoring for early-career teachers, these results from the 2007 Mississippi Teacher Working Conditions Survey suggest that mentors and other personnel who are involved in new-teacher induction need to ensure that beginning teachers not only have access to all available resources, but also understand the process for acquiring these materials and services themselves.

### **Empowerment**

There is both cause for commendation and cause for concern with respect to the state of teacher empowerment in Mississippi. On the one hand, educators rate favorably the degree to which problem-solving strategies are in place in each school (66 percent of all educators believe such strategies are in place) and to which instructional decisions and the ability to craft teaching techniques are placed in the hands of teachers (64 percent and 61 percent, respectively, believe teachers are so empowered). On the other hand, teacher presence appears to be almost non-existent in other areas of empowerment. Less than half of all educators (40 percent) believe that teachers are involved in decision-making about educational issues, and a large majority do not believe that teachers play large or significant roles in many areas of school-level decision-making, such as in the development of discipline policies (19 percent), school improvement planning (18 percent), and the determination of professional development content (17 percent). In fact, fewer than one in twenty believes that teachers play a large or significant role in hiring or budgeting, and nearly two-thirds (66 percent and 65 percent, respectively) believe that teachers play absolutely no role at all in these two areas (Table 14).

<b>Empowerment Item:</b>	<b>Percent Agreeing</b>	
In this school we take steps to solve problems.	66%	
Teachers are trusted to make sound professional decisions about instruction.	64%	
Professional development activities enhance teachers' skills as instructional leaders.	60%	
Teachers are respected as professionals.	59%	
The faculty has an effective process for making group decisions and solving problems.	50%	
Opportunities for advancement within the teaching profession are available to me.	41%	
Teachers are centrally involved in decision making about educational issues.	40%	
	<b>No role</b>	<b>Large/ primary role</b>
<b>What role do teachers at your school play in:</b>		
Devising teaching techniques	4%	61%
Setting grading and student assessment practices	9%	48%
Selecting instructional materials and resources	6%	47%
[Use of] Education Enhancement Funds	39%	24%
Establishing and implementing policies and student discipline	28%	19%
School improvement planning	29%	18%
Determining the content of in-service prof. devel. programs	26%	17%
The selection of teachers new to this school	66%	5%
Deciding how the school budget will be spent	65%	4%

The gulf between principal and teacher perceptions is again wide on all survey items, but it is the differences in the *sizes* of those gaps that is most telling. In some of the areas of school-level empowerment mentioned above (such as hiring practices and budgeting), it is not surprising to find principals and teachers alike agreeing that teachers play only a small role, but in many other areas of school-level decision-making, teacher and principal perception of teacher involvement is startlingly different. Also, and more so than in other states surveyed in 2007, teacher and principal perceptions of the roles teachers play in primarily classroom-level decision-making are quite divergent. For example, 82 percent of principals believe that teachers have a large or primary role in selecting instructional materials and resources, but less than half of the teachers surveyed (45 percent) agree. These discrepancies are discussed in greater detail in the **General Findings** section above, and complete data on differences in teacher and principal perceptions is available in **Appendix B**.

The empowerment domain is one of the few domains in which there are marked differences on any survey item among educators across ethnicities. While educator impressions of most em-

powerment items are relatively similar across ethnicities, it may be important to note that African-American educators have a much stronger sense of opportunities for advancement than do their white peers (49 percent to 39 percent). Also, African-American educators are much more likely to believe that there are available professional development opportunities that enhance their skills as instructional leaders.

## Time

Though at least 40 percent of all educators respond positively to every general question about time availability, it is the only domain in which there are no *overwhelmingly* positive responses (none for which over 60 percent of all educators respond positively). The most promising impressions are in the areas of reasonable class size and protection from classroom interruptions, but with overall positive perceptions of these working conditions at only 54 percent and 57 percent, respectively, it appears that time may be the domain in which the most work will need to be done (Table 15).

**Table 15. Educator Impressions of Time Issues**

<b>Time Item:</b>	<b>Percent Agreeing</b>
Teachers are allowed to focus on educating students with minimal interruptions.	57%
Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.	54%
Teachers have time available to collaborate with their colleagues.	50%
Teachers are protected from duties that interfere with their essential role of educating students.	50%
The non-instructional time provided for teachers in my school is sufficient.	48%
Efforts are made to minimize the amount of routine administrative paperwork I am required to do.	40%

Even so, there are some suggestions that most teachers understand the difficulty of improving the availability of this precious commodity; only about 15 percent of them listed it as the domain that most affects their willingness to continue working in their current schools.

Despite the overall low ratings of items in this domain, there are still substantial discrepancies in principal and teacher perceptions on nearly every item, as noted earlier. However, there are a few areas in which principals appear to be at least somewhat more sensitive to the perceptions of their teachers with respect to time availability. Nearly a quarter of all principals do not agree that class sizes are reasonable (22 percent) or that teachers' non-instructional time is sufficient (23 percent). These percentages may not seem overly large, but compared to the much more enthusiastic impressions of principals on other time domain items (and most other items throughout the survey), they are worth noting. Similarly, though it is by no means a majority, some principals appear to be at least partially aware of the number of hours that teachers report working beyond the stipulations of their contracts, as well as the limited availability of non-instructional time (Table 16). There is still much work to be done to bring teachers and principals closer in their shared perceptions of these working conditions, but on some aspects of time availability, at least, the gap appears to be closing.

<b>Time Item:</b>	<b>Percent of Principals not Agreeing</b>	
Teachers have reasonable class sizes for meeting the educational needs of all students.	22%	
Teachers have time available to collaborate with their colleagues.	18%	
The non-instructional time provided for teachers in my school is sufficient.	23%	
Teachers are protected from duties that interfere with educating students.	14%	
Teachers are allowed to focus on educating students with minimal interruptions.	11%	
	<b>Percent agreeing:</b>	
	<b>Teachers</b>	<b>Principals</b>
In an average week of teaching, teachers have five or more hours non-instructional time available.	4%	61%
In an average week of teaching, teachers spend five or more hours on school-related activities outside the regular school work day.	9%	48%

## Professional Development

Educator responses to facilities and resources survey items may have been the most consistently *positive*, but educator responses to some of the professional development survey items are clearly and consistently the *highest* of any across all domains. With the exception of a lukewarm perception of the availability of opportunities for learning from each other (with only 57 percent indicating that those opportunities are present), educators in general and teachers in particular are enthusiastic about not only the quality of their professional development but also the practical utility of that professional development. In fact, *in every area of professional development surveyed*, more than 80 percent of teachers who received at least 10 clock hours of training believe not only that the training they received provided them with strategies that they could use, but also that those strategies were useful in making a difference with their students.

There are a few issues to be concerned about, however, with respect to the content of the training that is provided. Based on teacher responses, it does not appear that the *types* of professional training they believe they most need in order to be successful in the classroom are always readily available to them. For example, 50 percent express a need for professional development to help them with their special needs populations, but only 26 percent indicate that they have received at least 10 hours of such training in the past two years. On the other hand, only 25 percent express a need for training in methods of teaching, but well over 40 percent report receiving a significant amount of such training. Furthermore, it appears that administrators are not in synch with their teachers with respect to professional development needs; while they agree with their teachers that there is a pressing need for special needs training and for instruction on how to close the achievement gap, they are much more certain than are their teachers of a need for things like classroom management training and training in methods of teaching (Table 17).

**Table 17. Perceived Professional Development Needs and Availability, Teachers versus Administrators and Other Educational Professionals**

<b>Support Item:</b>	<b>Percent indicating a need:</b>		<b>Percent of teachers receiving 10+ clock hours, past two years</b>
	<i>Teachers</i>	<i>Admins./ Others</i>	
Special Education (Students with Disabilities)	50%	69%	26%
Closing the Achievement Gap	43%	55%	18%
Reading	39%	54%	34%
Classroom Management	34%	69%	35%
Methods of Teaching	25%	46%	42%
Student Assessment	21%	34%	33%
Special Education (Academically Gifted Students)	20%	29%	6%
Content-Area Professional Development	16%	24%	39%
Limited English Proficiency (LEP)	8%	19%	3%

Differences among educators across ethnicities similar to those noted above in the section on **Empowerment** are also apparent on several items addressing specific professional development issues. African-American educators are much more likely than are their white colleagues to believe that the professional development available to them provides teachers with the knowledge and skills most needed to teach effectively (73 percent versus 59 percent) and that there are multiple opportunities for learning from one another (66 percent versus 55 percent). Since it is unlikely that these differences in perception are the result of actual differences in the provision of professional development across ethnicities, it may be in the state's interest to examine further the ways in which educators of different ethnic backgrounds think about and utilize their professional development.

# Analyses of Teaching and Learning Conditions Impacts on Teacher Attrition and Student Achievement

As the data suggest, working conditions can and do matter to teachers, and they also appear to contribute to their career decisions. In this section of the report, we carry our analyses one step further by constructing statistical models that unpack these effects more precisely. The first set of models helps to draw clearer connections between teacher working conditions and teacher career decisions, factoring in several additional variables not included in the Teacher Working Conditions Survey itself, such as district support from the Critical Teacher Shortage Act and student body characteristics. The second set of models begins the longer and more difficult task of connecting the impact of teacher working conditions to student learning in the form of annual achievement test gains. Due to data limitations and the short length of the timeframe under scrutiny (one academic year), this second set of models cannot fully estimate the impact of teacher working conditions on student learning, but it does lay the groundwork for future in-depth studies of this vital connection.

## Teacher Working Conditions and Teacher Attrition

The first set of analyses for this final part of the study is based on a statistical procedure that is designed to help uncover the degree to which several potential influences on a teacher's decision to stay at a school actually impact that decision. Because the outcome that the procedure attempts to explain is binary (*i.e.*, the outcome for any given teacher is one of two choices: stay at the current school versus move to another school or leave teaching entirely), the specific procedure used is a logistic regression model. Logistic regressions help to examine the apparent relative impact of multiple factors on a binary outcome. The regression procedure was applied to three different groups of teacher respondents—elementary school teachers, middle school teachers, and high school teachers. A full explanation for this procedure, along with all of the numerical results, can be found in **Appendix E: Methodology**.

## Results

### Impact of Teacher Perceptions of Teacher Working Conditions

Teacher perceptions of many teacher working conditions appear to have an impact—and sometimes powerfully so—on career intentions. Teacher responses to representative survey questions from each domain were included in our analyses, and at every school level, several of them were significantly associated with career intent. Results discussed below are summarized in Table 18 at the end of this section.

As has been suggested by many of the other findings in this report, our analyses continue to demonstrate the importance of quality school leadership for the retention of teachers. In particular, the atmosphere created by school leadership appears to contribute in a number of ways to teacher career decisions. For instance, at every school level, teacher perceptions of the ways in which school leaders handle teacher evaluations are directly and positively related to career intent: teachers who believe that these evaluations are handled in an appropriate manner are between 22 percent (high school) and 32 percent (elementary school) more likely to stay than are their peers who have less positive perceptions of this critical leadership responsibility. Readers may recall our earlier observation that early-career leavers are much more likely than are more experienced leavers to express concerns about this same leadership component, further demonstrating the importance of the care with which school leaders approach this task. Similarly, teachers who sense that they are respected as professionals are more likely to stay, especially at the middle school level, where agreement with this statement is associated with an increase in the likelihood of wanting to stay of 70 percent. Given the fact that middle school teachers tend to be more likely than their peers at other school levels to report a desire to leave in the first place (17 percent indicate that they will leave, compared to 16 percent of high school teachers and only 13 percent of elementary school teachers), this finding should be of particular interest to middle school administrators.

Also related to school leaders' creation of a positive school environment is the degree to which teachers believe that leaders make sustained efforts to address teacher concerns, most particularly in the area of classroom management and discipline. Teachers who believe that their school leaders respond to their concerns about classroom management and discipline are between 33 percent (high school) and 61 percent (elementary school) more likely to stay than are teachers who do not sense that their school leaders respond to such concerns.

Finally, and perhaps most critically, teachers who perceive an atmosphere of trust and mutual respect at their schools are much more likely to want to remain at their schools than are their peers who do not hold the same impression. These teachers are between 44 percent (high school) and 67 percent (elementary school) more likely to stay—the largest across-school-levels impact of any item analyzed in our models. Not surprisingly, teacher feelings of safety also impact future career intentions, especially at the high school level, where teachers who feel safe are a sizeable 72 percent more likely to stay than are other teachers.

There are also several other aspects of teacher working conditions that appear to have an impact on teacher career intentions at specific school levels. For instance, efforts to minimize paperwork and opportunities for teachers to have more input in devising teaching techniques are associated with an intent to stay among elementary and middle school teachers, and perceptions of the presence of a shared vision among all faculty and staff are also associated with an intent to stay among elementary and high school teachers. Interestingly, the only aspect of teacher working conditions in our analyses that did not appear to be related to teacher career intentions at the elementary school level—the belief that teachers are trusted to make sound professional decisions about instruction—was significantly associated with an intent to stay among both middle and high school teachers, who are between 47 percent (middle school) and 62 percent (high school) more likely to intend to stay if they sense that they are so trusted.

## Impact of Other Teacher and School Characteristics

The main focus of this section of the report is the impact of teacher working conditions on teacher attrition, but several outcomes associated with some of the non-working conditions variables are also worth noting here. Most of the results in this section are also summarized in Table 18.

The two most important findings have to do with location and experience. First, it is interesting to note the apparent pull that living in a small town has on some Mississippi teachers. For elementary and high school teachers, teaching in these communities is associated with a greater likelihood that a teacher will want to stay (compared to teachers in schools in urban fringes), and for high school teachers, the allure persists across *all* rural settings, with high school teachers between 33 percent more likely (in rural areas within a metropolitan region) and 55 percent more likely (in rural and remote areas) to stay than their peers in urban-fringe districts. However, the rural setting appears to have the opposite effect on middle school teachers; they are only 67 percent as likely as middle school teachers in urban fringes to want to stay. Middle school teachers are even more averse to staying in Mississippi's most urban settings, with their likelihood of staying a mere 60 percent of that of middle school teachers in urban fringes. These vast differences across school levels in teacher willingness to stay with respect to location may indicate the need for Mississippi education officials to investigate further the differences in teacher working conditions across school levels in different regions and settings.

The second and perhaps more critical finding related to non-teacher working conditions factors has to do with teacher experience, and it should come as no surprise, based on some of the findings presented earlier in this report: teachers with little to no teaching experience are much less likely than are their mid-career peers to want to stay in their current schools. The data are particularly disconcerting at the high school level, where inexperienced teachers are only about half as likely (52 percent as likely) as their more experienced peers to want to stay, again perhaps pointing to the importance of better and more comprehensive induction and mentoring for early-career teachers. Late-career teachers are also more likely to want to leave than are mid-career teachers, but this discrepancy is most likely due to the fact that they are reaching retirement age and not due to any particular differences in their perceptions of teacher working conditions or of other school factors.

Though they are not statistically significant at all levels, two final implications do bear mentioning here. First, female teachers appear to be more likely to intend to stay in their current schools than are their male counterparts, all else being equal, and this finding is statistically significant at the high school level (where female teachers are about 27 percent more likely to stay than are their male peers). This pattern is consistent with research that suggests that male teachers are more likely to pursue and be awarded non-teaching administrative promotions,<sup>20</sup> or even to leave the profession altogether to seek greater remuneration in other fields or administrative positions. Though evidence of this kind is merely suggestive at best, it may behoove the state to investigate the degree to which all teachers are supported in their efforts to pursue advancement in the field of education, regardless of gender. While only 15 percent of the classroom teachers in Mississippi who responded to the survey are male, fully 45 percent of all principals and 47 percent of all assistant principals who responded to the survey are male, and female educators are somewhat less likely than are their male peers (41 percent versus 45 percent) to perceive that other non-administrative opportunities for advancement within the teaching profession are available to them.

The second implication of particular interest to Mississippi educators and policy-makers is the degree to which the Critical Teacher Shortage Act appears to be impacting teacher retention. Though the results are statistically significant at only one school level (the elementary level), at all three levels, the relationship between being in a CTSA district and teacher retention is negative; at the elementary level, teachers in CTSA districts are only 72 percent as likely to stay as are teachers in non-CTSA districts. It is difficult to draw meaningful conclusions from these data, primarily because we are unable to determine whether the rate of retention in CTSA districts, while still being less than the rate of retention in non-CTSA districts, has *improved* since the implementation of the Act in 1998. To be sure, retention remains a problem in CTSA districts, but longitudinal data of a type not available for this report are required to answer the key question of whether conditions with respect to teacher retention are nevertheless *improving* in these key districts.

### **A Note on Likelihoods and Probabilities**

All of the results above are reported in terms of the change in the *likelihood*—or the change in the *odds*—that a teacher intends to stay, given a change in a certain condition or characteristic. Changes in likelihood can be quite large, but the reader is cautioned to note that a change in likelihood is not the same as a change in *probability* (see **Appendix E** for more explanation of the difference). All changes in likelihood discussed above are converted into changes in probability in Table 18.

**Table 18. Changes in Likelihood of Staying and in Probability of Staying**

	Increase or decrease in likelihood of staying, controlling for other variables			Probability of staying, controlling for other variables		
	Elementary	Middle	High	Elementary	Middle	High
<b>Overall Probability of Staying</b> →				<b>87%</b>	<b>83%</b>	<b>84%</b>
<b>Factor or Characteristic:</b>						
<b>Teacher Characteristics</b>						
Female	1.261	1.090	1.272 *	90%	84%	87%
Less than 4 years of experience	0.720 *	0.757 *	0.523 *	<b>83%</b>	<b>78%</b>	<b>73%</b>
More than 20 years of experience	0.821 *	0.908	0.724 *	85%	81%	79%
African-American	1.154 *	1.304 *	0.892 *	89%	86%	82%
<b>Student Characteristics</b>						
School met minimum response rate threshold	0.815	0.604 *	0.989	85%	74%	84%
Percent African-American students	0.900 *	0.801 *	0.762 *	86%	79%	80%
School size	1.001 *	1.000	1.000	87%	83%	84%
2007 Mississippi ALI Index Rating	1.001 *	1.002 *	1.000 *	87%	83%	84%
School is in CTSA District	0.719 *	0.764	0.779	83%	78%	80%
<b>Urbanicity (compared to schools in urban fringes)</b>						
Mid-size City	0.780	0.597 *	1.269	84%	74%	87%
Rural (inside MSA)	1.295 *	0.817 *	1.333 *	90%	79%	87%
Rural (outside MSA)	1.451 *	1.170	1.552 *	91%	85%	89%
Small Town	1.604 *	0.667 *	1.534 *	<b>92%</b>	<b>76%</b>	<b>89%</b>
<b>Teaching and Learning Conditions (Positive vs. Negative Impression)</b>						
<b>Teachers/staff work in safe school</b>	1.236 *	1.425 *	1.721 *	<b>90%</b>	<b>87%</b>	<b>90%</b>
Teachers have reasonable class sizes	1.147 *	0.943 *	1.132 *	89%	82%	86%
Non-instructional time is sufficient	1.240 *	1.006	1.065	90%	83%	85%
Efforts made to minimize administrative paperwork	1.383 *	1.619 *	1.196 *	91%	88%	86%
Teachers are respected as professionals	1.381 *	1.700 *	1.478 *	<b>91%</b>	<b>89%</b>	<b>89%</b>
Teachers trusted to make good decisions about instruction	1.071 *	1.468 *	1.618 *	88%	87%	89%
Teachers play large role in devising teaching techniques	1.366 *	1.220 *	0.920	90%	85%	83%
Professional development enhances instructional leadership skills	1.342 *	1.373 *	1.267 *	<b>90%</b>	<b>87%</b>	<b>87%</b>
Teacher performance evaluations handled appropriately	1.243 *	1.320 *	1.223 *	<b>90%</b>	<b>86%</b>	<b>87%</b>
Leaders address classroom management concerns	1.374 *	1.605 *	1.330 *	<b>90%</b>	<b>88%</b>	<b>87%</b>
School atmosphere of trust/respect	1.673 *	1.532 *	1.444 *	<b>92%</b>	<b>88%</b>	<b>88%</b>
Faculty and staff have a shared vision	1.206 *	1.109 *	1.334 *	89%	84%	87%
Staff members recognized for accomplishments	1.237 *	1.135	0.994	90%	84%	84%
Leadership supports teachers when needed	1.457 *	1.101 *	1.200 *	91%	84%	86%
* = result is statistically significant						
<b>Bold=</b> characteristics or conditions indicate statistical significance across all three school levels						

## Teacher Working Conditions and Student Achievement

The second set of analyses for this final part of the study is designed to identify some of the links between multiple school factors—including teacher working conditions—and student achievement. It is relatively common to encounter studies of this kind in which student achievement is represented by a single achievement score for the year of interest; however, such studies often confuse a strong *relationship* between such scores and various explanatory factors with some degree of *causal explanation* for those scores.

Consequently, when studying the relationship between teacher assessment of their working conditions and the achievement scores of the students in their schools, it is not at all surprising to find a strong positive relationship between high working conditions ratings and high student scores. Such a relationship does not mean, however, that one factor (good teacher working conditions) *causes* the other (high student scores). It is equally as plausible, for example, that teachers who work with higher-achieving students tend to rate their working conditions more favorably than do teachers who work with lower-achieving students, which would imply that the achievement scores might be causing the working conditions ratings, instead of the other way around.

To counter this potential misinterpretation, the analyses below examine the relationship between student achievement *gains*, teacher working conditions, and other factors. In other words, the analyses attempt to make links between the degrees of change in overall student achievement from year to year and several factors that might make those gains more likely, including working conditions. The analyses are based on a statistical procedure that is designed to help uncover whether a factor is clearly related to the variable of interest (in this case, to gains in student achievement). Unlike the analyses employed for examining a binary choice of staying or leaving, the outcomes these analyses attempt to explain are continuous (*i.e.*, the outcome for any given school is any point along a range of possible negative or positive gains in scores from one year to the next), and the specific procedure used is called a multiple regression. This regression procedure was applied to the Mississippi Achievement Level Index (ALI) values for each school at three different school levels — elementary schools, middle schools, and high schools. A full explanation of this procedure, along with all of the numerical results, can be found in **Appendix E: Methodology**.

### Summary of Results

Several aspects of teacher working conditions appear to be significantly related to 2007 student achievement gains, but there is no clear pattern across all school levels, and the associations are sometimes negative. For instance, at the elementary level, faculty commitment and the overall quality of facilities and resources appear to be positively associated with student gains, while the association between protection of teachers from extra duties and student achievement is weakly negative. At the high school level, protection from duties is positively related to student achievement, but none of the other representative working conditions areas appears to be positively and significantly related. In fact, professional development in support of instructional leadership is *negatively* associated with student achievement. At the middle school level, none of the representative working conditions appears to have a statistically significant impact on student achievement.

One possible reason for these mixed findings may be that, while teacher responses to questions about their working conditions are very good indicators of individual perceptions of school

working conditions, these same individual teacher perceptions can be somewhat subjective and in some cases may not aggregate well into strong objective indicators of school-wide working conditions. Therefore, in an attempt to address this potential weakness in the analysis and to make more sense of the mixed results above, we also included in our models an additional proxy for teacher working conditions: the proportion of teachers in a school who indicate that they will return to their schools the following year. Because it distinguishes between an individual complaint or concern and a more general feeling of comfort at a school, this variable captures well a sense of the overall teacher satisfaction with working conditions at a school.<sup>21</sup> As with our other measures of teacher working conditions, however, the results continue to be mixed. At the middle school level, the apparent impact of teacher retention on student achievement is positive; however, this impact is not strong enough to be considered statistically significant. At the elementary and high school levels, the degree of teacher retention does appear to have a statistically significant impact, but that impact is negative, implying that the greater the number of teachers who want to stay in their schools, the lower the gains in achievement. Similarly, whether a school is located in a CTSA district appears to have a significant impact on student gains only at the high school level, and even then, as was the case in the teacher retention analyses above, the impact appears to be slightly negative.

What can we make of these mixed and at times disconcerting results? Fortunately, we can start to find some answers by examining the effects of some of the other factors included in our model. We know from our earlier analyses that positive teacher working conditions are associated with positive teacher retention. In schools where working conditions lag, teacher retention is more likely to suffer, and schools are more likely to have to rely on inexperienced teachers to fill vacancies. As it turns out, at the elementary and high school levels, one factor that is clearly negatively associated with student achievement gains is the proportion of teachers at a school who are in the early stages of their teaching careers. A similar factor to consider is the potential differences in the relative *quality* of the teachers at each school. Just because a school has a high teacher retention rate does not mean that the school is retaining *the best* teachers. We do not have any direct measures of teacher quality in our model,<sup>†</sup> but we do have one *indirect* measure—teacher preparation. Though significant only at the elementary school level, the proportion of a school's traditionally-prepared master's-level teachers appears to be positively related to gains in student achievement.

One lesson we are beginning to learn from analyses of this type in Mississippi and in other states is that, while making direct connections between teacher working conditions and teacher retention is a relatively straightforward task, establishing the same links to student achievement is not nearly as simple. Our preceding analyses and analyses conducted for other research projects all suggest that teacher working conditions can indeed have a positive impact on student achievement, but such an impact is not likely to be detectable in a single-year, snapshot study such as this one, especially when the overall number of schools in two of the three samples (middle and high school) is so low (in both cases, under 170 schools). A more sophis-

---

<sup>†</sup> Though a question about one potential measure of teacher quality—National Board Certification—was included in the 2007 survey, we did not include these data in our analyses. Over 3,200 survey respondents (with all survey respondents making up only about two-thirds of the entire population of Mississippi educators) identified themselves as National Board Certified, but data from the National Board of Professional Teaching Standards (<http://www.nbpts.org/>) indicate that only about 2,700 of all Mississippi teachers are Board Certified. Relative unfamiliarity with the certification may have led many teachers to incorrectly indicate that they have this certification. We excluded the data from our analyses because of the unreliability of survey responses to this question.

ticated, longitudinal study that accounts for gradual changes in school working conditions over time, that factors in other time-sensitive variables (such as administrator turnover and relative changes in student demographics), and that includes a larger pool of schools is necessary to allow for the possibility of identifying these important but often indirect or gradual effects.<sup>22</sup>

## **A Note on Critical Teacher Shortage Act Districts**

Since its passage in 1998, the Mississippi Critical Teacher Shortage Act (CTSA) has provided academic and financial support for teachers-in-training who commit to teaching in one of 47 school districts that has been historically difficult to staff, moving and housing assistance for teachers who relocate to one of those districts, and ongoing mentoring and professional development support for teachers in CTSA districts once they begin their careers. The wide-sweeping Act also provides paid sabbaticals for teachers who want to become administrators and who commit to returning to Mississippi schools. One of the goals of the program is to attract and retain talented and well-trained teachers, and this analysis of teacher working conditions across districts provides an excellent opportunity to investigate not only the degree to which that goal is being met but also the level of impact CTSA is having on student outcomes.

As noted in the previous analyses, while districts that benefit from the provisions of CTSA may have experienced improvement in both student achievement and teacher retention since 1998, they do not yet appear to be on par with other Mississippi districts. In this section, we explore some of the specific differences between these districts that might help to clarify from a teacher working conditions perspective why the gap persists as the Act enters its tenth year, and on what areas of teacher working conditions state education leaders still need to act in order to help bring student performance and teacher retention in line with other districts across the state.

Initial comparisons between survey responses of Critical Teacher Shortage Act educators and educators in other districts are not overly promising. In general, CTSA districts are characterized by a tendency to be perceived by the educators who work in them as less likely to possess a number of critical teacher working conditions. Overall, educators in these districts are less likely to think of their schools as good places to work and learn (64 percent versus 76 percent) or as being safe (71 percent versus 81 percent; Table 23). The domain with the most consistent discrepancies in perceptions among educators is facilities and resources, where CTSA educators rate their schools lower in every area than do educators in other districts. From a lack of supplies such as office equipment and instructional materials to a lack of support in the form of professional personnel such as school counselors and social workers, educators in these districts are much more likely to perceive multiple deficiencies in terms of their facilities and resources. Unlike in most other comparisons in this report, however, there do not appear to be too many substantial differences in the domains of leadership and empowerment, which is a good sign for the eventual success of CTSA. There is one critical difference, however, that could impact the Act directly: CTSA educators are less likely to report the presence of an atmosphere of trust and mutual respect within their schools than are other educators (52 percent versus 62 percent), a difference that could continue to weigh on these districts' already-limited abilities to retain new teachers (Table 19).

**Table 19. Comparison of Selected Survey Items, CTSA vs. Non-CTSA Schools**

<b>Survey Item:</b>	<b>CTSA</b>	<b>Non-CTSA</b>	<b>Difference in Percentage Points</b>
<b>Overall Conditions</b>			
My school is a good place to work and learn.	64%	76%	12
<b>Facilities &amp; Resources</b>			
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	57%	68%	12
Teachers have sufficient access to a broad range of professional personnel.	58%	69%	11
Teachers and staff work in a school environment that is safe.	71%	81%	10
Teachers have sufficient access to appropriate instructional materials and resources.	65%	75%	10
<b>Leadership</b>			
There is an atmosphere of trust and mutual respect within the school.	52%	62%	10

In addition, when educators in CTSA districts do rate certain teacher working conditions higher than do their peers in other districts, the differences in the ratings are marginal at best. These results hold even when survey responses are disaggregated by school level.

In general, then, even though the statistical analyses summarized above do not reveal conclusive and across-the-board negative associations between Critical Teacher Shortage Act district designation, teacher attrition, and student achievement, there appears to be little in the way of positive news as of yet for these districts, at least in terms of teacher working conditions. These data may provide a richer context for interpreting the findings in the previous analyses, but they should also serve as one more reason for the state to consider undertaking additional studies that are informed by more detailed and more longitudinally expansive data.

# Conclusions

Mississippi has done much to improve the quality of its teacher workforce, as evidenced by nearly a decade of sound policy implementation designed to address teacher shortages in critical need areas. Under the leadership of Superintendent Bounds, much has been learned from Mississippi's first statewide assessments of teacher working conditions that can help the state to continue this important work. An extremely high educator response rate (67 percent), coupled with responses that are as representative of educators of students of color and students of low economic means as they are of educators of students of privilege, has helped to bring to light a number of important findings.

On the positive side, large proportions of Mississippi educators believe that their schools are good places to work and learn and that they and their colleagues are committed to helping every student learn. In addition, approximately 85 percent of the respondents on the 2007 Mississippi Teacher Working Conditions Survey indicated that they intended to stay in their current schools at the end of the school year. Furthermore, Mississippi appears to be achieving across-the-board satisfactory working conditions in the area of facilities and resources, with educators expressing positive impressions of every surveyed aspect of this domain, and educators are also enthusiastic about the quality and usefulness of the professional development made available to them. Finally, certain sub-sets of educators who are often assumed to work under the least supportive conditions, such as many educators who work in rural communities or in schools with the greatest proportion of disadvantaged students, are often nearly as positive or sometimes even more positive about their working conditions and their willingness to remain in teaching as are their peers in other school settings.

However, survey results also reveal that much work remains to be done in Mississippi to improve teacher working conditions. To begin with, while educator perceptions of teacher working conditions in schools with the highest proportion of disadvantaged students often are nearly on par with those of their peers in schools with more privileged students — suggesting the effectiveness of efforts to raise standards for educators in these schools — perceptions in schools with only slightly fewer numbers of disadvantaged students are consistently low. This finding suggests that the state may need to cast a wider net in its efforts to meet the working conditions needs of its most challenging schools.

Perhaps even more pressing are disparities in perceptions that are evident in *all* schools, starting with disparities among educators across positions. Administrators and teachers consistently hold vastly different perceptions of working conditions, and teacher perceptions are always far more negative. The greatest perception gaps are found in the degree to which administrators and teachers believe that teachers are able to participate in many areas of school-level decision-making. These differences in perception are more than simply academic; the survey results also reveal that positive perceptions of school leadership and teacher empowerment are critical to

teacher retention. Using survey data to ensure that all faculty understand each others' perceptions of teacher working conditions—both positive and negative—is an essential first step in helping educators to move forward with school improvement planning, but bridging the gap will require more than just a perusal of survey data. One group of teacher leaders who recently studied issues related to staffing and supporting high-needs schools—Mississippi National Board Certified teachers—even called for “administrators and [other] school leaders to remain current by participating in classroom instruction and working directly with students.”<sup>23</sup>

Of equal concern is the state of teacher mentoring across Mississippi. Our analyses revealed that many early-career teachers are not mentored at all, but that those who are mentored are more likely to remain in the classroom. In addition, though their numbers are small, there are several early-career teachers who have been asked to serve as mentors themselves. Finally, survey results indicate that a sense of their effectiveness with students has a lot to do with teachers' career intentions. Coupled with the increasing percentage of new teachers who enter the classroom without full preparation, these findings suggest the need for further investigation into how traditional and alternative preparation recruits are mentored, how they view their effectiveness with students, and the impact these variables have on retention. Indeed, one of the strongest recommendations from the National Board Certified teachers at the Mississippi policy summit was to “fund and implement the state’s mandatory mentoring program for all novices and/or teachers in need, supported by highly skilled, trained mentors who are compensated and provided release time from their daily schedule to collaboratively plan, coach, and observe their mentees.”<sup>24</sup>

In terms of overall working conditions, *time* is the domain about which Mississippi educators express the most consistent concerns, and it is quite possibly the area in which the most work needs to be done statewide. Only 20 percent of the state’s teachers report that they have at least an hour a day of non-instructional time available to them, and only about half report that they have time available to collaborate with their colleagues. The problem of insufficient time for teachers to reflect on—much less do—their work is pervasive nationwide and certainly not indigenous to Mississippi. Many policy reports have been written on the subject, but not enough is being done, and the time may be ripe for Mississippi to take a leadership role in efforts to confront and solve this persistent challenge to schools everywhere. There are impressive examples scattered across the nation of how schools can alter their curricula and schedules to provide teachers with more time to think and learn from each other; investigating some of these examples may be a good first step for the state to take.

Finally, our statistical analyses attempted to hone in on the degree to which working conditions affect teacher retention and student achievement, especially in the state’s critical needs school districts. We found that the relationship between being in a CTSA district and teacher retention remains uniformly negative across all school levels, and at the elementary level (where we have the most confidence in the strength of these findings), teachers in CTSA districts are only 72 percent as likely to stay as are teachers in non-CTSA districts. However, without longitudinal data, we are not willing to draw specific conclusions, primarily because we are unable to determine whether the rates of retention in CTSA districts, while still being less than the rates of retention in non-CTSA districts, have *improved* since the implementation of the Act in 1998. Similarly, in our efforts to uncover the specific relationships between overall working conditions and student achievement gains across Mississippi’s schools, findings are mixed, but not definitively so. Teacher working conditions can indeed have a positive impact on student achievement and teacher retention, but without access to more and better data in the forms of higher survey response rates, survey responses from all schools, actual teacher turnover rates, and more de-

tailed student achievement data, the connections between teacher working conditions, student achievement, and teacher retention suggested by many of these analyses will remain less powerful than they can be.

## Looking Ahead

CTQ research findings suggest the following recommendations:

- Survey data can reveal trends and impressions, but it is often limited in its ability to explain *why* those trends and impressions exist. State policymakers should consider sponsoring follow-up case studies to investigate in more depth why educators at certain schools have less positive impressions of their working conditions than do educators at other schools. The data from this survey indicate that a special focus on schools in the second quintile in terms of proportion of economically disadvantaged students—particularly at the middle school level—is warranted.
- Teaching quality can be improved at the level of the individual but also at the level of the teaching community as a whole, and time is one critical element for such systematic improvement. Administrators should experiment with new school schedules with the intention of providing more non-instructional time for teachers.
- The data suggest that mentoring impacts teacher retention, but both the quality and quantity of mentoring in Mississippi appears to vary widely. The state should conduct a thorough review or audit of mentoring efforts statewide. Given the enormous and constantly expanding mentoring needs of the states and the high cost of providing sound, on-the-ground mentoring, it may even be prudent for the state to consider some form of virtual mentoring.
- The wide disparities between the perceptions of administrators and teachers documented in Mississippi is not unusual; we have found similar disparities in our other state teacher working conditions studies as well. It is an important finding—a finding that calls for school-based, data-driven teacher working conditions conversations and professional development for administrators and teacher leaders alike. The state should encourage and help its administrators—through ongoing professional development as well as administrator preparation programs—to assess their leadership and empowerment practices, along with their interactions with teachers, in order to move toward improvement in these areas and toward establishing stable and committed faculty communities. Until all educators are able to understand each other's perceptions of teaching and learning conditions, sustained reforms to improve school climate will not be prioritized.
- The results of statistical analyses conducted for this report are encouraging and informative, but they suffer from a dearth of precise and detailed data. The state should develop more robust teacher, student, and administrator data systems that can track teacher and administrator responses to teacher working conditions surveys longitudinally and link these data with actual teacher turnover figures and robust measures of student achievement.
- Mississippi's survey response rate far exceeded those of other states and districts that conducted teacher working conditions surveys in 2007. Nevertheless, representation across districts and schools was unbalanced, hampering the degree to which the results truly reflect the state of working conditions in Mississippi. State policymakers should consider

implementing a follow-up telephone survey to investigate what made it possible for some schools to achieve high response rates, as well as what roadblocks prevented other schools from doing likewise.

Finally, as *Project CLEAR Voice* continues to help policy makers in their efforts to focus on improving teacher working conditions in Mississippi, it will become very important for district educators to begin to determine what constitutes “positive” results. In other words, when 64 percent of the state’s teachers agree that they are trusted to make sound professional decisions about instruction, is this a “good” or “positive” outcome, or not? Sixty-four percent agree, but 36 percent do not, and *only about 14 percent* of the state’s teachers strongly agree with this statement. If this is a positive survey result, what would a negative one look like?

In conclusion, state education leaders should be commended for their efforts to improve teacher working conditions statewide. They have started down a path that will ensure that Mississippi’s teachers are not only well-qualified but also well-supported and equipped with the resources they need to serve all children. Closing the achievement gap will require no less.

## Appendix A. District Response Rates

Districts In Alphabetical Order	Total Number of Respondents	Estimated District Response Rate	Districts In Order of Estimated Response Rate, Highest to Lowest	Total Number of Respondents	Estimated District Response Rate
Aberdeen	59	42.8%	Amory	143	100.0%
Alcorn	146	43.5%	Calhoun County	190	100.0%
Amite County	80	73.4%	Lawrence Co.	202	100.0%
Amory	143	100.0%	Math & Science Acad	28	100.0%
Attala County	39	32.2%	MS for the Blind	33	100.0%
Baldwyn	19	22.9%	Natchez-Adams	333	100.0%
Bay St. Louis	142	92.8%	Pass Christian	122	100.0%
Benoit	18	62.1%	Quitman	174	100.0%
Benton County	94	94.0%	Sch of the Arts	12	100.0%
Biloxi	399	90.9%	Union County	202	100.0%
Booneville	83	87.4%	Western Line	151	100.0%
Brookhaven	27	11.0%	Winona	102	100.0%
Calhoun County	190	100.0%	Pearl River	200	98.0%
Canton	133	54.7%	Choctaw County	157	97.5%
Carroll County	75	87.2%	Hattiesburg	391	97.0%
Chickasaw County	46	93.9%	South Pike	156	96.9%
Choctaw County	157	97.5%	Newton City	91	96.8%
Claiborne County	109	80.2%	Forest City	114	96.6%
Clarksdale	241	94.5%	Drew	50	96.2%
Clay County	18	81.8%	West Bolivar	86	95.6%
Cleveland	157	53.4%	Jones County	591	95.2%
Clinton Public	0	0.0%	Philadelphia	94	95.0%
Coahoma AHS	23	71.9%	Clarksdale	241	94.5%
Coahoma County	90	62.1%	Benton County	94	94.0%
Coffeeville	34	60.7%	Chickasaw County	46	93.9%
Columbia	65	47.5%	Picayune	253	93.4%
Columbus	333	86.1%	Gulfport	439	93.2%
Copiah County	97	49.2%	Marshall County	219	93.2%
Corinth	103	64.4%	Bay St. Louis	142	92.8%
Covington County	81	30.1%	Indianola	184	92.0%
DeSoto County	902	52.1%	Noxubee County	147	91.9%
Drew	50	96.2%	Petal	256	91.8%
Durant	26	59.1%	Lamar County	564	91.6%
East Jasper	70	72.9%	Humphreys County	106	91.4%
East Tallahatchie	93	76.2%	Hollandale	70	90.9%
Enterprise	44	62.9%	Biloxi	399	90.9%
Forest City	114	96.6%	Tishomingo Co.	235	90.7%
Forrest AHS	35	68.6%	Moss Point	240	88.9%
Forrest County	138	61.3%	Pascagoula	532	88.5%
Franklin County	17	11.9%	Lumberton	61	88.4%
George County	253	85.5%	Greene County	139	88.0%
Greene County	139	88.0%	Simpson County	261	87.6%
Greenville	379	69.4%	Booneville	83	87.4%
Greenwood	45	15.5%	Grenada	280	87.2%
Grenada	280	87.2%	Carroll County	75	87.2%
Gulfport	439	93.2%	Holmes County	206	86.9%
Hancock County	190	61.3%	Harrison County	720	86.4%
Harrison County	720	86.4%	Oktibbeha Co.	81	86.2%
Hattiesburg	391	97.0%	Columbus	333	86.1%
Hazlehurst City	80	72.7%	Starkville	290	85.8%

## Appendix A. District Response Rates (continued)

Districts In Alphabetical Order	Total Number of Respondents	Estimated District Response Rate	Districts In Order of Estimated Response Rate, Highest to Lowest	Total Number of Respondents	Estimated District Response Rate
Hinds AHS	14	60.9%	Newton County	125	85.6%
Hinds County	64	14.1%	George County	253	85.5%
Hollandale	70	90.9%	Ocean Springs	326	85.3%
Holly Springs	72	48.0%	Jefferson Co.	96	85.0%
Holmes County	206	86.9%	South Delta	82	82.8%
Houston Separate	99	63.1%	Clay County	18	81.8%
Humphreys County	106	91.4%	North Pike	104	81.3%
Indianola	184	92.0%	Wilkinson Co.	96	80.7%
Itawamba County	204	67.6%	Pontotoc City	132	80.5%
Jackson County	432	69.8%	Laurel	210	80.5%
Jackson Public	1,910	80.0%	Claiborne County	109	80.2%
Jeff.Davis Co.	80	46.2%	Jackson Public	1,910	80.0%
Jefferson Co.	96	85.0%	Perry County	97	79.5%
Jones County	591	95.2%	Monroe County	166	79.1%
Kemper County	65	60.2%	MS for the Deaf	30	79.0%
Kosciusko	1	0.6%	South Panola	263	77.8%
Lafayette Co.	144	72.4%	Webster County	112	77.8%
Lamar County	564	91.6%	Sunflower County	108	77.7%
Lauderdale Co.	199	40.0%	Nettleton	83	77.6%
Laurel	210	80.5%	Poplarville	131	77.5%
Lawrence Co.	202	100.0%	Lowndes County	318	77.0%
Leake County	184	77.0%	Leake County	184	77.0%
Lee County	204	39.8%	Marion County	151	76.7%
Leflore County	163	75.1%	East Tallahatchie	93	76.2%
Leland	54	55.1%	Montgomery Co.	35	76.1%
Lincoln County	109	52.7%	Neshoba County	156	75.7%
Long Beach	168	67.2%	Leflore County	163	75.1%
Louisville	176	72.7%	North Panola	119	74.4%
Lowndes County	318	77.0%	Tunica County	138	74.2%
Lumberton	61	88.4%	West Tallahatchie	68	73.9%
Madison	421	51.6%	Amite County	80	73.4%
Marion County	151	76.7%	East Jasper	70	72.9%
Marshall County	219	93.2%	Hazlehurst City	80	72.7%
Math & Science Acad	28	100.0%	Louisville	176	72.7%
McComb	158	61.2%	Lafayette Co.	144	72.4%
Meridian	274	50.5%	Coahoma AHS	23	71.9%
Monroe County	166	79.1%	Jackson County	432	69.8%
Montgomery Co.	35	76.1%	Greenville	379	69.4%
Moss Point	240	88.9%	Forrest AHS	35	68.6%
Mound Bayou	30	54.6%	Pearl	183	68.5%
MS for the Blind	33	100.0%	West Jasper	90	68.2%
MS for the Deaf	30	79.0%	Prentiss County	151	68.0%
Natchez-Adams	333	100.0%	Itawamba County	204	67.6%
Neshoba County	156	75.7%	Long Beach	168	67.2%
Nettleton	83	77.6%	Senatobia	82	66.7%
New Albany	115	65.7%	New Albany	115	65.7%
Newton City	91	96.8%	Pontotoc County	158	65.0%
Newton County	125	85.6%	Corinth	103	64.4%
North Bolivar	45	60.8%	West Point	162	64.3%
North Panola	119	74.4%	Scott County	178	64.3%

### Appendix A. District Response Rates (continued)

Districts In Alphabetical Order	Total Number of Respondents	Estimated District Response Rate	Districts In Order of Estimated Response Rate, Highest to Lowest	Total Number of Respondents	Estimated District Response Rate
North Pike	104	81.3%	Water Valley	71	64.0%
North Tippah	33	31.4%	Houston Separate	99	63.1%
Noxubee County	147	91.9%	Enterprise	44	62.9%
Ocean Springs	326	85.3%	South Tippah	131	62.4%
Okolona Separate	41	51.3%	Benoit	18	62.1%
Oktibbeha Co.	81	86.2%	Coahoma County	90	62.1%
Oxford	113	43.0%	Yazoo County	90	61.6%
Pascagoula	532	88.5%	Forrest County	138	61.3%
Pass Christian	122	100.0%	Hancock County	190	61.3%
Pearl	183	68.5%	McComb	158	61.2%
Pearl River	200	98.0%	Quitman County	82	61.2%
Perry County	97	79.5%	Hinds AHS	14	60.9%
Petal	256	91.8%	North Bolivar	45	60.8%
Philadelphia	94	95.0%	Coffeeville	34	60.7%
Picayune	253	93.4%	Smith County	135	60.5%
Pontotoc City	132	80.5%	Kemper County	65	60.2%
Pontotoc County	158	65.0%	Durant	26	59.1%
Poplarville	131	77.5%	Stone County	115	57.5%
Prentiss County	151	68.0%	Leland	54	55.1%
Quitman	174	100.0%	Canton	133	54.7%
Quitman County	82	61.2%	Mound Bayou	30	54.6%
Rankin County	627	49.3%	Union City	34	54.0%
Richton	5	8.1%	Cleveland	157	53.4%
Sch of the Arts	12	100.0%	Lincoln County	109	52.7%
Scott County	178	64.3%	DeSoto County	902	52.1%
Senatobia	82	66.7%	Madison	421	51.6%
Shaw	18	31.6%	Okolona Separate	41	51.3%
Simpson County	261	87.6%	Meridian	274	50.5%
Smith County	135	60.5%	Rankin County	627	49.3%
South Delta	82	82.8%	Copiah County	97	49.2%
South Panola	263	77.8%	Holly Springs	72	48.0%
South Pike	156	96.9%	Columbia	65	47.5%
South Tippah	131	62.4%	Jeff.Davis Co.	80	46.2%
Starkville	290	85.8%	Alcorn	146	43.5%
Stone County	115	57.5%	Oxford	113	43.0%
Sunflower County	108	77.7%	Aberdeen	59	42.8%
Tate County	74	33.9%	Lauderdale Co.	199	40.0%
Tishomingo Co.	235	90.7%	Lee County	204	39.8%
Tunica County	138	74.2%	Tate County	74	33.9%
Tupelo Public	0	0.0%	Vicksburg-Warren	227	33.8%
Union City	34	54.0%	Attala County	39	32.2%
Union County	202	100.0%	Wayne County	93	32.0%
Vicksburg-Warren	227	33.8%	Walthall Co.	64	31.8%
Walthall Co.	64	31.8%	Shaw	18	31.6%
Water Valley	71	64.0%	North Tippah	33	31.4%
Wayne County	93	32.0%	Covington County	81	30.1%
Webster County	112	77.8%	Baldwyn	19	22.9%
West Bolivar	86	95.6%	Yazoo City	32	15.8%
West Jasper	90	68.2%	Greenwood	45	15.5%
West Point	162	64.3%	Hinds County	64	14.1%
West Tallahatchie	68	73.9%	Franklin County	17	11.9%
Western Line	151	100.0%	Brookhaven	27	11.0%
Wilkinson Co.	96	80.7%	Richton	5	8.1%
Winona	102	100.0%	Kosciusko	1	0.6%
Yazoo City	32	15.8%	Clinton Public	0	0.0%
Yazoo County	90	61.6%	Tupelo Public	0	0.0%
<b>Total</b>	<b>25,408</b>	<b>67.1%</b>	<b>Total</b>	<b>25,408</b>	<b>67.1%</b>

## Appendix B. Teacher Perceptions vs. Principal Perceptions of Teacher Working Conditions

	Percent Agreeing		Difference in Percentage Points (Principal-Teacher)
	Teacher	Principal	
<b>Time:</b>			
Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.	53%	78%	25
Teachers have time available to collaborate with their colleagues.	48%	82%	34
The non-instructional time provided for teachers in my school is sufficient.	46%	77%	31
Teachers are protected from duties that interfere with their essential role of educating students.	48%	86%	38
Efforts are made to minimize the amount of routine administrative paperwork I am required to do.	39%	67%	28
Teachers are allowed to focus on educating students with minimal interruptions.	55%	89%	34
<b>Facilities and Resources:</b>			
Teachers have sufficient access to appropriate instructional materials and resources.	72%	93%	21
Teachers have sufficient access to instructional technology.	71%	85%	14
Teachers have sufficient training and support to fully utilize the available instructional technology.	61%	76%	15
Teachers have sufficient access to communications technology, including phones, faxes, and e-mail.	71%	89%	18
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	64%	95%	31
Teachers have sufficient access to a broad range of professional personnel.	65%	83%	18
Teachers have adequate professional space to work productively.	67%	86%	19
Teachers and staff work in a school environment that is safe.	78%	97%	19

### Appendix B. Teacher Perceptions vs. Principal Perceptions of Teacher Working Conditions (continued)

	Percent Agreeing		Difference in Percentage Points (Principal-Teacher)
	Teacher	Principal	
<b>Empowerment:</b>			
Teachers are respected as professionals.	57%	89%	32
Opportunities for advancement within the teaching profession (other than administration) are available to me.	40%	57%	17
Teachers are centrally involved in decision making about educational issues.	37%	84%	47
Teachers are trusted to make sound professional decisions about instruction.	63%	95%	32
In this school we take steps to solve problems.	64%	96%	32
The faculty has an effective process for making group decisions and solving problems.	48%	88%	40
Professional development activities enhance teachers' skills as instructional leaders.	59%	88%	29
<b>Please indicate how large a role teachers have at your school in each of the following areas:</b>			
Selecting instructional materials and resources	45%	82%	37
Devising teaching techniques	60%	89%	29
Setting grading and student assessment practices	48%	71%	23
Determining the content of in-service professional development programs	15%	45%	30
The selection of teachers new to this school	4%	17%	13
Establishing and implementing policies and student discipline	18%	45%	27
Deciding how the school budget will be spent	4%	20%	16
School improvement planning	16%	63%	47
[Use of] Education Enhancement Funds	22%	77%	55

## Appendix B. Teacher Perceptions vs. Principal Perceptions of Teacher Working Conditions (continued)

	Percent Agreeing		Difference in Percentage Points (Principal-Teacher)
	Teacher	Principal	
<b>Leadership:</b>			
There is an atmosphere of trust and mutual respect within the school.	59%	94%	35
The school leadership communicates clear expectations to students and parents.	67%	97%	30
The faculty is committed to helping every student learn.	83%	95%	12
Teachers feel comfortable raising issues and concerns that are important to them.	54%	95%	41
The school leadership consistently enforces rules for student conduct.	56%	98%	42
The school leadership consistently supports teachers when needed.	64%	99%	35
The faculty and staff have a shared vision.	64%	92%	28
Opportunities are available for members of the community to contribute actively to this school's success.	70%	90%	20
Teachers are held to high professional standards for delivering instruction.	82%	98%	16
Teacher performance evaluations are handled in an appropriate manner.	75%	96%	21
The procedures for teacher performance evaluations are consistent.	71%	94%	23
Teachers receive feedback that can help them improve instruction.	69%	94%	25
Staff members are recognized for accomplishments.	64%	93%	29
<b>The school leadership makes a sustained effort to address teacher concerns about:</b>			
Leadership issues	49%	92%	43
Facilities and resources	62%	96%	34
The use of time in my school	59%	96%	37
Professional development	60%	93%	33
Empowering teachers	53%	96%	43
Classroom management of today's students	62%	98%	36
Overall, the school leadership in my school is effective.	60%	87%	27

**Appendix B. Teacher Perceptions vs. Principal Perceptions of Teacher Working Conditions (continued)**

	Percent Agreeing		Difference in Percentage Points (Principal-Teacher)
	Teacher	Principal	
<b>Professional Development:</b>			
Sufficient resources are available to allow teachers to take advantage of professional development activities.	63%	88%	25
Professional development provides teachers with the knowledge and skills most needed to teach effectively.	61%	90%	29
Teachers have multiple opportunities to learn from one another.	56%	89%	33

## Appendix C. Teacher Perceptions of Teaching and Learning Conditions, by Career Intent

	Percent Agreeing			Range of Percentage Points
	Stayers	Movers	Leavers	
<b>Time:</b>				
Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.	56%	38%	41%	18
Teachers have time available to collaborate with their colleagues.	51%	32%	36%	19
The non-instructional time provided for teachers in my school is sufficient.	49%	26%	35%	23
Teachers are protected from duties that interfere with their essential role of educating students.	52%	24%	32%	28
Efforts are made to minimize the amount of routine administrative paperwork I am required to do.	43%	17%	21%	26
Teachers are allowed to focus on educating students with minimal interruptions.	59%	26%	35%	33
<b>Facilities and Resources:</b>				
Teachers have sufficient access to appropriate instructional materials and resources.	75%	48%	62%	27
Teachers have sufficient access to instructional technology.	73%	53%	62%	20
Teachers have sufficient training and support to fully utilize the available instructional technology.	64%	42%	53%	22
Teachers have sufficient access to communications technology, including phones, faxes, and email.	74%	51%	60%	23
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	67%	41%	54%	26
Teachers have sufficient access to a broad range of professional personnel.	68%	41%	52%	27
Teachers have adequate professional space to work productively.	70%	47%	56%	23
Teachers and staff work in a school environment that is safe.	82%	47%	62%	35

### Appendix C. Teacher Perceptions of Teaching and Learning Conditions, by Career Intent (continued)

	Percent Agreeing			Range of Percentage Points
	Stayers	Movers	Leavers	
<b>Empowerment:</b>				
Teachers are respected as professionals.	63%	22%	30%	41
Opportunities for advancement within the teaching profession (other than administration) are available to me.	43%	21%	24%	22
Teachers are centrally involved in decision making about educational issues.	41%	12%	19%	29
Teachers are trusted to make sound professional decisions about instruction.	67%	28%	42%	39
In this school we take steps to solve problems.	69%	24%	43%	45
The faculty has an effective process for making group decisions and solving problems.	53%	17%	28%	36
Professional development activities enhance teachers' skills as instructional leaders.	62%	34%	40%	28
<b>Please indicate how large a role teachers have at your school in each of the following areas:</b>				
Selecting instructional materials and resources	48%	25%	34%	23
Devising teaching techniques	64%	35%	46%	29
Setting grading and student assessment practices	50%	30%	37%	20
Determining the content of in-service professional development programs	17%	5%	10%	12
The selection of teachers new to this school	5%	2%	2%	3
Establishing and implementing policies and student discipline	20%	8%	10%	12
Deciding how the school budget will be spent	4%	1%	3%	3
School improvement planning	17%	5%	10%	12
[Use of] Education Enhancement Funds	23%	16%	18%	7

### Appendix C. Teacher Perceptions of Teaching and Learning Conditions, by Career Intent (continued)

	Percent Agreeing			Range of Percentage Points
	Stayers	Movers	Leavers	
<b>Leadership:</b>				
There is an atmosphere of trust and mutual respect within the school.	64%	18%	38%	46
The school leadership communicates clear expectations to students and parents.	72%	31%	51%	41
The faculty is committed to helping every student learn.	85%	66%	76%	19
Teachers feel comfortable raising issues and concerns that are important to them.	59%	18%	35%	41
The school leadership consistently enforces rules for student conduct.	61%	22%	35%	39
The school leadership consistently supports teachers when needed.	69%	25%	46%	44
The faculty and staff have a shared vision.	69%	29%	46%	40
Opportunities are available for members of the community to contribute actively to this school's success.	73%	45%	57%	28
Teachers are held to high professional standards for delivering instruction.	85%	62%	70%	23
Teacher performance evaluations are handled in an appropriate manner.	79%	42%	64%	37
The procedures for teacher performance evaluations are consistent.	75%	39%	59%	36
Teachers receive feedback that can help them improve instruction.	73%	38%	55%	35
Staff members are recognized for accomplishments.	68%	34%	51%	34
<b>The school leadership makes a sustained effort to address teacher concerns about:</b>				
Leadership issues	53%	17%	30%	36
Facilities and resources	67%	30%	41%	37
The use of time in my school	63%	26%	39%	37
Professional development	64%	30%	45%	34
Empowering teachers	58%	18%	32%	40
Classroom management of today's students	67%	27%	40%	40
Overall, the school leadership in my school is effective.	65%	19%	41%	46

**Appendix C. Teacher Perceptions of Teaching and Learning Conditions, by Career Intent (continued)**

	Percent Agreeing			Range of Percentage Points
	Stayers	Movers	Leavers	
<b>Professional Development:</b>				
Sufficient resources are available to allow teachers to take advantage of professional development activities.	66%	37%	50%	29
Professional development provides teachers with the knowledge and skills most needed to teach effectively.	64%	39%	43%	25
Teachers have multiple opportunities to learn from one another.	59%	34%	40%	25

## Appendix D. Selected Survey Responses Across Student Poverty Levels

These tables include survey response data disaggregated by school level and by student poverty level. Readers should take note that figures in this appendix are not adjusted for the number of responses per school. Thus, these figures may be biased slightly toward larger schools with higher response rates.

Proportion of Positive Responses Among Elementary Educators, by Proportion of Economically Disadvantaged Students							
Proportion of economically disadvantaged students at school		>93.7	93.7-84.7	84.6-68.9	68.8-48.2	<48.2	Gap*
		Percent agreeing:					
Overall, my school is a good place to work and learn.		71%	68%	76%	80%	83%	15 †
<b>Domain Survey Item:</b>	<b>Domain</b>						
There is an atmosphere of trust and mutual respect within my school.	L	58%	57%	63%	65%	70%	14 †
Teachers and staff work in a school environment that is safe.	F&R	78%	75%	81%	87%	89%	14 †
Teachers play a large or primary role in devising teaching techniques.	E	58%	52%	53%	61%	64%	12 †
The school leadership consistently enforces rules for student conduct.	L	64%	59%	63%	62%	70%	12 †
Teachers are trusted to make sound professional decisions about instruction.	E	61%	58%	63%	66%	69%	11 †
The school leadership consistently supports teachers when needed.	L	67%	63%	69%	70%	73%	11
The faculty is committed to helping every student learn.	L	85%	82%	87%	88%	92%	10 †
In this school we take steps to solve problems.	E	68%	64%	70%	69%	74%	10
Teachers are respected as professionals.	E	61%	57%	60%	63%	67%	10 †
Teachers have multiple opportunities to learn from one another.	PD	64%	63%	62%	56%	65%	10
<b>Mentoring Survey Item:</b>							
I have been formally assigned a mentor for all of the years I have been a novice teacher in MS.	M	45%	51%	47%	55%	49%	10
My mentor and I taught at the same grade level.	M	64%	61%	71%	82%	86%	25 †
My mentor and I taught in the same content area.	M	73%	60%	70%	80%	79%	20 †
My mentor and I taught in the same building/school.	M	93%	76%	78%	91%	86%	17 †
I received release time to observe my mentee(s).	M	34%	35%	32%	22%	27%	13 †
My mentee and I taught the same grade level.	M	49%	49%	63%	71%	76%	27 †
My mentee and I taught in the same content area.	M	58%	54%	68%	73%	72%	19
<b>Key:</b>							
Blue = Highest approval rating for the question; Red = Lowest approval rating for the question; T = Time; F&R = Facilities & Resources; E = Empowerment; L = Leadership; PD = Professional Development; M = Mentoring.							
* Due to rounding, gap may appear to be slightly larger or smaller than the gap implied by numbers in the table.							
† The gap for this question is at least 10 percentage points at all three school levels							

## Appendix D. Selected Survey Responses Across Student Poverty Levels (continued)

Proportion of Positive Responses Among Middle School Educators, by Proportion of Economically Disadvantaged Students		Proportion of economically disadvantaged students at school					Gap*
		>89.1	89.1-75.5	75.4-62.0	61.9-45.5	<45.5	
		Percent agreeing:					
Overall, my school is a good place to work and learn.		64%	56%	70%	79%	81%	26 †
<b>Domain Survey Item:</b>	<b>Domain</b>						
Teachers and staff work in a school environment that is safe.	F&R	69%	58%	74%	80%	85%	27 †
There is an atmosphere of trust and mutual respect within my school.	L	47%	44%	55%	65%	67%	23 †
Teachers are allowed to focus on educating students with minimal interruptions.	T	51%	42%	51%	59%	64%	22
Teachers play a large or primary role in devising teaching techniques.	E	55%	49%	58%	70%	66%	22 †
Overall, the school leadership in my school is effective.	L	53%	47%	57%	65%	68%	21
The school leadership consistently supports teachers when needed.	L	57%	52%	61%	69%	71%	18
Teachers play a large or primary role in selecting instructional materials and resources.	E	43%	39%	44%	57%	49%	17
Teachers have sufficient access to office equipment and supplies.	F&R	59%	57%	64%	74%	74%	17
Efforts are made to minimize the amount of routine admin. paperwork I am required to do.	T	39%	31%	38%	44%	47%	17
The school leadership communicates clear expectations to students and parents.	L	62%	56%	65%	70%	73%	16
The school leadership consistently enforces rules for student conduct.	L	51%	42%	55%	53%	58%	16 †
Teachers have sufficient access to appropriate instructional materials and resources.	F&R	68%	63%	71%	79%	78%	16
Teachers feel comfortable raising issues and concerns that are important to them.	L	49%	46%	55%	61%	62%	16
Teachers are trusted to make sound professional decisions about instruction.	E	59%	53%	61%	69%	68%	16
Teachers are protected from duties that interfere with their essential role of educating students.	T	48%	40%	48%	48%	55%	15
In this school we take steps to solve problems.	E	58%	55%	65%	67%	69%	15
The faculty is committed to helping every student learn.	L	75%	78%	81%	85%	89%	14 †
Teachers are respected as professionals.	E	53%	47%	56%	60%	61%	14 †
<b>Key:</b> Blue = Highest approval rating for the question; Red = Lowest approval rating for the question; T = Time; F&R = Facilities & Resources; E = Empowerment; L = Leadership; PD = Professional Development; M = Mentoring. * Due to rounding, gap may appear to be slightly larger or smaller than the gap implied by numbers in the table. † The gap for this question is at least 10 percentage points at all three school levels							

## Appendix D. Selected Survey Responses Across Student Poverty Levels (continued)

Proportion of Positive Responses Among Middle School Educators, by Proportion of Economically Disadvantaged Students (continued)							
Proportion of economically disadvantaged students at school		>89.1	89.1- 75.5	75.4- 62.0	61.9- 45.5	<45.5	Gap*
		Percent agreeing:					
Domain Survey Item	Domain						
The non-instructional time provided for teachers in my school is sufficient.	T	51%	42%	51%	55%	56%	14
Teachers have sufficient access to a broad range of professional personnel.	F&R	66%	57%	67%	71%	69%	14
Teachers play a large or primary role in setting grading and student assessment practices.	E	42%	44%	46%	55%	50%	13
Teacher performance evaluations are handled in an appropriate manner.	L	71%	65%	70%	78%	76%	13
Teachers have access to reliable communication technology, including phones, faxes, and e-mail.	F&R	68%	65%	71%	78%	78%	13
Teachers have adequate professional space to work productively.	F&R	70%	63%	67%	75%	70%	13
Teachers have reasonable class sizes, affording them time to meet education needs of all students.	T	59%	47%	52%	51%	53%	12
The procedures for teacher performance evaluations are consistent.	L	69%	61%	67%	73%	73%	12
The faculty and staff have a shared vision.	L	59%	57%	58%	69%	67%	12
Teachers receive feedback that can help them improve instruction.	L	69%	61%	67%	73%	68%	12
Staff members are recognized for accomplishments.	L	65%	60%	61%	69%	72%	11
School leadership makes sustained effort to address teacher concerns about leadership issues.	L	50%	43%	50%	54%	52%	11
Opportunities are available for community members to contribute actively to this school's success.	L	64%	61%	64%	72%	68%	11
The faculty has an effective process for making group decisions and solving problems.	E	46%	42%	48%	52%	50%	10
School leadership makes sustained effort to address teacher concerns about facilities & resources.	L	62%	56%	62%	66%	62%	10
Teachers have multiple opportunities to learn from one another.	T	56%	46%	54%	55%	51%	10

**Key:**  
 Blue = Highest approval rating for the question; Red = Lowest approval rating for the question; T = Time; F&R = Facilities & Resources; E = Empowerment; L = Leadership;  
 PD = Professional Development; M = Mentoring.  
 \* Due to rounding, gap may appear to be slightly larger or smaller than the gap implied by numbers in the table.  
 † The gap for this question is at least 10 percentage points at all three school levels

### Appendix D. Selected Survey Responses Across Student Poverty Levels (continued)

Proportion of Positive Responses Among Middle School Educators, by Proportion of Economically Disadvantaged Students (continued)							
		Proportion of economically disadvantaged students at school					Gap*
		>89.1	89.1-75.5	75.4-62.0	61.9-45.5	<45.5	
		Percent agreeing:					
Mentoring Survey Item:	Domain						
I have been formally assigned a mentor for all of the years I have been a novice teacher in MS.	M	48%	52%	45%	54%	54%	9
My mentor and I taught in the same building/school.	M	91%	77%	86%	95%	87%	18 †
My mentor and I taught at the same grade level.	M	64%	59%	66%	71%	76%	17 †
My mentor and I taught in the same content area.	M	65%	60%	75%	74%	59%	16 †
I received release time to observe my mentee(s).	M	28%	31%	23%	25%	15%	17 †
My mentee and I taught the same grade level.	M	45%	50%	46%	49%	61%	16 †

**Key:**  
 Blue = Highest approval rating for the question; Red = Lowest approval rating for the question; T = Time; F&R = Facilities & Resources; E = Empowerment; L = Leadership; PD = Professional Development; M = Mentoring.  
 \* Due to rounding, gap may appear to be slightly larger or smaller than the gap implied by numbers in the table.  
 † The gap for this question is at least 10 percentage points at all three school levels

## Appendix D. Selected Survey Responses Across Student Poverty Levels (continued)

		Proportion of Positive Responses Among High School Educators, by Proportion of Economically Disadvantaged Students					Gap*
		Proportion of economically disadvantaged students at school	>83.8	83.8- 67.7	67.6- 51.1	51.0- 37.2	
		Percent agreeing:					
Overall, my school is a good place to work and learn.		60%	62%	66%	77%	78%	18 †
Domain Survey Item:	Domain						
Teachers and staff work in a school environment that is safe.	F&R	64%	66%	69%	80%	82%	18 †
There is an atmosphere of trust and mutual respect within my school.	L	47%	48%	52%	58%	62%	15 †
Teachers have sufficient access to instructional technology.	F&R	63%	60%	68%	75%	67%	15
Teachers have sufficient access to appropriate instructional materials and resources.	F&R	59%	58%	66%	72%	71%	14
Teachers have access to reliable communication technology, including phones, faxes, and e-mail.	F&R	63%	62%	69%	76%	70%	13
Teachers have sufficient access to office equipment and supplies.	F&R	57%	58%	70%	67%	68%	13
Teachers play a large or primary role in devising teaching techniques.	E	56%	60%	59%	69%	67%	13 †
Teachers have sufficient access to a broad range of professional personnel.	F&R	59%	53%	65%	66%	64%	12
Overall, the school leadership in my school is effective.	L	50%	51%	56%	59%	62%	11
Teachers are trusted to make sound professional decisions about instruction.	E	57%	57%	59%	67%	68%	11 †
Teachers feel comfortable raising issues and concerns that are important to them.	L	49%	45%	51%	54%	57%	11
Teachers are respected as professionals.	E	51%	48%	50%	57%	59%	11 †
Professional development activities enhance teachers' skills as instructional leaders.	E	54%	53%	49%	49%	44%	11
The faculty is committed to helping every student learn.	L	74%	73%	76%	79%	83%	10 †
The faculty and staff have a shared vision.	L	53%	52%	55%	60%	62%	10
Teacher performance evaluations are handled in an appropriate manner.	L	68%	67%	67%	77%	72%	10
Staff members are recognized for accomplishments.	L	59%	57%	65%	63%	66%	10
The school leadership consistently enforces rules for student conduct.	L	50%	46%	50%	48%	55%	10 †
<b>Key:</b> Blue = Highest approval rating for the question; Red = Lowest approval rating for the question; T = Time; F&R = Facilities & Resources; E = Empowerment; L = Leadership; PD = Professional Development; M = Mentoring. * Due to rounding, gap may appear to be slightly larger or smaller than the gap implied by numbers in the table. † The gap for this question is at least 10 percentage points at all three school levels							

### Appendix D. Selected Survey Responses Across Student Poverty Levels (continued)

Proportion of Positive Responses Among High School Educators, by Proportion of Economically Disadvantaged Students (continued)							
Mentoring Survey Item:	Domain	Proportion of economically disadvantaged students at school					Gap*
		>83.8	83.8-67.7	67.6-51.1	51.0-37.2	<37.2	
		Percent agreeing:					
I have been formally assigned a mentor for all of the years I have been a novice teacher in MS.	M	51%	53%	49%	54%	47%	7
My mentor and I taught in the same building/school.	M	83%	78%	83%	87%	93%	15 †
My mentor and I taught at the same grade level.	M	56%	60%	68%	70%	70%	14 †
My mentor and I taught in the same content area.	M	68%	63%	63%	72%	76%	13 †
I received release time to observe my mentee(s).	M	28%	28%	18%	21%	23%	10 †
My mentee and I taught in the same content area.	M	46%	43%	57%	59%	65%	22
My mentee and I taught the same grade level.	M	35%	34%	43%	48%	50%	16 †
My mentee and I taught in the same building/school.	M	67%	71%	71%	73%	77%	10

**Key:**  
 Blue = Highest approval rating for the question; Red = Lowest approval rating for the question; T = Time; F&R = Facilities & Resources; E = Empowerment; L = Leadership;  
 PD = Professional Development; M = Mentoring.  
 \* Due to rounding, gap may appear to be slightly larger or smaller than the gap implied by numbers in the table.  
 † The gap for this question is at least 10 percentage points at all three school levels

## Appendix E. Methodology

### Teacher Working Conditions and Teacher Attrition

The logistic regression model for the teacher attrition component of this study was applied to three different groups of teacher respondents—elementary school teachers ( $n = 10,330$ ), middle school teachers ( $n = 3,739$ ), and high school teachers ( $n = 6,521$ )<sup>25</sup>—and is specified as follows. Let the conditional probability of a teacher’s intention to stay at her or his current school be represented by  $P$ . The logistic regression model predicts the logarithm of the ratio of this probability and its reciprocal (the odds ratio)—which for this study is defined as  $\ln(P/(1-P))$ —as a function of independent variables. Thus, a generic equation for this model looks like:

$$\ln(P/(1-P)) = \alpha + \beta_1(T) + \beta_2(S) + \beta_3(UR) + \beta_4(TWC)$$

where  $P$  = the probability of staying,  $\alpha$  = a constant,  $T$  = several teacher characteristics variables,  $S$  = several school characteristics variables,  $UR$  = urbanicity (or rurality) of the school, and  $TWC$  = perceptions of various teaching and learning conditions. In non-mathematical terms, this equation reads as:

*A teacher’s future career intentions are influenced by that teacher’s personal characteristics, characteristics of her or his school, school locale, and that teacher’s perceptions of teacher working conditions at her or his school.*

Because  $P$  represents the probability that a teacher intends to stay in her or his school, results are reported for each independent variable such that coefficients for each variable that are greater than 1 suggest a contribution to an intention to stay, while coefficients less than 1 suggest a contribution to an intention not to stay.

### Data

All data for these analyses were obtained from two sources: the 2007 Mississippi Teacher Working Conditions Survey and a school-level data set comprised of demographic information about each school that was prepared specifically for this study from data available from the Mississippi Department of Education. Since this analysis focused on factors that impact an *individual* teacher’s decision to stay at a school, teachers were included in the analysis, regardless of the overall survey response rate of the school that employed the teacher.<sup>26</sup> The independent variables included in the model are:

Individual Teacher Characteristics (obtained from survey responses):

- Ethnicity (African-American = 1; all other = 0)
- Gender (female = 1)
- Preparation route (traditional master’s degree certification program = 1; traditional bachelor’s degree and alternative certification programs = 0)
- Experience (novice [ $<4$  years], experienced [ $>20$  years]; mid-career [4-20 years] is excluded category)

School Characteristics (obtained from the Mississippi Department of Education):

- Adequate school response rate (40 percent or higher = 1)
- Percent of economically disadvantaged students at the school
- Percent of African-American students at the school (> 90 percent = 1; 90 percent and lower = 0)
- School size
- CTSA district (=1)
- Mississippi Achievement Level Index 2007 rating

Urbanicity (National Center for Education Statistics Locale Codes):

- School located in a large town (1/0)
- School located in a mid-size city (1/0)
- School located in a rural area inside of an Metropolitan Statistical Area (MSA) (1/0)
- School located in a rural area outside of an MSA (1/0)
- School located in a small town
- [Due to minimal representation in each of the remaining National Center for Education Statistics (NCES) locale classifications, the contrast urbanicity category is all other NCES locales: urban fringe of a midsize city and urban fringes of a large city; there are no schools in Mississippi that are classified as being in a large city]

Perceptions of Teacher Working Conditions (obtained from survey responses):

A teacher response of “agree” or “strongly agree” for each of the Mississippi Teacher Working Conditions Survey items below was coded as a 1; responses of “neither disagree nor agree,” “disagree,” and “strongly disagree” were coded as 0:

- “Teachers and staff work in a school environment that is safe.”
- “Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.”
- “The non-instructional time provided for teachers in my school is sufficient.”
- “Efforts are made to minimize the amount of routine administrative paperwork I am required to do.”
- “Teachers are respected as education professionals.”
- “Teachers are trusted to make sound professional decisions about instruction.”
- “Teachers play a large or primary role in devising teaching techniques.”
- “Professional development activities enhance teachers’ skills as instructional leaders.”
- “Teacher performance evaluations are handled in an appropriate manner.”
- “School leadership addresses teacher concerns about classroom management of today’s students.”
- “There is an atmosphere of trust and mutual respect within the school.”
- “The faculty and staff have a shared vision.”
- “Staff members are recognized for accomplishments.”
- “The school leadership consistently supports teachers when needed.”

Variables—including survey prompts—were included in the model if they previously have been found to be related to teacher attrition in previous Center for Teaching Quality analyses of teacher working conditions across the country.

## Output

In most educational research, a significance value of 0.05 or less indicates strong significance for the result, and a significance value of between 0.10 and 0.05 indicates less certain but still suggestive significance. For dichotomous variables (such as gender), the value  $Exp(B)$  indicates either the increase (if the value is greater than 1) or the decrease (if the value is less than 1) of the *odds* that a teacher will intend to stay if she or he is represented by that variable, relative to the other value for the variable. For example, in this study, a significant value of  $Exp(B)$  of 1.272 for the variable “Female” indicates that the odds of a female choosing to stay are 1.272 times greater than they are for a male with otherwise similar characteristics. For categorical variables (such as urbanicity), the value  $Exp(B)$  indicates the increase or decrease in the odds of staying for a teacher characterized by that categorical variable *as compared to the excluded variable*. For example, in this study, a significant value of  $Exp(B)$  of 1.451 for the variable “Rural—Outside of MSA” indicates that the odds that a teacher who teaches in a school located in a rural area outside of a Metropolitan Statistical Area are 1.451 times the odds of a teacher in a comparison district type (in this case, urban fringe districts). Interpretation of continuous variables, or variables that can take on any value, in logistic regression is not as straightforward, but in general the value  $Exp(B)$  indicates the increase or decrease in the odds for a teacher staying *for every unit change in the variable*. For example, in this study, a significant value of  $Exp(B)$  of 1.002 for the variable “2007 Achievement Level Index Rating” means that for every unit increase in the Achievement Level Index rating for a school, the *odds* of staying for an individual teacher increase by 0.2 percent.

### Likelihoods versus Probabilities

In none of these cases, however, can an increase or decrease in likelihood be read as a similarly-sized increase or decrease in *probability*. One way to think about the difference is as follows: a person may be *twice as likely* to vote if she knows one of the candidates, but if she usually votes anyway (say, 75 percent of the time), the change in the corresponding *probability* that she will vote will not be as dramatic (because the new probability is limited to a range between her original probability of 75 percent up to 100 percent). Based on responses to the Mississippi Teacher Working Conditions Survey, the overall probability that a Mississippi teacher chosen at random is a “stayer” is already around 85 percent (more than 8 out of 10 report that they will stay); therefore, a positive change in the likelihood of staying only impacts the probability range between 85 and 100 percent. The regression equations provide a way for adjusting those probabilities, given certain individual teacher conditions or opinions. See Table 18, above, for conversion of some of the changes in odds reported in the tables below to changes in probability.

**Elementary School (n = 10,330)**

	B	S.E.	Wald	Sig.	Exp(B)	
Constant	-0.676	0.478	1.997	0.158	0.509	
<b>Teacher Characteristics</b>						
Female	0.232	0.173	1.796	0.180	1.261	
Less than 4 years of experience	-0.329	0.100	10.872	<b>0.001</b>	<b>0.720</b>	**
More than 20 years of experience	-0.197	0.091	4.721	<b>0.030</b>	<b>0.821</b>	**
Traditional master's-level preparation route	-0.011	0.095	0.013	0.909	0.989	
African-American	0.143	0.101	2.003	0.157	1.154	
<b>School Characteristics</b>						
School met minimum response rate threshold	-0.205	0.255	0.648	0.421	0.815	
Percent economically disadvantaged students	-0.259	0.241	1.155	0.282	0.772	
Percent African-American students	-0.106	0.113	0.873	0.350	0.900	
School size	0.001	0.000	14.106	<b>0.000</b>	<b>1.001</b>	**
2007 Mississippi ALI Index Rating	0.001	0.001	5.114	<b>0.024</b>	<b>1.001</b>	**
School is in CTSA District	-0.330	0.117	7.941	<b>0.005</b>	<b>0.719</b>	**
<b>Urbanicity (Excl. Cat. = Urban fringes)</b>						
Large Town	0.127	0.207	0.378	0.539	1.135	
Mid-size City	-0.249	0.165	2.265	0.132	0.780	
Rural (inside MSA)	0.259	0.161	2.574	0.109	1.295	
Rural (outside MSA)	0.372	0.150	6.195	<b>0.013</b>	<b>1.451</b>	**
Small Town	0.472	0.161	8.636	<b>0.003</b>	<b>1.604</b>	**
<b>Teaching and Learning Conditions</b>						
Teachers/staff work in safe school environment	0.212	0.087	5.979	<b>0.014</b>	<b>1.236</b>	**
Teachers have reasonable class sizes	0.137	0.080	2.926	<b>0.087</b>	<b>1.147</b>	*
Non-instructional time is sufficient	0.215	0.091	5.571	<b>0.018</b>	<b>1.240</b>	**
Efforts made to minimize administrative paperwork	0.324	0.102	10.171	<b>0.001</b>	<b>1.383</b>	**
Teachers respected as education professionals	0.323	0.095	11.521	<b>0.001</b>	<b>1.381</b>	**
Teachers trusted to make sound decisions about instr.	0.068	0.093	0.534	0.465	1.071	
Teachers play large role in devising tchng, techs.	0.312	0.085	13.546	<b>0.000</b>	<b>1.366</b>	**
Prof. devel. enhances tchr. skills as instr. leaders	0.294	0.082	12.777	<b>0.000</b>	<b>1.342</b>	**
Teacher perf. evals. handled appropriately	0.217	0.089	5.950	<b>0.015</b>	<b>1.243</b>	**
Leaders address tchr. concerns re: classroom mgmt.	0.317	0.095	11.160	<b>0.001</b>	<b>1.374</b>	**
Atmosphere of trust/mutual respect in school	0.515	0.100	26.387	<b>0.000</b>	<b>1.673</b>	**
Faculty and staff have a shared vision	0.187	0.093	4.058	<b>0.044</b>	<b>1.206</b>	**
Staff members recognized for accomplishments	0.213	0.088	5.892	<b>0.015</b>	<b>1.237</b>	**
School leadership supports teachers when needed	0.376	0.101	13.852	<b>0.000</b>	<b>1.457</b>	**

\*p<0.10

\*\*p<0.05

**Middle School (n = 3,769)**

	B	S.E.	Wald	Sig.	Exp(B)	
Constant	-0.080	0.767	0.011	0.917	0.924	
<b>Teacher Characteristics</b>						
Female	0.086	0.144	0.355	0.551	1.090	
Less than 4 years of experience	-0.279	0.132	4.453	<b>0.035</b>	<b>0.757</b>	**
More than 20 years of experience	-0.096	0.142	0.458	0.499	0.908	
Traditional master's-level preparation route	0.198	0.151	1.723	0.189	1.219	
African-American	0.266	0.145	3.350	<b>0.067</b>	<b>1.304</b>	*
<b>School Characteristics</b>						
School met minimum response rate threshold	-0.504	0.284	3.152	<b>0.076</b>	<b>0.604</b>	*
Percent economically disadvantaged students	-0.560	0.401	1.952	0.162	0.571	
Percent African-American students	-0.221	0.186	1.421	0.233	0.801	
School size	0.000	0.000	0.135	0.714	1.000	
2007 Mississippi ALI Index Rating	0.002	0.001	6.100	<b>0.014</b>	<b>1.002</b>	**
School is in CTSA District	-0.269	0.212	1.609	0.205	0.764	
<b>Urbanicity (Excl. Cat. = Urban fringes)</b>						
Large Town	-0.469	0.331	2.008	0.157	0.626	
Mid-size City	-0.515	0.251	4.200	<b>0.040</b>	<b>0.597</b>	**
Rural (inside MSA)	-0.202	0.232	0.761	0.383	0.817	
Rural (outside MSA)	0.157	0.232	0.460	0.497	1.170	
Small Town	-0.405	0.225	3.247	<b>0.072</b>	<b>0.667</b>	*
<b>Teaching and Learning Conditions</b>						
Teachers/staff work in safe school environment	0.354	0.121	8.542	<b>0.003</b>	<b>1.425</b>	**
Teachers have reasonable class sizes	-0.058	0.118	0.243	0.622	0.943	
Non-instructional time is sufficient	0.006	0.123	0.003	0.959	1.006	
Efforts made to minimize administrative paperwork	0.482	0.144	11.225	<b>0.001</b>	<b>1.619</b>	**
Teachers respected as education professionals	0.531	0.147	12.976	<b>0.000</b>	<b>1.700</b>	**
Teachers trusted to make sound decisions about instr.	0.384	0.133	8.331	<b>0.004</b>	<b>1.468</b>	**
Teachers play large role in devising tchng. techs.	0.199	0.117	2.868	<b>0.090</b>	<b>1.220</b>	*
Prof. devel. enhances tchr. skills as instr. leaders	0.317	0.120	6.970	<b>0.008</b>	<b>1.373</b>	**
Teacher perf. evals. handled appropriately	0.278	0.126	4.887	<b>0.027</b>	<b>1.320</b>	**
Leaders address tchr. concerns re: classroom mgmt.	0.473	0.134	12.431	<b>0.000</b>	<b>1.605</b>	**
Atmosphere of trust/mutual respect in school	0.427	0.148	8.333	<b>0.004</b>	<b>1.532</b>	**
Faculty and staff have a shared vision	0.103	0.131	0.622	0.430	1.109	
Staff members recognized for accomplishments	0.127	0.123	1.070	0.301	1.135	
School leadership supports teachers when needed	0.096	0.143	0.452	0.501	1.101	

\*p&lt;0.10

\*\*p&lt;0.05

**High School (n = 6,521)**

	B	S.E.	Wald	Sig.	Exp(B)	
Constant	-0.254	0.442	0.331	0.565	0.775	
<b>Teacher Characteristics</b>						
Female	0.240	0.092	6.784	<b>0.009</b>	<b>1.272</b>	**
Less than 4 years of experience	-0.649	0.111	34.113	<b>0.000</b>	<b>0.523</b>	**
More than 20 years of experience	-0.324	0.104	9.701	<b>0.002</b>	<b>0.724</b>	**
Traditional master's-level preparation route	0.125	0.112	1.253	0.263	1.133	
African-American	-0.114	0.122	0.874	0.350	0.892	
<b>School Characteristics</b>						
School met minimum response rate threshold	-0.011	0.176	0.004	0.951	0.989	
Percent economically disadvantaged students	0.064	0.270	0.057	0.812	1.066	
Percent African-American students	-0.272	0.156	3.061	<b>0.080</b>	<b>0.762</b>	*
School size	0.000	0.000	0.001	0.969	1.000	
2007 Mississippi ALI Index Rating	0.000	0.001	0.498	0.480	1.000	
School is in CTSA District	-0.250	0.161	2.392	0.122	0.779	
<b>Urbanicity (Excl. Cat. = Urban fringes)</b>						
Large Town	0.357	0.271	1.743	0.187	1.429	
Mid-size City	0.238	0.198	1.445	0.229	1.269	
Rural (inside MSA)	0.288	0.172	2.796	<b>0.095</b>	<b>1.333</b>	*
Rural (outside MSA)	0.439	0.166	6.979	<b>0.008</b>	<b>1.552</b>	**
Small Town	0.428	0.177	5.880	<b>0.015</b>	<b>1.534</b>	**
<b>Teaching and Learning Conditions</b>						
Teachers/staff work in safe school environment	0.543	0.100	29.619	<b>0.000</b>	<b>1.721</b>	**
Teachers have reasonable class sizes	0.124	0.093	1.763	0.184	1.132	
Non-instructional time is sufficient	0.063	0.099	0.400	0.527	1.065	
Efforts made to minimize administrative paperwork	0.179	0.110	2.647	0.104	1.196	
Teachers respected as education professionals	0.391	0.119	10.758	<b>0.001</b>	<b>1.478</b>	**
Teachers trusted to make sound decisions about instr.	0.481	0.110	19.280	<b>0.000</b>	<b>1.618</b>	**
Teachers play large role in devising tchng. techs.	-0.083	0.096	0.756	0.385	0.920	
Prof. devel. enhances tchr. skills as instr. leaders	0.237	0.105	5.038	<b>0.025</b>	<b>1.267</b>	**
Teacher perf. evals. handled appropriately	0.201	0.102	3.886	<b>0.049</b>	<b>1.223</b>	**
Leaders address tchr. concerns re: classroom mgmt.	0.285	0.113	6.390	<b>0.011</b>	<b>1.330</b>	**
Atmosphere of trust/mutual respect in school	0.367	0.123	8.995	<b>0.003</b>	<b>1.444</b>	**
Faculty and staff have a shared vision	0.288	0.112	6.686	<b>0.010</b>	<b>1.334</b>	**
Staff members recognized for accomplishments	-0.006	0.102	0.003	0.954	0.994	
School leadership supports teachers when needed	0.182	0.117	2.440	0.118	1.200	

\*p<0.10  
\*\*p<0.05

## Important Caveats

The dependent variable for these analyses is based on teacher responses to the following survey question:

What BEST DESCRIBES your future intentions for your professional career? (Select one.)

- Continue working at my current school as long as I am able
- Continue working at my current school until a better opportunity comes along
- Continue working in education, but leave this school as soon as I can
- Continue working in education, but leave this district as soon as I can
- Leave education altogether

As such, it is a measure of teacher *intentions* and not of actual teacher decisions (*i.e.*, a teacher could report on the survey that she or he intended to leave her or his school and teach somewhere else, while in actuality she or he ended up leaving teaching entirely or remaining at her or his current school), and that is potentially an important difference. For instance, in other states in which the Center for Teaching Quality has administered Teacher Working Conditions surveys and has also had access to actual teacher attrition data, teachers who indicated that they would move outnumbered teachers who indicated that they would leave the profession entirely by as much as 7 to 2, but the *actual* ratio ended up being an almost mirror opposite of 1 to 9. It is plausible that, in many states, teachers who intend to move rather than leave teaching entirely find that such a move is difficult to make and in the end opt to leave teaching rather than to stay at their current school (which would explain the difference between the intent and the reality ratios). Readers of these analyses are encouraged to keep these distinctions between intent and action in mind and to exercise caution when interpreting these results.

In addition, one key variable associated with teacher turnover—teacher academic ability—is not included because proxy variables for this characteristic were not available at the time of this analysis. It is important to note that research has shown that teachers with higher academic ability are more likely to leave the profession.

## Teacher Working Conditions and Student Achievement

While it is reasonable to make direct links between a teacher's responses to survey questions and to her or his *individual* declared career intention—between personal perceptions of working conditions and subsequent personal career decisions—the same cannot be said for making direct links between individual teacher responses and school-wide student achievement. Hence, rather than trying to link school-wide achievement gains with individual teacher perceptions of working conditions only, our approach for this part of the analysis was to include along with representative survey responses an additional working conditions explanatory variable that best approximates the ultimate impact of those working conditions on students schoolwide—teacher turnover.

We use here as one of our independent variables the proportion of teachers who indicate that they will stay at their current school as our measure of teacher turnover. The measure is not a perfect proxy of teacher working conditions for several reasons, not the least of which may be the fact (as explained above) that the variable is teacher *intent* and not actual teacher *action* (or inaction). In addition, turnover is also reflective in part of the relative age and experience of the workforce at a given school (also explained above). On the other hand, the variable does help to

distinguish among school working conditions in a way that actual turnover figures cannot. The variable allows us to compare the general *desire* of teachers at schools, regardless of opportunities or likelihood of actually being able to act on those desires, whereas comparing their eventual actions may be more reflective of the availability of other options (working or otherwise) in their respective geographic areas, which could understate teacher perceptions of their working conditions, independent of other options.

Our dependent variable for all three models is each school's Mississippi Achievement Level Index (ALI) value, which was obtained from the Mississippi Department of Education's Assessment and Accountability Reporting System (MAARS) website.<sup>27</sup> The ALI was chosen as our measure of school-level student achievement because it is constructed based on schoolwide student achievement scores. In other studies, we have used grade-level scaled achievement scores, but doing so runs the risk of confounding single-grade-level achievement with schoolwide teacher working conditions and other factors. The ALI is a normally distributed value that is derived from school-level performances on Mississippi Curriculum Tests and Subject Area Tests. The school ALI values produced using this process form a true ordinal scale where higher ALI values represent higher overall school performance for the given year.

In order to account for a school's prior achievement level, the dependent variable for our regressions is a *gain score estimate* generated by calculating the difference between a school's 2007 ALI and its 2006 ALI (see **Important Caveats and Limitations**, below). The ordinary least squares regression model for the student achievement component of this study was applied to ALI values for three different groups of schools—elementary schools ( $n = 372$ ), middle schools ( $n = 119$ ), and high schools ( $n = 163$ )—and is specified as follows. Let school-level ALI value gains between 2006 and 2007 be represented by  $Y$ . The regression model estimates the significance of the contribution of certain independent variables to these gains as a linear function of those variables. Thus, a generic equation for this model looks like:

$$Y_i = \alpha_0 + \alpha_1(S_i) + \alpha_2(SCH_i) + \alpha_3(T_i) + \alpha_4(STAY_i) + \alpha_5(TWC_i) + \alpha_6(Y_{i-1}) e_i$$

where  $Y_i$  = the ALI gain score for school  $i$ ,  $\alpha_0$  = a constant,  $S_i$  = student population characteristics variables for school  $i$ ,  $SCH_i$  = school characteristics variables for school  $i$ ,  $T_i$  = teacher population characteristics variables for school  $i$ ,  $STAY_i$  = the proportion of teachers who indicate that they intend to stay at school  $i$ ,  $TWC_i$  = the proportion of teachers who agree with selected teacher working condition statements at school  $i$ ,  $Y_{i-1}$  = the ALI score from the previous year (2006), and  $e$  is an error term. In non-mathematical terms, this equation reads as:

*Gains in a school's ALI from one year to the next are influenced by characteristics of the students at the school, characteristics of the school, characteristics of teachers at the school, the level of teacher attrition at the school, overall teacher working conditions at the school, and the school's ALI from the previous year.*

## Data

All data for these analyses were obtained from three sources: the 2007 Mississippi Teacher Working Conditions Survey; a school-level data set comprised of demographic information about each school that was culled from data available from the Mississippi Department of Education; and school-level ALI values that are publicly available at the Mississippi Department of Education

website.<sup>28</sup> Since this analysis focused on factors that impact *school-level* gain scores, only schools with a minimum response rate of 40 percent were included in the analysis.<sup>29</sup> The independent variables included in the model (all of which are continuous unless otherwise noted) are:

Student Population Characteristics (obtained from the Mississippi Department of Education):

- Percent of economically disadvantaged students at the school
- Percent of African American students at the school

School Characteristics (obtained from the National Center for Education Statistics' Common Core of Data and the Mississippi Department of Education):

- School locale (a measure of rurality or urbanicity; rural = 1)
- Whether the school is in a CTSA district (=1)

Teacher Population Characteristics (obtained from survey responses):

- Percent of female teachers
- Percent of teachers with less than 4 years of teaching experience
- Percent of teachers with more than 20 or more years of teaching experience
- Percent of teachers who obtained their certification through a traditional, master's-level certification program

Teacher Working Conditions Characteristics (obtained from survey responses):

- Percent of teachers at a school who indicate that they intend to return to that school the following year
- Percent of teachers who agreed or strongly agreed with the following Mississippi Teacher Working Conditions Survey items:
  - "Professional development activities enhance teachers' skills as instructional leaders" (Empowerment domain)
  - "The faculty and staff have a shared vision" (Leadership domain)
  - "Teachers receive feedback that can help them improve instruction" (Leadership domain)
  - "The faculty is committed to helping every student learn" (Leadership domain)
  - "Teachers are protected from duties that interfere with their essential role of educating students" (Time domain)
- A school-level average of all responses on survey items in the Facilities & Resources domain

ALI Values (obtained from the Mississippi Department of Education):

- 2006 ALI values

*Dependent Variable* —school-wide average ALI gain, derived by subtracting the 2006 ALI value from the 2007 ALI value

## Output

### Elementary

	B	Std. Error	Beta	t	Sig.
(Constant)	28.557	57.347		0.498	0.619
Percent teachers intending to stay	-57.435	25.365	-0.148	<b>-2.264</b>	<b>0.024</b> **
"Prof. devel. activities enhance teachers' skills as an instr. ldrs."	18.741	17.315	0.068	1.082	0.280
"The faculty and staff have a shared vision"	21.210	20.989	0.084	1.011	0.313
"Teachers receive feedback that helps them improve instruction"	-20.629	18.382	-0.074	-1.122	0.263
"The faculty is committed to helping every student learn"	73.010	28.448	0.179	<b>2.566</b>	<b>0.011</b> **
"Teachers protected from duties that interfere with teaching"	-27.988	16.617	-0.097	<b>-1.684</b>	<b>0.093</b> *
(Average of responses to facilities & resources survey items)	25.753	9.157	0.202	<b>2.813</b>	<b>0.005</b> **
Percent female teachers	29.926	39.721	0.037	0.753	0.452
Percent teachers with less than 4 years experience	-46.478	27.056	-0.102	<b>-1.718</b>	<b>0.087</b> *
Percent teachers with more than 20 years experience	-37.772	21.041	-0.102	<b>-1.795</b>	<b>0.073</b> *
Percent teachers with traditional, master's-level preparation	51.773	23.120	0.112	<b>2.239</b>	<b>0.026</b> **
Percent economically disadvantaged students	-35.806	13.067	-0.171	<b>-2.740</b>	<b>0.006</b> **
Percent African-American students	8.474	11.144	0.059	0.760	0.447
School is in a rural setting	6.837	5.305	0.069	1.289	0.198
School is in a CTSA district	-10.123	6.517	-0.088	-1.553	0.121
2006 School ALI	-0.326	0.039	-0.521	<b>-8.287</b>	<b>0.000</b> **

**Dependent Variable:** Change in school ALI value, 2006-2007

\*p<0.10

\*\*p<0.05

### Middle School

	B	Std. Error	Beta	t	Sig.
(Constant)	154.219	77.867		1.981	0.050
Percent teachers intending to stay	1.505	39.370	0.005	0.038	0.970
"Prof. devel. activities enhance teachers' skills as an instr. ldrs."	-29.595	26.894	-0.121	-1.100	0.274
"The faculty and staff have a shared vision"	-49.854	32.503	-0.223	-1.534	0.128
"Teachers receive feedback that helps them improve instruction"	25.763	28.897	0.112	0.892	0.375
"The faculty is committed to helping every student learn"	42.750	48.268	0.108	0.886	0.378
"Teachers protected from duties that interfere with teaching"	42.331	31.437	0.168	1.347	0.181
(Average of responses to facilities & resources survey items)	19.515	15.307	0.180	1.275	0.205
Percent female teachers	-50.093	40.498	-0.115	-1.237	0.219
Percent teachers with less than 4 years experience	21.201	40.968	0.056	0.518	0.606
Percent teachers with more than 20 years experience	-4.898	37.620	-0.013	-0.130	0.897
Percent teachers with traditional, master's-level preparation	-0.361	41.224	-0.001	-0.009	0.993
Percent economically disadvantaged students	-28.224	24.722	-0.151	-1.142	0.256
Percent African-American students	-50.455	22.570	-0.410	<b>-2.235</b>	<b>0.028</b> **
School is in a rural setting	-5.980	8.322	-0.071	-0.719	0.474
School is in a CTSA district	-7.983	11.230	-0.080	-0.711	0.479
2006 School ALI	-0.392	0.072	-0.904	<b>-5.421</b>	<b>0.000</b> **

**Dependent Variable:** Change in school ALI value, 2006-2007

\*p<0.10

\*\*p<0.05

**High School**

	B	Std. Error	Beta	t	Sig.
(Constant)	124.902	58.166		2.147	0.033
Percent teachers intending to stay	-112.254	40.667	-0.312	<b>-2.760</b>	<b>0.007</b> **
"Prof. devel. activities enhance teachers' skills as an instr. ldrs."	-55.254	29.104	-0.205	<b>-1.898</b>	<b>0.060</b> **
"The faculty and staff have a shared vision"	-7.465	30.393	-0.032	-0.246	0.806
"Teachers receive feedback that helps them improve instruction"	40.740	26.873	0.153	1.516	0.132
"The faculty is committed to helping every student learn"	-15.556	36.191	-0.044	-0.430	0.668
"Teachers protected from duties that interfere with teaching"	67.385	28.558	0.254	<b>2.360</b>	<b>0.020</b> **
(Average of responses to facilities & resources survey items)	9.208	13.350	0.084	0.690	0.491
Percent female teachers	68.063	30.364	0.167	<b>2.242</b>	<b>0.026</b> **
Percent teachers with less than 4 years experience	-71.376	39.203	-0.163	<b>-1.821</b>	<b>0.071</b> *
Percent teachers with more than 20 years experience	-0.979	36.576	-0.002	-0.027	0.979
Percent teachers with traditional, master's-level preparation	-68.271	43.342	-0.128	-1.575	0.117
Percent economically disadvantaged students	-26.567	23.432	-0.139	-1.134	0.259
Percent African-American students	-18.882	21.334	-0.141	-0.885	0.378
School is in a rural setting	-2.038	7.980	-0.021	-0.255	0.799
School is in a CTSA district	-23.921	11.044	-0.229	<b>-2.166</b>	<b>0.032</b> **
2006 School ALI	-0.204	0.062	-0.411	<b>-3.304</b>	<b>0.001</b> **

Dependent Variable: Change in school ALI value, 2006-2007

\*p&lt;0.10

\*\*p&lt;0.05

**Important Caveats and Limitations**

There are several levels of imprecision with respect to our regression analysis that bear noting here. First, the reader should bear in mind that one option we did not choose when calculating our dependent variables was to use math scaled scores instead opting for the more comprehensive ALI values. In doing so, we gained some important features—namely, a school-level estimate of overall school achievement, which parallels our schoolwide measurements of teacher working conditions and school characteristics—but we also lose a little. One advantage of using math scaled scores exclusively is that they tend to be less “noisy” than reading scores (and thus, potentially less noisy than ALI values, which include reading scores). Reading scores are “noisier” in that they tend to reflect as much home impact as they do school impact, often because reading is taught at varying levels in different homes, while math is generally taught less frequently across most homes.<sup>30</sup> Neither option—ALI values or math scaled scores—is foolproof, but given the nature of our explanatory variables, it was decided that use of the schoolwide ALI values was a better fit for a model that included schoolwide explanatory variables.

Second, individual student scores were not available, which means that all regression estimates are based on ALI values derived from school-level averages. In some cases, these averages could hide significantly different variations in individual student scores within and across schools. Third, while it is *generally* likely that students in, say, 4<sup>th</sup> grade or 7<sup>th</sup> grade at one school are the same students in 5<sup>th</sup> and 8<sup>th</sup> grade at the same school on the following year, there is little guarantee that the proportion of test-takers at each school who took the pre-test at the same school is equivalent in any way; some schools experience more student mobility than others.

Finally, as some psychometricians have noted, when conducting gain-score analyses, “residual gain scores are more likely to be preferable [than raw or estimated ‘true’ gain scores] when the pre- and posttest score distributions can be expected to have equal variability,”<sup>31</sup> which is true of the Mississippi ALI values. Therefore, to check the robustness of the analyses presented in this report (which did not employ residual gain scores), two other regression analyses were conducted. The first used the gain score estimate generated by a linear regression in which 2007 ALI values (the “post-test”) are the dependent variable and 2006 ALI values (the “pre-test”) are the predictor variable a linear regression in which 2007 ALI values (the “post-test”) are the dependent variable and 2006 ALI scores (the “pre-test”) are the predictor variable. The results of these analyses were very similar to the results from the initial regression analyses. A third regression analysis was also conducted, in which 2006 and 2007 ALI values first were transformed into *z*-scores. The dependent variable was the difference between 2006 and 2007 ALI *z*-scores, and the independent variables remained the same, with the exception of the 2006 ALI value, which was replaced by the 2006 ALI *z*-score. The results of these regressions also were substantially the same as those of the original analyses.

# Notes

## Introduction

1. Hanushek, E. A., and Rivkin, S. G. (2007). "Pay, working conditions, and teacher quality." *The Future of Children*, 17(1): 69-76; 71.
2. Loeb, S. and Darling-Hammond, L. (2005). "How teaching conditions predict teacher turnover in California schools." *Peabody Journal of Education*, 80(3): 44–70.
3. Ingersoll, R. M. (2001). "Teacher turnover and teacher shortages: An organizational analysis." *American Educational Research Journal*, 38(3): 499–534.
4. Loeb, S. and Darling-Hammond, L., op. cit.
5. <http://www.projectclearvoice.com/>
6. Mississippi Board of Education. (January 17-18,2008). Summary of State Board of Education agenda items. Miss.: Author.
7. <http://www.projectclearvoice.com/reports/>
8. In keeping with analytical procedures followed in other Center for Teaching Quality Teacher Working Conditions reports, data from schools with a response rate of at least 40 percent were used in all formal statistical analyses, as detailed in Appendix E.
9. All figures for the entire population of educators in Mississippi are 2005-2006 figures, the most recent figures available. It is highly unlikely that these figures will be much different for the 2006-2007 school year.

## Survey Results

10. There were 202 respondents who did not identify their job positions.
11. Ingersoll, R. M. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Cambridge, Mass.: Harvard University Press.
12. Barnes, G., Crowe, E., and Schaefer, B. (2007). *The cost of teacher turnover in 5 school districts: A pilot study*. Washington, D.C.: National Commission on Teaching and America's Future.

13. Fletcher, S., Strong, M., and Villar, A. (2003). *An investigation of the effects of variations in mentor-based induction on the performance of students in California*. A paper presented at the Seventh National New Teacher Center Symposium.

14. In other 2006-2007 Teacher Working Conditions surveys conducted by the Center for Teaching Quality, the proportion of respondents who indicated that they would stay in their current schools ranged from a high of 90 percent in Ohio to a low of 71 percent in Clark County, Nev.; however, the reader is urged to bear in mind that, because of sometimes extreme differences in sample sizes, hiring practices, working conditions, and supply and demand across states, cross-state comparisons of teacher attrition are suspect at best.

15. For instance, recent analyses of data from the Schools and Staffing Survey indicate that, of the teachers who leave, only 15 percent do so because of dissatisfaction with teaching as a career, while another 25 percent leave in pursuit of a non-teaching career. Still others leave because they have reached retirement age, a possibility that is also reflected in the 2007 Mississippi Teacher Working Conditions Survey data (where over 43 percent of all leavers were teachers with 20 or more years of teaching experience). See Marvel, J., Lyter, D.M., Peltola, P., Strizek, G.A., and Morton, B.A. (2006). *Teacher attrition and mobility: Results from the 2004–05 teacher follow-up survey* (NCES 2007–307). U.S. Department of Education, National Center for Education Statistics. Washington, D.C.: U.S. Government Printing Office.

16. In addition, it should be noted that there are several DeSoto County schools for which no information with regard to economically disadvantaged students was available at the time of these analyses. Most of these schools opened for the 2005-2006 school year, the most recent year for which Mississippi provides data on economically disadvantaged students, which is likely the reason for the missing data. In addition, the Mississippi Department of Education does not provide on its accountability website, the Mississippi Assessment and Accountability Reporting System (<http://orsap.mde.k12.ms.us:8080/MAARS/>), data on economically disadvantaged students for any schools with state identification numbers above 89. These schools are represented in the 2007 Mississippi Teacher Working Conditions Survey data, but because of a lack of data, they are excluded from these analyses. Since the majority of these schools are a special population of attendance and alternative schools, their exclusion from these analyses of differences across schools with different proportions of economically disadvantaged students may be problematic. Readers should exercise caution when interpreting the results presented here.

17. Readers should take note that figures in this table are not adjusted for the number of responses per school. Thus, these figures may be biased slightly toward larger schools with higher response rates.

18. The most important exceptions were four aspects of teacher empowerment: teacher involvement in deciding the content of professional development (with only 45 percent of principals indicating that they believe that teachers are involved in this process), establishing and implementing student discipline policies (45 percent), deciding school budget issues (20 percent), and hiring new teachers (17 percent). See Appendix B.

19. *E.g.*, Grissmer, D., and Flanagan, A. (2001). "Searching for indirect evidence for the effects of statewide reforms." *Brookings Papers on Education Policy 2001*. D. Ravitch (Ed.). Washington, D.C.: Brookings Institution Press.

## **Analyses of Teacher Working Conditions Impacts on Teacher Attrition and Student Achievement**

20. See, for example, Cognard-Black, A. J. (2004). "Will they stay, or will they go? Sex-atypical work among token men who teach." *The Sociological Quarterly*, 45(1), 113-139.

21. A more complete rationale for the choice of this variable as a proxy for school-wide teacher working conditions is included in Appendix E.

22. Even though the direct impact of teacher working conditions on student achievement gains is difficult to detect in a single-year study such as this one, the impact of other teacher and school characteristics—some of which may be indirectly related to teacher working conditions—is clearer. For example, at all three school levels, the proportion of economically disadvantaged students in a school—a proxy for the level of academic engagement available to students outside of school hours, among other things—is negatively related to changes in scores; the larger the proportion, the smaller the gains for a school.

## **Conclusions**

23. Center for Teaching Quality (forthcoming). Report on the Mississippi NBCT Summit. Hillsborough, N.C.: Author.

24. Center for Teaching Quality (forthcoming). Report on the Mississippi NBCT Summit. Hillsborough, N.C.: Author.

## **Appendices**

25. The total numbers of teachers included in these analyses do not match the total number of teacher respondents because not all classroom teachers answered the question about career intent. Also, because of the nature of these analyses, they do not include teachers in mixed-level schools—2,032 teachers in all.

26. Teachers who were employed in schools that were designated as mixed grade level schools and could not be categorized as elementary, middle, or high schools were excluded from the analysis.

27. <http://orsap.mde.k12.ms.us:8080/MAARS/>

28. <http://orsap.mde.k12.ms.us:8080/MAARS/>

29. The 40 percent threshold is in keeping with other Center for Teaching Quality teacher working conditions studies and is not related to nor is it intended to validate or endorse Mississippi's decision to release survey results only for schools with response rates of 40 percent or higher. Schools designated as mixed grade level schools and cannot be categorized as elementary, middle, or high schools are excluded from the analysis.

30. Ballou, D. (2002). "Sizing up test scores." *Education Next*, 2(2), 10-15.

31. Rachor, R. E., and Cizek, G. J. (1996). "Reliability of raw gain, residual gain, and estimated true gain scores: A simulation study." Paper presented at the Annual Meeting of the American Educational Research Association (New York, April 8-12, 1996).

## MS Reform Progress: Great Teachers and Leaders

MS has several systems in place that ensure quality teachers and leaders support student success. MS allows several pathways into the teaching profession—**traditional teacher preparation programs** that are required to be NCATE accredited; and several **alternate route programs**: Teach for America (Delta State Teach for America Training Site); Mississippi Teacher Corps (IHL program where candidates are placed in high or critical need areas for 2 years and complete a master's of art while in the program); MS Alternate Path to Quality Teachers (a CJC Foundation program); Teach Mississippi Institute (; master's in teaching programs at various IHLs in the state. MS requires teacher candidates to pass Praxis I and II, as well as complete a traditional or alternate route program. In addition, all programs require a one-year internship experience MDE houses the information related to teacher licensure.

The **administrator license** in MS is a three-tier process for licensure--non-practicing administrator, entry-level administrator, and a career administrator. During the entry-level tier, individuals must complete 5 training modules within 5 years to receive a career administrator license. In addition to the traditional administrator preparation programs, MS provides another pathway (MAPQSL—a CJC Foundation program) for educators with a master's degree in an education field and 3-years of teaching experience to receive initial administrator licensure. Upon completion of the program, participants have 3 years to complete a successful internship and pass the School Leadership Licensure Assessment examination. MDE houses information related to administrator licensure.

MS can take pride in its rank of 7th in the nation for the number of educators who have earned the status of **National Board Certified Teacher**. (Appendix) A total of 2,897 Mississippi teachers now hold this title. The number of Mississippi teachers has more than doubled in the last five years. Legislation provides these teachers with additional \$6,000 for the 10-year certification and reimburses the \$2300 fee regardless of successful completion. In addition, legislation provides funding the World Class Teacher Program that is housed at 8 IHLs. The program provides Overview Sessions at school districts to help teachers understand the entire National Board Certification process, as well as Standards Workshops for teachers who are interested in the process. Mentoring sessions for teachers who are involved in the National Board Process are also offered twice a month. Pre-candidacy workshops occur February through May.

To assist school districts in areas where it is difficult to attract teachers, different incentives exist to provide teachers with money or educational options. The MS Legislature established the **Mississippi Teacher Center (MSTC)** (Appendix) in 1994 to recruit and retain quality teachers for MS classrooms. Realizing the potential for a teacher shortage crisis, the Mississippi Legislature passed House Bill 609, The **Mississippi Critical Teacher Shortage Act of 1998**. (Appendix) A major component of this bill was the **Critical Needs Teacher Loan/Scholarship (CNTP)** to provide education opportunities for students who wish to become classroom teachers and address Mississippi's teacher shortage by providing a constant source of qualified classroom teachers for our public schools. CNTP awards will be made available, to the extent of

appropriated funds, to persons seeking a bachelor's degree in teacher education at one Mississippi institution of higher learning in exchange for employment as a classroom teacher in a Mississippi Teacher Critical Shortage Area (CSA) or Subject Area (math, science, special education, and foreign languages.) The Act also provided incentive funds (reimbursement of moving expenses, graduate scholarships, home loans/grants). Additionally, Mississippi has an *Administrator Sabbatical Program* which allows participants to retain full-time teacher pay and benefits while completing an administrator certification if the participant agrees to work for 5 years in the sponsoring district once certification is achieved.

In the area of improving the effectiveness of teacher and administrator preparation programs, the MS Institutions of Higher Learning facilitated the *Blue Ribbon Committees* for Teacher and Administrator Redesign. In addition, MDE conducts an annual process and performance review. In 2005, MDE began requiring all elementary education majors to complete 15-hours of reading methods coursework with 6-hours mandated to be early literacy instruction. MDE partnered with the Higher Education Literacy Council (HELCC) and Barksdale Reading Institute (BRI) to develop the early literacy instruction course requirements with all teacher preparation programs submitting the course syllabi for approval by the HELCC.



The National Technical Assistance Center for Personnel Preparation  
in Special Education at Minority Institutions of Higher Education



## Teacher Recruitment, Preparation, and Retention in Mississippi: Issues and Solutions

Regina Enwefa, Stephen Enwefa, and Ivan W. Banks  
Jackson State University

Margaret Jurden  
Jackson Public Schools

Daphne Buckley  
Mississippi Department of Education

January 2002

This paper reviews national issues in teacher supply and demand, particularly teachers from diverse racial/ethnic populations, and provides data on these issues as they occur in Mississippi. It also discusses initiatives and recommendations for recruitment and retention in Mississippi, and concludes with an overview of the Responsive Educator Model (the conceptual framework for teacher preparation at Jackson State University).

Regina Enwefa is Assistant Professor and Stephen C. Enwefa is Associate Professor, Department of Communication Disorders, Jackson State University. Ivan W. Banks is former Associate Dean of Jackson State's College of Education. Margaret Jurden is a Speech-Language Pathologist and Special Education Specialist with the Jackson Public Schools. Daphne Buckley is Director of Teacher Education Programs, Mississippi Department of Education. For information, contact Stephen C. Enwefa, Department of Communication Disorders, Jackson State University, P.O. Box 17175, Jackson, MS 39217; email: [Stephen.c.enwefa@jsums.edu](mailto:Stephen.c.enwefa@jsums.edu)

The Monarch Center is supported by a cooperative agreement (H326L020001) with the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein are those of the author and do not necessarily represent the position of the U.S. Department of Education.

This paper was originally prepared for the Alliance Project, Peabody College/Vanderbilt University. It is also available at the Monarch web site: <http://www.monarchcenter.org/>

# **Teacher Recruitment, Preparation, and Retention in Mississippi: Issues and Solutions**

## The National Picture

The issue of the recruitment and retention of minority teachers entered into public policy and academic discourse during the 1980s when major concerns were raised about the diminishing pool of minority teachers (Cole, 1986). Researchers and policy makers recognized the widening racial/ethnic disparity between the student and teacher populations. While the United States student enrollment was becoming more diverse, the opposite appeared to be occurring among the nation's public school teachers. This contrast continues, and has become complicated by recent economic and educational changes, such as large impending teacher retirements, increasing attrition, rising student enrollments, and reductions in class sizes as part of school improvement initiatives.

There are several reasons why the minority teacher shortage continues to be a challenge. Some teachers of all races face burnout and frustrations on the job, such as discipline problems, school violence, poor working conditions, and lack of support from colleagues and the school district (Enwefa & Enwefa, 1999; Spellman, 1988). Teachers' salaries are low compared to salary for other professionals, and this continues to lower the prestige and career interest for many diverse teachers (Enwefa & Enwefa, 1999). Teachers also find alternative career opportunities outside of the teaching field.

As the 20th century concluded, the national teacher population was 90 percent white and 74 percent female (Snyder, 1998). In contrast, approximately 35 percent of students in classrooms nationally were from minority populations: 16 percent African American; 14 percent Hispanic; 3.8 percent Asian/Pacific Islander; 1 percent American Indian/Alaskan Native; and 64.2 percent white (Snyder, 1998). A study earlier in the 1990s showed that, the higher the number of minority students in a school, the higher the percentage of minority teachers; 68 percent of African American teachers worked in schools whose minority enrollment was more than 50 percent; and 67 percent of white teachers worked in schools with a minority enrollment of 30 percent or less (American Association of Colleges for Teacher Education, 1994).

Today about one-third of school-aged children in the United States are children of color. It has been projected that, from 1990 to 2010, the school-aged population will increase by more than 20 percent -- from 34 million to 42 million (Snyder, 1998). The number of teachers in the United States is estimated by the National Center for Education Statistics to be 3.1 million (Snyder, 1998). In order to meet the rising student enrollments and teacher retirements, school districts will have to hire approximately 200,000 teachers annually over the next decade (Fideler & Haselkorn, 1999). By the year 2020, children of color will make up 46 percent of the public school population, yet fewer than 5 percent of the teachers will be persons of color if present trends continue (Snyder, 1998). In addition, 9 percent of teachers leave the profession in the first year of teaching while another 30 percent or more leave within the first five years nationally (Yasin, 1994). The populations most affected by this attrition live in urban and poor communities.

Despite the need for teachers from diverse backgrounds, and despite various initiatives to meet this need across the country, their numbers continue to remain low. Some researchers have cited the lack of academic, financial, and moral support as primary obstacles to minority teachers entering in the field of teaching (Yasin, 1994). Others point to low prestige, low salaries, and social mobility factors as significant obstacles which, in comparison to other professions, adversely affect the teaching profession (Robinson, 1981; Dupre, 1986). Moreover, it is contended that standardized tests such as the National Teacher Examination (NTE) and Praxis series are barriers to the recruitment of minority teachers and greatly contribute to the low minority representation in the teaching force (Darling-Hammond & Dilworth, 1990; Gifford, 1985).

School districts across the country have been faced with a magnitude of challenges concerning teacher recruitment and retention. The longer the problem continues, the more serious its effects on the educational system.

### Mississippi's Study of Recruitment and Retention

Predominantly a rural state, Mississippi has struggled for years with teacher recruitment and retention and also faces a serious shortage of minority teachers. In 1997, a Public Education Forum, composed collaboratively of business, education, and legislative partners, began to examine systematically Mississippi's educator population. The ultimate goal has been to develop and recommend strategies for attracting, supporting, and retaining quality educators. The Forum identified four major objectives:

- \* Prepare a profile of practitioners in the State's K-12 system;
- \* Develop a profile of graduates from all teacher education programs in the state;
- \* Identify benchmarks to monitor the vitality of the educator pipeline; and
- \* Formulate a long-range plan to address recruitment and retention.

The initial efforts have focused on profiling the teacher workforce and evaluating supply and demand issues. The Mississippi Department of Education, the institutions for higher learning (IHLs), The Public Employees Retirement System, and The Forum's Center for Educational Analysis have also collected information on what motivates practicing educators in the field. The data that were compiled were used to develop profiles of Mississippi teachers, administrators, and teacher education graduates.

### **Mississippi Findings**

Table 1 shows that the demand for teachers has been expanding (Enwefa, Enwefa, Jurden, Banks, & Buckley, 2001). Table 2 shows that the majority of Mississippi's teachers are Caucasian and female (Enwefa et al., 2001). However, the State's school districts employ a higher percentage of African American teachers (27.8 percent) than the average hired within the Southeast region (17 percent) and substantially higher than the national average (7 percent). Nonetheless, Mississippi's proportion of African American teachers contrasts sharply with its school-aged population: 45 percent of children under age 18 are African American, and 52 percent are white (Annie E. Casey Foundation, 2001).

---

Table 1. Teachers Employed in Mississippi Public Schools, 1998-99 to 2000-01

<u>Year</u>	<u>Number of Teachers Employed</u>
1998-1999	29,939
1999-2000	30,782
2000-2001	31,017

---

Table 2. Racial/Ethnic Characteristics of Mississippi Teachers, 2000-2001

<u>Race/Ethnicity</u>	<u>Number</u>
Caucasian	22,857
African American	8,058
Other race/ethnicity	102

---

Too many teachers decide to leave their positions. Across the State's 152 counties, more than 40 percent of teachers work in education for one to two years and then relocate out of state for various reasons. The number of teachers who are leaving exceeds the number of new teachers who are entering positions in Mississippi's public schools (Enwefa et al, 2001). (See Tables 3 and 5.) In addition, a rapidly growing number of Mississippi teachers and administrators are on the verge of becoming eligible to retire, and there are serious concerns about how to replace them (Enwefa et al., 2001). (See Table 4.) In 1995, if all teachers eligible to retire had done so, more than 4,000 new teachers would have been needed to fill the vacancies.

Although demand has been increasing, the number of teachers entering positions in Mississippi's public schools profession is not sufficient (Table 5). Further, prospective teachers have been affected by various licensure tests that tend to screen out minorities disproportionately.

---

Table 3: Teachers Leaving Employment in Mississippi, 1997-2000

<u>Year</u>	<u>Number of Teachers Leaving Positions</u>
1997-1999	2,524
1998-2000	2,471
2000-2001	2,868

---

---

Table 4. Teachers at Retirement Age in Mississippi, 1998-99 to 2000-01

<u>Year</u>	<u>Number of Teachers at Retirement Age</u>
1998-1999	5,236
1999-2000	5,755
2000-2001	5,900

---

Table 5. New Teachers Entering Mississippi Public Schools, 1998-99 to 2000-01

<u>Year</u>	<u>Number of New Teachers Entering Positions</u>
1998-1999	1,953
1999-2000	2,373
2000-2001	2,112

---

### **Regional Findings**

By and large, teachers in the Southeastern region are Caucasian and female. The typical teacher has been in the classroom for 14 years, and is paid far less than teachers in other regions of the United States. Approximately 42 percent hold advanced degrees -- far fewer than the national average of 56 percent. Only two states (Alabama and Kentucky) can claim that a greater share of their teachers have master's degrees than the national average. Teachers in the Southeast are also more likely than teachers in other regions to plan to leave teaching as soon as possible, more likely to perceive their efforts as a waste of time, and less likely to remain as long as they are able in the teaching profession.

### Incentives for Teaching in Mississippi

The Mississippi State Department of Education developed a survey instrument to measure the attitudes of educators entering and leaving the profession. Based on the survey results, the State's educational system has developed several incentives to encourage teachers to remain in and move to Mississippi.

\* The Critical Needs Teacher Scholarship Program provides such benefits as tuition, fees, books, and costs of room and board for teacher education candidates preparing to work in areas of critical need.

\* The William F. Winter Scholar Loan Program offers up to \$1,000 for college freshmen and sophomores, and \$300 for juniors and seniors.

\* The Mississippi Teacher Fellowship Program (MTFP) provides tuition, books, materials and fees for a maximum of three years.

\* The Mississippi School Administrator Sabbatical Program pays teacher salary with fringe benefits for teachers who attend and complete preparation programs to certify in school administration.

\* Moving expenses of up to \$1,000 are reimbursed for teachers relocating in Mississippi.

\* Housing assistance for teachers consists of loans of up to \$6,000 for down payments and closing costs of teachers relocating to teach in critical shortage areas.

\* The Mississippi Teacher Center was created to educate high school students on the importance of teaching as a career. The Center is also responsible for recruitment and retention of teachers in critical shortage areas (biology, math, physical sciences, English, and elementary education).

### **Other Suggestions for Improving Recruitment and Retention in Mississippi**

There are many reasons why the teacher shortage continues to be a challenge. Some teachers face burnout and frustrations on the job, such as discipline problems, school violence, poor working conditions, and lack of support from colleagues and the school district. Salaries are low as compared to salaries for other professionals, which continues to reduce the prestige of the profession. Many teachers find other career opportunities outside of the teaching field. Despite many efforts, the number of minority teachers continues to decline. Listed as follows are some suggestions for improving recruitment and retention in Mississippi, as adapted from Enwefa, Enwefa, Jurden, Banks, and Buckley (2001).

\* Collaboration among all K-12 schools, colleges, universities, and community colleges;

\* Creation and funding of mentoring programs for beginning teachers that provide supports and enhance their teaching skills;

\* Development of high-quality pathways into teaching for recent graduates in related fields, mid-career changers, and paraprofessionals already in the classroom;

\* Reallocation of resources in order to invest in preparing more teachers and in techno-literacy among teachers;

\* Field experiences directly related to inclusive classroom teaching;

\* Development of extended graduate-level teacher preparation programs that provide year-long internships in school settings that serve a diversity of learning needs;

\* Rewards that acknowledge the contributions of minority teachers to quality education of all children;

\* Connections with local churches and community organizations, along with public forums about education and teacher education;

- \* Development of email buddy systems for teachers, and of local teachers' clubs;
- \* Development of pre-collegiate programs to interest students in teaching careers;
- \* Recruitment initiatives that involve community colleges.

### Historically Black College Universities

Today there are 117 Historically Black Colleges and Universities (HBCUs) in the United States. Many of the HBCUs have implemented a variety of teacher education programs at the undergraduate and graduate level to reflect their dedication and mission for improving the disproportionately low number of minority teachers. In existence for more than 130 years, HBCUs have developed significant capacities for preparing general and special educators of diverse backgrounds. A number of these institutions have put in place the recruitment and retention initiatives described above.

There are three HBCU institutions in Mississippi that have been producing a large number of teachers. Jackson State University, Mississippi Valley State University, and Alcorn State University all sponsor various annual job fairs; offer mentoring and tutoring; provide individual advisement programs; and support various internships, recruitment packages, technical assistance activities, and supports for students.

The driving force for State initiatives to recruit and retain minority teachers began as a result of legislative actions by State boards of teacher education and teacher certification commissions (Darling-Hammond & Dilworth, 1997). However, these initiatives to address minority teacher shortages did not arrive as quickly as needed (Clewell, 1995), although, according to the American Association of Colleges for Teacher Education (1994, 1998), most States have instituted some type of minority teacher recruitment and retention program. Some important activities that have been State-initiated include: organizing task forces to examine the extent of the problem; hiring and designating State employees to work on minority teacher recruitment efforts; offering financial incentives to prospective trainees; mandating school districts and teacher education programs to develop minority recruitment plans and making State funds available to them for this purpose (Clewell, 1995).

Although the Federal government's efforts to increase the representation of minority teachers may not be as conspicuous as that of the States and private organizations, an often cited national effort is the Consortium for Minorities in Teaching Careers (CMTC) (Enwefa & Enwefa, 1999). In special education, the U.S. Department of Education's Office of Special Education Programs has funded the Alliance Project at Vanderbilt University to encourage the preparation of more graduates from HBCUs and other minority institutions of higher education. Private organizations' initiatives have also contributed greatly to minority teacher recruitment efforts. Most private sector activities have focused on four groups: pre-collegiate, collegiate, paraprofessional, and mid-career populations. Privately-supported programs are often designed to remove obstacles to the recruitment of minority teachers, such as educational background, cultural and community concerns, social and economic issues (Gordon, 1994).

## Jackson State University's Responsive Educator Model

Jackson State University has implemented programs in Mississippi to address the teacher shortage, particularly in rural districts that are unable to attract sufficient numbers of certified teachers to fill vacancies. The recruitment and preparation of educators who are best able to meet the needs of our diverse student population is one strategy to reduce the disproportionate representation of African American children in special education classes across Mississippi and the United States (Enwefa & Enwefa, 1999). The teacher characteristics and qualities to be valued are embodied in the tenets of the *Responsive Educator Model* (Jackson State University, 2001), which is the conceptual framework that guides the selection and preparation of teacher candidates at Jackson State University. This framework posits the following beliefs and principles about effective education, and consequently, effective educators.

**Effective education is responsive to social change.** Social change, such as that caused by the industrial revolution -- and now the technological revolution -- brings new knowledge bases and new paradigms for conceptualizing how we should do what we must do. This change signals the need for educators to develop new competencies in order to sustain the home-school relationships that are essential to supporting the education of all children. Overall, educators must be sensitive to new knowledge bases that emerge from social change, and understand how they impact education and subsequently influence the need for change in the schools.

**Effective education is responsive to diverse student populations.** A joint publication released by the American Council on Education and The Education Commission of the States showed not only that ethnic minorities account for at least one-third of the American population but also that these groups continue to grow seven times faster than the European-American population groups (Banks, 1996). Children of color are the majority school-age population in the nation's 25 largest school districts. The American tapestry becomes even more diverse when one factors in the unprecedented numbers of "new wave" immigrants from Southeast Asia and other countries, along with the indigenous groups who now feel empowered to demand full recognition of their cultural heritage and unique identities they once felt compelled to hide. Further, new skills are needed to address the needs of children referred to as "English language learners," who do not possess fluency in any dialect of the English language.

Traditionally, schools have responded well primarily to those children who possess the "right" characteristics or cultural capital (MacLeod, 1988). School appears to be made for these children, as their experiences, values, and beliefs are consistent with the expectations of the institution. These children seem to fit in with relative ease and therefore benefit from the opportunities schools provide, because these opportunities are structured in ways that embrace the values and beliefs they possess by virtue of belonging to the more privileged social class.

When examining the challenges posed by massive diversity, however, it is imperative to understand that public schools present numerous opportunities that many children cannot enjoy equally because of the fundamental differences in the cultural capital that diverse children possess. Cultural capital refers to the general cultural backgrounds, knowledge, dispositions and skills that are passed on from one generation to the next. Clearly,

children from more privileged backgrounds inherit cultural capital that is substantially different from their less affluent peers (Colvin, 1921), but schools value and emphasize the former at the expense of the latter.

If we are truly committed to teaching all the nation's children, we must prepare educators who can adjust methods, curriculum, and service approaches to accommodate the cultural diversity of learners, i.e., educators who truly understand how these learners best experience learning. When educators possess the knowledge base and understanding to respond to and respect diversity, culture, and ethnicity, this paves the way to improve service delivery for all children (Enwefa & Enwefa, in press a).

**Effective education is responsive to demands for educational service that demonstrates creativity, diverse knowledge, and a repertoire of professional education skills.** This principle is logically linked to the previous discussion about diversity. To help students learn, teachers in K-12 settings and institutions of higher learning must possess a repertoire of educational strategies and skills that enable them to share knowledge effectively with diverse learners and suggest that diverse classroom practices be accompanied by diverse assessment tools. Despite the incongruent language and linguistic patterns now germane to the schoolhouse and the diverse cultural backgrounds of school children, educators continue to make critical decisions about children and their futures on the basis of traditional assessment procedures that have been institutionalized. In both early and recent work on assessment (e.g., Colvin, 1921; Figueroa & Garcia, 1997), it has been emphasized that the validity of all mental measurements rests on the fundamental assumption that those being assessed have had common opportunity to learn the skills, facts, principles, and methods or procedure exemplified in the assessment instruments. Thus, the use of standardized instruments to determine the futures of children must be regarded as ludicrous, misguided practice. Rather, educators must build repertoires of professional skills, assessment tools and procedures that do a better job of identifying the talents and abilities of culturally different children -- including both formal and informal screening and assessment procedures (Obiakor, Algozzine, Thurlow, Gwalla-Ogisi, Enwefa, Enwefa, & McIntosh, 2002).

**Effective education is responsive to the need for critical thinking.** Educators who can think beyond the status quo are needed at all levels. Urabanski (1988) observed that the problem with schools is not that they are no longer as good as they once were. The real problem is that today's schools are precisely what they always were, while the world around them has changed significantly. Schools should become restructured as centers of inquiry and reflection, and teachers should be trained to think beyond those pedagogical practices that are rooted in unexamined traditions.

**Effective education is responsive to the interdependent relationship between communication and learning.** Essentially, educators must demonstrate effective communication skills in a variety of forms and through a variety of technologies and media. Technology can provide help in ways different from past educational approaches to assist all categories of students to learn and to become critical thinkers and problem solvers (Enwefa & Enwefa, in press b). Skills in the use of new technologies require the development of techno-literacy. Techno-literacy suggests that we as educators have a responsibility to make schools better places for meeting the needs of children, all of whom must be given the opportunity to acquire skills needed to function in a highly technological society (Banks, Searcy, & Omoregie, 1998).

We must come to grips with the reality that changes that accompany the movement into an economy driven by information and information technologies are as profound as those which accompanied the earlier movement from agriculture to industry. As we examine traditions that guide pedagogical practices, we must examine, as well, the ways we communicate with each other and with our children, and the ways we empower children to communicate within a global economy.

**Effective education is responsive to the need for accountability in education and to the need for sharing the responsibility for education.** Accountability must extend to educators at colleges and universities who must accept responsibility for ensuring that the practitioners who are prepared really possess the knowledge, skills, and dispositions necessary to provide effective professional service to diverse children and in diverse settings. All stakeholders must work to ensure that research-based standards used to accredit programs and certify personnel are tied to successful learner outcomes. Professionals must further ensure that such standards are met by all who have any share of responsibility for educating children. Educators must be able to work successfully together and collaborate within communities to promote effective education for all.

### References

- American Association of Colleges for Teacher Education. (1994, 1998). *Teacher education pipeline: Schools, colleges, and departments of education*. Washington, DC: Author.
- Annie E. Casey Foundation. (2001). *Kids count data book: State profiles of child well being*. Baltimore: Author.
- Banks, I. (1996). Opportunity structure and the structure of opportunity: A look at diversity from the inside out. In R. Powell, *Multiculturalism and reform: Perspectives and practical application*. Lexington, KY: Institute on Education Reform, University of Kentucky Press.
- Banks, I., Searcy, R., and Omoregie, M. (1998 Spring/Summer). Changing ages: Technoliteracy. *Researcher*, XV, 4.
- Clewell, B. C. (1995). Reaching out to schools. In Educational Testing Service, *Teaching for diversity: Models for expanding the supply of minority teachers*. NJ: ETS.
- Cole, B. P. (1986). The Black educator: An endangered species. *Journal of Negro Education*, 55, 326-334.
- Colvin, S. S. (1921). Intelligence and its measurement. *Journal of Educational Psychology*, 12, 136-139.
- Darling-Hammond, L., & Dilworth, M. E. (1997). *Recruiting, preparing, and retaining persons of color in the teaching profession*. New York: National Commission on Teaching and America's Future.

- Dilworth, M. E. (1990). *Reading between the lines: Teachers and their racial/ethnic cultures*. Washington, DC: ERIC Clearinghouse on Teacher Education.
- Dupre, B. B. (1986). Problems regarding the survival of future Black teachers in education. *Journal of Negro Education*, 55, 56-66.
- Enwefa, R., & Enwefa, S. (in press a). Service delivery for African American young children with special needs. In F. E. Obiakor & B. A. Ford (Eds.), *Creating successful learning environments for African American learners with exceptionalities*. Thousand Oaks CA: Corwin Press.
- Enwefa, R., & Enwefa, S. (1999). *The disproportionate representation of African American children in special education classes in the United States public schools*. Paper presented at the Grand Avenue Annual Black History Month Symposium and Banquet, DeQuincy, LA.
- Enwefa, S., & Enwefa, R. (in press b). The role of technology in the education of all children. In F. E. Obiakor, P.A. Grant, & E. Dooley (Eds.), *Educating all our children: Refocusing the comprehensive support model*. Springfield, IL: Charles C. Thomas.
- Enwefa, R., Enwefa, S., Jurden, M., Banks, I., & Buckley, D. (2001) *A retrospective view of recruitment and retention for diversity in rural Mississippi: New millennium challenges*. Paper presented at the Ninth Annual Comprehensive System of Personnel Development Conference on Leadership and Change, sponsored by the Academy Project of the National Association of State Directors of Special Education and the Office of Special Education Programs, U.S. Department of Education, Alexandria, VA, April 29-May 3, 2001.
- Fideler, E. S., & Haselkorn, D. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States*. Concord, MA: Recruiting New Teachers, Inc.
- Figueroa, R. A., and Garcia, E. (1994). Issues in testing students from culturally and linguistically diverse backgrounds. *Multicultural Education*, 2, 10-18.
- Gifford, B. R. (1985). *A modest proposal: Increasing the supply of minority teachers*. (ERIC Documentation Reproduction Service No. ED 260027).
- Gordon, J. A. (1994). Why students of color are not entering teaching: Reflections from minority teachers. *Journal of Teacher Education*, 45 (5), 346-353.
- Jackson State University. (2000, Spring). *Institutional Report to the National Council for the Accreditation of Teacher Education*. Jackson, MS: Author.
- Jackson State University. (2001). *Jackson State University's responsive educator model*. Jackson, MS: Author.

- MacLeod, J. (1987). *Ain't no making it: Leveled aspirations in a low-income neighborhood*. Boulder CO: Westview Press.
- Obiakor, F. E., Algozzine, B., Thurlow, M., Gwalla-Ogisi, N., Enwefa, S., Enwefa, R., & McIntosh, A. (2002). *Addressing the issue of disproportionate representation: Identification and assessment of culturally diverse students with emotional or behavioral disorders*. Arlington, VA: CEC Council for Children with Behavior Disorders.
- Robinson, P. (1981). *Perspectives on the sociology of education*. London: Routledge & Kegan Paul.
- Snyder, T. (1998). *Digest of education statistics, 1998*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Spellman, S. O. (1988). Recruitment of minority teachers: Issues, problems, facts, possible solutions. *Journal of Teacher Education*, 39(4), 58-63.
- Urabanski, A. (1988). The Rochester Contract: A status report. *Educational Leadership*, 46, 48-52.
- Yasin, S. (1994). Teacher education pipeline: Schools, colleges, and departments of education. Washington, DC: American Association of Colleges for Teacher Education.

---

M I S S I S S I P P I

**Standards for  
School Leaders**

Adopted by the State Board of Education  
July 21, 1995

Published by the Office of Leadership Development and Enhancement  
Mississippi Department of Education

---

# Standard One

Maximizes student learning by working with staff to translate knowledge of learning theory and human development and relevant school data into successful curricular programs, instructional practices, and assessment strategies.

## KNOWLEDGE

- understands theories of learning
- understands the developmental stages of children and adolescents
- understands curriculum theory and its relevance to the organization of curricular programs
- understands the principles of effective instruction and models of teaching
- understands the national standards of appropriate professional organizations (e.g., mathematics teachers, history teachers)
- understands qualitative and quantitative strategies for monitoring student performance
- understands the principles of adult learning
- understands the dimensions of effective professional development
- understands relevant models of supervision
- understands the sources of and how to access relevant data at the school and classroom levels
- understands behavioral management strategies and conditions necessary to create constructive, non-punitive learning environments

## DISPOSITION

- is committed to excellence
- is committed to high expectations of self and others
- feels a strong personal affinity toward and commitment to issues of learning and teaching
- believes that decisions should be made in the best interest of children
- believes that all children want to succeed, can learn, and will demonstrate high levels of performance
- honors the role of the teacher
- is dedicated to the belief in life-long learning for self, students, and teachers
- is committed to collegial relationships among teachers
- is committed to parental involvement in student learning

**PERFORMANCE**

- sets, communicates, and monitors high expectations for faculty and staff
- nurtures the development of a shared school vision and mission
- demonstrates a knowledge of learning theory
- demonstrates sensitivity toward developmental levels
- learns how students are doing
- promotes the active involvement of all students
- encourages risk-taking and is receptive to change
- promotes divergent thinking
- promotes an attitude of inquiry
- encourages teachers to maintain their own visions
- actively participates in professional development as a learner and as a teacher
- models life-long learning
- organizes and conducts staff development
- acts as a resource for teachers
- provides teachers with research that helps shape and improve
- acknowledges and rewards continuous development of teachers
- implements effective assessment procedures
- identifies and uses data relevant to the school
- conveys appropriate data in a useful fashion and timely manner
- explains and uses student assessment data to develop the school plan and to help staff shape the instructional and curricular program
- encourages the use of varied approaches to assessment
- organizes the staff to facilitate learning
- facilitates the development of an instructional program appropriate to the needs and developmental levels of the students
- monitors the implementation of instructional practices
- promotes the development of a safe, orderly climate for learning
- secures resources and materials to implement the instructional program
- collects and analyzes data on teacher performance on a regular basis
- provides meaningful feedback to teachers
- uses staff evaluation information for the improvement of instruction
- employs technology to enhance the educational program

# Standard Two

Applies human relations and interpersonal skills to foster a climate of continuous learning and improvement.

## KNOWLEDGE

- understands theories of human relations
- has knowledge of leadership theories and styles
- understands motivational theories and strategies
- has knowledge of effective communication strategies and skills (listening, speaking, writing, non-verbal)
- has knowledge of human relations skills (conflict resolution, group processes, decision making, team building, delegation, consensus building, providing feedback)

## DISPOSITION

- values the thoughts, feelings, efforts, and ideas of others
- values diversity
- is committed to democratic leadership and shared decision making
- is willing to compromise
- is willing to take risks/values risk taking among others
- values group or team approach
- believes that others are personally and professionally motivated toward ensuring the well-being of students
- is willing to learn from others
- is willing to share power

**PERFORMANCE**

- recognizes and is sensitive to individual differences
- demonstrates an interest in others
- is considerate of others
- establishes credibility
- maintains accessibility and visibility
- creates healthy dissatisfaction with the status quo
- invites risk taking
- promotes enthusiasm
- creates a win-win environment
- monitors staff morale
- provides support
- recognizes accomplishments
- seeks opportunities to share power--empowers others
- plans and organizes to involve community, parents, teachers, and students in decisions
- actively involves others in the decision-making processes
- ensures that there is equitable access to the decision-making process
- models facilitator role in shared decision making
- fosters open communication
- uses effective organizational skills
- models team building
- uses effective oral and written communication
- employs effective problem solving and conflict resolution strategies
- demonstrates effective decision-making skills
- conducts effective meetings

# Standard Three

Facilitates the development and maintenance of organizational and managerial systems consistent with the vision and mission of the school community.

## KNOWLEDGE

- is knowledgeable of theories and strategies of organizational management
- is knowledgeable of goal setting and strategic planning
- is knowledgeable of personnel management
- is knowledgeable of fiscal management
- is knowledgeable of time management
- is knowledgeable of physical resource management
- is knowledgeable of emerging societal and educational trends and issues
- is knowledgeable of (or has knowledge of how to access) appropriate regulatory frameworks
- is willing to make tough decisions about resources based on the school goals and mission
- is willing to accept responsibility for the overall organization

## DISPOSITION

- is inclined to focus on the "big picture"
- values the role of all school systems in contributing to the success of the school
- is committed to a systems approach to organizational development, decision making, and change
- believes that all aspects of the organization and the role of the management of the school exist for the education of the students
- is committed to letting the needs of students, the mission of the school, and powerful conceptions of learning and teaching shape organizational structures and managerial systems
- values the team concept
- believes in shared decision making
- is committed to delegating responsibility

**PERFORMANCE**

- manages change
- ensures that all personnel understand their roles in the organization
- creates conditions that motivate
- empowers others by delegating responsibility
- develops strategic plans and organizational structures to support the implementation of the school mission
- brings the various systems of the school into a cohesive plan that supports the school mission
- employs resources to optimize their impact on the school mission
- works closely with managers of important systems within the school (e.g., custodial area) and the school system (e.g., special education office)
- develops a comprehensive plan for and monitors and assesses the impact of organizational systems on the mission of the school
- monitors personnel responsible for all systems
- eliminates unnecessary system functions
- manages one's own time in a way that demonstrates commitment to the school mission
- provides timely and useful data on organizational systems to supervisors and members of the school team
- meets deadlines in carrying out responsibilities
- manages facilities that project an image of pride to students, families, and the community
- maintains accurate financial records
- demonstrates consistency and fairness in fiscal and budgetary procedures
- ensures that needed technological support is in place
- ensures the availability of support services for students (e.g., health services, co-curricular activities)
- processes paperwork effectively and quickly--does not become enmeshed in paper work nor allow it to detract energy from achieving the school mission

# Standard Four

Exhibits team building skills in the development of ownership among all stakeholders in the school community.

## KNOWLEDGE

- understands the inter-connectedness of school and community
- knows the community power structure and the community culture
- knows the network of social service agencies available in the community
- knows key stakeholders and what they can contribute
- understands public and media relations
- knows team and coalition building skills

## DISPOSITION

- holds an expanded view of the school that includes the external community
- is committed to the realization of community ownership of the school
- values the worth of all people
- values the opinions of others
- believes that others are trustworthy
- believes that everyone has talents and strengths that he/she can contribute to the common good
- is sensitive to the needs and interests of others
- believes in self and inherent worth--self confident
- is open to new ideas
- is willing to share power, ownership, and credit
- values team concept
- is willing to learn from others

**PERFORMANCE**

- analyzes and interprets the larger community in which the school is nested
- studies and incorporates community values, standards, and culture into school decisions
- utilizes the community as a resource for learning
- helps the school participate in community development and community affairs
- is highly visible in the external school community and is accessible to parents and other community members
- maintains open channels of communication and communicates with all segments of the external school community
- communicates effectively with the media
- develops and implements strategies to involve parents and other community members in the life of the school
- solicits input from stakeholders
- uses knowledge, competencies, and experiences of stakeholders in the service of school goals
- makes stakeholders feel important to the organization
- recognizes and rewards contributions from stakeholders
- helps others see the results of their input and work
- promotes ownership
- clarifies the agendas and responsibilities of stakeholders
- establishes parameters for stakeholders
- builds partnerships and coalitions with key community groups and agencies
- demonstrates the range of skills needed for team building and coalition building
- demonstrates persistence in keeping groups focused and active in their commitment to the school
- builds trust among community partners and between the school and its partners
- promotes the development of leadership within the team
- uses coaching techniques to help team members achieve their goals
- coordinates resources of various partners to help the school achieve its mission
- sorts out and helps individuals and groups address their objectives while achieving common goals

# Standard Five

Models and promotes ethics and integrity in professional and personal activities.

## KNOWLEDGE

- is knowledgeable of federal and state laws
- is knowledgeable of due process
- is knowledgeable of board policies and regulations
- understands organizational chain of command and organizational expectations
- understands community values
- understands accepted professional standards and codes of ethics

## DISPOSITION

- is determined to stand on principles
- believes in the principles of right and wrong
- is committed to equity and fairness
- is committed to the rights of others
- is committed to truth and honesty
- is willing to be a model for students and teachers
- believes in being responsible and accountable
- is willing to acknowledge one's own limitations and mistakes--including the willingness to accept constructive criticism

**PERFORMANCE**

- demonstrates genuine concern and respect for parents, faculty/staff, and students
- treats others with dignity and sensitivity
- exhibits high moral standards
- models principle-centered leadership
- ensures that the important educational and moral values of the school community influence the decision-making process
- does what he/she says he/she will do
- demonstrates courage in decision making
- applies policies and procedures in a fair (equitable) and impartial manner
- performs duties in a non-arbitrary, non-manipulative, and non-capricious manner
- avoids using position for personal gain
- develops a written code of ethics for the school
- promotes and supports ethical behavior throughout the school community and ensures that unethical behavior is dealt with
- maintains confidentiality of information
- adheres to laws, policies, and regulations
- evaluates personnel with regard to actual performance rather than hearsay or feelings
- shepherds and maintains public resources-- acts in a fiscally responsible fashion
- makes decisions on sound principles, values, data, policy, and law
- supports collaborative agreements
- makes ethics part of staff development activities

---

# Program Development Principles

---

## Grounding Principles

The preparation program . . .

- has a well-defined philosophical base that informs all aspects of the program.
- is based on the standards of the profession—emphasizing professional values, beliefs, and ethics.
- demonstrates program integrity and fidelity to defining values and viewpoints.
- has the commitment and support of the college and university and the practitioner community.
- promotes recognition of and commitment to service for children and youth.
- includes diverse perspectives.

## General Design Principles

The preparation program . . .

- is anchored in learning and teaching.
- is grounded in the world of practice—problem-based, clinically-focused, field-based.
- is student-centered, emphasizing personalized learning and promoting individual development.
- emphasizes active learning.
- highlights collaborative learning and opportunities for students to learn from colleagues in the program and school administrators in the field.
- is a collaborative effort between the college/university and K-12 school districts.
- includes rigorous entry standards.
- integrates state-of-the-art technology throughout.
- emphasizes integrated, thematic instruction.
- has a sequential, developmental curriculum.
- connects knowledge, beliefs, and skills to effective leadership behavior.
- highlights ongoing, performance-based assessments of students—including periodic checkpoints, exit examinations, and follow-ups.
- maintains accountability through ongoing internal and external program assessments and program revisions.



**Model Standards for Beginning Teacher  
Licensing, Assessment and Development:  
A Resource for State Dialogue**

**Developed by  
Interstate New Teacher Assessment and Support  
Consortium**

**1992**

**Interstate New Teacher Assessment & Support Consortium**

**A Program of the  
Council of Chief State School Officers  
One Massachusetts Avenue, NW  
Suite 700  
Washington, DC 20001-1431**

**202/336-7048**

***1992***

# **INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM**

Dear Colleague:

For the past eighteen months the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, has been at work crafting model standards for licensing new teachers. Drafted by representatives of the teaching profession along with personnel from 17 state education agencies, these standards represent a common core of teaching knowledge and skills which will help all students acquire 21st century knowledge and skills. The standards were developed to be compatible with the advanced certification standards of the new National Board for Professional Teaching Standards. This effort takes another step toward a coherent approach to educating and licensing teachers based upon shared views among the states and within the profession of what constitutes professional teaching.

This document addresses the knowledge, dispositions and performances deemed essential for all teachers regardless of their specialty area. It is chapter one of a long term effort. When these standards have been reviewed and revised, the Committee will begin the process of developing subject area standards for new teachers. This process will use the National Board's standards, accepted standards for student outcomes K-12 and this conception of common knowledge as its reference points. As an integral part of this process, the Committee will also work on the development of assessment prototypes for evaluating the achievement of these standards.

The intent of this document, and those which will follow, is to stimulate dialogue among the stakeholders of the teaching profession about the best thinking of their colleagues regarding what constitutes competent beginning teaching. Our work is offered to state education agencies and institutions concerned with the professional development of teachers as a resource to revisit state standards for training and licensing new teachers, and to consider ways these models might enhance their system.

We invite and encourage your comments on this draft. The draft is being widely circulated to members of the public and the profession as well as the policy making community. We invite you to make your comments in any way you like, including on the document itself. Please take time to answer the two questions about each principle. This will help us analyze the responses and make thoughtful revisions.

We thank you in advance for taking the time to review our work. It is only with public consensus on a shared vision of education that we can be successful and that our children can be assured of the education they will need to carry out the responsibilities of the future.

Sincerely,

M. Jean Miller, Director  
INTASC

Linda Darling-Hammond, Chair  
Drafting Committee

## Preface

Efforts to restructure America's schools for the demands of a knowledge-based economy are redefining the mission of schooling and the job of teaching. Rather than merely "offering education," schools are now expected to ensure that all students learn and perform at high levels. Rather than merely "covering the curriculum," teachers are expected to find ways to support and connect with the needs of all learners. This new mission requires substantially more knowledge and skill of teachers and more student-centered approaches to organizing schools. These learner-centered approaches to teaching and schooling require, in turn, supportive policies for preparing, licensing, and certifying educators and for regulating and accrediting schools.

As part of the many initiatives that have been undertaken to strengthen the teaching profession, a National Board for Professional Teaching Standards was established in 1987 to develop standards for the advanced certification of highly skilled veteran teachers, much as professional certifying agencies do in assessing physicians, architects, accountants, and others. In the same year the Interstate New Teacher Assessment and Support Consortium (INTASC,) a program of the Council of Chief State School Officers, was established to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and induction into the profession. The National Board and INTASC are united in their view that the complex art of teaching requires performance-based standards and assessment strategies that are capable of capturing teachers' reasoned judgments and that evaluate what they can actually do in authentic teaching situations.

### *The INTASC Task Force on Teacher Licensing*

Under its current sponsorship by the Council of Chief State School Officers, INTASC established a task force last year to consider what kinds of changes in licensing standards would be needed to create "Board-compatible" standards for entry into the teaching profession. These are standards that embody the kinds of knowledge, skills, and dispositions that teachers need to practice responsibly when they enter teaching and that prepare them for eventual success as Board-certified teachers later in their careers.

The task force, chaired by Linda Darling-Hammond, is comprised of the following states and organizations: California, Connecticut, Delaware, Florida, Georgia, Kentucky, Louisiana, Massachusetts, Minnesota, New York, North Carolina, Pennsylvania, South Carolina, Texas, Vermont, Washington and Wisconsin, The National Board for Professional Teaching Standards, The American Association of Colleges for Teacher

Education, the National Council on Accreditation of Teacher Education, the National Association of State Directors of Teacher Education and Certification, the National Association of State Boards of Education, the American Federation of Teachers and the National Education Association. A State Networking Committee, composed of 22 additional states which have requested participation in the standards development work, will work with the task force to facilitate a public review of the draft standards.

The task force's goal is to create model standards for "Board-compatible" teacher licensing that can be reviewed by professional organizations and state agencies as a basis for their own standard-setting activities. The task force will continue its work by collecting, developing, and evaluating assessment ideas and options for evaluating candidates' knowledge and performances in relation to the standards, making the results of these activities available to states interested in collaborating on assessment development.

### ***The Starting Point: A Common Core of Teaching Knowledge***

The INTASC task force decided to begin its work by articulating standards for a common core of teaching knowledge and skills that should be acquired by all new teachers, to be followed by additional specific standards for disciplinary areas and levels of schooling. Like the first tier of assessment for licensing in virtually all other professions, this "common core" is intended to outline the common principles and foundations of practice that cut across specialty areas -- the knowledge of student learning and development, curriculum and teaching, contexts and purposes which creates a set of professional understandings, abilities, and commitments that all teachers share.

Starting with this shared knowledge was viewed as important for at least two reasons. First, it is the common commitment to ethical practice and foundational knowledge that provides the glue that holds members of a profession together, creating a common language, set of understandings, and beliefs that permit professionals to talk and work together toward shared purposes on behalf of their clients. Just as pediatricians and oncologists share a knowledge of human physiology so that they can work together after they have specialized further, so teachers of mathematics and social studies must share an understanding of child development and learning that allows them to plan together and assess students' needs from a common perspective. Second, the development of assessment possibilities -- a later task for INTASC -- may be enhanced across specialty areas by having developed a conception of the underlying knowledge that informs practice in many different ways.

This draft publication presents the first efforts of the group to develop such standards for a common core of teaching knowledge. Recognizing that applications of these common understandings and commitments are manifested in specific contexts -- defined by students, subjects, and school levels, among others -- we emphasize that "common core" standards are not analogous to 'generic' or context-free teaching behaviors. The assessment of specific teaching decisions and actions must occur in varied contexts that will require varied responses. In some cases, these are grounded in the discipline being taught: thus, subject-specific pedagogical decisions need to be evaluated in the context of subject-specific standards. These will be developed in the next phase of the task force's work. In other cases, contextual considerations must be made part of the assessment structure and response possibilities. Evaluating how the standards might be assessed is also part of the task force's future work. We invite your comments now and as the work progresses.

### ***The Standards: Performance-Based and Board-Compatible***

An important attribute of these proposed standards--and those to be developed in the next phase of the work--is that they are **performance-based**: that is, they describe what teachers should know and be able to do rather than listing courses that teachers should take in order to be awarded a license. This shift toward performance-based standard-setting is in line with the National Board's approach to developing standards and with the changes already occurring in a number of states. This approach should clarify what the criteria are for assessment and licensing, placing more emphasis on the abilities teachers develop than the hours they spend taking classes. Ultimately, performance-based licensing standards should enable states to permit greater innovation and diversity in how teacher education programs operate by assessing their outcomes rather than their inputs or procedures.

The standards were developed in response to the five major propositions that guide the National Board's standard-setting and assessment work:

• Teachers are committed to students and their learning.

• Teachers know the subjects they teach and how to teach those subjects to diverse learners.

• Teachers are responsible for managing and monitoring student learning.

• Teachers think systematically about their practice and learn from experience.

• Teachers are members of learning communities.

These propositions, articulated in much more elaborated form in the Board's background documents, will provide the foundation for the Board's standards for advanced certification. These are to be developed in each of 30 areas defined by disciplinary area (English/Language Arts; Mathematics; etc.) and developmental level of students (early childhood, middle childhood, early adolescence, and late adolescence/young adulthood). The resulting standards, in fields like "Early Adolescence English/Language Arts" and "Early Childhood Generalist," will provide the basis for performance-based assessments for advanced certification in each of these areas.

In our work, the task force used the Board's elaborated propositions, which embody criteria for identifying excellent teaching, as the basis for exploring what beginning teachers ought to be prepared to know and be able to do in order to develop into a teacher with these capacities over time. We drew on work in a number of the states that derives from a shared conception of teaching -- including recent work in California, Minnesota, New York, and Texas -- and on teacher education initiatives, including the Holmes Group's recent thinking about conceptions of teaching knowledge and Alverno College's performance-based approach to organizing teacher education. The Board's criteria remained our reference point, and they permeate these standards. However, our resulting ten principles are not organized within each of the Board's propositions, since so many abilities are interwoven and cut across several at once.

Having begun with the common core of teaching knowledge, we plan to develop specialty area standards for beginning teachers following on the heels of those the Board is now beginning to issue, area by area, for advanced certification. A decision not yet made, however, is whether to follow exactly the Board's structure for 30 certification areas and how to reconcile the different structures for licensing areas that already exist across the states.

## *Levels and Meanings of Standards*

### **Licensing vs. certification**

Two important issues arise in creating "Board-compatible" standards for state licensing:

• What is the difference between Board certification and state licensing?  
and

• How do we distinguish between the kind of practice required of a beginning teacher who is applying for a license and that expected of an experienced, highly-skilled teacher applying for advanced certification?

State licensing performs a different function from professional certification. Members of all professions and many other occupations must be licensed by the states in which they wish to practice, meeting standards of minimal competence established by each state to protect the public from harm. Often these standards are established by professional standards boards to whom the state delegates this function.

Professional certification, on the other hand, is based on standards -- often more advanced or exacting ones -- established by the profession itself, sometimes through a national organization like the National Board of Medical Examiners or the National Architectural Registration Board. These standards generally are developed to represent high levels of competence and skill. Thus, certified public accountants, board-certified physicians, and registered architects have met professional standards that exceed those demanded by most states for licensure. These standards may require additional education or supervised internship as well as greater knowledge and more skilled performances in specific areas.

As these functions are evolving in teaching, states will continue to license beginning teachers and other teachers who want to move into a state to practice. The National Board will award advanced certificates to those who have met the prerequisite experience level of at least three years of practice and who voluntarily sit for and pass its examinations. If certification evolves as it has in other professions, it is likely that at some point states may accept Board certification as satisfying state requirements for incoming veteran teachers who apply for a license when they move into the state.

## **Beginning vs. advanced**

The task force spent a great deal of time considering two other related questions:

• At what stage in a teacher's entry into the profession would these licensing standards apply?

• How do we distinguish between beginning and advanced levels of performance?

As entry into teaching has become more staged, with many states requiring probationary periods prior to issuing a continuing license, and an increasing number requiring a year long internship as part of extended preparation, questions arise about what teachers should be expected to know and be able to do at various junctures in this process. We debated the question of whether these standards should apply before or after teachers have completed an internship, for example, and whether certain kinds of preparation would be needed to enable teachers to succeed. Decisions about what kinds of preparation teachers need to be successful with students are decisions that states must make.

However states handle it though, the issuing of a license should have a common meaning: that the entrant is prepared to practice responsibly as the primary teacher of record for students. We have consequently established these standards with this criterion in mind. Students' needs for well-grounded and adaptive teaching are what must ultimately define the standards for teachers.

States would be expected to apply the standards at the juncture at which they issue a license which allows teachers to practice independently as teacher of record. Then states should consider whether changes in preparation are needed to ensure that teachers have the ability to engage in the kinds of learner-centered practices articulated by the standards and have the opportunity to build their developing practice on a solid foundation that will lead to higher levels of expertise.

The related question is what distinguishes the beginning practice of a competent newly-licensed teacher from the advanced levels of teaching performance expected of a Board-certified teacher. In our deliberations about this question, we considered whether there were certain kinds or classes of knowledge, understanding, commitment, or ability that a Board-certified teacher might exhibit which would be wholly unnecessary for a beginning teacher and consequently should be omitted from licensing considerations. We could not identify any area in which this approach would not seriously undermine the capacity of beginning teachers to develop their practice on a solid foundation.

We concluded that the appropriate distinctions between beginning and advanced practice are in the degree of sophistication teachers exhibit in the application of knowledge rather than in the kind of knowledge needed. Advanced practitioners will have developed their abilities to deal simultaneously with more of the complex facets of the teaching context, with greater flexibility and adaptability, and a more highly-developed capacity to integrate their understandings and performances on behalf of students' individual needs. At the same time, to eventually become an expert practitioner, beginning teachers must have, at the least, an awareness of the kinds of knowledge and understandings needed -- as well as resources available -- to develop these skills, must have some capacity to address the many facets of curriculum, classroom, and student life, and must have the dispositions and commitments that pledge them to professional development and responsibility.

In sum, these standards aim to develop beginning professionals while contributing, at the same time, to the development of the profession. We offer them to you -- the profession and the public -- for your feedback and comments.

## Preamble

We hold these truths to be self-evident: that all children have the potential to learn rigorous content and achieve high standards and that a well educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global economy.

We believe that our educational system must guarantee a learning environment in which all children can learn and achieve their own kind of individually configured excellence -- an environment that nurtures their unique talents and creativity; understands, respects, and incorporates the diversity of their experiences into the learning process; and cultivates their personal commitment to enduring habits of life-long learning.

We believe that states must strive to ensure excellence in teaching for all children by establishing professional licensing standards and learning opportunities which enable all teachers to develop and use professional knowledge, skills, and dispositions on behalf of students.

We believe that these standards and opportunities should enable teachers to support the intellectual, social, emotional, moral, and physical development of students, respond with flexibility and professional judgment to their different needs; and actively engage them in their own learning so that they can use and generate knowledge in effective and powerful ways.

We believe that teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to the personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, the community,

and curriculum to create a bridge between learning goals and learners' lives.

We believe that professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.

We believe that teachers' professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. States and local education agencies must be responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunity for teacher learning.

# Draft Standards

Principle #1: *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

## **KNOWLEDGE**

*[Detailed standards for discipline-based knowledge will be included in the subject matter standards to be developed in the next phase of this project.]*

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

The teacher can relate his/her disciplinary knowledge to other subject areas.

## **DISPOSITIONS**

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

## **PERFORMANCES**

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Principle #2: *The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.*

## **KNOWLEDGE**

The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

## **DISPOSITIONS**

The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

## **PERFORMANCES**

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs

in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle #3: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

## **KNOWLEDGE**

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

## **DISPOSITIONS**

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The teacher is sensitive to community and cultural norms.

The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

## **PERFORMANCES**

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

Principle #4: *The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

## **KNOWLEDGE**

The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

## **DISPOSITIONS**

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

## **PERFORMANCES**

The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.

The teacher constantly monitors and adjusts strategies in response to learner feedback.

The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Principle #5: *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

## **KNOWLEDGE**

The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

The teacher understands how social groups function and influence people, and how people influence groups.

The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

## **DISPOSITIONS**

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.

The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

## **PERFORMANCES**

The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decisionmaking, work collaboratively and independently, and engage in purposeful learning activities.

The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Principle #6: *The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

## **KNOWLEDGE**

The teacher understands communication theory, language development, and the role of language in learning.

The teacher understands how cultural and gender differences can affect communication in the classroom.

The teacher recognizes the importance of nonverbal as well as verbal communication.

The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

## **DISPOSITIONS**

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

## **PERFORMANCES**

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g.

monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Principle #7: *The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

## **KNOWLEDGE**

The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

The teacher knows when and how to adjust plans based on student responses and other contingencies.

## **DISPOSITIONS**

The teacher values both long term and short term planning.

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

The teacher values planning as a collegial activity.

## **PERFORMANCES**

As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Principle #8: *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

## **KNOWLEDGE**

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

## **DISPOSITIONS**

The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

## **PERFORMANCES**

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Principle #9: *The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*

## **KNOWLEDGE**

The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

## **DISPOSITIONS**

The teacher values critical thinking and self-directed learning as habits of mind.

The teacher is committed to reflection, assessment, and learning as an ongoing process.

The teacher is willing to give and receive help.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

## **PERFORMANCES**

The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Principle #10: *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.*

## **KNOWLEDGE**

The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

## **DISPOSITIONS**

The teacher values and appreciates the importance of all aspects of a child's experience.

The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

The teacher is willing to consult with other adults regarding the education and well-being of his/her students.

The teacher respects the privacy of students and confidentiality of information.

The teacher is willing to work with other professionals to improve the overall learning environment for students.

## **PERFORMANCES**

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The teacher can identify and use community resources to foster student learning.

The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

The teacher acts as an advocate for students.

## Standards Drafting Committee

*Theodore Andrews*

Washington State Department of  
Public Instruction

*Gerald Freeborne*

New York State Department  
of Education

*Joan Baratz-Snowden*

National Board for Professional  
Teaching Standards

*Donna Gollnick*

National Council for Accreditation  
of Teacher Education

*Henrietta Barnes*

Michigan State University

*Frederica Haas*

Pennsylvania Department of Education

*Lovely Billups*

American Federation of Teachers

*Elmer Knight*

South Carolina State Department  
of Education

*Tracie Bliss*

Kentucky State Department  
of Education

*Peg Meyer*

Vermont State Department of Education

*Peter Burke*

Wisconsin Department of  
Public Instruction

*Jean Miller*

Council of Chief State School Officers

*Shelia Chavis*

Louisiana Department of Education

*Ray Pecheone*

Connecticut State Department  
of Education

*Linda Darling-Hammond*

Chair, Standards Drafting Committee  
Teachers College, Columbia University

*Ione Perry*

North Carolina Department of  
Public Instruction

*Mary Diez*

Alverno College

*Sharon Robinson*

National Education Association

*Sue Fox*

Council of Chief State School Officers

*Elaine Scott*

Arkansas State Board of Education

*Ramsay Selden*  
Council of Chief State School Officers

*Richard Simms*  
Minnesota Department of Education

*Carol Smith*  
American Association of Colleges for  
Teacher Education

*Robin Taylor*  
Delaware State Department of  
Public Instruction

*Laura Wagner*  
California Department of Education

*Nolan Wood*  
Texas Education Agency

*David Wright*  
California Commission on Teacher  
Credentialing

*Susan Zelman*  
Massachusetts State Department  
of Education

# COMMON CORE STATE STANDARDS FOR

English Language Arts and  
Literacy in History/Social Studies & Science

# Table of Contents

<b>6–12 Standards for English Language Arts</b> .....	<b>30</b>
College and Career Readiness Standards for Reading.....	31
Reading Standards for Literature 6–12 .....	32
Reading Standards for Informational Text 6–12 .....	34
Text Complexity .....	36
College and Career Readiness Standards for Writing.....	37
Writing Standards 6–12 .....	38
College and Career Readiness Standards for Speaking and Listening... 44	
Speaking and Listening Standards 6–12 .....	45
College and Career Readiness Standards for Language .....	47
Language Standards 6–12 .....	48
English Language Arts Conventions Progressive Skills Chart .....	51
Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12 .....	52
<b>6–12 Standards for Literacy in History/Social Studies &amp; Science</b> .....	<b>53</b>
College and Career Readiness Standards for Reading .....	54
Reading Standards for History/Social Studies 6–12 .....	55
Reading Standards for Science 6–12 .....	56
College and Career Readiness Standards for Writing .....	57
Writing Standards for History/Social Studies & Science 6–12 .....	58

<b>Introduction</b> .....	<b>1</b>
<b>K–5 Standards for English Language Arts and Literacy in History/Social Studies &amp; Science</b> .....	<b>6</b>
College and Career Readiness Standards for Reading .....	7
Reading Standards for Literature K–5.....	8
Reading Standards for Informational Text K–5.....	10
Standards for Reading: Foundational Skills (K–3).....	12
Text Complexity.....	14
College and Career Readiness Standards for Writing.....	15
Writing Standards K–5 .....	16
College and Career Readiness Standards for Speaking and Listening .. 19	
Speaking and Listening Standards K–5 .....	20
College and Career Readiness Standards for Language .....	22
Language Standards K–5 .....	23
English Language Arts Conventions Progressive Skills Chart .....	27
Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5 .....	28
Staying on Topic Within a Grade and Across Grades.....	29

## Introduction

The *Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science* are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards that help ensure that all students are college and career ready in literacy by no later than the end of high school. The *Standards* set requirements for English language arts (ELA) but also for reading, writing, speaking, listening, and language in the social and natural sciences. Just as students must learn to communicate effectively in a variety of content areas, so too must the *Standards* specify the literacy skills and understandings required for eventual college and career readiness in history, social studies, and science as well as ELA. By their structure, the *Standards* encourage curriculum makers to take a comprehensive approach that coordinates ELA courses with courses in other subject areas in order to help students acquire a wide range of ever more sophisticated knowledge and skills through reading, writing, speaking, and listening.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards, including their work on the American Diploma Project with Achieve. The *Standards* also draw on the most important international models as well as research and input from numerous sources, including scholars, assessment developers, professional organizations, and educators from kindergarten through college. In their design and content, the *Standards* represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the *Standards* are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for students to be college and career ready in a twenty-first-century, globally competitive society. As new and better evidence emerges, the *Standards* will be revised accordingly.

The *Standards* are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading,

writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, served, in revised form, as the backbone of the present document. Consistent across grades and disciplines, the CCR Standards create an essential unity within the document and a consistent point of reference for educators. Whether guiding third graders through a science unit or high school sophomores through a classic work of literature, teachers can look to the same CCR Standards—included in each section of this document—to help judge whether students are on course for being college and career ready. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR Standards into age- and attainment-appropriate terms.

While college and career readiness is the end point of the *Standards*—an ambitious goal in its own right—some students will reach that point before the end of high school. For those students who do complete the *Standards*’ requirements before graduation, advanced work in such areas as literature, composition, language, and journalism should be available. It is beyond the scope of the *Standards* to describe what such advanced work should consist of, but it should provide the next logical step up from the college and career readiness baseline established here.

As a natural outgrowth of meeting the charge to define college and career readiness, the *Standards* also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the *Standards* readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and online. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who master the *Standards* develop for skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

## Key Design Considerations

### *A focus on results rather than means*

By focusing on required achievements, the *Standards* leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the *Standards* do not mandate such things as a particular writing process or specify the full range of metacognitive strategies that students may need to use to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the *Standards*.

### *An integrated model of literacy*

Although the *Standards* are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing Standard #9 requires that students be able to write about what they read. Likewise, Speaking and Listening Standard #4 sets the expectation that students will share findings from their research.

Language conventions and vocabulary are treated in detail in a separate strand not because those skills should be taught in isolation from other communication activities but because their importance extends beyond writing and reading, where standards documents often place such skills.

Many of the conventions must be observed in standard spoken as well as written English, and students, particularly the youngest ones, encounter and acquire new words through conversations as well as through texts. To signal the link between the Language skills and the rest of the standards even more strongly, some skills associated with language use are also found in other strands when appropriate. Reading Standard #4, for example, concerns determining word meanings, and Writing Standard #5 includes editing among the skills students must be able to use to strengthen writing.

### *Research and media skills integrated into the Standards as a whole*

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, report on, and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to research and to consume and produce media is embedded into every element of today's

curriculum; in like fashion, the associated skills and understandings are embedded throughout the *Standards* rather than treated in a separate section.

### *Shared responsibility for students' literacy development*

The *Standards* establish that instruction in reading, writing, speaking, listening, and language is a shared responsibility. The *Standards* present reading instruction in K–5 as fully integrative, including a rich blend of stories, drama, and poetry as well as informational texts from a range of content areas. ELA-specific standards for grade 6 and above include fiction, poetry, and drama but also literary nonfiction (e.g., speeches, essays, and historical documents with significant cultural importance and literary merit). Literacy standards specific to history/social studies and science for grade 6 and above are predicated on teachers in these areas using their unique disciplinary expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the *Standards* is extensive research establishing the need for college- and career-ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The *Standards* are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

### **Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework**

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

The *Standards* aim to align instruction with this framework so that many more students can meet the demands of college and career readiness. In K–5, the *Standards* balance the teaching of literature with informational text, including texts in history/social studies and science. Fulfilling the standards for 6–12 ELA requires much greater attention to literary nonfiction than has been traditional. The NAEP framework also makes clear that significant reading of informational texts should take place outside of the ELA classroom in order for students to be ready for college and careers. The NAEP framework applies the sum of all the reading students do in a grade, not just their reading in the ELA context. The percentages do not imply, for example, that high school ELA teachers must teach 70 percent informational text; they demand instead that a great deal of reading should occur in other disciplines. To measure students’ growth toward college and career readiness, assessments aligned with the *Standards* should adhere to the distribution of texts across grades cited in the NAEP framework.

### ***A progression of writing toward college and career readiness***

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. Similar to the *Standards*, the NAEP framework cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the *Standards* concurs with NAEP’s shifting emphases: in grades 9–12 in the *Standards*, students continue writing in all three forms but focus overwhelmingly on writing to argue and to inform or explain.

### **Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework**

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

It follows that writing assessments aligned with the *Standards* should adhere to the distribution of writing purposes across grades outlined by NAEP.

### ***Grade levels for K–8; grade bands for 9–10 and 11–12***

The *Standards* use individual grade levels in kindergarten through grade 8 to provide useful specificity; the *Standards* use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### ***What is not covered by the Standards***

The *Standards* should be recognized for what they are *not* as well as what they are. Three of the most important intentional design limitations are as follows:

- 1) The *Standards* define what all students are expected to know and be able to do but not *how* teachers should teach. The *Standards* must be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
- 2) While the *Standards* do attempt to focus on what is most essential, they do not describe all that *can* or *should* be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the *Standards* is to articulate the fundamentals, not to set out an exhaustive list nor a set of restrictions that limits what can be taught beyond what is specified herein.
- 3) The *Standards* set grade-level standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-level standards can fully reflect the great variety in achievement levels of students in any given classroom. However, the *Standards* do provide clear signposts along the way to the goal of college and career readiness for all students.

## The Student Who is College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves, but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- **They demonstrate independence.** Students can, without significant scaffolding or support, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points and request clarification if something is not understood. They ask relevant questions, build on others' ideas, articulate their own ideas, and ask for confirmation that they have been understood. Without prompting, they observe language conventions, determine word meanings, attend to the connotations of words, and acquire new vocabulary.

- **They build strong content knowledge.** Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

- **They respond to the varying demands of audience, task, purpose, and discipline.**

Students consider their communication in relation to audience, task, purpose, and discipline. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the sciences).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or

speaker is saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

- **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

- **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

- **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

## How to Read This Document

### Overall Document Organization and Main Features

The *Standards* comprise three main sections: a comprehensive K–5 section and two content area-specific sections for grades 6–12, one in English language arts and one in history/social studies and science.

Each section is divided into Reading, Writing, Speaking and Listening, and Language *strands*. Each strand is headed by a set of *College and Career Readiness (CCR) Standards* that is identical across all grades and content areas. The uniformity of the CCR Standards provides a consistent point of reference for educators, facilitating schoolwide goal setting and professional development.

### **CCR Standards: The basis for the K–12 Standards**

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the College and Career Readiness (CCR) Standards in each strand. Each *grade-specific standard* (as these standards will be collectively referred to) corresponds to a particular CCR Standard. Put another way, each CCR Standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate terms.

### **Who is responsible for which portion of the Standards**

A single K–5 section sets CCR and grade-specific standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students receive in these grades comes from one elementary school teacher. Grades 6–12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for the history/social studies and the science teacher. Each of these sections uses the same CCR Standards but also includes discipline-specific standards tuned to the literacy requirements of these disciplines. It is important to note that the literacy standards in history/social studies and science are meant to complement rather than supplant content standards in those disciplines.

### **Key Features of the Strands**

#### **Reading: Text complexity and the growth of comprehension**

To foster students' ability to comprehend literary and informational texts of steadily increasing complexity, the *Standards* (starting formally in grade 2) define what proportion of the texts students read each year should come from a particular text complexity grade band (2–3, 4–5, 6–8, 9–10, or 11–12). Whatever they are reading, students must also show a steadily increasing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

#### **Writing: Text types, responding to sources, and research**

The *Standards* acknowledge the fact that whereas some writing skills, such as the ability to reflect purpose, task, and audience, are important for many types of writing, others are more properly part of writing narratives, informative and explanatory texts, or arguments. Beginning at grade 4, the *Standards* specify the sorts of writing over extended and shorter time frames that students in each grade are to produce in response to sources. Because of the centrality of writing to most forms of inquiry, research standards are primarily included in this strand.

#### **Speaking and Listening: Flexible communication and interpersonal skills**

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to sift through and evaluate multiple points of view, listen thoughtfully in order to build on and constructively question the ideas of others while contributing their own ideas, and, where appropriate, reach agreement and common goals through teamwork.

#### **Language: Conventions and vocabulary**

The Conventions standards in the Language strand include the essential “rules” of formal written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The Vocabulary standards focus on both understanding words and their nuances and acquiring new words through conversation, reading, and being taught them directly.

#### **Appendices**

Appendix A contains supplementary material on reading text complexity, writing, speaking and listening, language conventions, and vocabulary. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels. Appendix C includes annotated writing samples demonstrating at least adequate performance at various grade levels.

**Standards for English Language Arts  
and Literacy in History/Social Studies & Science**

**K-5**

**DRAFT**

## College and Career Readiness Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

### *Key Ideas and Details*

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.

### *Craft and Structure*

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### *Integration of Knowledge and Ideas*

7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.<sup>1</sup>
8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text’s claims.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### *Range and Level of Text Complexity*

10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.<sup>2</sup>

<sup>1</sup>Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

<sup>2</sup>Proficiency in this standard is measured by students’ ability to read a range of appropriately complex texts in each grade as defined on page 14.

### **Note on range and content of student reading**

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

## Reading Standards for Literature K–5

Following are the standards for K–5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Kindergartners:

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about details and events in a text.
2. Retell familiar stories.
3. Identify characters, settings, and key events in a story.

#### Craft and Structure

4. Ask questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. Name the author and illustrator of a text and define the role of each.

#### Integration of Knowledge and Ideas

7. Relate pictures and illustrations to the overall story in which they appear.
8. (Not applicable to literature)
9. Compare and contrast the adventures of characters in familiar stories.

#### Range and Level of Text Complexity

10. Read emergent-reader literature texts with purpose and understanding.

### Grade 1 students:

1. Ask and answer questions about key details and events in a text.
2. Retell stories, demonstrating understanding of the central message or lesson.
3. Describe characters, settings, and key events in a story.

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

5. Distinguish major categories of writing from each other (e.g., stories and poems), drawing on a wide reading of a range of text types.

6. Identify who is speaking at various points in a story, myth, fable, or narrative poem.

7. Use pictures, illustrations, and details in a story to describe characters, events, or settings.

8. (Not applicable to literature)

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

10. Read independently, proficiently, and fluently literature texts appropriately complex for grade 1.

### Grade 2 students:

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details and events in a text.
2. Paraphrase stories, fables, folktales, or myths from diverse cultures and determine their lessons or morals.
3. Describe how characters in a story respond to key events and conflicts.

4. Identify words and phrases (e.g., regular beats, rhymes, and repeated lines) that supply rhythm and meaning in a story, poem, or song.

5. Refer to core elements of stories, plays, and myths, including characters, settings, and plots, when writing or speaking about a specific text.

6. Distinguish between characters by speaking in a different voice for each character when reading aloud.

7. Explain how images and illustrations contribute to and clarify a story.

8. (Not applicable to literature)

9. Compare and contrast characters or events from different stories addressing similar themes.

10. Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.

# Reading Standards for Literature K–5

## Grade 3 students:

### *Key Ideas and Details*

1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.
2. Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals.
3. Describe the main characters in a story (e.g., their traits, motivations, or feelings) and explain how they contribute to the sequence of events.

### *Craft and Structure*

4. Interpret key words and phrases in a text, distinguishing literal from figurative language.
5. Demonstrate understanding of common features of legends, myths, and folk- and fairytales (e.g., heroes and villains; quests or challenges) when writing or speaking about classic stories from around the world.
6. Distinguish their own point of view from those of characters in a story.

### *Integration of Knowledge and Ideas*

7. Use information from illustrations and other visual elements in a text with the words to develop an understanding of the setting, characters, and plot.
8. (Not applicable to literature)
9. Compare and contrast the plots, settings, and themes of stories written by the same author about the same or similar characters (e.g., in books from a series).

### *Range and Level of Text Complexity*

10. Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read “stretch” texts in the grades 4–5 text complexity band with scaffolding as needed.

## Grade 4 students:

1. Draw on details and examples from a text to support statements about the text.
2. Summarize a text and derive a theme of a story, drama, or poem from details in the text.
3. Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character’s thoughts, words, deeds, or interactions with others).

4. Understand words and phrases in a text that allude to significant characters found in mythology (e.g., *Herculean*), drawing on a wide reading of classic myths from a variety of cultures and periods.
5. Explain major differences between poems and prose, and refer to the structural elements of poems (e.g., stanza, verse, rhythm, meter) when writing or speaking about specific poems.

6. Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

7. Integrate information from several illustrations and other visual elements in a text with the words to develop an understanding of how the setting and characters change and the plot develops.

8. (Not applicable to literature)
9. Compare and contrast thematically similar tales, myths, and accounts of events from various cultures.

10. Read literature independently, proficiently, and fluently in the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.

## Grade 5 students:

1. Quote from a text to support statements about the text.
2. Determine a theme of a text, drawing on how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Compare and contrast two or more characters, events, or settings in a text, drawing on specific details.

4. Identify how metaphors and similes as well as rhymes and other repetitions of sounds (e.g., alliteration) supply meaning and rhythm in a specific verse or stanza of a poem.

5. Explain major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.

6. Identify how a narrator’s perspective or point of view influences how events are described.

7. Explain how images, sounds, and movements contribute to an animated or live-action adaptation of a story, comparing that version to what they “see” or “hear” from reading the text.

8. (Not applicable to literature)
9. Compare the treatment of similar ideas and themes (e.g., opposition of good and evil) as well as character types and patterns of events in myths and other traditional literature from different cultures.

10. Read literature independently, proficiently, and fluently within the grades 4–5 text complexity band; read “stretch” texts in the grades 6–8 text complexity band with scaffolding as needed.

# Reading Standards for Informational Text K-5

## Kindergartners:

### Key Ideas and Details

1. With prompting and support, ask and answer questions about information and events in a text.
2. Identify the main topic and main ideas of a text.
3. With prompting and support, describe the connection between two events or ideas in a text.

### Craft and Structure

4. Ask questions about unknown words in a text.
  5. Locate basic information in a text.
  6. Name the author and illustrator of a text and define the role of each.
1. Ask and answer questions about key information and events in a text.
  2. Identify the main topic, main ideas, and key details of a text.
  3. Describe the connection between two key events or ideas in a text.
  4. Learn and determine the meanings of words and phrases encountered in text relevant to a *grade 1 topic or subject area*.
  5. Describe how a text groups information into general categories (e.g., cows, pigs, and horses are *farm animals*).
  6. Distinguish between information provided by pictures or illustrations and that provided by the words in a text.

### Integration of Knowledge and Ideas

7. Relate pictures or illustrations to the overall text in which they appear.
  8. With prompting and support, recognize cause-and-effect relationships in a text.
  9. With prompting and support, recognize basic similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).
7. Use pictures, illustrations, and details in a text to describe the key ideas.
  8. Identify cause-and-effect relationships in a text.
  9. Identify similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).

### Range and Level of Text Complexity

10. Read emergent-reader informational texts with purpose and understanding.
10. Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.

## Grade 1 students:

## Grade 2 students:

# Reading Standards for Informational Text K–5

## Grade 3 students:

### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.
2. Determine the main idea of a text and explain how it is supported by the key details.
3. Describe the relationship between historical or scientific events or ideas in a text, using knowledge of connective devices that pertain to time, sequence, and cause and effect.

### Craft and Structure

4. Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a *grade 3 topic or subject area*.
5. Use text features (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, icons) to locate information quickly and efficiently.
6. Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.

### Integration of Knowledge and Ideas

7. Integrate information from illustrations and other visual elements (e.g., maps, photographs) in print and digital texts as an aid to understanding where, when, why, and how key events occur.
8. Describe the logical connection between paragraphs and between sentences in a text (e.g., comparison, sequence, example).
9. Compare and contrast information drawn from two texts on the same subject.

### Range and Level of Text Complexity

10. Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read “stretch” texts in the grades 4–5 text complexity band with scaffolding as needed.

## Grade 4 students:

1. Draw on details and examples from a text to support statements about the text.
2. Determine the main idea and supporting details of a text; summarize the text.
3. Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in a text.

4. Learn and determine the meanings of general academic language and domain-specific words or phrases encountered in a text relevant to a *grade 4 topic or subject area*.

5. Use text features and search tools to locate and process information relevant to a given topic.
6. Compare an eyewitness account to a secondhand account of the same event or topic.

7. Interpret factual information presented graphically or visually (e.g., in charts, diagrams, time lines, animations, and interactive elements) and explain how the information contributes to understanding a print or digital text.

8. Explain how an author uses evidence to support his or her claims in a text.
9. Describe how two or more texts on the same subject build on one another; provide a coherent picture of the information they convey.

10. Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.

## Grade 5 students:

1. Quote from a text to support statements about the text.
2. Determine two or more main ideas and how they are supported by details; summarize the text.
3. Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts.

4. Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a *grade 5 topic or subject area*.

5. Describe how events, ideas, or information are organized (e.g., chronology, comparison, cause and effect) in a whole text or in part of a text.
6. Analyze two accounts of the same event or topic and describe important similarities and differences in the details they provide.

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

8. Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s).
9. Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.

10. Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read “stretch” texts in the grades 6–8 text complexity band with scaffolding as needed.

## Reading Standards: Foundational Skills (K–3)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These Foundational Skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

### Kindergartners:

#### Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
  - a. Identify the front cover, back cover, and title page of a book.
  - b. Follow words from left to right, top to bottom, and page by page.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.

#### Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and phonemes.
  - a. Recite and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Count individual words in spoken phrases or simple sentences.
  - d. Blend and segment consonants and rimes of spoken words (/q/ - /oat/, /bl/ - /ack/).
  - e. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g., /save/, /ham/).<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /s/.)
  - f. Add or substitute individual phonemes in simple, one-syllable words to make new words (e.g., /at/ → /sat/ → /mat/ → /map/).

### Grade 1 students:

1. (Not applicable)
  - a. Aurally distinguish long from short vowel sounds in spoken single-syllable words (e.g., /tap/ vs. /tape/, /sock/ vs. /soak/, /sit/ vs. /sight/).
  - b. Orally produce single-syllable words by blending phonemes, including consonant blends (e.g., /cats/, /black/, /blast/).
  - c. Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in spoken single-syllable words (e.g., /ast, /ast, /ast).
  - d. Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/-/a/-/p/ → /f/-/l/-/a/-/p/).
2. Demonstrate understanding of spoken words, syllables, and phonemes.
  - a. Aurally distinguish long from short vowel sounds in spoken single-syllable words (e.g., /tap/ vs. /tape/, /sock/ vs. /soak/, /sit/ vs. /sight/).
  - b. Orally produce single-syllable words by blending phonemes, including consonant blends (e.g., /cats/, /black/, /blast/).
  - c. Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in spoken single-syllable words (e.g., /ast, /ast, /ast).
  - d. Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/-/a/-/p/ → /f/-/l/-/a/-/p/).

<sup>1</sup>Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

## Reading Standards: Foundational Skills (K–3)

### Kindergartners:

#### Phonics and Word Recognition

- 3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
  - Associate the long and short sounds with the graphemes for the five major vowels.
  - Read at least twenty-five very-high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
  - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., *bat* vs. *sat*, *cat* vs. *can*, *hit* vs. *hot*).

### Grade 1 students:

- 3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs (e.g., *-ll, -ck, wr-, sh*).
  - Decode regularly spelled one-syllable words (e.g., *lock, much, see, rain, slide, bake, bring*).
  - Know final *-e* (e.g., *take, side*) and common vowel team conventions (e.g., *rain, day, week, seat, road, show*) for representing long vowel sounds.
  - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - Decode two-syllable words following basic patterns (e.g., *rabbit*) by breaking the words into syllables.
  - Read words with inflectional endings (e.g., *-s, -es, -ed, -ing, -er, -est*).
  - Recognize and read grade-appropriate irregularly spelled words (e.g., *said, were, could, would, their, there, through, none, both*).

### Grade 2 students:

- 3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words (e.g., *hop* vs. *hope, men* vs. *mean, fell* vs. *feel, bend* vs. *bead*).
  - Know spelling-sound correspondences for additional common vowel teams (e.g., *loud, cow, look, loop, boy, boil*).
  - Decode regularly spelled two-syllable words with long vowels (e.g., *surprise, remain, needle, baby, paper*).
  - Decode words with common prefixes and suffixes (e.g., *unhappy, carefully, goodness, unbutton*).
  - Identify words with inconsistent but common spelling-sound correspondences (e.g., *heat* vs. *head, roll* vs. *doll, hint* vs. *hind*).
  - Recognize and read grade-appropriate irregularly spelled words (e.g., *through, eyes, busy, ocean, island, people*).

### Grade 3 students:

- 3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., *un-, re-, mis-, -ful, -less, -able*).
  - Decode words with common Latin suffixes (e.g., *-tion/-sion, -ture, -ive/-sive, -ify, -ity, -ment*).
  - Decode multisyllable words (e.g., *supper, chimpanzee, refrigerator, terrible, frightening*).
  - Read grade-appropriate irregularly spelled words (e.g., *although, science, stomach, machine*).

#### Fluency

- 4.** Read with sufficient accuracy and fluency to support comprehension.
- Read emergent-reader texts with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 4.** Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 4.** Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Range and Level of Text Complexity for Student Reading by Grade (Standard 10)

Students demonstrate proficiency in reading texts at the following ranges of text complexity to progress on a path to college and career readiness.

Grade	Text Complexity Band	Percentage of Texts
K	2-3 Level Text	100%
	4-5 Level Text	0%
1	2-3 Level Text	70%
	4-5 Level Text	30%
2	2-3 Level Text	100%
	4-5 Level Text	0%
3	2-3 Level Text	70%
	4-5 Level Text	30%
4	2-3 Level Text	100%
	4-5 Level Text	0%
5	2-3 Level Text	70%
	4-5 Level Text	30%

(See specific exemplars.)

**In grade 2**, students focus on reading texts independently in the grades 2–3 text complexity band, with scaffolding likely required for texts at the high end of the range.

**In grade 3**, students focus on reading texts independently in the grades 2–3 text complexity band (70 percent) and are introduced to texts in the grades 4–5 text complexity band as “stretch” texts (30 percent), which will likely require scaffolding.

**In grade 4**, students focus on reading texts independently in the grades 4–5 text complexity band, with scaffolding likely required for texts at the high end of the range.

**In grade 5**, students focus on reading independently in the grades 4–5 text complexity band (70 percent) and are introduced to texts in the grades 6–8 text complexity band as “stretch” texts (30 percent), which will likely require scaffolding.

**Note:** In any given classroom, the actual range of students’ reading ability could be greater than the proposed range. Some students will require extra time and intense support and scaffolding to enable them to read grade-level material, whereas other students will be ready for—and should be encouraged to read—more advanced texts.

### Measuring Text Complexity: Three Factors

**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader knowledge, motivation, and interests as well as the complexity generated by the tasks to be assigned and the questions to be posed

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction, History/Social Studies, and Science and Technical Texts
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; and digital media sources on a range of topics

## College and Career Readiness Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

### *Text Types and Purposes*<sup>1</sup>

1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
2. Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
3. Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.

### *Production and Distribution of Writing*

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.<sup>2</sup>
6. Use technology, including the Internet, to produce, publish, and interact with others about writing.

### *Research to Build Knowledge*

7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

### *Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<sup>3</sup>

<sup>1</sup>These broad categories of writing include many subgenres. See Appendix A for definitions of key writing types.

<sup>2</sup>See “Conventions” in Language, pages 22–26, for specific editing expectations.

<sup>3</sup>This standard is measured by the proficiency of student writing products.

### **Note on range and content of student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying thoughts, feelings, and real and imaginary experiences. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form, content, and style of their writing to accomplish a particular purpose and task. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

## Writing Standards K-5

Following are the standards for K-5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications. Growth in writing ability is characterized by an increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year.

### Kindergartners:

#### Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., *My favorite book is . . .*).
2. Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.

#### Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, add details to strengthen writing as needed through revision.
6. (Begins in grade 2)

#### Research to Build Knowledge

7. (Begins in grade 1)
8. Gather information from experiences or provided text sources to answer a specific question.
9. (Begins in grade 4)

#### Range of Writing

10. (Begins in grade 4)

### Grade 1 students:

1. Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.
2. Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.

3. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.

4. (Begins in grade 3)

5. With guidance and support from adults, add details to strengthen writing as needed through revision.

6. (Begins in grade 2)

### Grade 2 students:

1. Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., *because, and, also*), and provide a sense of closure.
2. Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section.

3. Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.

4. (Begins in grade 3)

5. With guidance from adults, strengthen writing as needed by revising and editing.

6. With guidance from adults, use technology to produce writing.

7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).

8. Gather information from experiences or provided text sources to answer a specific question.

9. (Begins in grade 4)

10. (Begins in grade 4)

# Writing Standards K-5

## Grade 3 students:

### Text Types and Purposes

1. Write opinions in which they:
  - a. Introduce the topic or book(s) directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use appropriate words to link opinions and reason(s) (e.g., *because, therefore, in order to, since, for example*).
  - d. Provide a sense of closure.

## Grade 4 students:

1. Write opinions in which they:
  - a. Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer's purpose.
  - b. Provide reasons that are supported by facts and details.
  - c. Link reasons and details together using words and phrases (e.g., *so, then, for instance, in addition*).
  - d. Adopt an appropriate style for sharing and defending an opinion.
  - e. Provide a concluding statement or section.

## Grade 5 students:

1. Write opinions in which they:
  - a. Introduce an opinion about a concrete issue or topic and create an organizing structure where ideas are logically grouped to support the writer's purpose.
  - b. Provide logically ordered reasons that are supported by facts and details.
  - c. Link reasons and details together using words, phrases, and clauses (e.g., *consequently, generally, specifically*).
  - d. Adopt an appropriate style for sharing and defending an opinion.
  - e. Provide a concluding statement or section.
2. Write informative/explanatory pieces in which they:
  - a. State the topic clearly, provide a general observation and focus, and group related information logically.
  - b. Develop the topic using relevant facts, concrete details, quotations, or other information and examples.
  - c. Use appropriate links to join ideas within and across categories of information.
  - d. Employ domain-specific vocabulary and some technical terms when appropriate.
  - e. Provide a conclusion related to the information or explanation offered.

3. Write narratives in which they:
  - a. Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.
  - b. Employ dialogue and descriptions of characters' actions, thoughts, and feelings.
  - c. Use temporal words and phrases to signal event sequence.
  - d. Provide a sense of closure.

3. Write narratives in which they:
  - a. Orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.
  - b. Use narrative techniques such as dialogue and description to develop events and show the characters' external behaviors and internal responses to events.
  - c. Use a variety of temporal words and phrases to manage the sequence of events.
  - d. Use concrete and sensory words and phrases to convey events and experiences precisely.
  - e. Provide a satisfying conclusion that follows from the narrative's events.

3. Write narratives in which they:
  - a. Engage and orient the reader by establishing a situation, introduce a narrator and/or characters, and create an organization that sequences events naturally and logically.
  - b. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters' external behaviors and internal responses.
  - c. Use a variety of temporal words, phrases, and clauses to manage the sequence of events.
  - d. Use well-chosen words and phrases to convey events and experiences precisely.
  - e. Provide a satisfying conclusion that follows from the narrative's events.

# Writing Standards K–5

## Grade 3 students:

### *Production and Distribution of Writing*

4. (Begins in grade 4).
5. With guidance and support from peers and adults, strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use technology to produce and publish writing.

### *Research to Build Knowledge*

7. Perform short, focused research tasks that build knowledge about a topic.
8. Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories.

9. (Begins in grade 4)

## Grade 4 students:

4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.
6. With guidance and support from adults, use technology to produce, publish, and interact with others about writing.

7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a single topic.
8. Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written text, and provide basic bibliographic information.

9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:
  - a. Apply *grade 4 reading standards* to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text”).
  - b. Apply *grade 4 reading standards* to literature (e.g., “Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character’s thoughts, words, deeds, and interactions with others”).

10. (Begins in grade 4)

### *Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Grade 5 students:

4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. With guidance and support from adults, use technology, including the Internet, to produce, publish, and interact with others about writing.

7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a topic using several sources.

8. Gather relevant information from experience as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information.

9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:
  - a. Apply *grade 5 reading standards* to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)”).
  - b. Apply *grade 5 reading standards* to literature (e.g., “Compare and contrast two or more characters, events, or settings in a text, drawing on specific details”).

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## College and Career Readiness Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

### *Comprehension and Collaboration*

1. Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.
2. Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.
3. Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric.

### *Presentation of Knowledge and Ideas*

4. Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—whole class, small group, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

## Speaking and Listening Standards K–5

Following are the standards for K–5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

### Kindergartners:

#### *Comprehension and Collaboration*

1. Participate in conversations with peers and adults about *kindergarten topics and texts* being studied in class.
  - a. Listen to others and take turns speaking.
  - b. Continue a conversation through several exchanges.

### Grade 1 students:

1. Initiate and participate in conversations with peers and adults about *grade 1 topics and texts* being studied in class.
  - a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways.
  - b. Respond to the comments of others through multiple exchanges.
  - c. Ask questions to clear up confusion about a topic.

### Grade 2 students:

1. Engage in group discussions on *grade 2 topics and texts* being studied in class.
  - a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways.
  - b. Stay on topic by linking their own additions to the conversation to the previous remarks of others.
  - c. Ask for clarification and further explanation as needed.
  - d. Extend their ideas and understanding in light of the discussions.
2. Confirm understanding of information presented orally or through media by asking and answering questions about key details.
3. Ask questions to get information, seek help, or clarify something that is not understood.
2. Confirm understanding of information presented orally or through media by restating key elements and asking and answering questions about key details.
3. Ask questions to get information, clarify something that is not understood, or gather additional information.

#### *Presentation of Knowledge and Ideas*

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. (Begins in grade 4)
6. (Begins in grade 1)
4. Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. (Begins in grade 4)
6. Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future. (See “Conventions” in Language, pages 22–26, for specific demands.)
4. Recount stories or experiences with appropriate facts and descriptive details.
5. (Begins in grade 4)
6. Produce complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns. (See “Conventions” in Language, pages 22–26, for specific demands.)

# Speaking and Listening Standards K–5

## Grade 3 students:

### *Comprehension and Collaboration*

1. Initiate and engage in group discussions on *grade 3 topics and texts* being studied in class.
  - a. Follow agreed-upon rules for discussions and carry out assigned roles in small-group discussions.
  - b. Pose relevant questions and link their own additions to the conversation to the previous remarks of others.
  - c. Extend their ideas and understanding in light of the discussions.

## Grade 4 students:

1. Initiate and engage in group discussions on *grade 4 topics and texts* being studied in class.
  - a. Come to discussions prepared, having read required material; in discussions, explicitly draw on that material and other information known about the topic.
  - b. Pose and respond to questions as well as build on the ideas of previous speakers.
  - c. Acknowledge new information provided by others and incorporate it into their own thinking as appropriate.

## Grade 5 students:

1. Initiate and engage in group discussions on *grade 5 topics and texts* being studied in class.
  - a. Come to discussions prepared, having read the required material; in discussions, explicitly draw on that material and other information known about the topic.
  - b. Respond to questions with elaboration, make comments that contribute to the topic, and build on the ideas of previous speakers.
  - c. Ask questions to clarify or follow up on ideas or information presented orally or through media.
  - d. Draw conclusions based on the ideas of others and incorporate them into their own thinking as appropriate.

2. Identify the main ideas and supporting details of information presented graphically, visually, orally, or multimodally.
3. Ask and answer questions about presentations, offering appropriate elaboration and detail.

### *Presentation of Knowledge and Ideas*

4. Report on a topic or recount stories or experiences with appropriate facts and descriptive details.
5. (Begins in grade 4)
6. Speak coherently, employing a variety of tenses and ensuring subject-verb and pronoun-antecedent agreement. (See “Conventions” in Language, pages 22–26, for specific demands.)

2. Paraphrase the key information or ideas presented graphically, visually, orally, or multimodally.

3. Identify the claims and supporting evidence used by a speaker or a presenter.

3. Summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence.

4. Report on events, topics, or texts in an organized manner, using appropriate, specific facts and descriptive details to support main ideas.

4. Report on events, topics, or texts in a focused, organized manner, sequencing ideas logically and using appropriate, specific facts, details, examples, or other information to develop main ideas.

5. Incorporate visual displays and digital media into presentations when appropriate.

5. Incorporate visual displays and digital media into presentations when appropriate.

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See “Conventions” in Language, pages 22–26, for specific demands.)

6. Adapt speech to a variety of contexts and communicative tasks, using formal English when appropriate to task and situation. (See “Conventions” in Language, pages 22–26, for specific demands.)

## College and Career Readiness Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

### *Conventions in Writing and Speaking*

1. Demonstrate a command of the conventions of standard English grammar and usage.
2. Demonstrate a command of the conventions of capitalization, punctuation, and spelling.
3. Make effective choices about language, punctuation, and sentence structure for meaning and style.

### *Vocabulary Acquisition and Use*

4. Determine the meaning of words and phrases encountered through conversations, reading, and media use.
5. Understand the nuances of and relationships among words.
6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.

### **Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of writing and speaking as well as acquire new words and understand those that they encounter through listening, reading, and media use. They must be able to determine the meaning of grade-appropriate words, come to appreciate that words have shadings of meaning and relationships to other words, and expand their vocabulary through conversation and (especially in later grades) through reading and by being taught words directly in the course of studying subject matter. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are

## Language Standards K–5

Following are the standards for K–5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

### Kindergartners:

### Grade 1 students:

### Grade 2 students:

#### *Conventions in Writing and Speaking*

1. Observe conventions of grammar and usage.
  - a. Print most upper- and lowercase letters.
  - b. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*) when speaking.
  - d. Understand and use the most frequently occurring prepositions in English (e.g., *to/from, in/out, on/off, for, of, by, with*) when speaking.
  - e. Produce and expand complete sentences in shared language and writing activities.
  - f. Understand and use question words (e.g., *who, what, where, when, why, how*) in discussions.
1. Observe conventions of grammar and usage.
  - a. Print all upper- and lowercase letters.
  - b. Use singular and plural nouns with matching verbs in simple sentences (e.g., *He hops; We hop*).
  - c. Use subject, object, and possessive pronouns in speaking and writing (e.g., *I, me, my; they, them, their*).
  - d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
  - e. Understand and use frequently occurring prepositions in English (e.g., *during, beyond, toward*).
  - f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.
  - g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject.
1. Observe conventions of grammar and usage.
  - a. Form common irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - b. Form the past tense of common irregular verbs (e.g., *sat, hid, told*).
  - c. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.
  - d. Produce and expand complete sentences to provide requested detail or clarification.
2. Observe conventions of capitalization, punctuation, and spelling.
  - a. Capitalize the first word in a sentence and the pronoun *I*.
  - b. Name and identify end punctuation, including periods, question marks, and exclamation points.
  - c. Spell simple words phonetically using knowledge of sound-letter relationships.
2. Observe conventions of capitalization, punctuation, and spelling.
  - a. Capitalize names, places, and dates.
  - b. Use end punctuation for sentences, including periods, question marks, and exclamation points.
  - c. Use commas in dates and to separate single words in a series.
  - d. Use conventional spelling for words with common spelling patterns and for common irregular words.
  - e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.
  - f. Form new words through addition, deletion, and substitution of sound and letters (e.g., *an → man → mat → mast → must → rust → crust*).
2. Observe conventions of capitalization, punctuation, and spelling.
  - a. Capitalize holidays, product names, geographic names, and important words in titles.
  - b. Use commas in greetings and closings of letters.
  - c. Use apostrophes to form contractions and common possessives.
  - d. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil; paper → copper*).
  - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3. (Begins in grade 3)
3. (Begins in grade 3)
3. (Begins in grade 3)

# Language Standards K-5

## Kindergartners:

### Vocabulary Acquisition and Use

4. Determine word meanings (*based on kindergarten reading*).
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - b. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).
  - c. Use the most common affixes in English (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

## Grade 1 students:

4. Determine word meanings (*based on grade 1 reading*).
  - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Use sentence-level context as a clue to the meaning of an unknown word.
  - c. Use common affixes in English as a clue to the meaning of an unknown word.
  - d. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
  - e. Demonstrate understanding of the concept of multiple-meaning words (e.g., *match*, *kind*, *play*) by identifying meanings of some grade-appropriate examples of such words.

## Grade 2 students:

4. Determine word meanings (*based on grade 2 reading*).
    - a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
    - b. Explain the meaning of grade-appropriate compound words (e.g., *birdhouse*, *lighthouse*, *housely*; *bookshelf*, *notebook*, *bookmark*).
    - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
    - d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy* / *unhappy*, *tell* / *retell*).
  5. Understand word relationships.
    - a. Build real-life connections between words and their use (e.g., note places at home that are *cozy*).
    - b. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining, choosing, or acting out the meanings.
  6. Use newly learned words acquired through conversations, reading, and responding to texts.
5. Understand word relationships.
    - a. Build real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
    - b. Distinguish shades of meaning among related verbs (e.g., *toss*, *throw*, *hurt*) and related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
  6. Use newly learned words acquired through conversations, reading, and responding to texts.

# Language Standards K–5

## Grade 3 students:

### *Conventions in Writing and Speaking*

1. Observe conventions of grammar and usage.
  - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.
  - b. Form and use the simple (e.g., *I walked, I walk, I will walk*) verb tenses.
  - c. Ensure subject-verb and pronoun-antecedent agreement.\*
  - d. Produce simple, compound, and complex sentences.
2. Observe conventions of capitalization, punctuation, and spelling.
  - a. Use correct capitalization.
  - b. Use quotation marks in dialogue.
  - c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - e. Consult reference materials, including dictionaries, as needed to check and correct spellings.

## Grade 4 students:

1. Observe conventions of grammar and usage.
  - a. Form and use the progressive (e.g., *I was walking, I am walking, I will be walking*) verb aspects.
  - b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.\*
  - c. Produce complete sentences, avoiding rhetorically poor fragments and run-ons.\*
  - d. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

## Grade 5 students:

1. Observe conventions of grammar and usage.
  - a. Form and use the perfect (e.g., *I had walked, I have walked, I will have walked*) verb aspects.
  - b. Recognize and correct inappropriate shifts in verb tense and aspect.\*
2. Observe conventions of capitalization, punctuation, and spelling.
  - a. Use quotation marks to mark direct speech and quotations from a text.
  - b. Spell grade-appropriate words correctly, consulting references as needed.
3. Make effective language choices.
  - a. Use punctuation for effect.\*
  - b. Maintain consistency in style and tone.\*
  - c. Choose words and phrases to convey ideas precisely.\*
3. Make effective language choices.
  - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\*
3. Make effective language choices.
  - a. Use punctuation to separate items in a series.\*
  - b. Use a comma to separate an introductory element from the rest of the sentence.
  - c. Use underlining, quotation marks, or italics to indicate titles of works.
  - d. Spell grade-appropriate words correctly, consulting references as needed.

\* Conventions standards noted with an asterisk (\*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication. See chart on page 27 for a complete listing.

# Language Standards K–5

## Grade 3 students:

### Vocabulary Acquisition and Use

4. Determine word meanings (*based on grade 3 reading*).
  - a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
  - b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
  - c. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
  - d. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

## Grade 4 students:

4. Determine word meanings (*based on grade 4 reading*).
  - a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
  - b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *telegraph, photograph, autograph*).
  - c. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*).
  - d. Paraphrase common idioms, adages, and proverbs.

## Grade 5 students:

4. Determine word meanings (*based on grade 5 reading*).
  - a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
  - b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *photograph, photosynthesis*).
  - c. Interpret figurative language, including similes and metaphors.
  - d. Explain the meaning of common idioms, adages, and proverbs.
5. Understand word relationships.
  - a. Build real-life connections between words and their various uses and meanings.
  - b. Define relationships between words (e.g., how *smirk* is like and unlike *smile*; what items are likely to be *vast*).
  - c. Distinguish a word from other words with similar but not identical meanings (synonyms).

4. Determine word meanings (*based on grade 4 reading*).
  - a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
  - b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *telegraph, photograph, autograph*).
  - c. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*).
  - d. Paraphrase common idioms, adages, and proverbs.
5. Understand word relationships.
  - a. Build real-life connections between words and their various uses and meanings.
  - b. Define relationships between words (e.g., how *ask* is like and unlike *demand*; what items are likely to be *enormous*).
  - c. Distinguish a word from other words with similar but not identical meanings (synonyms).

5. Understand word relationships.
  - a. Build real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  - b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
6. Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.

6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.

6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.

## English Language Arts Conventions Progressive Skills, By Standard

The following, marked with an asterisk (\*) in the Conventions standards, are skills and understandings that require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9–10
<p><b>1c.</b> Ensure subject-verb and pronoun-antecedent agreement.</p> <p><b>3a.</b> Choose words for effect.</p>						
<p><b>1b.</b> Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.</p> <p><b>1c.</b> Produce complete sentences, avoiding rhetorically poor fragments and run-ons.</p> <p><b>1d.</b> Correctly use frequently confused words (e.g., <i>effect/affect</i>, <i>to/too/two</i>).</p> <p><b>3a.</b> Use punctuation for effect.</p> <p><b>3b.</b> Maintain consistency in style and tone.</p> <p><b>3c.</b> Choose words and phrases to convey ideas precisely.</p>						
<p><b>1b.</b> Recognize and correct inappropriate shifts in verb tense and aspect.</p> <p><b>2a.</b> Use punctuation to separate items in a series.</p> <p><b>3a.</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>						
<p><b>1b.</b> Recognize and correct inappropriate shifts in pronoun number and person.</p> <p><b>1c.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p><b>2a.</b> Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.</p> <p><b>3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p>						
<p><b>1c.</b> Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.</p> <p><b>3b.</b> Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.</p>						
						<p><b>1c.</b> Recognize and correct inappropriate shifts in verb voice and mood.</p>
						<p><b>1a.</b> Use parallel structure in writing.</p>

\* Read-aloud  
 \*\* Read-along

## Texts Illustrating the Complexity, Quality, and Range of Student Reading K-5

### Literature: Stories, Drama, Poetry

- *Over in the Meadow* by John Langstaff (traditional) (c1800)\*
- *A Boy, a Dog, and a Frog* by Mercer Mayer (1967)
- *Pancakes for Breakfast* by Tomie DePaola (1978)
- *A Story A Story* by Gail E. Haley (1970)\*
- *Kitten's First Full Moon* by Kevin Henkes (2004)\*
  
- "Mix a Pancake" by Christina G. Rossetti (1893)\*\*
- *Mr. Popper's Penguins* by Richard Atwater (1938)\*
- *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)\*\*
- *Frog and Toad Together* by Arnold Lobel (1971)\*\*
- *Hi! Fly Guy* by Tedd Arnold (2006)
  
- "Who Has Seen the Wind?" by Christina G. Rossetti (1893)
- *Charlotte's Web* by E. B. White (1952)\*
- *Sarah, Plain and Tall* by Patricia MacLachlan (1985)
- *Tops and Bottoms* by Janet Stevens (1995)
- *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)
  
- *Alice's Adventures in Wonderland* by Lewis Carroll (1865)
- "Casey at the Bat" by Ernest Lawrence Thayer (1888)
- *The Black Stallion* by Walter Farley (1941)
- "Zlatch the Goat" by Isaac Bashevis Singer (1984)
- *Bud, Not Buddy* by Christopher Paul Curtis (1999)
- *The Birchbark House* by Louise Erdrich (1999)
- *Where the Mountain Meets the Moon* by Grace Lin (2009)
  
- *My Five Senses* by Ailiki (1962)\*
- *Truck* by Donald Crews (1980)
- *I Read Signs* by Tana Hoban (1987)
- *What Do You Do With a Tail Like This?* by Steve Jenkins & Robin Page (2003)\*
- *Amazing Whales!* by Sarah L. Thomson (2005)\*
  
- *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)\*\*
- *My Five Senses* by Ailiki (1962)\*\*
- *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)\*\*
- *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)\*
- *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)\*
  
- *A Medieval Feast* by Ailiki (1983)
- *From Seed to Plant* by Gail Gibbons (1991)
- *The Story of Ruby Bridges* by Robert Coles (1995)\*
- *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997)
- *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)
  
- *Discovering Mars* by Melvin Berger (1992)
- *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996)
- *A History of US* by Joy Hakim (2005)
- *Horses* by Seymour Simon (2006)
- *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Seymour Simon (2006)

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study that topic in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

\*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

## Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

### Exemplar Texts on a Topic Across Grades

K

1

2–3

4–5

#### The Human Body

Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.

<p>The five senses and associated body parts</p> <ul style="list-style-type: none"> <li>▪ <i>My Five Senses</i> by Alikli (1989)</li> <li>▪ <i>Hearing</i> by Maria Rius (1985)</li> <li>▪ <i>Sight</i> by Maria Rius (1985)</li> <li>▪ <i>Smell</i> by Maria Rius (1985)</li> <li>▪ <i>Taste</i> by Maria Rius (1985)</li> <li>▪ <i>Touch</i> by Maria Rius (1985)</li> </ul> <p>Taking care of your body:</p> <p>Overview (hygiene, diet, exercise, rest)</p> <ul style="list-style-type: none"> <li>▪ <i>My Amazing Body: A First Look at Health &amp; Fitness</i> by Pat Thomas (2001)</li> <li>▪ <i>Get Up and Go!</i> by Nancy Carlson (2008)</li> <li>▪ <i>Go Wash Up</i> by Doering Tourville (2008)</li> <li>▪ <i>Sleep</i> by Paul Showers (1997)</li> <li>▪ <i>Fuel the Body</i> by Doering Tourville (2008)</li> </ul>	<p>Introduction to the systems of the human body and associated body parts</p> <ul style="list-style-type: none"> <li>▪ <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007)</li> <li>▪ <i>Me and My Amazing Body</i> by Joan Sweeney (1999)</li> <li>▪ <i>The Human Body</i> by Gallimard Jeunesse (2007)</li> <li>▪ <i>The Busy Body Book</i> by Lizzy Rockwell (2008)</li> <li>▪ <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004)</li> </ul> <p>Taking care of your body: Germs, diseases, and preventing illness</p> <ul style="list-style-type: none"> <li>▪ <i>Germs Make Me Sick</i> by Marilyn Berger (1995)</li> <li>▪ <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005)</li> <li>▪ <i> germ Stories</i> by Arthur Kornberg (2007)</li> <li>▪ <i>All About Scabs</i> by Genichiro Yagu (1998)</li> </ul>	<p>Digestive and excretory systems</p> <ul style="list-style-type: none"> <li>▪ <i>What Happens to a Hamburger</i> by Paul Showers (1985)</li> <li>▪ <i>The Digestive System</i> by Christine Taylor-Butler (2008)</li> <li>▪ <i>The Digestive System</i> by Rebecca L. Johnson (2006)</li> <li>▪ <i>The Digestive System</i> by Kristin Petrie (2007)</li> </ul> <p>Taking care of your body: healthy eating and nutrition</p> <ul style="list-style-type: none"> <li>▪ <i>Good Enough to Eat</i> by Lizzy Rockwell (1999)</li> <li>▪ <i>Showdown at the Food Pyramid</i> by Rex Barron (2004)</li> </ul> <p>Muscular, skeletal, and nervous systems</p> <ul style="list-style-type: none"> <li>▪ <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009)</li> <li>▪ <i>Muscles</i> by Seymour Simon (1998)</li> <li>▪ <i>Bones</i> by Seymour Simon (1998)</li> <li>▪ <i>The Astonishing Nervous System</i> Crabtree Publishing (2009)</li> <li>▪ <i>The Nervous System</i> by Joelle Riley (2004)</li> </ul>	<p>Circulatory system</p> <ul style="list-style-type: none"> <li>▪ <i>The Heart</i> by Seymour Simon (2006)</li> <li>▪ <i>The Heart and Circulation</i> by Carol Ballard (2005)</li> <li>▪ <i>The Circulatory System</i> by Kristin Petrie (2007)</li> <li>▪ <i>The Amazing Circulatory System</i> by John Burstein (2009)</li> </ul> <p>Respiratory system</p> <ul style="list-style-type: none"> <li>▪ <i>The Lungs</i> by Seymour Simon (2007)</li> <li>▪ <i>The Respiratory System</i> by Susan Glass (2004)</li> <li>▪ <i>The Respiratory System</i> by Kristin Petrie (2007)</li> <li>▪ <i>The Remarkable Respiratory System</i> by John Burstein (2009)</li> </ul> <p>Endocrine system</p> <ul style="list-style-type: none"> <li>▪ <i>The Endocrine System</i> by Rebecca Olien (2006)</li> <li>▪ <i>The Exciting Endocrine System</i> by John Burstein (2009)</li> </ul>
--	---	--	---

# Standards for English Language Arts

---

6-12

---

PRO

## College and Career Readiness Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

### *Key Ideas and Details*

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.

### *Craft and Structure*

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### *Integration of Knowledge and Ideas*

7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.<sup>1</sup>
8. Delinate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text’s claims.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### *Range and Level of Text Complexity*

10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.<sup>2</sup>

<sup>1</sup>Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

<sup>2</sup>Proficiency in this standard is measured by students’ ability to read a range of appropriately complex text in each grade as defined on page 36.

### **Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among the founding U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

## Reading Standards for Literature 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Grade 6 students:

#### Key Ideas and Details

1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how a theme or central idea develops over the course of a text, drawing on key details.
3. Describe how a story's plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.

#### Craft and Structure

4. Interpret the figurative and connotative meanings of words and phrases as they are used in a text.
5. Explain the effect of such devices as flashbacks and foreshadowing on the development of the plot and meaning of a text.
6. Describe how an author establishes the point of view of the speaker or a character in a poem, drama, or story.

#### Integration of Knowledge and Ideas

7. Analyze how illustrations, diagrams, multimedia elements, and words contribute to the meaning and tone of a print or digital text (e.g., graphic novel, multimedia presentation of fiction).
8. (Not applicable to literature)
9. Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.

#### Range and Level of Text Complexity

10. Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.

### Grade 7 students:

#### Key Ideas and Details

1. Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.
3. Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

#### Craft and Structure

4. Interpret the figurative and connotative meanings of words and phrases as they are used in a text and describe in detail a specific word choice and its impact on meaning and tone.
5. Describe how any given sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the plot or themes.
6. Analyze how an author presents the points of view of different characters in a story or drama, including their different reactions to the same person or event(s).

#### Integration of Knowledge and Ideas

7. Compare and contrast a text to its filmed, staged, or multimedia version, including examining some techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).
8. (Not applicable to literature)
9. Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).

#### Range and Level of Text Complexity

10. Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.

### Grade 8 students:

#### Key Ideas and Details

1. Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how recurring images or events contribute to the development of a theme or central idea in a text.
3. Analyze how elements of a story or drama interact (e.g., how plot and setting are integral to one another; how the setting affects characters).

#### Craft and Structure

4. Explain the comparisons an author makes through metaphors, allusions, or analogies in a text and analyze how those comparisons contribute to meaning.
5. Compare a poem with a conventional structure, such as a sonnet, to a poem without a proscribed structure, such as a free verse poem.
6. Explain how a difference in the perspective or knowledge of characters and the audience (e.g., created through the device of dramatic irony) produces suspense or humor.

#### Integration of Knowledge and Ideas

7. Analyze to what degree a filmed or live production of a drama or story stays faithful to or departs from the script or text.
8. (Not applicable to literature)
9. Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history.

#### Range and Level of Text Complexity

10. Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; engage in sustained practice with “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.

# Reading Standards for Literature 6–12

## Grades 9–10 students:

### Key Ideas and Details

1. Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.
3. Analyze how complex characters, including those with conflicting motivations or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

4. Evaluate how an author's use of language, including formality of diction, shapes meaning and tone in a text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).
5. Analyze how an author structures a text, orders events within it (e.g., parallel plots), and manipulates time (e.g., pacing) to create mystery, tension, or surprise.
6. Analyze a case in which the author's work takes a position or stance on a social issue or other topic and describe how the author carries out that purpose.

### Integration of Knowledge and Ideas

7. Compare and contrast the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's "Musée de Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
8. (Not applicable to literature)
9. Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.

### Range and Level of Text Complexity

10. **In grade 9**, read literature independently, proficiently, and fluently in the grades 9–10 text complexity band; read texts at the high end of the range with scaffolding as needed.  
**In grade 10**, read literature independently, proficiently, and fluently in the grades 9–10 text complexity band; read "stretch" texts in the grades 11–CCR text complexity band with scaffolding as needed.

## Grades 11–12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.
2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
4. Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone.
5. Analyze how an author's choices concerning how to structure a text (e.g., electing at what point to begin or end a story) shape the meaning of the text.
6. Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.

7. Compare and contrast multiple interpretations of a drama or story (e.g., recorded or live productions), distinguishing how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist.)
8. (Not applicable to literature)
9. Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare).

10. **In grade 11**, read literature independently, proficiently, and fluently in the grades 11–CCR text complexity band; read texts at the high end of the range with scaffolding as needed.  
**In grade 12**, read literature independently, proficiently, and fluently in the grades 11–CCR text complexity band; read "stretch" texts in the Beyond CCR text complexity band with scaffolding as needed.

# Reading Standards for Informational Text 6–12

## Grade 6 students:

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how a central idea develops over the course of a text, drawing on key details.
3. Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and analyze how an author's choice of specific words in a text contributes to understanding the ideas or concepts.
5. Describe the structure an author uses to organize a specific text, including how the major sections contribute to the whole.
6. Compare and contrast one author's point of view on events with that of another (e.g., a memoir written by and a biography on the same person).

### Integration of Knowledge and Ideas

7. Compare and contrast the accounts of a subject in different mediums (e.g., a person's life story told in print, video, or multimedia), analyzing which details are emphasized and how the account unfolds in each version.
8. Distinguish among fact, opinion, and reasoned judgment presented in a text.
9. Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading of additional texts.

### Range and Level of Text Complexity

10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.

## Grade 7 students:

1. Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how two or more central ideas in a text relate to one another, drawing on key details.
3. Describe in detail how an author introduces, illustrates, and elaborates a key idea in a text (e.g., through examples or anecdotes).
4. Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and describe in detail how an author's choice of specific words affects meaning and tone.
5. Describe how any given sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.

7. Compare and contrast the impression conveyed by a printed text to that conveyed when listening to or viewing a video or multimedia presentation of it (e.g., analyzing how the delivery of a speech affects its impact).
8. Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached.
9. Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation.

10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.

## Grade 8 students:

1. Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Provide an objective summary of a text, accurately conveying an author's view and specific points.
3. Analyze how an author introduces, illustrates, and elaborates two or more significant ideas in a text, including how the relationship between the ideas is expressed.
4. Explain the comparisons an author makes through metaphors, allusions, and analogies in a text and analyze how those comparisons contribute to meaning.

5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Compare and contrast the points of view and purposes of two authors writing about the same topic.

7. Evaluate the advantages and disadvantages of using different mediums (e.g., text, video, multimedia) to present a particular topic or idea.

8. Evaluate an argument's claims and reasoning as well as the degree to which evidence supports each claim.
9. Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; engage in sustained practice with “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.

# Reading Standards for Informational Text 6–12

## Grades 9–10 students:

### Key Ideas and Details

1. Cite evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze in detail the development and refinement of a central idea in a text, including how it emerges and is shaped and refined by specific details.
3. Analyze the interactions between and among ideas and events, including how ideas and events influence one another.

### Craft and Structure

4. Evaluate how an author's use of language, including formality and type of diction, shapes meaning and tone in a text (e.g., the formality of a court opinion or a newspaper).
5. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Analyze documents of historical and literary significance, including foundational U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights) for their premises, purposes, and structure.

### Integration of Knowledge and Ideas

7. Synthesize information presented in different formats (e.g., text, video, multimedia) to generate a coherent understanding of an issue.
8. Assess the truth of an argument's explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions.
9. Analyze how authors argue with or otherwise respond to one another's ideas or accounts of key events, evaluating the strength of each author's interpretation.

### Range and Level of Text Complexity

10. **In grade 9**, read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read texts at the high end of the range with scaffolding as needed.  
**In grade 10**, read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read “stretch” texts in the grades 11–CCR text complexity band with scaffolding as needed.

## Grades 11–12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.
2. Analyze how multiple ideas in a text interact, build on, and, in some cases, conflict with one another.
3. Analyze in detail an author's ideas by describing how the ideas are developed and refined by specific sentences, paragraphs, and larger portions of a text.
4. Interpret how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10 and No. 51).
5. Analyze how an author's choices concerning how to structure a text (e.g., how reasons, evidence, and information are organized and emphasized) shape the meaning of the text.
6. Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., *The Federalist*, landmark U.S. Supreme Court majority opinions and dissents).

7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.
8. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning.
9. Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information.

10. **In grade 11**, read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read texts at the high end of the range with scaffolding as needed.  
**In grade 12**, read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read “stretch” texts in the Beyond CCR text complexity band with scaffolding as needed.

## Range and Level of Text Complexity for Student Reading by Grade (Standard 10)

Students demonstrate proficiency in reading texts at the following ranges of text complexity to progress on a path to college and career readiness.

6	6–8 Level Text	9–10 Level Text	
			100%
7	6–8 Level Text	9–10 Level Text	90%
8	6–8 Level Text	9–10 Level Text	70%
			30%
9	9–10 Level Text	11–CCR Level Text	100%
10	9–10 Level Text	11–CCR Level Text	10%
			30%
11	9–10 Level Text	11–CCR Level Text	100%
		Beyond CCR	
12	9–10 Level Text	11–CCR Level Text	70%
		Beyond CCR	30%

**Note:** In any given classroom, the actual range of students' reading ability could be greater than the proposed range. Some students will require extra time and intense support and scaffolding to enable them to read grade-level material, whereas other students will be ready for—and should be encouraged to read—more advanced texts.

### Measuring Text Complexity: Three Factors

**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader knowledge, motivation, and interests as well as the complexity generated by the tasks to be assigned and the questions to be posed

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

## College and Career Readiness Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

### *Text Types and Purposes*<sup>1</sup>

1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
2. Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
3. Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.

### *Production and Distribution of Writing*

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.<sup>2</sup>
6. Use technology, including the Internet, to produce, publish, and interact with others about writing.

### *Research to Build Knowledge*

7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

### *Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<sup>3</sup>

<sup>1</sup>These broad categories of writing include many subgenres. See Appendix A for definitions of key writing types.

<sup>2</sup>See “Conventions” in Language, pages 47–50, for specific editing expectations.

<sup>3</sup>This standard is measured by the proficiency of student writing products.

### **Note on range and content of student writing**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

## Writing Standards 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications. Growth in writing ability is characterized by an increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year.

### Grade 6 students:

- 1.** Write arguments in which they:
- Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim.
  - Support the claim with clear reasons and relevant evidence.
  - Use words, phrases, and clauses to convey the relationships among claims and reasons.
  - Sustain an objective style and tone.
  - Provide a concluding statement or section that follows from the argument.

### Grade 7 students:

- 1.** Write arguments in which they:
- Introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim.
  - Support the claim with logical reasoning and detailed, relevant evidence that demonstrate a comprehensive understanding of the topic.
  - Use words, phrases, and clauses to convey the relationships among the claims, reasons, and evidence.
  - Sustain an objective style and tone.
  - Provide a concluding statement or section that follows logically from the argument.

### Grade 8 students:

- 1.** Write arguments in which they:
- Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim.
  - Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic.
  - Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence.
  - Sustain an objective style and tone.
  - Provide a concluding statement or section that follows logically from the argument.
- 2.** Write informative/explanatory texts in which they:
- Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate links and varied sentence structures to join and clarify ideas.
  - Use straightforward language to create an objective style appropriate for a reader seeking information.
  - Provide a conclusion that follows logically from the information or explanation presented.
- 1.** Write informative/explanatory texts in which they:
- Introduce and establish a topic and organize information under broader concepts or categories.
  - Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples.
  - Use varied links and sentence structures to create cohesion and clarify information and ideas.
  - Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information.
  - Provide a conclusion that follows logically from the information or explanation presented.

# Writing Standards 6–12

## Grade 6 students:

### *Text Types and Purposes (continued)*

3. Write narratives in which they:
- Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences.
  - Develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details.
  - Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events and experiences.
  - Choose words and phrases to develop the events, experiences, and ideas precisely.
  - Provide a satisfying conclusion that follows from the events, experiences, or ideas.

## Grade 7 students:

3. Write narratives in which they:
- Engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experiences.
  - Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details.
  - Use a variety of techniques to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events or experiences.
  - Choose words and phrases to develop the events, experiences, and ideas precisely and to create mood.
  - Provide a satisfying conclusion that follows from the events, experiences, or ideas.

## Grade 8 students:

3. Write narratives in which they:
- Engage and orient the reader by establishing a context and point of view, and purposefully organize a progression of events or experiences.
  - Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details.
  - Use a variety of techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and/or show the relationships among events or experiences.
  - Choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood.
  - Provide a satisfying conclusion that follows from the events, experiences, or ideas.

### *Production and Distribution of Writing*

- Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.
- Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.
- Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.

# Writing Standards 6–12

## Grade 6 students:

### Research to Build Knowledge

7. Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
  - a. Apply *grade 6 reading standards to literature* (e.g., “Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.”).
  - b. Apply *grade 6 reading standards to literary nonfiction* (e.g., “Distinguish among fact, opinion, and reasoned judgment presented in a text”).

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Grade 7 students:

7. Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation.
8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
  - a. Apply *grade 7 reading standards to literature* (e.g., “Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).”)
  - b. Apply *grade 7 reading standards to literary nonfiction* (e.g., “Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached”).

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Grade 8 students:

7. Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:
  - a. Apply *grade 8 reading standards to literature* (e.g., “Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history”).
  - b. Apply *grade 8 reading standards to literary nonfiction* (e.g., “Evaluate an argument’s claims and reasoning as well as the degree to which evidence supports each claim”).

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# Writing Standards 6–12

## Grades 9–10 students:

### Text Types and Purposes

1. Write arguments which they:
  - a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence.
  - b. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.
  - c. Use precise words, phrases, and clauses to make clear the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
  - d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge of the issue.
  - e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.
2. Write informative/explanatory texts in which they:
  - a. Introduce a topic and organize information under broader concepts and categories to make clear the connections and distinctions between key ideas appropriate to the purpose; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.
  - b. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples.
  - c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.
  - d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.
  - e. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.

## Grades 11–12 students:

1. Write arguments in which they:
  - a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced.
  - b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.
  - c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
  - d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases.
  - e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.
2. Write informative/explanatory texts in which they:
  - a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.
  - b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples.
  - c. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.
  - d. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.
  - e. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.

# Writing Standards 6–12

## Grades 9–10 students:

### *Text Types and Purposes (continued)*

3. Write narratives in which they:
- Engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences.
  - Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details.
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - Use precise language to develop a picture of how the events, experiences, and ideas emerge and unfold.
  - Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

### *Production and Distribution of Writing*

- Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)
- Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific task and context.
- Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.

### *Research to Build Knowledge*

- Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem.
- Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation.

## Grades 11–12 students:

3. Write narratives in which they:
- Engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences.
  - Develop narrative elements (e.g., setting, stance, event sequence, complex characters) with purposefully selected details that call readers' attention to what is most distinctive or worth noticing.
  - Use a variety of techniques to build toward a particular impact (e.g., a sense of mystery, suspense, growth, or resolution).
  - Use precise language to develop the events, experiences, and ideas clearly and to reinforce the style.
  - Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

- Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)
- Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.

- Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.
- Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.

## Writing Standards 6–12

### Grades 9–10 students:

#### *Research to Build Knowledge (continued)*

9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
- Apply *grades 9–10 reading standards to literature* (e.g., “Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.”).
  - Apply *grades 9–10 reading standards to literary nonfiction* (e.g., “Assess the truth of an argument’s explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions”).

#### *Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Grades 11–12 students:

9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
- Apply *grades 11–12 reading standards to literature* (e.g., “Analyze how an author draws on and transforms fictional source material, such as how Shakespeare draws on a story from Ovid, or a later author draws on Shakespeare”).
  - Apply *grades 11–12 reading standards to literary nonfiction* (e.g., “Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## College and Career Readiness Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

### *Comprehension and Collaboration*

1. Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.
2. Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.
3. Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

### *Presentation of Knowledge and Ideas*

4. Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—whole class, small group, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline.

Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously.

Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

## Speaking and Listening Standards 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

### Grade 6 students:

#### *Comprehension and Collaboration*

1. Initiate and engage actively in group discussions on *grade 6 topics, texts, and issues* being studied in class.
  - a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.
  - b. Cooperate with peers to set clear goals and deadlines.
  - c. Build on the ideas of others by asking relevant questions and contributing appropriate and essential information.
  - d. Review the key ideas expressed and extend their own thinking in light of new information learned.

### Grade 7 students:

1. Initiate and engage actively in group discussions on *grade 7 topics, texts, and issues* being studied in class.
  - a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.
  - b. Cooperate with peers to set clear goals and deadlines.
  - c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations.
  - d. Ensure a hearing for the range of positions on an issue.
  - e. Take the views of others into account and, when warranted, modify their own views in light of the evidence presented.

### Grade 8 students:

1. Initiate and engage actively in group discussions on *grade 8 topics, texts, and issues* being studied in class.
  - a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.
  - b. Cooperate with peers to set clear goals and deadlines.
  - c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations supported by credible evidence.
  - d. Ensure a hearing for the range of positions on an issue.
  - e. Qualify or justify, when warranted, their own thinking after listening to others' questions or accounts of the evidence.
2. Determine the purpose of and perspectives represented in oral, visual, or multimodal formats and evaluate whether the information is laden with social, commercial, or political motives.
3. Assess the truth of a speaker's or presenter's premises and the validity of his or her conclusions.

#### *Presentation of Knowledge and Ideas*

4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.
5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, on pages 47–50, for specific demands.)

4. Present claims and findings with relevant and specific descriptions, facts, and examples, and use appropriate eye contact, adequate volume, and clear pronunciation.
5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)

4. Present claims and findings with relevant evidence that is accessible and verifiable to listeners, and use appropriate eye contact, adequate volume, and clear pronunciation.
5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)

# Speaking and Listening Standards 6–12

## Grades 9–10 students:

### *Comprehension and Collaboration*

1. Initiate and participate effectively in group discussions on *grades 9–10 topics, texts, and issues* being studied in class.
  - a. Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions.
  - b. Cooperate with peers to set clear goals and deadlines and to establish roles.
  - c. Build on essential information from others' input by asking questions and sharing comments that enrich discussions.
  - d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task.
  - e. Evaluate whether the team has met its goals.

## Grades 11–12 students:

### *Comprehension and Collaboration*

1. Initiate and participate effectively in group discussions on *grades 11–12 topics, texts, and issues* being studied in class.
  - a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions.
  - b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views).
  - c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions.
  - d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task.
  - e. Evaluate whether the team has met its goals.

2. Synthesize information presented visually or multimodally with other information presented orally, noting any discrepancies between the data that emerge as a result.

3. Determine a speaker's or presenter's position or point of view by assessing the evidence, word choice, points of emphasis, and tone used.

### *Presentation of Knowledge and Ideas*

4. Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.
5. Make strategic use of digital media elements and visual displays of data to enhance understanding.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)

2. Integrate multiple streams of data presented through various mediums, evaluating the reliability and credibility of each source of information in order to answer questions, solve problems, or build knowledge.

3. Evaluate the information conveyed and rhetoric used by a speaker or presenter, identifying logical errors in reasoning and exaggerated or distorted evidence.

4. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes.

5. Make strategic use of digital media elements and visual displays of data to enhance understanding.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)

## College and Career Readiness Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

### *Conventions in Writing and Speaking*

1. Demonstrate a command of the conventions of standard English grammar and usage.
2. Demonstrate a command of the conventions of capitalization, punctuation, and spelling.
3. Make effective choices about language, punctuation, and sentence structure for meaning and style.

### *Vocabulary Acquisition and Use*

4. Determine the meaning of words and phrases encountered through conversations, reading, and media use.
5. Understand the nuances of and relationships among words.
6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.

### **Note on range and content of student language use**

To be college- and career ready in language, students must have firm control over the conventions of writing and speaking and have extensive vocabularies built through reading and study. They must have a well-developed understanding of standard written and spoken English, demonstrating command of the conventions of grammar, usage, and mechanics. They also must come to appreciate that language is as much a matter of craft as of rules and be able to use punctuation, words, phrases, clauses, and sentences to achieve particular rhetorical effects and to convey ideas precisely and concisely. They need to become highly skilled in determining the meanings of words they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## Language Standards 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

### Grade 6 students:

1. Observe conventions of grammar and usage.
  - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - b. Recognize and correct inappropriate shifts in pronoun number and person.\*
  - c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
2. Observe conventions of capitalization, punctuation, and spelling.
  - a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.\*
  - b. Spell correctly.

### Grade 7 students:

1. Observe conventions of grammar and usage.
  - a. Explain the function of phrases and clauses in general and their functions in specific sentences.
  - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.\*
2. Observe conventions of capitalization, punctuation, and spelling.
  - a. Use a comma before a coordinating conjunction in a compound sentence.
  - b. Spell correctly.

### Grade 8 students:

1. Observe conventions of grammar and usage.
  - a. Form and use verbs in the active and passive voice.
  - b. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
  - c. Recognize and correct inappropriate shifts in verb voice and mood.\*
2. Observe conventions of capitalization, punctuation, and spelling.
  - a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old/| green shirt*).
  - b. Use a comma, ellipses, or dash to indicate a pause or break.
  - c. Spell correctly.
3. Make effective language choices.
  - a. Vary sentence patterns for meaning, reader/listener interest, and style.\*
3. Make effective language choices.
  - a. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.\*
3. Make effective language choices.
  - a. Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

\* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades. See page 51 for a complete listing.

# Language Standards 6–12

## Grade 6 students:

### Vocabulary Acquisition and Use

4. Determine word meanings (*based on grade 6 reading*).
- Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
  - Use a known root as a clue to the meaning of an unknown word (e.g., *audience, auditory, audible*).
  - Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
  - Interpret various figures of speech (e.g., personification) relevant to particular texts.
5. Understand word relationships.
- Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses.
  - Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.

## Grade 7 students:

4. Determine word meanings (*based on grade 7 reading*).
- Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
  - Use a known root as a clue to the meaning of an unknown word (e.g., *belligerent, bellicose, rebel*).
  - Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
  - Interpret various figures of speech (e.g., allegory) relevant to particular texts.
5. Understand word relationships.
- Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.
  - Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.

## Grade 8 students:

4. Determine word meanings (*based on grade 8 reading*).
- Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
  - Use a known root as a clue to the meaning of an unknown word (e.g., *precede, recede, secede*).
  - Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
  - Interpret various figures of speech (e.g., verbal irony, puns) relevant to particular texts.
5. Understand word relationships.
- Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.
  - Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.

# Language Standards 6–12

## Grades 9–10 students:

### *Conventions in Writing and Speaking*

1. Observe conventions of grammar and usage.
  - a. Use parallel structure in writing.\*
  - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to add variety and interest to writing or presentations.
2. Observe conventions of capitalization, punctuation, and spelling.
  - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - b. Use a colon to introduce a list or quotation.
  - c. Spell correctly.
3. Make effective language choices.
  - a. Write and edit work so that it conforms to the guidelines in a style manual.

### *Vocabulary Acquisition and Use*

4. Determine word meanings (*based on grades 9–10 reading*).
  - a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.
  - b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
  - c. Interpret various figures of speech (e.g., hyperbole, paradox) and analyze their role in a text.
5. Understand word relationships.
  - a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.
  - b. Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.

\* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades as their writing and speak grow in sophistication. See page 51 for a complete listing.

## Grades 11–12 students:

1. Observe conventions of grammar and usage.
  - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - b. Resolve complex usage issues, particularly when the issue involves contested or changing usage; consult references (e.g., *Merriam-Webster's Dictionary of English Usage*) as needed for guidance.
2. Observe conventions of capitalization, punctuation, and spelling.
  - a. Observe the conventions concerning using hyphens to join words.
  - b. Spell correctly.
3. Make effective language choices.
  - a. Write and edit work so that it conforms to the guidelines in a style manual.
4. Determine word meanings (*based on grades 11–12 reading*).
  - a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.
  - b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
  - c. Interpret various figures of speech (e.g., satire, sarcasm) and analyze their role in a text.
5. Understand word relationships.
  - a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.
  - b. Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.

## English Language Arts Conventions Progressive Skills, By Standard

The following, marked with an asterisk (\*) in the Conventions standards, are skills and understandings that require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9–10
<p><b>1c.</b> Ensure subject-verb and pronoun-antecedent agreement.</p> <p><b>3a.</b> Choose words for effect.</p>						
<p><b>1b.</b> Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.</p> <p><b>1c.</b> Produce complete sentences, avoiding rhetorically poor fragments and run-ons.</p> <p><b>1d.</b> Correctly use frequently confused words (e.g., <i>effect/affect</i>, <i>to/too/two</i>).</p> <p><b>3a.</b> Use punctuation for effect.</p> <p><b>3b.</b> Maintain consistency in style and tone.</p> <p><b>3c.</b> Choose words and phrases to convey ideas precisely.</p>						
<p><b>1b.</b> Recognize and correct inappropriate shifts in verb tense and aspect.</p> <p><b>2a.</b> Use punctuation to separate items in a series.</p> <p><b>3a.</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>						
<p><b>1b.</b> Recognize and correct inappropriate shifts in pronoun number and person.</p> <p><b>1c.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p><b>2a.</b> Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.</p> <p><b>3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p>						
<p><b>1c.</b> Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.</p> <p><b>3b.</b> Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.</p>						
<p><b>1c.</b> Recognize and correct inappropriate shifts in verb voice and mood.</p>						<p><b>1a.</b> Use parallel structure in writing.</p>

## Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

	Literature	Drama	Poetry	Literary Nonfiction
6–8	<p>Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels</p>	<p>Includes one-act and multiact plays, both in written form and on film</p>	<p>Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics</p>	<p>Includes the subgenres of exposition and argument in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, or economic accounts (including digital media sources) written for a broad audience</p>
9–10	<ul style="list-style-type: none"> <li>▪ <i>Little Women</i> by Louisa May Alcott (1869)</li> <li>▪ <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876)</li> <li>▪ “The Road Not Taken” by Robert Frost (1915)</li> <li>▪ <i>The Dark Is Rising</i> by Susan Cooper (1973)</li> <li>▪ <i>Dragonwings</i> by Laurence Yep (1975)</li> <li>▪ <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare (1592)</li> <li>▪ “Ozymandias” by Percy Bysshe Shelley (1817)</li> <li>▪ “The Raven” by Edgar Allan Poe (1845)</li> <li>▪ “The Gift of the Magi” by O. Henry (1906)</li> <li>▪ <i>The Grapes of Wrath</i> by John Steinbeck (1939)</li> <li>▪ <i>Fahrenheit 451</i> by Ray Bradbury (1953)</li> <li>▪ <i>The Killer Angels</i> by Michael Shaara (1975)</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Letter on Thomas Jefferson” by John Adams (1776)</li> <li>▪ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845)</li> <li>▪ <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955)</li> <li>▪ <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)</li> <li>▪ <i>The Great Fire</i> by Jim Murphy (1995)</li> <li>▪ <i>This Land Was Made for You and Me: The Life and Songs of Woody Guthrie</i> by Elizabeth Partridge (2002)</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Speech to the Second Virginia Convention” by Patrick Henry (1775)</li> <li>▪ The Declaration of Independence by Thomas Jefferson (1776)</li> <li>▪ “Second Inaugural Address” by Abraham Lincoln (1865)</li> <li>▪ “State of the Union Address” by Franklin Delano Roosevelt (1941)</li> <li>▪ <i>Cod: A Biography of the Fish That Changed the World</i> by Mark Kurlansky (1997)</li> <li>▪ <i>The Race to Save Lord God Bird</i> by Phillip Hoose (2004)</li> </ul>
11–CCR	<ul style="list-style-type: none"> <li>▪ “Ode on a Grecian Urn” by John Keats (1820)</li> <li>▪ <i>Jane Eyre</i> by Charlotte Brontë (1848)</li> <li>▪ “Because I Could Not Stop for Death” by Emily Dickinson (1890)</li> <li>▪ <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925)</li> <li>▪ <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937)</li> <li>▪ <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959)</li> <li>▪ <i>The Namesake</i> by Jhumpa Lahiri (2003)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>The Crisis</i> by Thomas Paine (1776)</li> <li>▪ <i>Walden</i> by Henry David Thoreau (1854)</li> <li>▪ “Society and Solitude” by Ralph Waldo Emerson (1857)</li> <li>▪ “Gettysburg Address” by Abraham Lincoln (1863)</li> <li>▪ “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964)</li> <li>▪ <i>Google Hacks: Tips &amp; Tools for Smarter Searching</i> by Tara Calishain and Rael Dornfest (2004)</li> <li>▪ <i>America’s Constitution: A Biography</i> by Akhil Reed Amar (2005)</li> </ul>		

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study topics in depth.

# **Standards for Literacy in History/Social Studies & Science**

**6-12**

---

---

PRO

## College and Career Readiness Standards for Reading

The grades 6–12 standards on the following pages define what students need to know and be able to do and build toward the ten College and Career Readiness Standards.

### *Key Ideas and Details*

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.

### *Craft and Structure*

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### *Integration of Knowledge and Ideas*

7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.<sup>1</sup>
8. Delinate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### *Range and Level of Text Complexity*

10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.<sup>2</sup>

<sup>1</sup>Please see “Research to Build Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

<sup>2</sup>Proficiency in this standard is measured by students’ ability to read a range of appropriately complex text in each grade as defined in Appendix A.

### **Note on range and content of student reading**

Reading is critical to building knowledge in history/social studies as well as in science and other technical fields. College- and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational text in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

## Reading Standards for History/Social Studies 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. The standards below begin at grade 6; standards for K–5 reading in history/social studies are integrated into the K–5 standards for reading informational text.

### Grades 6–8 students:

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the main ideas or information of a primary or secondary source; summarize the source, basing the summary on information in the text rather than on prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### Grades 9–10 students:

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the main ideas or information of a primary or secondary source; summarize how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text and the causes that link the events; distinguish whether earlier events caused later ones or simply preceded them.

### Grades 11–12 students:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the main ideas or information of a primary or secondary source; provide a summary that makes clear the relationships between the key details and ideas.
3. Analyze how ideas and beliefs emerge, develop, and influence events, based on evidence in the text.

### Craft and Structure

4. Determine the meaning of words and phrases in a text, including vocabulary specific to domains related to history/social studies.
5. Identify how a history/social studies text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
4. Determine the meaning of words and phrases in a text, including the vocabulary describing political, economic, or social aspects of history.
5. Explain how an author chooses to structure information or an explanation in a text to emphasize key points or advance a point of view.
6. Compare the point of view of two or more authors by comparing how they treat the same or similar historical topics, including which details they include and emphasize in their respective accounts.

### Integration of Knowledge and Ideas

7. Integrate graphical information (e.g., pictures, videos, maps, time lines) with other information in a print or digital text.
8. Distinguish among fact, opinion, and reasoned judgment in a historical account.
9. Analyze the relationship between a primary and secondary source on the same topic.
7. Integrate quantitative or technical information presented in maps, time lines, and videos with other information in a print or digital text.
8. Assess the extent to which the evidence in a text supports the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

### Range and Level of Text Complexity

10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts with scaffolding as needed.
10. Read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read “stretch” texts with scaffolding as needed.
10. Read informational text independently, proficiently, and fluently in the grades 11–12 text complexity band; read “stretch” texts with scaffolding as needed.

## Reading Standards for Science 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. The standards below begin at grade 6; standards for K–5 reading in science are integrated into the K–5 standards for reading informational text.

### Grades 6–8 students:

#### Key Ideas and Details

1. Cite specific textual evidence to support analysis of scientific and technical texts.
2. Summarize the broad ideas and specific conclusions made in a text, basing the summary on textual information rather than on prior knowledge or opinions.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

#### Craft and Structure

4. Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text.
5. Analyze how each major part of a text contributes to an understanding of the topic discussed in the text.
6. Analyze the purpose of an experiment or explanation in a text, including defining the problem or question to be resolved.

#### Integration of Knowledge and Ideas

7. Integrate information provided by the words in a text with a version of that information expressed graphically (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish facts or reasoned judgments based on research findings from opinions.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

#### Range and Level of Text Complexity

10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts with scaffolding as needed.

### Grades 9–10 students:

1. Cite specific textual evidence to support analysis of scientific and technical text, including analysis of the precise details of explanations or descriptions.
2. Analyze the development of a text’s explanation of a process or phenomenon, summarizing the central ideas and supporting details.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

4. Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text, noting relationships among terms pertaining to important ideas or processes (e.g., *force*, *friction*, *reaction force*, *energy*).
5. Analyze the relationships among concepts in a text, including developing propositional concept maps to organize and illustrate the ideas.
6. Analyze the purpose of an experiment, including defining the possibilities ruled out by the experimental results.

7. Integrate quantitative or technical information presented graphically (e.g., in a flowchart, diagram, model, graph, or table) with other information in a text.
8. Assess the extent to which the evidence in a text supports a scientific claim or a recommendation for solving a technical problem.
9. Compare experimental findings presented in a text to information from other sources, noting when the findings support or contradict previous explanations or accounts.

10. Read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read “stretch” texts with scaffolding as needed.

### Grades 11–12 students:

1. Cite specific textual evidence to support analysis of scientific and technical texts, including analysis of important distinctions the author makes between ideas or pieces of information.
2. Summarize complex information or ideas presented in a text, paraphrasing it in simpler but still accurate terms.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the causes of the specific results based on information from the text.

4. Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text, attending to the precise meaning of terms as they are used in particular scientific or technical contexts.
5. Analyze the hierarchical or categorical relationships of concepts or information presented in a text.
6. Analyze the scope and purpose of an experiment or explanation and determine which related issues remain unresolved or uncertain.

7. Synthesize information in different formats by representing complex information in a text in graphical form (e.g., a table or chart) or translating a graphic or equation into words.
8. Evaluate the hypotheses, data, and conclusions in a scientific text, corroborating or undercutting them with other sources of information.
9. Integrate information from diverse sources (e.g., video, multimedia sources, experiments, simulations) into a coherent understanding of a concept, process, or phenomenon, noting discrepancies among sources.

10. Read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read “stretch” texts with scaffolding as needed.

## College and Career Readiness Standards for Writing

The grades 6–12 standards on the following pages define what students need to know and be able to do and build toward these ten College and Career Readiness Standards.

### *Text Types and Purposes<sup>1</sup>*

1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
2. Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
3. Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.

### *Production and Distribution of Writing*

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce, publish, and interact with others about writing.

### *Research to Build Knowledge*

7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

### *Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<sup>2</sup>

<sup>1</sup>These broad categories of writing include many subgenres. See Appendix A for definitions of key writing types.

<sup>2</sup>This standard is measured by the proficiency of student writing products.

### **Note on range and content of student writing**

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.*

## Writing Standards for History/Social Studies and Science 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. The standards below begin at grade 6; standards for K–5 writing in history/social studies and science are integrated into the K–5 standards for writing.

### Grades 6–8 students:

#### Text Types and Purposes

1. Write arguments focused on *discipline-specific content* in which they:
  - a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons, data, and evidence logically to support the claim.
  - b. Support the claim with logical reasoning and detailed, accurate data and evidence (science) or information from credible primary, secondary, and tertiary sources (history).
  - c. Use words and phrases as well as domain-specific vocabulary to make clear the relationships among claims, reasons, data, and evidence.
  - d. Sustain an objective style and tone.
  - e. Provide a concluding statement or section that follows logically from the argument.

### Grades 9–10 students:

1. Write arguments focused on *discipline-specific content* in which they:
  - a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, data, and evidence.
  - b. Develop a claim fairly with logical reasoning, supplying detailed, accurate data and evidence acquired in a scientifically acceptable form (science) or gathered from credible primary, secondary, and tertiary sources (history).
  - c. Use precise words and phrases as well as domain-specific vocabulary to make clear the relationships between claims and reasons and between reasons and the data and evidence.
  - d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline.
  - e. Provide a concluding statement or section that follows logically from the argument.

### Grades 11–12 students:

1. Write arguments focused on *discipline-specific content* in which they:
  - a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, data, and evidence are purposefully and logically sequenced.
  - b. Develop a claim thoroughly and fairly with logical reasoning, supplying the most relevant data and evidence acquired in a scientifically acceptable form (science) or gathered from credible primary, secondary, and tertiary sources (history).
  - c. Use precise words and phrases as well as domain-specific vocabulary to make clear the relationships between claims and reasons and between reasons and the data and evidence.
  - d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline.
  - e. Provide a concluding statement or section that follows logically from the argument.

# Writing Standards for History/Social Studies and Science 6–12

## Grades 6–8 students:

### Text Types and Purposes (continued)

2. Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they:
- Introduce and establish a topic and organize the information under concepts or into categories.
  - Develop a topic that has historical or scientific significance using well-chosen, relevant facts, data, details, quotations, examples, or other information.
  - Use varied links and sentence structures to create cohesion and clarify information and ideas.
  - Use precise language and domain-specific vocabulary and sustain a formal, objective style appropriate for a reader seeking information.
  - Provide a conclusion that follows logically from the information or explanation presented.

## Grades 9–10 students:

2. Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they:
- Introduce a topic and organize information under concepts and into categories, making clear the connections and distinctions between key ideas; use formatting and graphics (e.g., headings, figures, tables, graphs, illustrations) as useful to clarify ideas.
  - Develop a topic that has historical or scientific significance using well-chosen, relevant, and sufficient facts, data, details, quotations, examples, extended definitions, or other information.
  - Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.
  - Use precise language and domain-specific vocabulary to convey a style appropriate to the specific discipline and context as well as to the expertise of likely readers.
  - Provide a conclusion that follows logically from the information or explanation provided and that articulates the implications or significance of the topic.

## Grades 11–12 students:

2. Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they:
- Introduce a complex topic and organize the information so that each new piece of information builds on that which precedes it to create a unified whole; use formatting and graphics (e.g., headings, figures, tables, graphs, illustrations) as useful to clarify ideas.
  - Develop a complex topic that has historical and scientific significance using the most significant and relevant facts, data, details, quotations, examples, extended definitions, or other information.
  - Use varied transitional devices and sentence structures to create cohesion, clarify complex information and ideas, and link the major sections of the text.
  - Use precise language, domain-specific and technical wording, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the specific discipline and context as well as to the expertise of likely readers.
  - Provide a well-developed conclusion that follows logically from the information or explanation provided and that articulates the implications or significance of the topic.
3. Students' narrative skills continue to grow in these grades. The *Standards* require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.

# Writing Standards for History/Social Studies and Science 6–12

## Grades 6–8 students:

### *Production and Distribution of Writing*

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.
6. Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.

### *Research to Build Knowledge*

7. Perform short, focused research projects in response to a question or problem and generate additional related questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources using effectively tailored searches; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.
9. Write in response to informational sources, drawing on textual evidence to support analysis and reflection as well as to describe what they have learned.

### *Range of Writing*

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Grades 9–10 students:

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on addressing what is most significant for a specific task and context.
6. Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.

## Grades 11–12 students:

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.
7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.
8. Gather relevant information from multiple print and digital sources; assess its credibility and accuracy and its usefulness in terms of purpose, task, and audience; and integrate selected information into the text, avoiding overreliance on any one source, avoiding plagiarism, and following a standard format for citation.
9. Write in response to informational sources, drawing on textual evidence to support analysis and reflection as well as to describe what they have learned.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# COMMON CORE STATE STANDARDS

FOR Mathematics

DRAFT

# Contents

Introduction .....	2
Standards for Mathematical Practice .....	4
How to Read the Grade Level Standards .....	6
Overview of the Mathematics Standards, Grades K–5 .....	7
Overview of the Mathematics Standards, Grades 6–8 .....	8
Kindergarten .....	9
Grade 1 .....	12
Grade 2 .....	15
Grade 3 .....	18
Grade 4 .....	22
Grade 5 .....	26
Grade 6 .....	30
Grade 7 .....	34
Grade 8 .....	38
Introduction to the High School Standards .....	42
High School—Number and Quantity .....	43
High School—Algebra .....	46
High School—Functions .....	49
High School—Modeling .....	53
High School—Statistics and Probability .....	55
High School—Geometry .....	59
Glossary .....	63
Appendix: Designing High School Mathematics Courses Based on the Common Core Standards <i>online at <a href="http://www.corestandards.org">www.corestandards.org</a></i>	

# Introduction

## Toward greater focus and coherence

*The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the US. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.*

Ginsburg, Leinwand and Decker, 2009

*Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. The mathematical process goals should be integrated in these content areas. Children should understand the concepts and learn the skills exemplified in the teaching-learning paths described in this report.*

National Research Council, 2009

*In general, the US textbooks do a much worse job than the Singapore textbooks in clarifying the mathematical concepts that students must learn. Because the mathematics concepts in these textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.*

Ginsburg et al., 2005

Notable in the research base for these standards are conclusions from TIMSS and other studies of high-performing countries that the traditional US mathematics curriculum must become substantially more coherent and more focused in order to improve student achievement in mathematics. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is ‘a mile wide and an inch deep.’ The draft Common Core State Standards for Mathematics are a substantial answer to this challenge.

It is important to recognize that “fewer standards” are no substitute for *focused* standards. Achieving “fewer standards” would be easy to do by simply resorting to broad, general statements. Instead, the draft Common Core State Standards for Mathematics aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

*articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, but also the key ideas that determine how knowledge is organized and generated within that discipline. This implies that “to be coherent,” a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. This deeper structure then serves as a means for connecting the particulars (such as an understanding of the rational number system and its properties).* (emphasis added)

The draft Common Core State Standards for Mathematics endeavor to follow such a design, not only by stressing conceptual understanding of the key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

The standards in this draft document define what students should understand and be able to do. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student’s mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between the student who can summon a mnemonic device such as “FOIL” to expand a product such as  $(a + b)(x + y)$  and a student who can explain where that mnemonic comes from. Teachers often observe this difference firsthand, even if large-scale assessments in the year 2010 often do not. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding  $(a + b + c)(x + y)$ . Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The draft Common Core State Standards for Mathematics begin on the next page with eight Standards for Mathematical Practice. These are not a list of individual math topics, but rather a list of ways in which developing student-practitioners of mathematics increasingly ought to engage with those topics as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years.

*Grateful acknowledgment is here made to Dr. Cathy Kessel for editing the draft standards.*

## Mathematics | Standards for Mathematical Practice

Proficient students of all ages expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to continue. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

The practices described below are encouraged in apprentices by expert mathematical thinkers. Students who engage in these practices, individually and with their classmates, discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement. Encouraging these practices in students of all ages should be as much a goal of the mathematics curriculum as the learning of specific content.

### 1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### 2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

### 3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

### 4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a

student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, 2-by-2 tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

## 5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students interpret graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

## 6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

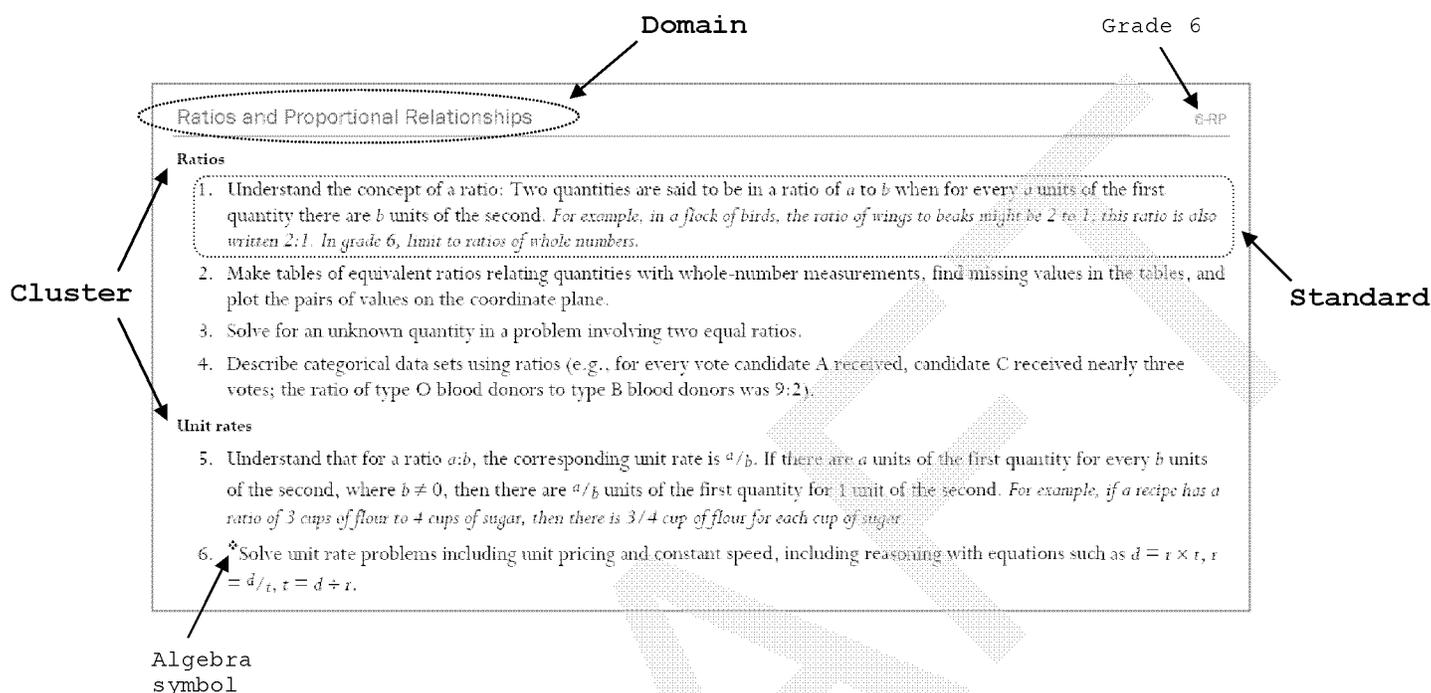
## 7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

## 8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

# How to read the grade level standards



**Standards** define what students should understand and be able to do. **Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. **Domains** are larger groups of related standards. For each grade level in Grades K–8, the standards are organized into four or five domains. Standards from different domains may sometimes be closely related.

**Algebra Symbol:** Key standards for the development of algebraic thinking in Grades K–5 are indicated by  $*$ .

**Dotted Underlines:** Dotted underlines, for example, decade words, indicate terms that are explained in the Glossary. In each grade, underlining is used for the first occurrence of a defined term, but not in subsequent occurrences.

**Note on Grade Placement of Topics.** What students can learn at any particular grade level depends upon what they have learned before. Ideally then, each standard in this document might have been phrased in the form, “Students who already know A should next come to learn B.” But in the year 2010 this approach is unrealistic—not least because existing education research cannot specify all such learning pathways. Of necessity therefore, grade placements for specific topics have been made on the basis of state and international comparisons and the collective experience and collective professional judgment of educators, researchers and mathematicians. One promise of common state standards is that over time they will allow research on learning progressions to inform and improve the design of standards to a much greater extent than is possible today. Learning opportunities will continue to vary across schools and school systems, and educators should make every effort to meet the needs of individual students based on their current understanding.

**Note on Ordering of Topics within a Grade.** These standards do not dictate curriculum. In particular, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

# Overview of the Mathematics Standards Grades K–5

This table shows the domains and clusters in each grade K–5

	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Number— Counting and Cardinality	<ul style="list-style-type: none"> <li>Number names</li> <li>Counting to tell the number of objects</li> <li>Comparing and ordering numbers</li> </ul>					
Number— Operations and the Problems They Solve	<ul style="list-style-type: none"> <li>Composing and decomposing numbers; addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Describing situations and solving problems with addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Describing situations and solving problems with addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Describing situations and solving problems with multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Problem solving with the four operations</li> </ul>	
Number— Base Ten	<ul style="list-style-type: none"> <li>Two-digit numbers</li> <li>Composing and decomposing ten</li> </ul>	<ul style="list-style-type: none"> <li>Numbers up to 100</li> <li>Adding and subtracting in base ten</li> </ul>	<ul style="list-style-type: none"> <li>Numbers up to 1000</li> <li>Adding and subtracting in base ten</li> </ul>	<ul style="list-style-type: none"> <li>Numbers up to 10,000</li> <li>Adding and subtracting in base ten</li> <li>Multiplying and dividing in base ten</li> </ul>	<ul style="list-style-type: none"> <li>Numbers up to 100,000</li> <li>Multiplying and dividing in base ten</li> </ul>	<ul style="list-style-type: none"> <li>Whole numbers in base ten</li> <li>Decimal concepts</li> <li>Operations on decimals</li> </ul>
Number— Fractions				<ul style="list-style-type: none"> <li>Fractions as representations of numbers</li> <li>Fractional quantities</li> </ul>	<ul style="list-style-type: none"> <li>Operations on fractions</li> <li>Decimal concepts</li> </ul>	<ul style="list-style-type: none"> <li>Fraction equivalence</li> <li>Operations on fractions</li> </ul>
Measurement and Data	<ul style="list-style-type: none"> <li>Direct measurement</li> <li>Representing and interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>Length measurement</li> <li>Time measurement</li> <li>Representing and interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>Length measurement</li> <li>Time and money</li> <li>Representing and interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>The number line and units of measure</li> <li>Perimeter and area</li> <li>Representing and interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>The number line and units of measure</li> <li>Perimeter and area</li> <li>Angle measurement</li> <li>Representing and interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>Units of measure</li> <li>Volume</li> <li>Representing and interpreting data</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>Shapes, their attributes, and spatial reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Shapes, their attributes, and spatial reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Shapes, their attributes, and spatial reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Properties of 2-dimensional shapes</li> <li>Structuring rectangular shapes</li> </ul>	<ul style="list-style-type: none"> <li>Lines and angles</li> <li>Line symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Coordinates</li> <li>Plane figures</li> </ul>

# Overview of the Mathematics Standards Grades 6–8

This table shows the domains and clusters in each grade 6–8.

	Grade		
	6	7	8
Ratios and Proportional Relationships	<ul style="list-style-type: none"> <li>Ratios</li> <li>Unit rates</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing proportional relationships</li> <li>Percent</li> </ul>	
The Number System	<ul style="list-style-type: none"> <li>Operations</li> <li>The system of rational numbers</li> </ul>	<ul style="list-style-type: none"> <li>The system of rational numbers</li> <li>The system of real numbers</li> </ul>	<ul style="list-style-type: none"> <li>The system of real numbers</li> </ul>
Expressions and Equations	<ul style="list-style-type: none"> <li>Expressions</li> <li>Quantitative relationships and the algebraic approach to problems</li> </ul>	<ul style="list-style-type: none"> <li>Expressions</li> <li>Quantitative relationships and the algebraic approach to solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Slopes of lines in the coordinate plane</li> <li>Linear equations and systems</li> </ul>
Functions			<ul style="list-style-type: none"> <li>Function concepts</li> <li>Functional relationships between quantities</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>Properties of area, surface area, and volume</li> </ul>	<ul style="list-style-type: none"> <li>Congruence and similarity</li> <li>Angles</li> </ul>	<ul style="list-style-type: none"> <li>Congruence and similarity</li> <li>The Pythagorean Theorem</li> <li>Plane and solid geometry</li> </ul>
Statistics and Probability	<ul style="list-style-type: none"> <li>Variability and measures of center</li> <li>Summarizing and describing distributions</li> </ul>	<ul style="list-style-type: none"> <li>Situations involving randomness</li> <li>Random sampling to draw inferences about a population</li> <li>Comparative inferences about two populations</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of association in bivariate data</li> </ul>

## Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, comparing and ordering whole numbers and joining and separating sets; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; creating a set with a given number of objects; comparing and ordering sets or numerals; and modeling simple joining and separating situations with objects. They choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic shapes, such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids, presented in a variety of ways (e.g., with different sizes or orientations), as well as three-dimensional shapes such as spheres, cubes, and cylinders. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

**Number names**

1. Say the number name sequence to 100.
2. Know the decade words to ninety and recite them in order (“ten, twenty, thirty, ...”).
3. Say the number name sequence forward or backward beginning from a given number within the known sequence (instead of always beginning at 1).
4. Write numbers from 1 to 20 in base-ten notation.

**Counting to tell the number of objects**

5. Count to answer “how many?” questions about as many as 20 things. *Objects may be arranged in a line, a rectangular array, a circle, or a scattered configuration.*
6. Understand that when counting objects,
  - a. The number names are said in the standard order.
  - b. Each object is paired with one and only one number name.
  - c. The last number name said tells the number of objects counted.
7. Understand that when counting forward, each successive number name refers to a quantity that is 1 larger.

**Comparing and ordering numbers**

8. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. *Include groups with up to ten objects.*
9. Compare and put in order numbers between 1 and 10 presented in written symbols: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

**Number—Operations and the Problems They Solve****Composing and decomposing numbers; addition and subtraction**

1. Understand addition as putting together—e.g., finding the number of objects in a group formed by putting two groups together. Understand subtraction as taking apart—e.g., finding the number of objects left when a one group is taken from another.
2. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *Note that drawings need not show details, but should show the mathematics in the problem. (This note also applies wherever drawings are mentioned in subsequent standards.)*
3. \*Decompose numbers less than or equal to 10 into pairs in various ways, e.g., using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$ ). Compose numbers whose sum is less than or equal to 10, e.g., using objects or drawings, and record each composition by a drawing or equation (e.g.,  $3 + 1 = 4$ ).\*
4. Compose and decompose numbers less than or equal to 10 in two different ways, and record compositions and decompositions by drawings or equations. *For example, 7 might be composed or decomposed in two different ways by a drawing showing how a group of 2 and a group of 5 together make the same number as do a group of 3 and a group of 4.*
5. \*Understand that addition and subtraction are related. *For example, when a group of 9 is decomposed into a group of 6 and a group of 3, this means not only  $9 = 6 + 3$  but also  $9 - 3 = 6$  and  $9 - 6 = 3$ .*
6. \*Solve addition and subtraction word problems, and calculate additions and subtractions within 10, e.g., using objects or drawings to represent the problem.
7. Fluently add and subtract, for sums and minuends of 5 or less.

**Number—Base Ten****Two-digit numbers**

1. Understand that 10 can be thought of as a bundle of ones—a unit called a “ten.”
2. Understand that a teen number is composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
3. Compose and decompose teen numbers into a ten and some ones, e.g., by using objects or drawings, and record the compositions and decompositions in base-ten notation. *For example,  $10 + 8 = 18$  and  $14 = 10 + 4$ .*
4. Put in order numbers presented in base-ten notation from 1 to 20 (inclusive), and be able to explain the reasoning.
5. Understand that a decade word refers to one, two, three, four, five, six, seven, eight, or nine tens.
6. Understand that the two digits of a two-digit number represent amounts of tens and ones. *In 29, for example, the 2 represents two tens and the 9 represents nine ones.*

### Composing and decomposing ten

7. Decompose 10 into pairs of numbers, e.g., by using objects or drawings, and record each decomposition with a drawing or equation.
8. Compose numbers to make 10, e.g., by using objects or drawings, and record each composition with a drawing or equation.
9. \*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

### Measurement and Data

K-MD

#### Direct measurement

1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of” the attribute. *For example, directly compare the heights of two books and identify which book is taller.*

#### Representing and interpreting data

3. Classify objects or people into given categories; count the numbers in each category and sort the categories by count. *Limit category counts to be less than or equal to 10.*

### Geometry

K-G

#### Shapes, their attributes, and spatial reasoning

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Understand that names of shapes apply regardless of the orientation or overall size of the shape. *For example, a square in any orientation is still a square. Students may initially need to physically rotate a shape until it is “level” before they can correctly name it.*
3. Understand that shapes can be two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
4. Understand that shapes can be seen as having parts, such as sides and vertices (“corners”), and that shapes can be put together to compose other shapes.
5. Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, component parts (e.g., number of sides and vertices) and other attributes (e.g., having sides of equal length).
6. Combine two- or three-dimensional shapes to solve problems such as deciding which puzzle piece will fit into a place in a puzzle.

## Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for additions and subtractions within 20; (2) developing understanding of whole number relationships, including grouping in tens and ones, (3) developing understanding of linear measurement and measuring lengths, and (4) composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model “put together/take apart,” “add to,” “take from,” and “compare” situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (i.e., adding two is the same as counting on two). They use properties of addition (commutativity and associativity) to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the inverse relationship between addition and subtraction.

(2) Students compare and order whole numbers (at least to 100), to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). They understand the sequential order of the counting numbers and their relative magnitudes through activities such as representing numbers on paths of numbered things.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as partitioning (the mental activity of decomposing the length of an object into equal-sized units) and transitivity (e.g., in terms of length, if object A is longer than object B and object B is longer than object C, then object A is longer than object C). They understand linear measure as an iteration of units, and use rulers and other measurement tools with that understanding.

(4) Students compose and decompose plane and solid figures (e.g., put two congruent isosceles triangles together to make a rhombus), building understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine solid and plane figures, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

**Addition and subtraction**

1. \* Understand the properties of addition.
  - a. Addition is commutative. For example, if 3 cups are added to a stack of 8 cups, then the total number of cups is the same as when 8 cups are added to a stack of 3 cups; that is,  $8 + 3 = 3 + 8$ .
  - b. Addition is associative. For example,  $4 + 3 + 2$  can be found by first adding  $4 + 3 = 7$  then adding  $7 + 2 = 9$ , or by first adding  $3 + 2 = 5$  then adding  $4 + 5 = 9$ .
  - c. 0 is the additive identity.
2. \* Explain and justify properties of addition and subtraction, e.g., by using representations such as objects, drawings, and story contexts. Explain what happens when:
  - a. The order of addends in a sum is changed in a sum with two addends.
  - b. 0 is added to a number.
  - c. A number is subtracted from itself.
  - d. One addend in a sum is increased by 1 and the other addend is decreased by 1. *Limit to two addends.*
3. \* Understand that addition and subtraction have an inverse relationship. For example, if  $8 + 2 = 10$  is known, then  $10 - 2 = 8$  and  $10 - 8 = 2$  are also known.
4. \* Understand that when all but one of three numbers in an addition or subtraction equation are known, the unknown number can be found. *Limit to cases where the unknown number is a whole number.*
5. Understand that addition can be recorded by an expression (e.g.,  $6 + 3$ ), or by an equation that shows the sum (e.g.,  $6 + 3 = 9$ ). Likewise, subtraction can be recorded by an expression (e.g.,  $9 - 5$ ), or by an equation that shows the difference (e.g.,  $9 - 5 = 4$ ).

**Describing situations and solving problems with addition and subtraction**

6. Understand that addition and subtraction apply to situations of adding-to, taking-from, putting together, taking apart, and comparing. See *Glossary, Table 1*.
7. \* Solve word problems involving addition and subtraction within 20, e.g., by using objects, drawings and equations to represent the problem. *Students should work with all of the addition and subtraction situations shown in the Glossary, Table 1, solving problems with unknowns in all positions, and representing these situations with equations that use a symbol for the unknown (e.g., a question mark or a small square). Grade 1 students need not master the more difficult problem types.*
8. Solve word problems involving addition of three whole numbers whose sum is less than or equal to 20.

**Number—Base Ten****Numbers up to 100**

1. Read and write numbers to 100.
2. Starting at any number, count to 100 or beyond.
3. Understand that when comparing two-digit numbers, if one number has more tens, it is greater; if the amount of tens is the same in each number, then the number with more ones is greater.
4. Compare and order two-digit numbers based on meanings of the tens and ones digits, using  $>$  and  $<$  symbols to record the results of comparisons.

**Adding and subtracting in base ten**

5. Calculate mentally, additions and subtractions within 20.
  - a. Use strategies that include counting on; making ten (for example,  $7 + 6 = 7 + 3 + 3 = 10 + 3 = 13$ ); and decomposing a number (for example,  $17 - 9 = 17 - 7 - 2 = 10 - 2 = 8$ ).
6. Demonstrate fluency in addition and subtraction within 10.
7. Understand that in adding or subtracting two-digit numbers, one adds or subtracts like units (tens and tens, ones and ones) and sometimes it is necessary to compose or decompose a higher value unit.
8. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.
9. Add one-digit numbers to two-digit numbers, and add multiples of 10 to one-digit and two-digit numbers.
10. Explain addition of two-digit numbers using concrete models or drawings to show composition of a ten or a hundred.
11. \* Add two-digit numbers to two-digit numbers using strategies based on place value, properties of operations, and/or the inverse relationship between addition and subtraction; explain the reasoning used.

**Length measurement**

1. Order three objects by length; compare the length of two objects indirectly by using a third object.
2. Understand that the length of an object can be expressed numerically by using another object as a length unit (such as a paper-clip, yardstick, or inch length on a ruler). The object to be measured is partitioned into as many equal parts as possible with the same length as the length unit. The length measurement of the object is the number of length units that span it with no gaps or overlaps. *For example, "I can put four paperclips end to end along the pencil, so the pencil is four paperclips long."*
3. Measure the length of an object by using another object as a length unit.

**Time measurement**

4. Tell time from analog clocks in hours and half- or quarter-hours.

**Representing and interpreting data**

5. Organize, represent, and interpret data with several categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**Geometry****Shapes, their attributes, and spatial reasoning**

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes.
2. Understand that shapes can be joined together (composed) to form a larger shape or taken apart (decomposed) into a collection of smaller shapes. Composing multiple copies of some shapes creates tilings. *In this grade, "circles," "rectangles," and other shapes include their interiors as well as their boundaries.*
3. Compose two-dimensional shapes to create a unit, using cutouts of rectangles, squares, triangles, half-circles, and quarter-circles. Form new shapes by repeating the unit.
4. Compose three-dimensional shapes to create a unit, using concrete models of cubes, right rectangular prisms, right circular cones, and right circular cylinders. Form new shapes by repeating the unit. *Students do not need to learn formal names such as "right rectangular prism."*
5. Decompose circles and rectangles into two and four equal parts. Describe the parts using the words *halves*, *fourths*, and *quarters*, and using the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the parts. Understand that decomposing into more equal shares creates smaller shares.
6. Decompose two-dimensional shapes into rectangles, squares, triangles, half-circles, and quarter-circles, including decompositions into equal shares.

## Mathematics | Grade 2

In Grade 2, instructional time should focus on three critical areas: (1) developing understanding of base-ten notation; (2) developing fluency with additions and subtractions within 20 and fluency with multi-digit addition and subtraction; and (3) describing and analyzing shapes.

(1) Students develop an understanding of the base-ten system (at least to 1000). Their understanding of the base-ten system includes ideas of counting in units (twos, fives, and tens) and multiples of hundreds, tens, and ones, as well as number relationships, including comparing and ordering. They understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with additions and subtractions within 20. They solve arithmetic problems by applying their understanding of models for addition and subtraction (such as combining or separating sets or using number lines that begin with zero), relationships and properties of numbers, and properties of addition. They develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of two-digit whole numbers. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences. They develop fluency with efficient procedures, including standard algorithms, for adding and subtracting whole numbers; understand and explain why the procedures work based on their understanding of base-ten notation and properties of operations; and use them to solve problems.

(3) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding attributes of two- and three-dimensional space such as area and volume, and properties such as congruence and symmetry that they will learn about in later grades.

**Addition and subtraction**

1. \* Explain and justify properties of addition and subtraction, e.g., by using representations such as objects, drawings, and story contexts. Include properties such as:
  - a. Changing the order of addends does not change their sum.
  - b. Subtracting one addend from a sum of two numbers results in the other addend.
  - c. If more is subtracted from a number, the difference is decreased, and if less is subtracted the difference is increased.
  - d. In an addition equation, each addend can be decomposed and the parts can be recombined in any order without changing the sum. *For example,  $5 + 3 = 8$ . Because 5 decomposes as  $4 + 1$ , the first addend can be replaced by  $4 + 1$ , yielding  $(4 + 1) + 3 = 8$ . Recombining in two different orders:  $4 + 4 = 8$ , also  $7 + 1 = 8$ .*

**Describing situations and solving problems with addition and subtraction**

2. \* Solve word problems involving addition and subtraction within 100, e.g., by using drawings or equations to represent the problem. *Students should work with all of the addition and subtraction situations shown in the Glossary, Table 1, solving problems with unknown sums, addends, differences, minuends, and subtrahends, and representing these situations with equations that use a symbol for the unknown (e.g., a question mark or a small square). Focus on the more difficult problem types.*
3. Solve two-step word problems involving addition and subtraction within 100, e.g., by using drawings or equations to represent the problem.

**Number—Base Ten****Numbers up to 1000**

1. Understand that 100 can be thought of as a bundle of tens—a unit called a “hundred.”
2. Read and write numbers to 1000 using base-ten notation, number names, and expanded form.
3. Count within 1000; skip count by 2s, 5s, 10s, and 100s.
4. Understand that when comparing three-digit numbers, if one number has more hundreds, it is greater; if the amount of hundreds is the same in each number, then the number with more tens is greater. If the amount of tens and hundreds is the same in each number, then the number with more ones is greater.
5. Compare and order three-digit numbers based on meanings of the hundreds, tens, and ones digits.

**Adding and subtracting in base ten**

6. Fluently add and subtract within 20. By end of Grade 2, know from memory sums of one-digit numbers.
7. Mentally compute sums and differences of multiples of 10. *For example, mentally calculate  $130 - 80$ .*
8. Understand that in adding or subtracting three-digit numbers, one adds or subtracts like units (hundreds and hundreds, tens and tens, ones and ones) and sometimes it is necessary to compose or decompose a higher value unit.
9. Given a number from 100 to 900, mentally find 10 more or 10 less than the number, and mentally find 100 more or 100 less than the number, without counting.
10. Understand that algorithms are predefined steps that give the correct result in every case, while strategies are purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. *For example, one might mentally compute  $503 - 398$  as follows:  $398 + 2 = 400$ ,  $400 + 100 = 500$ ,  $500 + 3 = 503$ , so the answer is  $2 + 100 + 3$ , or 105.*
11. \* Compute sums and differences of one-, two-, and three-digit numbers using strategies based on place value, properties of operations, and/or the inverse relationship between addition and subtraction; explain the reasoning used.
12. \* Explain why addition and subtraction strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings or objects. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.*
13. Compute sums of two three-digit numbers, and compute sums of three or four two-digit numbers, using the standard algorithm; compute differences of two three-digit numbers using the standard algorithm.

**Measurement and Data****Length measurement**

1. Understand that 1 inch, 1 foot, 1 centimeter, and 1 meter are conventionally defined lengths used as standard units.
2. Measure lengths using measurement tools such as rulers, yardsticks and measuring tapes; understand that these tools are used to find out how many standard length units span an object with no gaps or overlaps, when the 0 mark of the tool is aligned with an end of the object.

- Understand that when measuring a length, if a smaller unit is used, more copies of that unit are needed to measure the length than would be necessary if a larger unit were used.
- Understand that units can be decomposed into smaller units, e.g., 1 foot can be decomposed into 12 inches and 1 meter can be decomposed into 100 centimeters. A small number of long units might compose a greater length than a large number of small units.
- Understand that lengths can be compared by placing objects side by side, with one end lined up. The difference in lengths is how far the longer extends beyond the end of the shorter.
- Understand that a sum of two whole numbers can represent a combination of two lengths; a difference of two whole numbers can represent a difference in length; find total lengths and differences in lengths using addition and subtraction.

#### Time and money

- Find time intervals between hours in one day.
- Solve word problems involving dollar bills, quarters, dimes, nickels and pennies. *Do not include dollars and cents in the same problem.*

#### Representing and interpreting data

- Generate measurement data by measuring whole-unit lengths of several objects, or by making repeated measurements of the same object. Show the measurements by making a dot plot, where the horizontal scale is marked off in whole-number units.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with several categories. Connect representations on bar graph scales, rulers, and number lines that begin with zero. Solve simple Put Together/Take Apart and Compare problems using information presented in a bar graph. *See Glossary, Table 1.*

### Geometry

2-G

#### Shapes, their attributes, and spatial reasoning

- Understand that different categories of shapes (e.g., rhombuses, trapezoids, rectangles, and others) can be united into a larger category (e.g., quadrilaterals) on the basis of shared attributes (e.g., having four straight sides).
- Identify and name polygons of up to six sides by the number of their sides or angles.
- Recognize rectangles, rhombuses, squares and trapezoids as examples of quadrilaterals; draw examples of quadrilaterals that do not belong to any of these subcategories.
- Draw and identify shapes that have specific attributes, such as number of equal sides or number of equal angles. *Sizes of lengths and angles are compared directly or visually, not compared by measuring.*
- Recognize objects as resembling spheres, right circular cylinders, and right rectangular prisms. *Students do not need to learn formal names such as "right rectangular prism."*
- Decompose circular and rectangular objects into two, three, or four equal parts. Describe the parts using the words *halves, thirds, half of, a third of*, etc.; describe the wholes as two halves, three thirds, four fourths. Recognize that a half, a third, or a fourth of a circular or rectangular object—a graham cracker, for example—is the same size regardless of its shape.

## Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, starting with unit fractions; (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes. Multiplication, division, and fractions are the most important developments in Grade 3.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through the use of representations such as equal-sized groups, arrays, area models, and equal jumps on number lines for multiplication; and successive subtraction, partitioning, and sharing for division. Through this process, numbers themselves take on new meaning and are no longer only counters for single objects. They represent groups, a number of groups (for example, 3 teams of 6 people), or a comparative factor (3 times as long).

Students use properties of operations to calculate products of whole numbers. They use increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the inverse relationship between multiplication and division.

(2) Students develop an understanding of a definition of a fraction, beginning with unit fractions. They use fractions to represent parts of a whole or distances on a number line that begins with zero. Students understand that the size of a fractional part is relative to the size of the whole (for example,  $\frac{1}{4}$  of a mile is longer than  $\frac{3}{4}$  of a foot, even though  $\frac{1}{4} < \frac{3}{4}$ ), and they are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing and ordering fractions using by models or strategies based on noticing common numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They understand that area can be quantified by finding the total number of same-size units of area required to cover the shape without gaps or overlaps. They understand that a 1-unit by 1-unit square is the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area measure to the area model used to represent multiplication, and they use this connection to justify using multiplication to determine the area of a rectangle. Students contrast area with perimeter.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify the shapes by their sides and angles, and connect these with definitions of shapes. Students investigate, describe, and reason about decomposing and combining polygons to make other polygons. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of attributes and properties of two-dimensional objects.

**Multiplication and division**

- Understand that multiplication of whole numbers is repeated addition. *For example,  $5 \times 7$  means 7 added to itself 5 times. Products can be represented by rectangular arrays, with one factor the number of rows and the other the number of columns.*
- \* Understand the properties of multiplication.
  - Multiplication is **commutative**. *For example, the total number in 3 groups with 6 things each is the same as the total number in 6 groups with 3 things each, that is,  $3 \times 6 = 6 \times 3$ .*
  - Multiplication is **associative**. *For example,  $4 \times 3 \times 2$  can be calculated by first calculating  $4 \times 3 = 12$  then calculating  $12 \times 2 = 24$ , or by first calculating  $3 \times 2 = 6$  then calculating  $4 \times 6 = 24$ .*
  - 1 is the multiplicative identity.
  - Multiplication distributes over addition (the **distributive property**). *For example,  $5 \times (3 + 4) = (5 \times 3) + (5 \times 4)$ .*
- \* Explain and justify properties of multiplication and division, e.g., by using representations such as objects, drawings, and story contexts. Include properties such as:
  - Changing the order of two factors does not change their product.
  - The product of a number and 1 is the number.
  - Dividing a nonzero number by itself yields 1.
  - Multiplying a quantity by a nonzero number, then dividing by the same number, yields the original quantity.
  - When one factor in a product is multiplied by a number and another factor divided by the same number, the product is unchanged. *Limit to multiplying and dividing by numbers that result in whole-number quotients.*
  - Products where one factor is a one-digit number can be computed by decomposing one factor as the sum of two numbers, multiplying each number by the other factor, and adding the two products.
- \* Understand that multiplication and division have an inverse relationship. *For example, if  $5 \times 7 = 35$  is known, then  $35 \div 5 = 7$  and  $35 \div 7 = 5$  are also known. The division  $35 \div 5$  means the number which yields 35 when multiplied by 5; because  $5 \times 7 = 35$ , then  $35 \div 5 = 7$ .*
- \* Understand that when all but one of three numbers in a multiplication or division equation are known, the unknown number can be found. *Limit to cases where the unknown number is a whole number.*

**Describing situations and solving problems with multiplication and division**

- Understand that multiplication and division apply to situations with equal groups, arrays or area, and comparing. *See Glossary, Table 2.*
- \* Solve word problems involving **multiplication and division within 100**, using an equation with a symbol for the unknown to represent the problem. *This standard is limited to problems with whole-number quantities and whole-number quotients. Focus on situations described in the Glossary, Table 2.*
- \* Solve one- or two-step word problems involving the four operations. *This standard is limited to problems with whole-number quantities and whole-number quotients.*
- Understand that multiplication and division can be used to compare quantities (see Glossary, Table 2); solve multiplicative comparison problems with whole numbers (problems involving the notion of “times as much”).

**Number—Base Ten****Numbers up to 10,000**

- Understand that 1000 can be thought of as a bundle of hundreds—a unit called a “thousand.”
- Read and write numbers to 10,000 using base-ten notation, number names, and **expanded form**.
- Count within 10,000; skip count by 10s, 100s and 1000s.
- Understand that when comparing four-digit numbers, if one number has more thousands, it is greater; if the amount of thousands is the same in each number, then the number with more hundreds is greater; and so on. Compare and order four-digit numbers based on meanings of the digits.

**Adding and subtracting in base ten**

- Mentally calculate sums and differences of multiples of 10, 100, and 1000. *For example, mentally calculate  $1300 - 800$*
- Given a number from 1000 to 9000, mentally find 100 more or 100 less than the number, and mentally find 1000 more or 1000 less than the number, without counting.

**Multiplying and dividing in base ten**

7. \* Understand that the distributive property is at the heart of strategies and algorithms for multiplication and division computations with numbers in base-ten notation; use the distributive property and other properties of operations to explain patterns in the multiplication table and to derive new multiplication and division equations from known ones. *For example, the distributive property makes it possible to multiply  $4 \times 7$  by decomposing 7 as  $5 + 2$  and using  $4 \times 7 = 4 \times (5 + 2) = (4 \times 5) + (4 \times 2) = 20 + 8 = 28$ .*
8. Fluently multiply one-digit numbers by 10.
9. Use a variety of strategies for multiplication and division within 100. By end of Grade 3, know from memory products of one-digit numbers where one of the factors is 2, 3, 4, or 5.

## Number—Fractions

3-NF

### Fractions as representations of numbers

1. Understand that a unit fraction corresponds to a point on a number line. *For example,  $1/3$  represents the point obtained by decomposing the interval from 0 to 1 into three equal parts and taking the right-hand endpoint of the first part. In Grade 3, all number lines begin with zero.*
2. Understand that fractions are built from unit fractions. *For example,  $5/4$  represents the point on a number line obtained by marking off five lengths of  $1/4$  to the right of 0.*
3. Understand that two fractions are equivalent (represent the same number) when both fractions correspond to the same point on a number line. Recognize and generate equivalent fractions with denominators 2, 3, 4, and 6 (e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ ), and explain the reasoning.
4. Understand that whole numbers can be expressed as fractions. *Three important cases are illustrated by the examples  $1 = 4/4$ ,  $6 = 6/1$ , and  $7 = (4 \times 7)/4$ . Expressing whole numbers as fractions can be useful for solving problems or making calculations.*

### Fractional quantities

5. Understand that fractions apply to situations where a whole is decomposed into equal parts; use fractions to describe parts of wholes. *For example, to show  $1/3$  of a length, decompose the length into 3 equal parts and show one of the parts.*
6. Compare and order fractional quantities with equal numerators or equal denominators, using the fractions themselves, tape diagrams, number line representations, and area models. Use  $>$  and  $<$  symbols to record the results of comparisons.

## Measurement and Data

3-MD

### The number line and units of measure

1. Understand that a number line has an origin (0) and a unit (1), with whole numbers one unit distance apart. Use number lines to represent problems involving distances, elapsed time, amounts of money and other quantities. *In such problems, the interval from 0 to 1 may represent a unit of distance, time, money, etc.*
2. Understand that a unit of measure can be decomposed into equal-sized parts, whose sizes can be represented as fractions of the unit. Convert measurements in one unit to measurements in a smaller or a larger unit, and solve problems involving such mixed units (e.g., feet and inches, weeks and days).

### Perimeter and area

3. Understand and use concepts of area measurement.
  - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
  - b. A plane figure which can be covered without gaps or overlaps by  $n$  unit squares has an area of  $n$  square units. Areas of some other figures can be measured by using fractions of unit squares or using figures whose areas have been found by decomposing other figures.
  - c. When measuring an area, if a smaller unit of measurement is used, more units must be iterated to measure the area in those units.
  - d. Determine and compare areas by counting square units. *Use  $cm^2$ ,  $m^2$ ,  $in^2$ ,  $ft^2$ , and improvised units.*
4. Understand that multiplication of whole numbers can be represented by area models; a rectangular region that is  $a$  length units by  $b$  length units (where  $a$  and  $b$  are whole numbers) and tiled with unit squares illustrates why the rectangle encloses an area of  $a \times b$  square units.
5. Solve problems involving perimeters of polygons.
  - a. Add given side lengths, and multiply for the case of equal side lengths.
  - b. \* Find an unknown length of a side in a polygon given the perimeter and all other side lengths; represent these problems with equations involving a letter for the unknown quantity.
  - c. Exhibit rectangles with the same perimeter and different area, and with the same area and different perimeter.

### Representing and interpreting data

6. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *Include single-unit scales and multiple-unit scales; for example, each square in the bar graph might represent 1 pet, 5 pets, or 10 pets.*
7. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a dot plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

## Geometry

3-G

### Properties of 2-dimensional shapes

1. Understand that a given category of plane figures (e.g., triangles) has subcategories (e.g., isosceles triangles) defined by special properties.
2. Describe, analyze, compare and classify two-dimensional shapes by their properties and connect these properties to the classification of shapes into categories and subcategories (e.g., squares are “special rectangles” as well as “special rhombuses”). *Focus on triangles and quadrilaterals.*

### Structuring rectangular shapes

3. Understand that rectangular regions can be tiled with squares in rows and columns, or decomposed into such arrays.
4. Structure a rectangular region spatially by decomposing it into rows and columns of squares. Determine the number of squares in the region using that spatial structure (e.g., by multiplication or skip counting).
5. Understand that shapes can be decomposed into parts with equal areas; the area of each part is a unit fraction of the whole. *For example, when a shape is partitioned into 4 parts with equal area, the area of each part is  $\frac{1}{4}$  of the area of the shape.*

## Mathematics | Grade 4

In Grade 4, instructional time should focus on four critical areas: (1) continuing to develop understanding and fluency with whole number multiplication, and developing understanding of multi-digit whole number division; (2) developing an understanding of addition and subtraction of fractions with like denominators, multiplication of fractions by whole numbers, and division of whole numbers with fractional answers; (3) developing an understanding of area; and (4) understanding that geometric figures can be analyzed and classified using properties such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students use understandings of multiplication to develop fluency with multiplication and division within 100. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models, equal intervals on a number line), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate products or mentally calculate products. They develop fluency with efficient procedures, including the standard algorithm, for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate quotients and mentally calculate quotients, depending upon the context and the numbers involved.

(2) Students develop understanding of operations with fractions. They apply their understandings of fractions as built from unit fractions, and use fraction models to represent the addition and subtraction of fractions with like denominators. Students use the meaning of fractions and the meaning of multiplication to understand and explain why the procedure for multiplying a fraction by a whole number makes sense. They understand and explain the connection between division and fractions.

(3) Students develop their understanding of area. They understand and apply the area formula for rectangles and also find areas of shapes that can be decomposed into rectangles. They select appropriate units, strategies (e.g., decomposing shapes), and tools for solving problems that involve estimating and measuring area.

(4) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

**Multiplication and division**

1. Find the factor pairs for a given whole number less than or equal to 100; recognize prime numbers as numbers greater than 1 with exactly one factor pair. *Example: The factor pairs of 42 are {42, 1}, {21, 2}, {14, 3}, {7, 6}.*

**Problem solving with the four operations**

2. ✦ Solve multistep word problems involving the four operations with whole numbers.
3. ✦ Solve problems posed with both whole numbers and fractions. Understand that while quantities in a problem might be described with whole numbers, fractions, or decimals, the operations used to solve the problem depend on the relationships between the quantities regardless of which number representations are involved.
4. Assess the reasonableness of answers using mental computation and estimation strategies including rounding to the nearest 10 or 100.

**Number—Base Ten****Numbers up to 100,000**

1. Understand that a digit in one place represents ten times what it represents in the place to its right. *For example, 7 in the thousands place represents 10 times as many as 7 in the hundreds place.*
2. Read, write and compare numbers to 100,000 using base-ten notation, number names, and expanded form.

**Multiplying and dividing in base ten**

3. Understand how the distributive property and the expanded form of a multi-digit number can be used to calculate products of multi-digit numbers.
  - a. ✦ The product of a one-digit number times a multi-digit number is the sum of the products of the one-digit number with the summands in the expanded form of the multi-digit number. Illustrate this numerically and visually using equations, rectangular arrays, area models, and tape diagrams.
  - b. Algorithms for multi-digit multiplication can be derived and explained by writing multi-digit numbers in expanded form and applying the distributive property.
4. Fluently multiply and divide within 100. By end of Grade 4, know from memory products of one-digit numbers where one of the factors is 6, 7, 8, or 9.
5. Mentally calculate products of one-digit numbers and one-digit multiples of 10, 100, and 1000 (e.g.,  $7 \times 6000$ ). Mentally calculate whole number quotients with divisors of 10 and 100.
6. Compute products and whole number quotients of two-, three- or four-digit numbers and one-digit numbers, and compute products of two two-digit numbers, using strategies based on place value, the properties of operations, and/or the inverse relationship between multiplication and division; explain the reasoning used.
7. Explain why multiplication and division strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithms.*
8. Compute products of two-digit numbers using the standard algorithm, and check the result using estimation.
9. Given two whole numbers, find an equation displaying the largest multiple of one which is less than or equal to the other. *For example, given 325 and 7, the equation  $325 = 46 \times 7 + 3$  shows the largest multiple of 7 less than or equal to 325.*

**Number—Fractions****Operations on fractions**

1. Understand addition of fractions:
  - a. Adding or subtracting fractions with the same denominator means adding or subtracting copies of unit fractions. *For example,  $2/3 + 4/3$  is 2 copies of  $1/3$  plus 4 copies of  $1/3$ , or 6 copies of  $1/3$  in all, that is  $6/3$ .*
  - b. Sums of related fractions can be computed by replacing one with an equivalent fraction that has the same denominator as the other. *For example, the sum of the related fractions  $2/3$  and  $1/6$  can be computed by rewriting  $2/3$  as  $4/6$  and computing  $4/6 + 1/6 = 5/6$ .*
2. Compute sums and differences of fractions with like denominators, add and subtract related fractions within 1 (e.g.,  $1/2 + 1/4$ ,  $3/10 + 4/100$ ,  $7/8 - 1/4$ ), and solve word problems involving these operations.
3. ✦ Understand that the meaning of multiplying a fraction by a whole number comes from interpreting multiplication by a whole number as repeated addition. *For example,  $3 \times 2/5 = 6/5$  because  $3 \times 2/5 = 2/5 + 2/5 + 2/5 = 6/5$ .*

- Solve word problems that involve multiplication of fractions by whole numbers; represent multiplication of fractions by whole numbers using tape diagrams and area models that explain numerical results.
- ✧ Understand that fractions give meaning to the quotient of any whole number by any non-zero whole number. *For example,  $3 \div 4 = 3/4$ , because  $3/4$  multiplied by 4 equals 3. (The division  $3 \div 4$  means the number which yields 3 when multiplied by 4.)*
- Solve word problems that involve non-whole number quotients of whole numbers; represent quotients of whole numbers using tape diagrams and area models that explain numerical results.

#### Decimal concepts

- Understand that a two-digit decimal is a sum of fractions with denominators 10 and 100. *For example, 0.34 is  $3/10 + 4/100$ .*
- Use decimals to hundredths to describe parts of wholes; compare and order decimals to hundredths based on meanings of the digits; and write fractions of the form  $a/10$  or  $a/100$  in decimal notation. *Use  $>$  and  $<$  symbols to record the results of comparisons.*

### Measurement and Data

4-MD

#### The number line and units of measure

- Understand that the unit length on a number line (interval from 0 to 1) can be divided into parts of equal fractional length. Draw number line representations of problem situations involving length, height, and distance including fractional or decimal units. *For example, show distances along a race course to tenths of a mile on a number line, by dividing the unit length into 10 equal parts to get parts of length  $1/10$ ; the endpoint of the segment of  $1/10$  length from 0 represents  $1/10$  of a mile from the starting point of the race. In Grade 4, all numbers lines begin with zero.*

#### Perimeter and area

- Understand that if a region is decomposed into several disjoint pieces, then the area of the region can be found by adding the areas of the pieces (when these areas are expressed in the same units).
- ✧ Apply the formulas for area of squares and rectangles. Measure and compute whole-square-unit areas of objects and regions enclosed by geometric figures which can be decomposed into rectangles. *Limit to situations requiring products of one-or two-digit numbers.*
- ✧ Find one dimension of a rectangle, given the other dimension and the area or perimeter; find the length of one side of a square, given the area or perimeter. Represent these problems using equations involving a letter for the unknown quantity.

#### Angle measurement

- Understand what an angle is and how it is measured:
  - An angle is formed by two rays with a common endpoint.
  - An angle is measured by reference to a circle with its center at the common endpoint of the rays. The measure of an angle is based on the fraction of the circle between the points where the two rays intersect the circle.
  - A one-degree angle turns through  $1/360$  of a circle, where the circle is centered at the common endpoint of its rays; the measure of a given angle is the number of one-degree angles turned with no gaps or overlaps.
- Measure angles in whole-number degrees using a protractor; sketch angles of specified measure; ✧ find the measure of a missing part of an angle, given the measure of the angle and the measure of a part of it, representing these problems with equations involving a letter for the unknown quantity.

#### Representing and interpreting data

- Make a dot plot to display a data set of measurements in fractions of a unit ( $1/2$ ,  $1/4$ ,  $1/8$ ). Solve problems involving addition and subtraction of fractions by using information presented in dot plots. *For example, from a dot plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

### Geometry

4-G

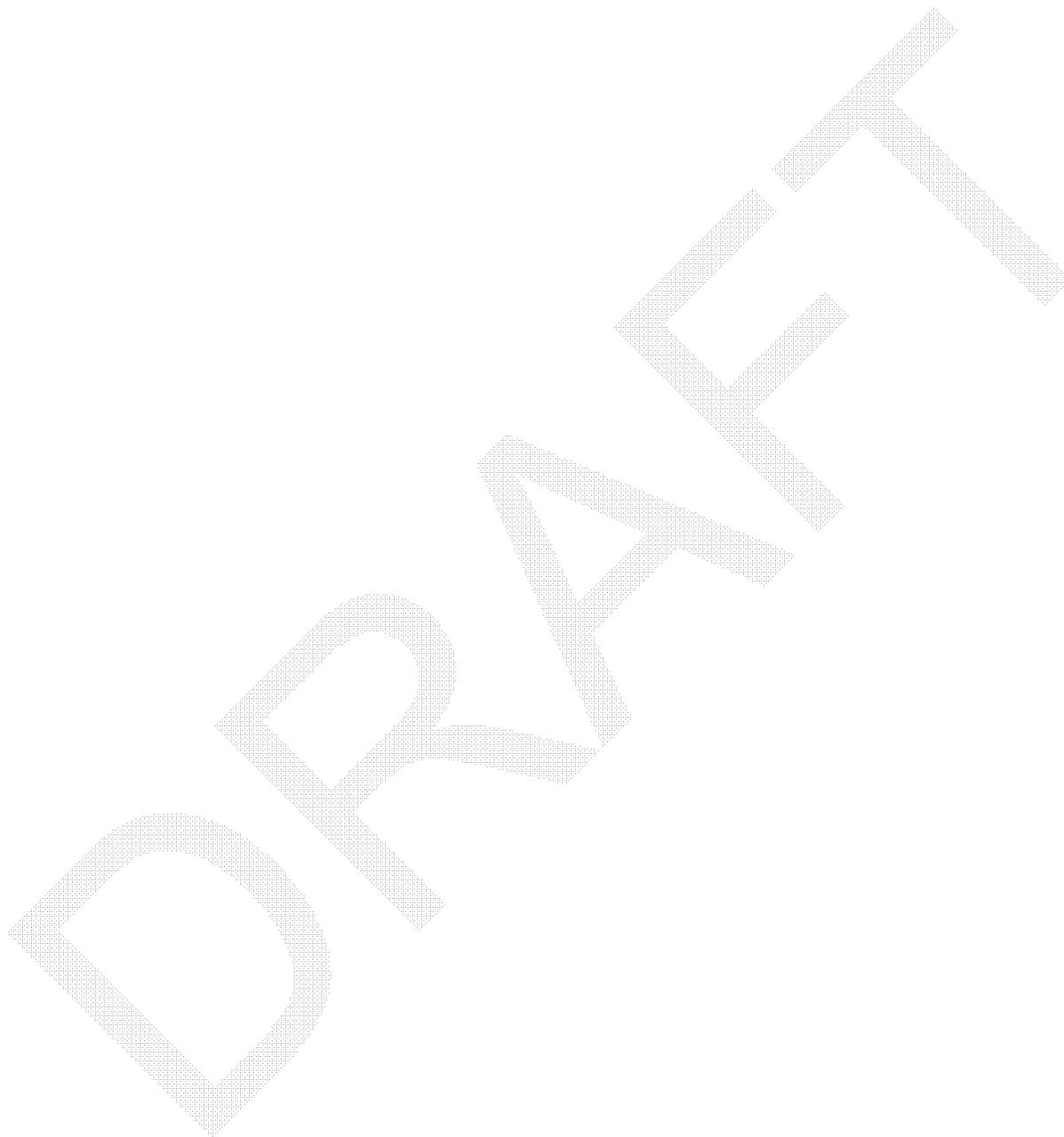
#### Lines and angles

- Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines; identify these in plane figures.
- Identify right angles, and angles smaller than or greater than a right angle in geometric figures; recognize right triangles.
- Classify shapes based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size.

#### Line symmetry

- Understand that a line of symmetry for a geometric figure is a line across the figure such that the figure can be folded along the line into matching parts

5. Identify line-symmetric figures; given a horizontal or vertical line and a drawing that is not a closed figure, complete the drawing to create a figure that is symmetric with respect to the given line.



## Mathematics | Grade 5

In Grade 5, instructional time should focus on four critical areas: (1) developing fluency with addition and subtraction of fractions, developing understanding of the multiplication of fractions and of division of fractions in limited cases (fractions divided by whole numbers and whole numbers divided by unit fractions); (2) developing understanding of and fluency with division of multi-digit whole numbers; (3) developing understanding of and fluency with addition, subtraction, multiplication, and division of decimals; and (4) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the inverse relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop fluency with division of whole numbers; understand why procedures work based on the meaning of base-ten notation and properties of operations; and use these procedures to solve problems. Based on the context of a problem situation, they select the most useful form of the quotient for the answer and interpret it appropriately.

(3) Students apply their understandings of models for decimals, decimal notation, and properties of operations to compute sums and differences of finite decimals. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of finite decimals efficiently and accurately.

(4) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be quantified by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve problems.

**Whole numbers in base ten**

1. Compute quotients of two-, three-, and four-digit whole numbers and two-digit whole numbers using strategies based on place value, the properties of operations, and/or the inverse relationship between multiplication and division; explain the reasoning used.
2. Explain why division strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.*
3. Use the standard algorithm to compute quotients of two-, three- and four-digit whole numbers and two-digit whole numbers, expressing the results as an equation (e.g.,  $145 = 11 \times 13 + 2$  or  $120 \div 7 = 17 \frac{1}{7}$ ).
4. Fluently add, subtract and multiply whole numbers using the standard algorithm for each operation.

**Decimal concepts**

5. Read, write, and compare numbers expressed as decimals. Understand that a digit in one place represents ten times what it represents in the place to its right. *For example, 7 in the hundredths place represents 10 times as many as 7 in the thousandths place.*
6. Round decimals (to hundredths) to the nearest whole number.
7. Write fractions in decimal notation for fractions with denominators 2, 4, 5, 8, 10, and 100.

**Operations on decimals**

8. Understand that in adding or subtracting finite decimals, one adds or subtracts like units (tenths and tenths, hundredths and hundredths, etc.) and sometimes it is necessary to compose or decompose a higher value unit.
9. Fluently find 0.1 more than a number and less than a number; 0.01 more than a number and less than a number; and 0.001 more than a number and less than a number, for numbers expressed as finite decimals.
10. Compute sums and differences of finite decimals by expressing the decimals as fractions and adding the fractions. *For example,  $0.05 + 0.91 = 5/100 + 91/100 = 96/100$  or 0.96.*
11. Compute sums, differences, products, and quotients of finite decimals using strategies based on place value, the properties of operations, and/or the inverse relationships between addition and subtraction and between multiplication and division; explain the reasoning used. *For example, transform  $1.5 \div 0.3$  into  $15 \div 3 = 5$ .*
12. Explain why strategies and algorithms for computations with finite decimals work. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.*
13. Use the standard algorithm for each of the four operations on decimals (to hundredths).
14. Solve word problems involving operations on decimals.

**Number—Fractions****Fraction equivalence**

1. ✧ Understand fraction equivalence:
  - a. Multiplying the numerator and denominator of a fraction by the same nonzero whole number produces an equivalent fraction. *For example,  $2/3 = (2 \times 4)/(3 \times 4) = 8/12$ . ( $1/3$  is 4 copies of  $1/12$ , so  $2/3$  is 8 copies of  $1/12$ .)*
  - b. Equivalent fractions correspond to the same point on a number line. *In Grade 5, all numbers lines begin with zero.*
  - c. When the numerators of equivalent fractions are divided by their denominators, the resulting quotients are the same.
2. Identify pairs of equivalent fractions; given two fractions with unlike denominators, find two fractions with the same denominator and equivalent to each.
3. Compare and order fractions with like or unlike denominators, e.g., by finding equivalent fractions with the same denominator, and describe the sizes of fractional quantities from a context with reference to the context. *Compare using the fractions themselves, tape diagrams or number line representations, and area models.*

**Operations on fractions**

4. Understand that sums and differences of fractions with unlike denominators can be computed by replacing each with an equivalent fraction so that the resulting fractions have the same denominator. *For example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ .*
5. Compute sums and differences of fractions with like or unlike denominators, and solve word problems involving addition and subtraction of fractions. Estimate fraction sums and differences to assess the reasonableness of results.
6. ✧ Understand that multiplying a fraction by  $a/b$  means taking  $a$  parts of a decomposition of the fraction into  $b$  equal parts. *For example, to multiply  $2/3 \times 4/5 = 8/15$ , one may decompose a whole of size  $4/5$  into 3 equal parts; each part has size  $4/15$ . Two*

of these parts then make  $8/15$ , so  $2/3 \times 4/5 = 8/15$ . (In general,  $a/b \times p/q = ap/bq$ .) This standard includes multiplication of a whole number by a fraction, by writing the whole number as fraction with denominator 1.

7. Understand that the area of a rectangle with side lengths  $a/b$  and  $c/d$  is the product  $a/b \times p/q$ . This extends the area formula for rectangles to fractional side lengths, and also allows products of fractions to be represented visually as areas of rectangles.
8. \*Explain and justify the properties of operations with fractions, e.g., by using equations, number line representations, area models, and story contexts.
9. Understand division of unit fractions by whole numbers and division of whole numbers by unit fractions:
  - a. Dividing a unit fraction  $1/b$  by a whole number  $a$  results in a smaller unit fraction  $1/a \times b$ . For example,  $1/3 \div 2 = 1/6$  because when  $1/3$  is divided into 2 equal parts, the size of each part is  $1/6$ ; a third of a pound of cheese shared between two people will give each person a sixth of a pound. (Using the inverse relationship between multiplication and division:  $1/3 \div 2 = 1/6$  because  $1/6 \times 2 = 1/3$ .)
  - b. Dividing a whole number  $a$  by a unit fraction  $1/b$  results in a greater whole number  $a \times b$ . For example,  $2 \div 1/3 = 6$  because 6 is the number of  $1/3$ s in 2; two pounds of cheese will make six portions of a third of a pound each. (Using the inverse relationship between multiplication and division:  $2 \div 1/3 = 6$  because  $6 \times 1/3 = 2$ .)
10. Calculate products of fractions, and quotients of unit fractions and nonzero whole numbers (with either as divisor), and solve word problems involving these operations. Represent these operations using equations, area models and length models.
11. Understand that a mixed number such as  $3 \frac{2}{5}$  represents the sum of a whole number and a fraction less than one. Because a whole number can be represented as a fraction ( $3 = 3/1$ ), and the sum of two fractions is also a fraction, a mixed number also represents a fraction ( $3 \frac{2}{5} = 3 + 2/5 = 15/5 + 2/5 = 17/5$ ). Write fractions as equivalent mixed numbers and vice versa.

## Measurement and Data

5-MD

### Units of measure

1. Understand that quantities expressed in like units can be added or subtracted giving a sum or difference with the same unit; different quantities may be multiplied to obtain a new kind of quantity (e.g., as when two lengths are multiplied to compute an area, or when an area and a length are multiplied to compute a volume).
2. Understand that when measuring a quantity, if a smaller unit is used, more units must be iterated to measure the quantity in those units.
3. Convert among different-sized standard measurement units within a given measurement system (e.g., feet to yards, centimeters to meters) and use conversion in solving multi-step word problems.

### Volume

4. Understand concepts of volume measurement:
  - a. A cube with side length 1 unit (a unit cube) is said to have "one cubic unit" of volume, and can be used to measure volume.
  - b. The volume of a right rectangular prism with whole-unit side lengths can be found by packing it with unit cubes and using multiplication to count their number. For example, decomposing a right rectangular prism 3 length units wide by 5 units deep by 2 units tall shows that its volume is  $3 \times 5 \times 2$  cubic units. The base of the prism has area  $3 \times 5$  square units, so the volume can also be expressed as the height times the area of the base.
  - c. When measuring a volume, if a smaller unit is used, more units must be iterated to measure the volume in those units.
  - d. If a solid figure is decomposed into several disjoint pieces, then the volume enclosed by the figure can be found by adding the volumes of the pieces (when these volumes are expressed in the same units).
5. Decompose right rectangular prisms into layers of arrays of cubes; determine and compare volumes of right rectangular prisms, and objects well described as right rectangular prisms, by counting cubic units (using  $\text{cm}^3$ ,  $\text{m}^3$ ,  $\text{in}^3$ ,  $\text{ft}^3$ , and improvised units).

### Representing and interpreting data

6. Make a dot plot to display a data set of measurements in fractions of a unit ( $1/2$ ,  $1/4$ ,  $1/8$ ). Use operations on fractions for this grade to solve problems involving information presented in dot plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

## Geometry

5-G

### Coordinates

1. Understand that a pair of perpendicular number lines, called axes, defines a coordinate system.
  - a. Their intersection is called the origin, usually arranged to coincide with the 0 on each line.
  - b. A given point in the plane can be located by using an ordered pair of numbers, called its coordinates. The first number indicates how far to travel from the origin in the direction of one axis, the second number indicates how far to travel in the direction of the second axis.
  - c. To avoid ambiguity, conventions dictate that the names of the two axes and the coordinates correspond (e.g.,  $x$ -axis and  $x$ -coordinate,  $y$ -axis and  $y$ -coordinate).
2. Graph points in the first quadrant of the coordinate plane, and identify the coordinates of graphed points. Where ordered pairs arise in a problem situation, interpret the coordinate values in the context of the situation.

**Plane figures**

3. Understand that properties belonging to a category of plane figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify plane figures in a hierarchy based on properties.

## Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division; (2) developing understanding of and fluency with division of fractions and developing fluency with multiplication of fractions; (3) developing understanding of and using formulas to determine areas of two-dimensional shapes and distinguishing between volume and surface area of three-dimensional shapes; and (4) writing, interpreting, and using expressions and equations.

(1) Students use reasoning about multiplication and division with quantities to solve ratio and rate problems. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students extend whole number multiplication and division to ratios and rates. Thus students expand their repertoires of problems in which multiplication and division can be used to solve problems, and they build on their understanding of fractions to understand ratios. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the inverse relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students are able to add, subtract, multiply, and divide fractions fluently, and use these operations to solve problems, including multi-step problems and problems involving measurement.

(3) Students reason about relationships among shapes to determine area and surface area. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposition into pieces whose area they can determine.

(4) Students write mathematical expressions and equations that correspond to given situations, they evaluate expressions, and they use expressions and formulas to solve problems. Students understand that a variable is a letter standing for a number, where the number is unknown, or where, for the purpose at hand, it can be any number in the domain of interest. Students understand that expressions in different forms can be equivalent, and they use the laws of arithmetic to rewrite expressions to represent a total quantity in a different way (such as to represent it more compactly or to feature different information). Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as  $3x = y$ ) to describe relationships in a table.

Having represented and analyzed data in Grades K–5, students in Grade 6 begin a serious engagement with statistics. The study of variability in data distinguishes statistics from mathematics. Students beginning their study of variability must first recognize statistical questions as those that anticipate variability in the answers. From this conceptual beginning, they learn to describe and summarize distributions of data—an activity that goes beyond merely computing summary statistics to include assessing the shape of a distribution and considering other issues as described in the standards.

**Ratios**

1. Understand the concept of a ratio: Two quantities are said to be in a ratio of  $a$  to  $b$  when for every  $a$  units of the first quantity there are  $b$  units of the second. *For example, in a flock of birds, the ratio of wings to beaks might be 2 to 1; this ratio is also written 2:1. In Grade 6, limit to ratios of whole numbers.*
2. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane.
3. Solve for an unknown quantity in a problem involving two equal ratios.
4. Describe categorical data sets using ratios (e.g., for every vote candidate A received, candidate C received nearly three votes; the ratio of type O blood donors to type B blood donors was 9:2).

**Unit rates**

5. Understand that for a ratio  $a:b$ , the corresponding unit rate is  $a/b$ . If there are  $a$  units of the first quantity for every  $b$  units of the second, where  $b \neq 0$ , then there are  $a/b$  units of the first quantity for 1 unit of the second. *For example, if a recipe has a ratio of 3 cups of flour to 4 cups of sugar, then there is  $3/4$  cup of flour for each cup of sugar.*
6. ✦ Solve unit rate problems including unit pricing and constant speed, including reasoning with equations such as  $d = r \times t$ ,  $r = d/t$ ,  $t = d \div r$ .

**The Number System****Operations**

1. Understand that the properties of operations apply to, and can be used with, addition and multiplication of fractions.
2. Understand that division of fractions is defined by viewing a quotient as the solution for an unknown-factor multiplication problem. *For example,  $(2/3) \div (5/7) = 14/15$  because  $(5/7) \times (14/15) = (2/3)$ .*
3. Solve word problems requiring arithmetic with fractions, using the properties of operations and converting between forms as appropriate; estimate to check reasonableness of answers.
4. Fluently divide whole numbers using the standard algorithm.

**The system of rational numbers**

5. Understand that a number is a point on the number line.
6. Understand that some quantities have opposite directions, such as elevation above and below sea level or money received and spent. These quantities can be described using positive and negative numbers.
7. Understand that number lines familiar from previous grades can be extended to represent negative numbers to the left of zero. *Number lines can also be vertically oriented, as when a coordinate system is formed. Then the conventional terms “to the right of 0” and “to the left of 0” conventionally become “above 0” and “below 0.”*
  - a. Two different numbers, such as 7 and  $-7$ , that are equidistant from zero on a number line are said to be opposites of one another. The opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ . The opposite of 0 is 0.
  - b. The absolute value of a number  $q$ , written  $|q|$ , is its distance from zero, and is always positive or zero.
  - c. Fractions and their opposites form a system of numbers called the rational numbers, represented by points on a number line. Whole numbers and their opposites form the integers, which are contained in the rational numbers.
  - d. Previous ways of comparing positive numbers can be extended to the rational numbers. The statement  $p > q$  means that  $p$  is located to the right of  $q$  on a number line, while  $p < q$  means that  $p$  is located to the left of  $q$  on a number line. Comparisons can also be made by reasoning appropriately about signed quantities (e.g.,  $-3 > -7$  makes sense because  $-3^\circ\text{C}$  is a higher temperature than  $-7^\circ\text{C}$ ). The way two numbers compare does not always agree with the way their absolute values compare; for example,  $-3 > -7$ , but  $|-3| < |-7|$ .
8. Find and position rational numbers, including integers, on a number line.
9. Use rational numbers to describe quantities such as elevation, temperature, account balance and so on. Compare these quantities, recording the results of comparisons using  $>$  and  $<$  symbols.
10. Graph points and identify coordinates of points on the coordinate plane in all four quadrants. Where ordered pairs arise in a problem situation, interpret the coordinate values in the context of the situation.

**Expressions**

1. Understand that an expression records operations with numbers or with letters standing for numbers. *For example, the expression  $2 \cdot (8 + 7)$  records adding 8 and 7 then multiplying by 2; the expression  $5 - y$  records subtracting  $y$  from 5. Focus on the operations of addition, subtraction, multiplication and division, with some attention to square or cube roots.*
2. Understand the use of variables in expressions and algebraic conventions:
  - a. A letter is used to stand for a number in an expression in cases where the number is unknown, or where, for the purpose at hand, it can be any number in a domain of interest. Such a letter is called a variable.
  - b. If a variable appears in an expression more than once (e.g., as in  $t + 3t$ ), that variable is understood to refer to the same number in each instance.
  - c. The multiplication symbol can be omitted when writing products of two or more variables or of a number and a variable. *For example, the expressions  $xy$  and  $2a$  indicate  $x \times y$  and  $2 \times a$ , respectively.*
3. Describe the structure and elements of simple expressions using correct terminology (sum, term, product, factor, quotient, coefficient); describe an expression by viewing one or more of its parts as a single entity. *For example, describe the expression  $2 \cdot (8 + 7)$  as a product of two factors, by viewing  $(8 + 7)$  as a single entity. The second factor is itself a sum of two terms.*
4. Understand and generate equivalent expressions:
  - a. Understand that two expressions are equivalent if they name the same number regardless of which numbers the variables in them stand for. *For example, the expressions  $x + 3$  and  $4x$  are not equivalent, even though they happen to name the same number in the case when  $x$  stands for 1.*
  - b. Understand that applying the laws of arithmetic to an expression results in an equivalent expression. *For example, applying the distributive law to the expression  $3 \cdot (2 + x)$  leads to the equivalent expression  $6 + 3x$ . Applying the distributive law to  $y + y + y$  leads to the equivalent expression  $y \times (1 + 1 + 1)$ , i.e.,  $y \times 3$  and then the commutative law of multiplication leads to the equivalent expression  $3y$ .*
  - c. Generate equivalent expressions to reinterpret the meaning of an expression. *For example,  $2t + 3t$  records the addition of twice a quantity to three times itself; applying the distributive law leads to the equivalent expression  $5t$ , so that the original expression can be reinterpreted as recording five times the quantity.*

**Quantitative relationships and the algebraic approach to problems**

5. Understand that an equation is a statement that two expressions are equal, and a solution to an equation is a replacement value of the variable (or replacement values for all the variables if there is more than one) that makes the equation true.
6. Using the idea of maintaining equality between both sides of the equation, solve equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers.
7. Choose variables to represent quantities in a word problem, and construct simple expressions or equations to solve the problem by reasoning about the quantities.
8. Understand that a variable can be used to represent a quantity that can change, often in relationship to another changing quantity, and an equation can express one quantity, thought of as the dependent variable, in terms of other quantities, thought of as the independent variables; represent a relationship between two quantities using equations, graphs, and tables; translate between any two of these representations. *For example, describe the terms in a sequence  $t = 3, 6, 9, 12, \dots$  of multiples of 3 by writing the equation  $t = 3n$  for  $n = 1, 2, 3, 4, \dots$*

**Geometry****Properties of area, surface area, and volume**

1. Understand that plane figures can be decomposed, reassembled, and completed into new figures; use this technique to derive area formulas.
2. Find the areas enclosed by right triangles, other triangles, special quadrilaterals, and polygons (by composing into rectangles or decomposing into triangles and other shapes).
3. Understand that three-dimensional figures can be formed by joining rectangles and triangles along their edges to enclose a solid region with no gaps or overlaps. The surface area is the sum of the areas of the enclosing rectangles and triangles.
4. Find the surface area of cubes, prisms and pyramids (include the use of nets to represent these figures).
5. Solve problems involving area, volume and surface area of objects.
6. Give examples of right rectangular prisms with the same surface area and different volumes, and with the same volume and different surface areas.

7. \*Use exponents and symbols for square roots and cube roots to express the area of a square and volume of a cube in terms of their side lengths, and to express their side lengths in terms of their area or volume.

## Statistics and Probability

6-SP

### Variability and measures of center

1. Understand that a statistical question is one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.*
2. Understand that a set of data generated by answers to a statistical question typically shows variability—not all of the values are the same—and yet often the values show an overall pattern, often with a tendency to cluster.
  - a. A measure of center for a numerical data set summarizes all of its values using a single number. The median is a measure of center in the sense that approximately half the data values are less than the median, while approximately half are greater. The mean is a measure of center in the sense that it is the value that each data point would take on if the total of the data values were redistributed fairly, and in the sense that it is the balance point of a data distribution shown on a dot plot.
  - b. A measure of variation for a numerical data set describes how its values vary using a single number. The interquartile range and the mean absolute deviation are both measures of variation.

### Summarizing and describing distributions

3. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
4. Summarize numerical data sets, such as by:
  - a. Reporting the number of observations.
  - b. Describing the nature of the variable, including how it was measured and its units of measurement. *Data sets can include fractional values at this grade but not negative values.*
  - c. Describing center and variation, as well as describing any overall pattern and any striking deviations from the overall pattern.
5. Relate the choice of the median or mean as a measure of center to the shape of the data distribution being described and the context in which it is being used. Do the same for the choice of interquartile range or mean average deviation as a measure of variation. *For example, why are housing prices often summarized by reporting the median selling price, while students’ assigned grades are often based on mean homework scores?*

## Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and solving linear equations; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about similar objects (including geometric figures) by using scale factors that relate corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals, and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division and their properties to all rational numbers, including integers and numbers represented by complex fractions and negative fractions. By applying the laws of arithmetic, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain why the rules for adding, subtracting, multiplying, and dividing with negative numbers make sense. They use the arithmetic of rational numbers as they formulate and solve linear equations in one variable and use these equations to solve problems.

(3) Students use ideas about distance and angles, how they behave under dilations, translations, rotations and reflections, and ideas about congruence and similarity to describe and analyze figures and situations in two- and three-dimensional space and to solve problems, including multi-step problems. Students prove that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students apply this reasoning about similar triangles to solve problems, such as finding heights and distances. Students see the plausibility of the formulas for the circumference and area of a circle. For example, in the case of area, they may do so by reasoning about how lengths and areas scale in similar figures or by decomposing a circle or circular region and rearranging the pieces.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

**Analyzing proportional relationships**

1. Form ratios of nonnegative rational numbers and compute corresponding unit rates. *For example, a person might walk  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour; the unit rate for this ratio is  $(\frac{1}{2})/(\frac{1}{4})$  miles per hour, equivalently 2 miles per hour. Include ratios of lengths, areas and other quantities, including when quantities being compared are measured in different units.*
2. Recognize situations in which two quantities covary and have a constant ratio. (The quantities are then said to be in a proportional relationship and the unit rate is called the constant of proportionality.) Decide whether two quantities that covary are in a proportional relationship, e.g., by testing for equivalent ratios or graphing on a coordinate plane.
3. Compute unit rates and solve proportional relationship problems in everyday contexts, such as shopping, cooking, carpentry, party planning, etc. Represent proportional relationships by equations that express how the quantities are related via the constant of proportionality or unit rate. *For example, total cost,  $t$ , is proportional to the number,  $n$ , purchased at a constant price,  $p$ ; this relationship can be expressed as  $t = pn$ .*
4. Plot proportional relationships on a coordinate plane where each axis represents one of the two quantities involved, observe that the graph is a straight line through the origin, and find unit rates from a graph. Explain what a point  $(x, y)$  means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate.
5. Compare tables, graphs, formulas, diagrams, and verbal descriptions that represent or partially represent proportional relationships; explain correspondences among the representations including how the unit rate is shown in each.

**Percent**

6. Understand that percentages are rates per 100. For example, 30% of a quantity means  $\frac{30}{100}$  times the quantity. A percentage can be a complex fraction, as in  $3.75\% = \frac{3.75}{100}$ .
7. Find a percentage of a quantity; solve problems involving finding the whole given a part and the percentage.
8. Solve multistep percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error, expressing monthly rent as a percentage of take-home pay.*

**The Number System****The system of rational numbers**

1. Understand that the rules for manipulating fractions extend to complex fractions.
2. Understand and perform addition and subtraction with rational numbers:
  - a. Understand that on a number line, the sum  $p + q$  is the number located a distance  $|q|$  from  $p$ , to the right of  $p$  if  $q$  is positive and to the left of  $p$  if  $q$  is negative. A number and its opposite are additive inverses (i.e., their sum is zero).
  - b. Compute sums of signed numbers using the laws of arithmetic. *For example,  $7 + (-3) = 4$  because  $7 + (-3) = (4 + 3) + (-3) = 4 + [3 + (-3)] = 4 + [0] = 4$ .*
  - c. Understand that subtraction of rational numbers is defined by viewing a difference as the solution of an unknown-addend addition problem. Subtraction of a rational number gives the same answer as adding its additive inverse.
  - d. Explain and justify rules for adding and subtracting rational numbers, using a number line and practical contexts. *For example, relate  $r + (-s) = r - s$  to a bank transaction; explain why  $p - (q + r) = p - q - r$ .*
  - e. Understand that the additive inverse of a sum is the sum of the additive inverses, that is  $-(p + q) = -p + -q$ . *For example,  $-(6 + -2) = (-6) + 2$  because  $[6 + (-2)] + [(-6) + 2] = [6 + (-6)] + [(-2) + 2] = [0] + [0] = 0$ .*
3. Understand and perform multiplication and division with rational numbers:
  - a. Understand that the extension of multiplication from fractions to rational numbers is determined by the requirement that multiplication and addition satisfy the laws of arithmetic, particularly the distributive law, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers.
  - b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If  $p/q$  is a rational number, then  $-(p/q) = (-p)/q = p/(-q)$ .
  - c. Calculate products and quotients of rational numbers, and use multiplication and division to solve word problems. *Include signed quantities.*

**The system of real numbers**

4. Understand that there are numbers that are not rational numbers, called irrational numbers, e.g.,  $\pi$  and  $\sqrt{2}$ . Together the rational and irrational numbers form the real number system. In school mathematics, the real numbers are assumed to satisfy the laws of arithmetic.

**Expressions and Equations**

## Expressions

1. Interpret numerical expressions at a level necessary to calculate their value using a calculator or spreadsheet. For expressions with variables, use and interpret conventions of algebraic notation, such as  $y/2$  is  $y \div 2$  or  $1/2 \times y$ ;  $(3 \pm y)/5$  is  $(3 \pm y) \div 5$  or  $1/5 \times (3 \pm y)$ ;  $a^2$  is  $a \times a$ ,  $a^3$  is  $a \times a \times a$ ,  $a^2b$  is  $a \times a \times b$ .
2. Generate equivalent expressions from a given expression using the laws of arithmetic and conventions of algebraic notation. Include:
  - a. Adding and subtracting linear expressions, as in  $(2x + 3) + x + (2 - x) = 2x + 5$ .
  - b. Factoring, as in  $4x + 4y = 4(x + y)$  or  $5x + 7x + 10y + 14y = 12x + 24y = 12(x + 2y)$ .
  - c. Simplifying, as in  $-2(3x - 5) + 4x = 10 - 2x$  or  $x/3 + (x - 2)/4 = 7x/12 - 1/2$ .

## Quantitative relationships and the algebraic approach to problems

3. Choose variables to represent quantities in a word problem, and construct simple equations to solve the problem by reasoning about the quantities.
  - a. Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are nonnegative rational numbers and the solution is a nonnegative rational number. Fluently solve equations of these forms, e.g., by undoing the operations involved in producing the expression on the left.
  - b. Solve the same word problem arithmetically and algebraically. *For example, "J. has 4 packages of balloons and 5 single balloons. In all, he has 21 balloons. How many balloons are in a package?" Solve this problem arithmetically (using a sequence of operations on the given numbers), and also solve it by using a variable to stand for the number of balloons in a package, constructing an equation such as  $4b + 5 = 21$  to describe the situation then solving the equation.*
  - c. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example,  $P + 0.05P = 1.05P$  means that "increase by 5%" is the same as "multiply by 1.05."*

## Geometry

7-G

### Congruence and similarity

1. Verify experimentally the fact that a rigid motion (a sequence of rotations, reflections, and translations) preserves distance and angle, e.g., by using physical models, transparencies, or dynamic geometry software:
  - a. Lines are taken to lines, and line segments to line segments of the same length.
  - b. Angles are taken to angles of the same measure.
  - c. Parallel lines are taken to parallel lines.
2. Understand the meaning of congruence: a plane figure is congruent to another if the second can be obtained from the first by a rigid motion.
3. Verify experimentally that a dilation with scale factor  $k$  preserves lines and angle measure, but takes a line segment of length  $L$  to a line segment of length  $kL$ .
4. Understand the meaning of similarity: a plane figure is similar to another if the second can be obtained from the first by a similarity transformation (a rigid motion followed by a dilation).
5. Solve problems involving similar figures and scale drawings. *Include computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.*
6. Use informal arguments involving approximation by lines, squares, and cubes to see that a similarity transformation with a scale factor of  $k$  leaves angle measures unchanged, changes lengths by a factor of  $k$ , changes areas by a factor of  $k^2$ , and changes volumes by a factor of  $k^3$ .
7. Know the formulas relating the area, radius and circumference of a circle and solve problems requiring the use of these formulas; give an informal derivation of the relationship between the circumference and area of a circle.

### Angles

8. Justify facts about the angle sum of triangles, exterior angles, and alternate interior angles created when parallel lines are cut by a transversal, e.g., by using physical models, transparencies, or dynamic geometry software to make rigid motions and give informal arguments. *For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.*
9. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

**Situations involving randomness**

1. Simulate situations involving randomness using random numbers generated by a calculator or a spreadsheet or taken from a table. *For example, if you guess at all ten true/false questions on a quiz, how likely are you to get at least seven answers correct?*
2. Use proportional reasoning to predict relative frequencies of outcomes for situations involving randomness, but for which a theoretical answer can be determined. *For example, when rolling a number cube 600 times, one would predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. How far off might your prediction be? Use technology to generate multiple samples to approximate a distribution of sample proportions. Repeat the process for smaller sample sizes.*

**Random sampling to draw inferences about a population**

3. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
4. Understand the importance of measures of variation in sample quantities (like means or proportions) in reasoning about how well a sample quantity estimates or predicts the corresponding population quantity.
5. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

**Comparative inferences about two populations**

6. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean average deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
7. Use measures of center and measures of variability for numerical data from uniform random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade book are generally longer than the words in a chapter of a sixth-grade book.*

## Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) understanding and applying the Pythagorean Theorem.

(1) Students use linear equations, and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize proportions ( $y/x = m$  or  $y = mx$ ) as a special case of linear equations,  $y = mx + b$ , understanding that the constant of proportionality ( $m$ ) is the slope and the graphs are lines through the origin. They understand that the slope ( $m$ ) of a line is a constant rate of change, so that if the input or  $x$ -coordinate changes by an amount  $A$ , the output or  $y$ -coordinate changes by the amount  $mA$ . Students also formulate and solve linear equations in one variable and use these equations to solve problems. Students also use a linear equation to describe the association between two quantities in a data set (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each element of its domain exactly one element of its range. They use function notation and understand that functions describe situations where one quantity determines another. They can translate among verbal, tabular, graphical, and algebraic representations of functions (noting that tabular and graphical representations are usually only partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem is valid, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons.

**The system of real numbers**

1. Understand informally that every number on a number line has a decimal expansion, which can be found for rational numbers using long division. Rational numbers are those with repeating decimal expansions (this includes finite decimals which have an expansion that ends in a sequence of zeros).
2. Informally explain why  $\sqrt{2}$  is irrational.
3. Use rational approximations (including those obtained from truncating decimal expansions) to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions (e.g.,  $\pi^2$ ). *For example, show that the square root of 2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

**Expressions and Equations****Linear equations in one variable**

1. Understand that a linear equation in one variable might have one solution, infinitely many solutions, or no solutions. Which of these possibilities is the case can be determined by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
2. Solve linear equations with rational number coefficients, including equations that require expanding expressions using the distributive law and collecting like terms.

**Linear equations in two variables**

3. Understand that the slope of a non-vertical line in the coordinate plane has the same value for any two distinct points used to compute it. This can be seen using similar triangles.
4. Understand that two lines with well-defined slopes are parallel if and only if their slopes are equal.
5. Understand that the graph of a linear equation in two variables is a line, the set of pairs of numbers satisfying the equation. If the equation is in the form  $y = mx + b$ , the graph can be obtained by shifting the graph of  $y = mx$  by  $b$  units (upwards if  $b$  is positive, downwards if  $b$  is negative). The slope of the line is  $m$ .
6. Understand that a proportional relationship between two variable quantities  $y$  and  $x$  can be represented by the equation  $y = mx$ . The constant  $m$  is the unit rate, and tells how much of  $y$  per unit of  $x$ .
7. Graph proportional relationships and relationships defined by a linear equation; find the slope and interpret the slope in context.
8. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*

**Systems of linear equations**

9. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
10. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because the quantity  $3x + 2y$  cannot simultaneously be 5 and 6.*
11. Solve and explain word problems leading to two linear equations in two variables.
12. Solve problems involving lines and their equations. *For example, decide whether a point with given coordinates lies on the line with a given equation; construct an equation for a line given two points on the line or one point and the slope; given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

**Functions****Function concepts**

1. Understand that a function from one set (called the domain) to another set (called the range) is a rule that assigns to each element of the domain (an input) exactly one element of the range (the corresponding output). The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. *Function notation is not required in Grade 8.*
2. Evaluate expressions that define functions, and solve equations to find the input(s) that correspond to a given output.
3. Compare properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

- Understand that a function is linear if it can be expressed in the form  $y = mx + b$  or if its graph is a straight line. *For example, the function  $y = x^2$  is not a linear function because its graph contains the points  $(1, 1)$ ,  $(-1, 1)$  and  $(0, 0)$ , which are not on a straight line.*

#### Functional relationships between quantities

- Understand that functions can describe situations where one quantity determines another.
- Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship; from two  $(x, y)$  values, including reading these from a table; or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
- Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

### Geometry

8-G

#### Congruence and similarity

- Use coordinate grids to transform figures and to predict the effect of dilations, translations, rotations and reflections.
- Explain using rigid motions the meaning of congruence for triangles as the equality of all pair of sides and all pairs of angles.
- Give an informal explanation using rigid motions of the SAS and ASA criteria for triangle congruence, and use them to prove simple theorems.
- Explain using similarity transformations the meaning of similarity for triangles as the equality of all pairs of angles and the proportionality of all pairs of sides.
- Give an informal explanation using similarity transformations of the AA and SAS criteria for triangle similarity, and use them to prove simple theorems.

#### The Pythagorean Theorem

- The side lengths of a right triangle are related by the Pythagorean Theorem. Conversely, if the side lengths of a triangle satisfy the Pythagorean Theorem, it is a right triangle.
- Explain a proof of the Pythagorean Theorem and its converse.
- Use the Pythagorean Theorem to determine unknown side lengths in right triangles and to solve problems in two and three dimensions.
- Use the Pythagorean Theorem to find the distance between two points in a coordinate system.

#### Plane and solid geometry

- Draw (freehand, with ruler and protractor, and with technology) geometric shapes from given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the triangle is uniquely defined, ambiguously defined or nonexistent.
- Understand that slicing a three-dimensional figure with a plane produces a two-dimensional figure. Describe plane sections of right rectangular prisms and right rectangular pyramids.
- Use hands-on activities to demonstrate and describe properties of: parallel lines in space, the line perpendicular to a given line through a given point, lines perpendicular to a given plane, lines parallel to a given plane, the plane or planes passing through three given points, and the plane perpendicular to a given line at a given point.

### Statistics and Probability

8-SP

#### Patterns of association in bivariate data

- Understand that scatter plots for bivariate measurement data may reveal patterns of association between two quantities.
- Construct and interpret scatter plots for bivariate measurement data. Describe patterns such as clustering, outliers, positive or negative association, linear association, nonlinear association.
- Understand that a straight line is a widely used model for exploring relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
- Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables

collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

DRAFT

# Mathematics Standards for High School

## Where is the College-and-Career-Readiness line drawn?

The high school standards specify the mathematics that all students should learn in order to be college and career ready. The high school standards also describe additional mathematics that students should learn to pursue careers and majors in science, technology, engineering and mathematics (STEM) fields. Other forms of advanced work are possible (for example in discrete mathematics or advanced statistics) and can be eventually added to the standards.

Standards beyond the college and career readiness level that are necessary for STEM careers are prefixed with a symbol STEM, as in this example:

<sup>STEM</sup> Graph complex numbers in polar form and interpret arithmetic operations on complex numbers geometrically.

Any standard without this tag is understood to be in the common core mathematics curriculum for all students.

## How are the high school standards organized?

The high school standards are listed in conceptual categories, as shown in the Table below. **Appendix A (online) contains drafts of model course descriptions based on these standards.** Conceptual categories portray a coherent view of core high school mathematics; a student's work with Functions, for example, crosses a number of traditional course boundaries, potentially up through and including Calculus.

CCRS Draft September 17 <sup>th</sup>	High School Standards Draft March 10
Number	Number and Quantity
Quantity	
Expressions	Algebra
Equations	
Coordinates	
Functions	Functions
Geometry	Geometry
Statistics	Statistics and Probability
Probability	
Modeling	Modeling**

\* Standards formerly appearing under Coordinates now appear under other headings.

\*\* Making mathematical models is now a Standard for Mathematical Practice. Standards formerly appearing under Modeling are now distributed under other major headings. High school standards with relevance to modeling are flagged with a (★) symbol. A narrative description of modeling remains in the high school standards, but there are no specific standard statements in that narrative description.

## Mathematics | High School—Number and Quantity

**Numbers and Number Systems.** During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, “number” means “counting number”: 1, 2, 3, ... Soon after that, 0 is used to represent “none” and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 7, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

Students sometimes have difficulty accepting new kinds of numbers when these differ in appearance and properties from those of a familiar system. For example, students might decide that complex numbers are not numbers because they are not written with numerical digits, or because they do not describe positive or negative quantities. Indeed, this ascent through number systems makes it fair to ask: what does the word *number* mean that it can mean all of these things? One possible answer is that a number is something that can be used to do mathematics: calculate, solve equations, or represent measurements. Historically, number systems have been extended when there is an intellectual or practical benefit in using the new numbers to solve previously insoluble problems.<sup>1</sup>

Although the referent of “number” changes, the four operations stay the same in important ways. The commutative, associative, and distributive laws extend the properties of operations to the integers, rational numbers, real numbers, and complex numbers. The inverse relationships between addition and subtraction, and multiplication and division are maintained in these larger systems.

Calculators are useful in this strand to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

**Quantities.** In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, volume, and so forth. In high school, students encounter novel situations in which they themselves must conceive the attributes of interest. Such a conceptual process might be called quantification. Quantification is important for science, as when surface area suddenly “stands out” as an important variable in evaporation. Quantification is also important for companies, who must conceptualize relevant attributes and create or choose suitable metrics by which to measure them.

### Content Outline

#### The Real Number System

#### Quantities

#### The Complex Number System

#### Vector Quantities and Matrices

---

<sup>1</sup> See Harel, G., “A Standpoint of Research on Middle/Higher Number and Quantity,” a research review provided for the Common Core State Standards Initiative.

1. Understand that the laws of exponents for positive integer exponents follow from an understanding of exponents as indicating repeated multiplication, and from the associative law for multiplication.
2. Understand that the definition of the meaning of zero, positive rational, and negative exponents follows from extending the laws of exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, since  $(5^{1/3})^3 = 5^{(1/3) \cdot 3} = 5^1 = 5$ ,  $5^{1/3}$  is a cube root of 5.*
3. Understand that sums and products of rational numbers are rational.
4. Understand that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational.
5. Rewrite expressions using the laws of exponents. *For example,  $(5^{1/2})^3 = 5^{3/2}$  and  $1/5 = 5^{-1}$ .*

## Quantities\*

1. Understand that the magnitude of a quantity is independent of the unit used to measure it. *For example, the density of a liquid does not change when it is measured in another unit. Rather, its measure changes. The chosen unit “measures” the quantity by giving it a numerical value (“the density of lead is 11.3 times that of water”).*
2. Use units as a way to understand problems and to guide the solution of multi-step problems, involving, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game.
3. Define metrics for the purpose of descriptive modeling. *For example, find a good measure of overall highway safety; propose and debate measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled.*
4. Add, subtract, multiply, and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
5. Use and interpret quantities and units correctly in algebraic formulas.
6. Use and interpret quantities and units correctly in graphs and data displays (function graphs, data tables, scatter plots, and other visual displays of quantitative information). Generate graphs and data displays using technology.

## The Complex Number System

1. Understand that the relation  $i^2 = -1$  and the commutative, associative, and distributive laws can be used to calculate with complex numbers.
2. STEM Understand that polynomials can be factored over the complex numbers, e.g., as in  $x^2 + 4 = (x + 2i)(x - 2i)$ .
3. STEM Understand that complex numbers can be visualized on the complex plane. Real numbers correspond to points on the horizontal (real) axis, and imaginary numbers to points on the vertical axis.
4. STEM Understand that on the complex plane, arithmetic of complex numbers can be interpreted geometrically: addition is analogous to vector addition, and multiplication can be understood as rotation and dilation about the origin. Complex conjugation is reflection across the real axis.
5. STEM Understand that on the complex plane, as on the real line, the distance between numbers is the absolute value of the difference, and the midpoint of a segment is the average of the numbers at its endpoints.
6. Add, subtract, and multiply complex numbers.
7. STEM Find the conjugate of a complex number; use conjugates to find absolute values and quotients of complex numbers.
8. STEM Solve quadratic equations with real coefficients that have complex solutions using a variety of methods.
9. STEM Graph complex numbers in rectangular form.
10. STEM Graph complex numbers in polar form and interpret arithmetic operations on complex numbers geometrically.
11. STEM Explain why the rectangular and polar forms of a complex number represent the same number.

---

\* Standard with close connection to modeling.

1. STEM Understand that vector quantities have both magnitude and direction. Vector quantities are typically represented by directed line segments. The magnitude of a vector  $\mathbf{v}$  is commonly denoted  $|\mathbf{v}|$  or  $||\mathbf{v}||$ .
2. STEM Understand that vectors are determined by the coordinates of their initial and terminal points, or by their components.
3. STEM Understand that vectors can be added end-to-end, component-wise, or by the parallelogram rule. The magnitude of a sum of two vectors is typically not the sum of the magnitudes.
4. STEM Understand that a vector  $\mathbf{v}$  can be multiplied by a real number  $c$  (called a scalar in this context) to form a new vector  $c\mathbf{v}$  with magnitude  $|c|v$ . When  $|c|v \neq 0$ , the direction of  $c\mathbf{v}$  is either along  $\mathbf{v}$  (for  $c > 0$ ) or against  $\mathbf{v}$  (for  $c < 0$ ). Scalar multiplication can be shown graphically by scaling vectors and possibly reflecting them in the origin; scalar multiplication can also be performed component-wise, e.g., as  $c(v_x, v_y) = (cv_x, cv_y)$ .
5. STEM Understand that vector subtraction  $\mathbf{v} - \mathbf{w}$  is defined as  $\mathbf{v} + (-\mathbf{w})$ . Two vectors can be subtracted graphically by connecting the tips in the appropriate order.
6. STEM Understand that matrices can be multiplied by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled. Matrices of the same dimensions can be added or subtracted. Matrices with compatible dimensions can be multiplied. Unlike multiplication of numbers, matrix multiplication is not a commutative operation, but still satisfies the associative and distributive laws.
7. STEM Understand that a vector, when regarded as a matrix with one column, can be multiplied by a matrix of suitable dimensions to produce another vector. A  $2 \times 2$  matrix can be viewed as a transformation of the plane.
8. STEM Understand that a system of linear equations can be represented as a single matrix equation in a vector variable.
9. STEM Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
10. STEM Perform basic vector operations (addition, subtraction, scalar multiplication) both graphically and algebraically.
11. STEM Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
12. STEM Solve problems involving velocity and quantities that can be represented by vectors. \*
13. STEM Add, subtract, and multiply matrices of appropriate dimensions.
14. STEM Use matrices to store and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
15. STEM Represent systems of linear equations as matrix equations.
16. STEM Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension greater than  $3 \times 3$ ).

---

\* Standard with close connection to modeling.

## Mathematics | High School—Algebra

**Expressions.** An expression is a description of a computation on numbers and symbols that represent numbers, using arithmetic operations and the operation of raising a number to rational exponents. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example,  $p + 0.05p$  can be interpreted as the addition of a 5% tax to a price  $p$ . Rewriting  $p + 0.05p$  as  $1.05p$  shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by deductions from the commutative, associative, and distributive laws and the inverse relationships between the four operations, and the conventions of algebraic notation. These extend what students have learned about arithmetic expressions in K–8 to expressions that involve exponents, radicals, and representations of real numbers, and, for STEM-intending students, complex numbers.

At times, an expression is the result of applying operations to simpler expressions. Viewing such an expression by singling out these simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a CAS environment can be used to experiment with algebraic expressions, perform complex algebraic manipulations, and understand how algebraic manipulations behave.

**Equations and inequalities.** An equation is a statement that two expressions are equal. Solutions to an equation are numbers that make the equation true when assigned to the variables in it. If the equation is true for all numbers, then it is called an identity; identities are often discovered by using the laws of arithmetic or the laws of exponents to transform one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be graphed in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the extension of that system. For example, the solution of  $x + 1 = 0$  is an integer, not a whole number; the solution of  $2x + 1 = 0$  is a rational number, not an integer; the solutions of  $x^2 - 2 = 0$  are real numbers, not rational numbers; and the solutions of  $x^2 + 2 = 0$  are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid,  $A = ((b_1 + b_2)/2)h$ , can be solved for  $h$  using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

*Connections to Functions and Modeling.* Expressions can define functions, and equivalent expressions define the same function. Equations in two variables may also define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

## Content Outline

### Seeing Structure in Expressions

### Arithmetic with Polynomials and Rational Expressions

### Creating Equations that Describe Numbers or Relationships

### Reasoning with Equations and Inequalities

- Understand that different forms of an expression may reveal different properties of the quantity in question; a purpose in transforming expressions is to find those properties. *Examples: factoring a quadratic expression reveals the zeros of the function it defines, and putting the expression in vertex form reveals its maximum or minimum value; the expression  $1.15^t$  can be rewritten as  $(1.15^{1/12})^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
- Understand that complicated expressions can be interpreted by viewing one or more of their parts as single entities.
- Interpret an expression that represents a quantity in terms of the context. *Include interpreting parts of an expression, such as terms, factors and coefficients.* \*
- Factor, expand, and complete the square in quadratic expressions.
- See expressions in different ways that suggest ways of transforming them. *For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .*
- Rewrite expressions using the laws of exponents. *For example,  $(x^{1/2})^3 = x^{3/2}$  and  $1/x = x^{-1}$ .*
- Use the laws of exponents to interpret expressions for exponential functions, recognizing positive rational exponents as indicating roots of the base and negative exponents as indicating the reciprocal of a power. *For example, identify the per unit percentage change in functions such as  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)^{12t}$ ,  $y = (1.2)^{t/10}$ , and conclude whether it represents exponential growth or decay. Recognize that any nonzero number raised to the zero power is 1, for example,  $12(1.05)^0 = 12$ . Avoid common errors such as confusing  $6(1.05)^t$  with  $(6 \cdot 1.05)^t$  and  $5(0.03)^t$  with  $5(1.03)^t$ .*
- STEM Prove the formula for the sum of a geometric series, and use the formula to solve problems.

## Arithmetic with Polynomials and Rational Expressions

- Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication.
- Understand that polynomial identities become true statements no matter which real numbers are substituted. *For example, the polynomial identity  $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$  can be used to generate Pythagorean triples.*
- Understand the Remainder Theorem: For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .
- STEM Understand that the Binomial Theorem gives the expansion of  $(x + a)^n$  in powers of  $x$  for a positive integer  $n$  and a real number  $a$ , with coefficients determined for example by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.
- STEM Understand that rational expressions are quotients of polynomials. They form a system analogous to the rational numbers, closed under division by a nonzero rational function.
- Add, subtract and multiply polynomials.
- Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the polynomial.
- Transform simple rational expressions using the commutative, associative, and distributive laws, and the inverse relationship between multiplication and division.
- Divide a polynomial  $p(x)$  by a divisor of the form  $x - a$  using long division.
- STEM Identify zeros and asymptotes of rational functions, when suitable factorizations are available, and use the zeros and asymptotes to construct a rough graph of the function.
- STEM Divide polynomials, using long division for linear divisors and long division or a computer algebra system for higher degree divisors.

## Creating Equations That Describe Numbers or Relationships

- Understand that equations in one variable are often created to describe properties of a specific but unknown number.
- Understand that equations in two or more variables that represent a relationship between quantities can be built by experimenting with specific numbers in the relationship.
- Write equations and inequalities that specify an unknown quantity or to express a relationship between two or more quantities. Use the equations and inequalities to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

---

\* Standard with close connection to modeling.

4. Rearrange formulas to highlight a quantity of interest. *For example, transform Ohm's law  $V = IR$  to highlight resistance  $R$ ; in motion with constant acceleration, transform  $v_{fx}^2 - v_{ix}^2 = 2a_x(x_f - x_i)$  to highlight the change in position along the  $x$ -axis,  $x_f - x_i$ .*

## Reasoning with Equations and Inequalities

A-REI

1. Understand that to solve an equation algebraically, one makes logical deductions from the equality asserted by the equation, often in steps that replace it with a simpler equation whose solutions include the solutions of the original one.
2. Understand that the method of completing the square can transform any quadratic equation in  $x$  into an equivalent equation of the form  $(x - p)^2 = q$ . This leads to the quadratic formula.
3. Understand that given a system of two linear equations in two variables, adding a multiple of one equation to another produces a system with the same solutions. This principle, combined with principles already encountered with equations in one variable, allows for the simplification of systems.
4. Understand that the graph of an equation in two variables is the set of its solutions plotted in the coordinate plane, often forming a curve or a line.
5. Understand that solutions to two equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
6. Understand that the solutions to a linear inequality in two variables can be graphed as a half-plane (excluding the boundary in the case of a strict inequality).
7. Understand that solutions to several linear inequalities in two variables correspond to points in the intersection of the regions in the plane defined by the solutions to the inequalities.
8. Understand that equations and inequalities can be viewed as constraints in a problem situation, e.g., inequalities describing nutritional and cost constraints on combinations of different foods. \*
9. STEM Understand that the relationship between an invertible function  $f$  and its inverse function can be used to solve equations of the form  $f(x) = c$ .
10. Solve simple rational and radical equations in one variable, noting and explaining extraneous solutions.
11. Solve linear equations in one variable, including equations with coefficients represented by letters.
12. Solve quadratic equations in one variable. *Include methods such as inspection (e.g. for  $x^2 = 49$ ), square roots, completing the square, the quadratic formula and factoring. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .*
13. Solve equations  $f(x) = g(x)$  approximately by finding the intersections of the graphs of  $f(x)$  and  $g(x)$ , e.g. using technology to graph the functions. *Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, exponential, and logarithmic functions.*
14. Solve linear inequalities in one variable and graph the solution set on a number line.
15. Solve systems of linear equations algebraically and graphically, focusing on pairs of linear equations in two variables.
16. Solve algebraically a simple system consisting of one linear equation and one quadratic equation in two variables; for example, find points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ .
17. Graph the solution set of a system of linear inequalities in two variables.
18. In modeling situations, represent constraints by systems of equations and/or inequalities, and interpret solutions of these systems as viable or non-viable options in the modeling context. \*
19. In the context of exponential models, solve equations of the form  $ab^c = d$  where  $a$ ,  $c$ , and  $d$  are specific numbers and the base  $b$  is 2, 10, or  $e$ . \*
20. STEM Relate the properties of logarithms to the laws of exponents and solve equations involving exponential functions.
21. STEM Use inverse functions to solve equations of the form  $a \sin(bx + c) = d$ ,  $a \cos(bx + c) = d$ , and  $a \tan(bx + c) = d$ .

---

\* Standard with close connection to modeling.

## Mathematics | High School—Functions

Functions describe situations where one quantity determines another. For example, the return on \$10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because nature and society are full of dependencies between quantities, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car’s speed in miles per hour,  $v$ ; the rule  $T(v) = 100/v$  expresses this relationship algebraically and defines a function whose name is  $T$ .

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, “I’ll give you a state, you give me the capital city”; or by an algebraic expression like  $f(x) = a + bx$ . The graph of a function is often a useful way of visualizing the relationship the function models, and manipulating a mathematical expression for a function can throw light on the function’s properties. Graphing technology and spreadsheets are also useful tools in the study of functions.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a CAS can be used to experiment with properties of the functions and their graphs and to build computational models of functions, including recursively defined functions.

*Connections to Expressions, Equations, Modeling and Coordinates.* Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

### Content Outline

Interpreting Functions

Building Functions

Linear, Quadratic, and Exponential Models

Trigonometric Functions

Limits and Continuity†

Differential Calculus†

Applications of Derivatives†

Integral Calculus†

Applications of Integration†

Infinite Series†

---

† Specific standards for calculus domains are not listed.

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ .
2. Understand that functions of a single variable have key characteristics, including: zeros; extreme values; average rates of change (over intervals); intervals of increasing, decreasing and/or constant behavior; and end behavior.
3. Understand that a function defined by an expression may be written in different but equivalent forms, which can reveal different properties of the function.
4. Use function notation and evaluate functions for inputs in their domains.
5. Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, what its long-run behavior appears to be, and whether it appears to be periodic).\*
6. Sketch a graph that exhibits the qualitative features of a function that models a relationship between two quantities.\*
7. Compare properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, draw conclusions about the graph of a quadratic function from its algebraic expression.*
8. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.*\*
9. Describe the qualitative behavior of functions presented in graphs and tables. *Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*\*
10. Use technology to exhibit the effects of parameter changes on the graphs of linear, power, quadratic, square root, cube root, and polynomial functions, and simple rational, exponential, logarithmic, sine, cosine, absolute value, and step functions.\*
11. Transform quadratic polynomials algebraically to reveal different features of the function they define, such as zeros, extreme values, and symmetry of the graph.

## Building Functions

1. Understand that functions can be described by specifying an explicit expression, a recursive process or steps for calculation.
2. Understand that sequences are functions whose domain is a subset of the nonnegative integers.
3. STEM Understand that composing a function  $f$  with a function  $g$  creates a new function called the composite function—for an input number  $x$ , the output of the composite function is  $f(g(x))$ .
4. STEM Understand that the inverse of an invertible function “undoes” what the function does; that is, composing the function with its inverse in either order returns the original input. One can sometimes produce an invertible function from a non-invertible function by restricting the domain (e.g., squaring is not an invertible function on the real numbers, but squaring is invertible on the nonnegative real numbers).
5. Write a function that describes a relationship between two quantities, for example by varying parameters in and combining standard function types (such as linear, quadratic or exponential functions). Use technology to experiment with parameters and to illustrate an explanation of the behavior of the function when parameters vary.\*
6. Solve problems involving linear, quadratic, and exponential functions.\*
7. Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $kf(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.
8. Generate an arithmetic or geometric sequence given a recursive rule for the sequence.\*
9. As a way to describe routine modeling situations, write arithmetic and geometric sequences both recursively and in closed form, and translate between the two forms.\*
10. STEM Evaluate composite functions and compose functions symbolically.
11. STEM Read values of an inverse function from a graph or a table, given that the function has an inverse.
12. STEM For linear or simple exponential functions, find a formula for an inverse function by solving an equation.
13. STEM Verify symbolically by composition that one function is the inverse of another.

## Linear, Quadratic, and Exponential Models

1. Understand that a linear function, defined by  $f(x) = mx + b$  for some constants  $m$  and  $b$ , models a situation in which a quantity changes at a constant rate,  $m$ , relative to another. \*
2. Understand that quadratic functions have maximum or minimum values and can be used to model problems with optimum solutions. \*
3. Understand that an exponential function, defined by  $f(x) = ab^x$  or by  $f(x) = a(1 + r)^x$  for some constants  $a$ ,  $b > 0$  and  $r > -1$ , models a situation where a quantity grows or decays by a constant factor or a constant percentage change over each unit interval. \*
4. Understand that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals. \*
5. Understand that in an arithmetic sequence, differences between consecutive terms form a constant sequence, and second differences are zero. Conversely, if the second differences are zero, the sequence is arithmetic. Arithmetic sequences can be seen as linear functions. \*
6. Understand that in a sequence that increases quadratically (e.g.,  $a_n = 3n^2 + 2n + 1$ ), differences between consecutive terms form an arithmetic sequence, and second differences form a constant sequence. Conversely, if the second differences form a constant sequence with nonzero value, the sequence increases quadratically. \*
7. Understand that in a geometric sequence, ratios of consecutive terms are all the same. \*
8. Understand that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. \*
9. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. \*
10. Construct a function to describe a linear relationship between two quantities. Determine the rate of change and constant term of a linear function from a graph, a description of a relationship, or from two  $(x, y)$  values (include reading these from a table). \*
11. Use quadratic functions to model problems, e.g., in situations with optimum solutions. \*
12. Construct an exponential function in the form  $f(x) = a(1 + r)^x$  or  $f(x) = ab^x$  to describe a relationship in which one quantity grows with respect to another at a constant percent growth rate or a with a constant growth factor. \*
13. Interpret the rate of change and constant term of a linear function or sequence in terms of the situation it models, and in terms of its graph or a table of values. \*
14. Calculate and interpret the growth factor for an exponential function (presented symbolically or as a table) given a fixed interval. Estimate the growth factor from a graph. \*
15. Recognize a quantitative relationship as linear, exponential, or neither from description of a situation. \*
16. Compare quantities increasing exponentially to quantities increasing linearly or as a polynomial function. \*

## Trigonometric Functions

F-TF

1. STEM Understand that the unit circle in the coordinate plane enables one to define the sine, cosine, and tangent functions for real numbers.
2. STEM Understand that trigonometric functions are periodic by definition, and sums and products of functions with the same period are periodic.
3. STEM Understand that restricting trigonometric functions to a domain on which they are always increasing or always decreasing allows for the construction of an inverse function.
4. STEM Revisit trigonometric functions and their graphs in terms of radians.
5. STEM Use the unit circle to determine geometrically the values of sine, cosine, tangent for integer multiples of  $\pi/4$  and  $\pi/6$ .
6. STEM Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.
7. STEM Solve simple trigonometric equations formally using inverse trigonometric functions and evaluate the solutions numerically using technology. *Solving trigonometric equations by means of the quadratic formula is optional.*

## Limits and Continuity†

F-LC

\* Standard with close connection to modeling.

† Specific standards for calculus domains are not listed.

Differential Calculus<sup>†</sup> F-DC

---

Applications of Derivatives<sup>†</sup> F-AD

---

Integral Calculus<sup>†</sup> F-IC

---

Applications of Integration<sup>†</sup> F-AI

---

Infinite Series<sup>†</sup> F-IS

---

---

<sup>†</sup> Specific standards for calculus domains are not listed.

## Mathematics | High School—Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Risk situations, like extreme sports, pandemics and terrorism.
- Relating population statistics to individual predictions.

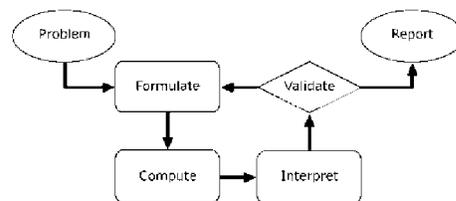
In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.

The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then, either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO<sub>2</sub> over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such



problems.

Graphing utilities, spreadsheets, CAS environments, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

### Modeling Standards

---

*Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★).*

## Mathematics | High School—Statistics and Probability\*

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model. One begins to make a probability model by listing or describing the possible outcomes (the sample space) and assigning probabilities. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the additive and multiplicative laws of probability. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, functional models, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

*Connections to Functions and Modeling.* Functional models may be used to approximate data; if the data are approximately linear, the relationship may be modeled with a regression line and the strength and direction of such a relationship may be expressed through a correlation coefficient.

### Content Outline

#### Summarizing Categorical and Measurement Data

#### Probability Models

#### Independently Combined Probability Models

#### Making Inferences and Justifying Conclusions Drawn from Data

#### Conditional Probability and the Laws of Probability

#### Experimenting and Simulating to Model Probabilities

#### Using Probability to Make Decisions

---

\* Most or all of the standards in Statistics and Probability have a close connection to modeling.

1. Understand that statistical methods take variability into account to support making informed decisions based on data collected to answer specific questions.
2. Understand that visual displays and summary statistics condense the information in data sets into usable knowledge.
3. Understand that patterns of association or relationships between variables may emerge through careful analysis of multi-variable data.
4. Summarize comparative or bivariate categorical data in two-way frequency tables. Interpret joint, marginal and conditional relative frequencies in the context of the data, recognizing possible associations and trends in bivariate categorical data.
5. Compare data on two or more count or measurement variables by using plots on the real number line (dot plots, histograms, and box plots). Use statistics appropriate to the shape of the data distribution to summarize center (median, mean) and spread (interquartile range, standard deviation) of the data sets. Interpret changes in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
6. Represent bivariate quantitative data on a scatter plot and describe how the variables are related.
7. Fit a linear function for scatter plots that suggest a linear association. Informally assess the fit of the model function by plotting and analyzing residuals.
8. Use a model function fitted to the data to solve problems in the context of the data, interpreting the slope (rate of change) and the intercept (constant term).
9. Compute (using technology) and interpret the correlation coefficient for a linear relationship between variables.
10. Distinguish between correlation and causation.

### Probability Models

S-PM

1. Understand that in a probability model, individual outcomes have probabilities that sum to 1. When outcomes are categorized, the probability of a given type of outcome is the sum of the probabilities of all the individual outcomes of that type.
2. Understand that uniform probability models are useful models for processes such as (i) the selection of a person from a population; (ii) the selection of a number in a lottery; (iii) any physical situation in which symmetry suggests that different individual outcomes are equally likely.
3. Understand that two different empirical probability models for the same process will rarely assign exactly the same probability to a given type of outcome. But if the data sets are large and the methods used to collect the data for the two data sets are consistent, the agreement between the models is likely to be reasonably good.
4. Understand that a (theoretical) uniform probability model may be judged by comparing it to an empirical probability model for the same process. If the theoretical assumptions are appropriate and the data set is large, then the two models should agree approximately. If the agreement is not good, then it may be necessary to modify the assumptions underlying the theoretical model or look for factors that might have affected the data used to create the empirical model.
5. Use a uniform probability model to compute probabilities for a process involving uncertainty, including the random selection of a person from a population and physical situations where symmetry suggests that different individual outcomes are equally likely.
  - a. List the individual outcomes to create a sample space.
  - b. Label the individual outcomes in the sample space to reflect important characteristics or quantities associated with them.
  - c. Determine probabilities of individual outcomes, and determine the probability of a type or category of outcome as the fraction of individual outcomes it includes.
6. Generate data by sampling, repeated experimental trials, and simulations. Record and appropriately label such data, and use them to construct an empirical probability model. Compute probabilities in such models.
7. Compare probabilities from a theoretical model to probabilities from a corresponding empirical model for the same situation. If the agreement is not good, explain possible sources of the discrepancies.

### Independently Combined Probability Models

S-IPM

1. Understand that to describe a pair of random processes (such as tossing a coin and rolling a number cube), or one random process repeated twice (such as randomly selecting a student in the class on two different days), two probability models can be combined into a single model.

- a. The sample space for the combined model is formed by listing all possible ordered pairs that combine an individual outcome from the first model with an individual outcome from the second. Each ordered pair is an individual outcome in the combined model.
  - b. The total number of individual outcomes (ordered pairs) in the combined model is the product of the number of individual outcomes in each of the two original models.
2. Understand that when two probability models are combined independently, the probability that one type of outcome in the first model occurs together with another type of outcome in the second model is the product of the two corresponding probabilities in the original models (the Multiplication Rule).
  3. Combine two uniform models independently to compute probabilities for a pair of random processes (e.g., flipping a coin twice, selecting one person from each of two classes).
    - a. Use organized lists, tables and tree diagrams to represent the combined sample space.
    - b. Determine probabilities of ordered pairs in the combined model, and determine the probability of a particular type or category of outcomes in the combined model, as the fraction of ordered pairs corresponding to it.
  4. For two independently combined uniform models, use the Multiplication Rule to determine probabilities.

### Making Inferences and Justifying Conclusions

S-IC

1. Understand that statistics is a process for making inferences about population parameters based on a sample from that population; randomness is the foundation for statistical inference.
2. Understand that the design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.
3. Understand that simulation-based techniques are powerful tools for making inferences and justifying conclusions from data.
4. Use probabilistic reasoning to decide if a specified model is consistent with results from a given data-generating process. (For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?)
5. Recognize the purposes of and differences among sample surveys, experiments and observational studies; explain how randomization relates to each.
6. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
7. Use data from a randomized experiment to compare two treatments; justify significant differences between parameters through the use of simulation models for random assignment.
8. Evaluate reports based on data.

### Conditional Probability and the Laws of Probability

S-CP

1. Understand that events are subsets of a sample space; often, events of interest are defined by using characteristics (or categories) of the sample points, or as unions, intersections, or complements thereof (“and,” “or,” “not”). A sample point may belong to several events (categories).
2. Understand that if A and B are two events, then in a uniform model the conditional probability of A given B, denoted by  $P(A | B)$ , is the fraction of B’s sample points that also lie in A.
3. Understand that the laws of probability allow one to use known probabilities to determine other probabilities of interest.
4. Compute probabilities by constructing and analyzing sample spaces, representing them by tree diagrams, systematic lists, and Venn diagrams.
5. Use the laws of probability to compute probabilities.
6. Apply concepts such as intersections, unions and complements of events, and conditional probability and independence to define or analyze events, calculate probabilities and solve problems.
7. Construct and interpret two-way tables to show probabilities when two characteristics (or categories) are associated with each sample point. Use a two-way table to determine conditional probabilities. \*
8. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. \*
9. Use permutations and combinations to compute probabilities of compound events and solve problems.

---

\* Standard with close connection to modeling.

1. Understand that sets of data obtained from surveys, simulations or other means can be used as probability models, by treating the data set itself as a sample space, in which the sample points are the individual pieces of data.
2. Understand that the probability of an outcome can be interpreted as an assertion about the long-run proportion of the outcome's occurrence if the random experiment is repeated a large number of times.
3. Calculate experimental probabilities by performing simulations or experiments involving a probability model and using relative frequencies of outcomes.
4. Compare the results of simulations with predicted probabilities. When there are substantial discrepancies between predicted and observed probabilities, explain them.
5. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.

---

**Using Probability to Make Decisions**

1. Understand that the expected value of a random variable is the weighted average of its possible values, with weights given by their respective probabilities.
2. Understand that when the possible outcomes of a decision can be assigned probabilities and payoff values, the decision can be analyzed as a random variable with an expected value, e.g., of an investment.
3. Calculate expected value, e.g. to determine the fair price of an investment.
4. Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
5. Evaluate and compare two investments or strategies with the same expected value, where one investment or strategy is safer than the other.
6. Evaluate and compare two investments or strategies, where one investment or strategy is safer but has lower expected value. Include large and small investments, and situations with serious consequences.
7. Analyze decisions and strategies using probability concepts (e.g. product testing, medical testing, pulling a hockey goalie at the end of a game).

## Mathematics | High School—Geometry

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Understanding the attributes of geometric objects often relies on measurement: a circle is a set of points in a plane at a fixed distance from a point; a cube is bounded by six squares of equal area; when two parallel lines are crossed by a transversal, pairs of corresponding angles are congruent.

The concepts of congruence, similarity and symmetry can be united under the concept of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Applying a scale transformation to a geometric figure yields a similar figure. The transformation preserves angle measure, and lengths are related by a constant of proportionality.

The definitions of sine, cosine and tangent for acute angles are founded on right triangle similarity, and, with the Pythagorean theorem, are fundamental in many real-world and theoretical situations.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? How is the geometric definition of a circle reflected in its equation? Coordinates can describe locations in three dimensions and extend the use of algebraic techniques to problems involving the three-dimensional world we live in.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as CAS environments allow them to experiment with algebraic phenomena.

*Connections to Equations and Inequalities.* The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling and proof.

### Content Outline

Congruence

Similarity, Right Triangles, and Trigonometry

Circles

Expressing Geometric Properties with Equations

Trigonometry of General Triangles

Geometric Measurement and Dimension

Modeling with Geometry

1. Understand that two geometric figures are congruent if there is a sequence of rigid motions (rotations, reflections, translations) that carries one onto the other. This is the principle of superposition.
2. Understand that criteria for triangle congruence are ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent.
3. Understand that criteria for triangle congruence (ASA, SAS, and SSS) can be established using rigid motions.
4. Understand that geometric diagrams can be used to test conjectures and identify logical errors in fallacious proofs.
5. Know and use (in reasoning and problem solving) definitions of angles, polygons, parallel, and perpendicular lines, rigid motions, parallelograms and rectangles.
6. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints.*
7. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to  $180^\circ$ ; base angles of isosceles triangles are congruent, the triangle inequality, the longest side of a triangle faces the angle with the greatest measure and vice-versa, the exterior-angle inequality, and the segment joining midpoints of two sides of a triangle parallel to the third side and half the length.*
8. Use and prove properties of and relationships among special quadrilaterals: parallelogram, rectangle, rhombus, square, trapezoid and kite.
9. Characterize parallelograms in terms of equality of opposite sides, in terms of equality of opposite angles, and in terms of bisection of diagonals; characterize rectangles as parallelograms with equal diagonals.
10. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
11. Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.
12. Use two-dimensional representations to transform figures and to predict the effect of translations, rotations, and reflections.
13. Use two-dimensional representations to transform figures and to predict the effect of dilations.

Similarity, Right Triangles, and Trigonometry

1. Understand that dilating a line produces a line parallel to the original. (In particular, lines passing through the center of the dilation remain unchanged.)
2. Understand that the dilation of a given segment is parallel to the given segment and longer or shorter in the ratio given by the scale factor. A dilation leaves a segment unchanged if and only if the scale factor is 1.
3. Understand that the assumed properties of dilations can be used to establish the AA, SAS, and SSS criteria for similarity of triangles.
4. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of sine, cosine, and tangent.
5. Understand that a line parallel to one side of a triangle divides the other two proportionally, and conversely.
6. Use triangle similarity criteria to solve problems and to prove relationships in geometric figures. *Include a proof of the Pythagorean theorem using triangle similarity.*
7. Use and explain the relationship between the sine and cosine of complementary angles.
8. Use sine, cosine, tangent, and the Pythagorean Theorem to solve right triangles<sup>2</sup> in applied problems.
9. STEM Give an informal explanation using successive approximation that a dilation of scale factor  $r$  changes the length of a curve by a factor of  $r$  and the area of a region by a factor of  $r^2$ .

Circles

1. Understand that dilations can be used to show that all circles are similar.
2. Understand that there is a unique circle through three non-collinear points, and four circles tangent to three non-concurrent lines.

<sup>2</sup> A right triangle has five parameters, its three lengths and two acute angles. Given a length and any other parameter, "solving a right triangle" means finding the remaining three parameters.

3. Identify and define radius, diameter, chord, tangent, secant, and circumference.
4. Identify and describe relationships among angles, radii, and chords. *Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
5. Determine the arc lengths and the areas of sectors of circles, using proportions.
6. STEM Construct a tangent line from a point outside a given circle to the circle.
7. STEM Prove and use theorems about circles, and use these theorems to solve problems involving:
  - a. Symmetries of a circle
  - b. Similarity of a circle to any other
  - c. Tangent line, perpendicularity to a radius
  - d. Inscribed angles in a circle, relationship to central angles, and equality of inscribed angles
  - e. Properties of chords, tangents, and secants as an application of triangle similarity.

### Expressing Geometric Properties with Equations

G-GPE

1. Understand that two lines with well-defined slopes are perpendicular if and only if the product of their slopes is equal to  $-1$ .
2. Understand that the equation of a circle can be found using its definition and the Pythagorean Theorem.
3. Understand that transforming the graph of an equation by reflecting in the axes, translating parallel to the axes, or applying a dilation in one of the coordinate directions corresponds to substitutions in the equation.
4. STEM Understand that an ellipse is the set of all points whose distances from two fixed points (the foci) are a constant sum. The graph of  $x^2/a^2 + y^2/b^2 = 1$  is an ellipse with foci on one of the axes.
5. STEM Understand that a parabola is the set of points equidistant from a fixed point (the focus) and a fixed line (the directrix). The graph of any quadratic function is a parabola, and all parabolas are similar.
6. STEM Understand that the formula  $A = \pi ab$  for the area of an ellipse can be derived from the formula for the area of a circle. \*
7. Use the slope criteria for parallel and perpendicular lines to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
8. Find the point on the segment between two given points that divides the segment in a given ratio.
9. Use coordinates to compute perimeters of polygons and areas for triangles and rectangles, e.g. using the distance formula. \*
10. Decide whether a point with given coordinates lies on a circle defined by a given equation.
11. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point  $(1, \sqrt{3})$  lies on the circle centered at the origin and containing the point  $(0, 2)$ .
12. Complete the square to find the center and radius of a circle given by an equation.
13. STEM Find an equation for an ellipse given in the coordinate plane with major and minor axes parallel to the coordinate axes.
14. STEM Calculate areas of ellipses to solve problems. \*

### Trigonometry of General Triangles

G-TGT

1. STEM Understand that the formula  $A = \frac{1}{2} ab \sin(C)$  for the area of a triangle can be derived by drawing an auxiliary line from a vertex perpendicular to the opposite side. Applying this formula in three different ways leads to the Law of Sines.
2. STEM Understand that the Law of Cosines generalizes the Pythagorean Theorem.
3. STEM Understand that the sine, cosine and tangent of the sum or difference of two angles can be expressed in terms of sine, cosine, and tangent of the angles themselves using the addition formulas.
4. STEM Understand that the Laws of Sines and Cosines embody the triangle congruence criteria, in that three pieces of information are usually sufficient to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that “Side-Side-Angle” is not a congruence criterion.
5. STEM Explain proofs of the Law of Sines and the Law of Cosines.

\* Standard with close connection to modeling.

6. STEM Use the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

## Geometric Measurement and Dimension

G-GMD

1. Understand that the area of a decomposed figure is the sum of the areas of its components and is independent of the choice of dissection.
2. STEM Understand that lengths of curves and areas of curved regions can be defined using the informal notion of limit.
3. STEM Understand that Cavalieri's principle allows one to understand volume formulas informally by visualizing volumes as stacks of thin slices.
4. Find areas of polygons by dissecting them into triangles.
5. Explain why the volume of a cylinder is the area of the base times the height, using informal arguments.
6. For a pyramid or a cone, give a heuristic argument to show why its volume is one-third of its height times the area of its base.
7. Apply formulas and solve problems involving volume and surface area of right prisms, right circular cylinders, right pyramids, cones, spheres and composite figures.
8. STEM Identify cross-sectional shapes of slices of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
9. STEM Use the behavior of length and area under dilations to show that the circumference of a circle is proportional to the radius and the area of a circle is proportional to the square of the radius. Identify the relation between the constants of proportionality with an informal argument involving dissection and recomposition of a circle into an approximate rectangle.

## Modeling with Geometry

G-MG

1. Understand that models of objects and structures can be built from a library of standard shapes; a single kind of shape can model seemingly different objects.\*
2. Use geometric shapes, their measures and their properties to describe objects (e.g., modeling a tree trunk or a human torso or as a cylinder).\*
3. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).\*
4. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy constraints or minimize cost; working with typographic grid systems based on ratios).\*

---

\* Standard with close connection to modeling.

# Glossary

**Addition and subtraction within 10, 20, or 100.** Addition or subtraction of whole numbers with whole number answers, and with sum or minuend at most 10, 20, or 100. Example:  $8 + 2 = 10$  is an addition within 10,  $14 - 5 = 9$  is a subtraction within 20, and  $55 - 18 = 37$  is a subtraction within 100.

**Additive inverses.** Two numbers whose sum is 0 are additive inverses of one another. Example:  $\frac{3}{4}$  and  $-\frac{3}{4}$  are additive inverses of one another because  $\frac{3}{4} + (-\frac{3}{4}) = (-\frac{3}{4}) + \frac{3}{4} = 0$ .

**Box plot.** A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.<sup>3</sup>

**Complex fraction.** A fraction  $\frac{A}{B}$  where  $A$  and/or  $B$  are fractions.

**Congruent.** Two plane or solid figures are congruent if one can be obtained from the other by a sequence of rigid motions (rotations, reflections, and translations).

**Counting on.** A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again; one can find the total by *counting on*—pointing to the top book and saying “eight,” following this with “nine, ten, eleven. There are eleven books now.”

**Decade word.** A word referring to a single-digit multiple of ten, as in *twenty, thirty, forty*, etc.

**Dot plot.** A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a line plot.<sup>4</sup>

**Dilation.** A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

**Empirical probability model.** A probability model based on a data set for a random process in which the probability of a particular type or category of outcome equals the percentage of data points included in the category. Example: If a coin is tossed 10 times and 4 of the tosses are Heads, then the empirical probability of Heads in the empirical probability model is  $\frac{4}{10}$  (equivalently 0.4 or 40%).

**Equivalent fractions.** Two fractions  $\frac{a}{b}$  and  $\frac{c}{d}$  that represent the same number.

**Expanded form.** A multidigit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example,  $643 = 600 + 40 + 3$ .

**First quartile.** For a data set with median  $M$ , the first quartile is the median of the data values less than  $M$ . Example: For the data set  $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the first quartile is 6.<sup>5</sup> See also [median](#), [third quartile](#), [interquartile range](#).

**Fraction.** A number expressible in the form  $\frac{a}{b}$  where  $a$  is a whole number and  $b$  is a positive whole number. (The word *fraction* in these standards always refers to a nonnegative number.) See also [rational number](#).

**Independently combined probability models.** Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

**Integer.** A number expressible in the form  $a$  or  $-a$  for some whole number  $a$ .

**Interquartile Range.** A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set  $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the interquartile range is  $15 - 6 = 9$ . See also [first quartile](#), [third quartile](#).

**Laws of arithmetic.** See Table 3 in this Glossary.

**Line plot.** See [dot plot](#).

**Mean.** A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.<sup>6</sup> Example: For the data set  $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the mean is 21.

**Mean absolute deviation.** A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set  $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the mean absolute deviation is 20.

**Median.** A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set  $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 90\}$ , the median is 11.

<sup>3</sup> Adapted from Wisconsin Department of Public Instruction, <http://dpi.wi.gov/standards/mathglos.html>, accessed March 2, 2010.

<sup>4</sup> Adapted from Wisconsin Department of Public Instruction, *op. cit.*

<sup>5</sup> Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., “Quartiles in Elementary Statistics,” *Journal of Statistics Education* Volume 14, Number 3 (2006),

<sup>6</sup> To be more precise, this defines the *arithmetic mean*.

**Multiplication and division within 100.** Multiplication or division of whole numbers with whole number answers, and with product or dividend at most 100. Example:  $72 \div 8 = 9$ .

**Multiplicative inverses.** Two numbers whose product is 1 are multiplicative inverses of one another. Example:  $\frac{3}{4}$  and  $\frac{4}{3}$  are multiplicative inverses of one another because  $\frac{3}{4} \times \frac{4}{3} = \frac{4}{3} \times \frac{3}{4} = 1$ .

**Properties of equality.** See Table 4 in this Glossary.

**Properties of inequality.** See Table 5 in this Glossary.

**Properties of operations.** Associativity and commutativity of addition and multiplication, distributivity of multiplication over addition, the additive identity property of 0, and the multiplicative identity property of 1. See Table 3 in this Glossary.

**Probability.** A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, testing for a medical condition).

**Rational number.** A number expressible in the form  $\frac{a}{b}$  or  $-\frac{a}{b}$  for some fraction  $\frac{a}{b}$ . The rational numbers include the integers.

**Related fractions.** Two fractions are said to be related if one denominator is a factor of the other.<sup>7</sup>

**Rigid motion.** A transformation of points in space consisting of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

**Sample space.** In a probability model for a random process, a list of the individual outcomes that are to be considered.

**Scatter plot.** A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.<sup>8</sup>

**Similarity transformation.** A rigid motion followed by a dilation.

**Tape diagrams.** Drawings that look like a segment of tape, used to illustrate number relationships. Also known as strip diagrams, bar models or graphs, fraction strips, or length models.

**Teen number.** A whole number that is greater than or equal to 11 and less than or equal to 19.

**Third quartile.** For a data set with median  $M$ , the third quartile is the median of the data values greater than  $M$ . Example: For the data set  $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the third quartile is 15. See also [median](#), [first quartile](#), [interquartile range](#).

**Uniform probability model.** A probability model in which the individual outcomes all have the same probability ( $\frac{1}{N}$  if there are  $N$  individual outcomes in the sample space). If a given type of outcome consists of  $M$  individual outcomes, then the probability of that type of outcome is  $\frac{M}{N}$ . Example: if a uniform probability model is used to model the process of randomly selecting a person from a class of 32 students, and if 8 of the students are left-handed, then the probability of randomly selecting a left-handed student is  $\frac{8}{32}$  (equivalently  $\frac{1}{4}$ , 0.25 or 25%).

**Whole numbers.** The numbers 0, 1, 2, 3, ....

<sup>7</sup> See Ginsburg, Leinwand and Decker (2009), *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned from High-Performing Hong Kong, Korea, and Singapore?*, Table A1, p. A-5, grades 3 and 4.

<sup>8</sup> Adapted from Wisconsin Department of Public Instruction, *op. cit.*.

TABLE 1. Common addition and subtraction situations.<sup>9</sup>

	Result Unknown	Change Unknown	Start Unknown
<b>Add to</b>	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
<b>Take from</b>	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown <sup>10</sup>
<b>Put Together/ Take Apart<sup>11</sup></b>	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
<b>Compare<sup>12</sup></b>	(“How many more?” version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?  (“How many fewer?” version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?  (Version with “fewer”): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have?  (Version with “fewer”): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?, ? + 3 = 5$

<sup>9</sup> Adapted from Box 2-4 of National Research Council (2009, op. cit., pp. 32, 33).

<sup>10</sup> These *take apart* situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes or results in* but always does mean *is the same number as*.

<sup>11</sup> Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation especially for small numbers less than or equal to 10.

<sup>12</sup> For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using *more* for the bigger unknown and using *less* for the smaller unknown). The other versions are more difficult.

TABLE 2. Common multiplication and division situations.<sup>13</sup>

	Unknown Product	Group Size Unknown (“How many in each group?” Division)	Number of Groups Unknown (“How many groups?” Division)
	$3 \times 6 = ?$	$3 \times ? = 18$ and $18 \div 3 = ?$	$? \times 6 = 18$ and $18 \div 6 = ?$
<b>Equal Groups</b>	There are 3 bags with 6 plums in each bag. How many plums are there in all? <i>Measurement example.</i> You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? <i>Measurement example.</i> You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? <i>Measurement example.</i> You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
<b>Arrays,<sup>14</sup> Area<sup>15</sup></b>	There are 3 rows of apples with 6 apples in each row. How many apples are there? <i>Area example.</i> What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
<b>Compare</b>	A blue hat costs \$6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? <i>Measurement example.</i> A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs \$18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? <i>Measurement example.</i> A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs \$18 and a blue hat costs \$6. How many times as much does the red hat cost as the blue hat? <i>Measurement example.</i> A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
<b>General</b>	$a \times b = ?$	$a \times ? = p$ and $p \div a = ?$	$? \times b = p$ and $p \div b = ?$

<sup>13</sup> The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

<sup>14</sup> The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

<sup>15</sup> Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

TABLE 3. The laws of arithmetic, including the properties of operations (identified with  $\circ$ ). Here  $a$ ,  $b$  and  $c$  stand for arbitrary numbers in a given number system. The laws of arithmetic apply to the rational number system, the real number system, and the complex number system.

$\circ$ Associative law of addition	$(a + b) + c = a + (b + c)$
$\circ$ Commutative law of addition	$a + b = b + a$
$\circ$ Additive identity property of 0	$a + 0 = 0 + a = a$
Existence of additive inverses	For every $a$ there exists $-a$ so that $a + (-a) = (-a) + a = 0$ .
$\circ$ Associative law of multiplication	$(a \times b) \times c = a \times (b \times c)$
$\circ$ Commutative law of multiplication	$a \times b = b \times a$
$\circ$ Multiplicative identity property of 1	$a \times 1 = 1 \times a = a$
Existence of multiplicative inverses	For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$ .
$\circ$ Distributive law of multiplication over addition	$a \times (b + c) = a \times b + a \times c$

TABLE 4. The properties of equality. Here  $a$ ,  $b$  and  $c$  stand for arbitrary numbers in the rational, real, or complex number systems.

Reflexive property of equality	$a = a$
Symmetric property of equality	If $a = b$ , then $b = a$ .
Transitive property of equality	If $a = b$ and $b = c$ , then $a = c$ .
Addition property of equality	If $a = b$ , then $a + c = b + c$ .
Subtraction property of equality	If $a = b$ , then $a - c = b - c$ .
Multiplication property of equality	If $a = b$ , then $a \times c = b \times c$ .
Division property of equality	If $a = b$ and $c \neq 0$ , then $a \div c = b \div c$ .
Substitution property of equality	If $a = b$ , then $b$ may be substituted for $a$ in any expression containing $a$ .

TABLE 5. The properties of inequality. Here  $a$ ,  $b$  and  $c$  stand for arbitrary numbers in the rational or real number systems.

<p>Exactly one of the following is true: <math>a &lt; b</math>, <math>a = b</math>, <math>a &gt; b</math>.</p> <p>If <math>a &gt; b</math> and <math>b &gt; c</math> then <math>a &gt; c</math>.</p> <p>If <math>a &gt; b</math>, then <math>b &lt; a</math>.</p> <p>If <math>a &gt; b</math>, then <math>-a &lt; -b</math>.</p> <p>If <math>a &gt; b</math>, then <math>a \pm c &gt; b \pm c</math>.</p> <p>If <math>a &gt; b</math> and <math>c &gt; 0</math>, then <math>a \times c &gt; b \times c</math>.</p> <p>If <math>a &gt; b</math> and <math>c &lt; 0</math>, then <math>a \times c &lt; b \times c</math>.</p> <p>If <math>a &gt; b</math> and <math>c &gt; 0</math>, then <math>a \div c &gt; b \div c</math>.</p> <p>If <math>a &gt; b</math> and <math>c &lt; 0</math>, then <math>a \div c &lt; b \div c</math>.</p>
---

# Sample of Works Consulted

- Existing state standards documents.  
Research summaries and briefs provided to the Working Group by researchers.
- Mathematics documents from: Alberta, Canada; Belgium; China; Chinese Taipei; Denmark; England; Finland; Hong Kong; India; Ireland; Japan; Korea; New Zealand; Singapore; Victoria (British Columbia).
- Adding it Up: Helping Children Learn Mathematics. National Research Council, Mathematics Learning Study Committee, 2001.
- Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education. National Governors Association, Council of Chief State School Officers, and Achieve, Inc., 2008.
- Crossroads in Mathematics* (1995) and *Beyond Crossroads* (2006). American Mathematical Association of Two-Year Colleges (AMATYC).
- Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence*. National Council of Teachers of Mathematics, 2006.
- Focus in High School Mathematics: Reasoning and Sense Making*. National Council of Teachers of Mathematics. Reston, VA: NCTM.
- Foundations for Success: The Final Report of the National Mathematics Advisory Panel*. U.S. Department of Education: Washington, DC, 2008.
- Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report: A PreK-12 Curriculum Framework*.
- How People Learn: Brain, Mind, Experience, and School*. Bransford, J.D., Brown, A.L., and Cocking, R.R., eds. Committee on Developments in the Science of Learning, Commission on Behavioral and Social Sciences and Education, National Research Council, 1999.
- Mathematics and Democracy, The Case for Quantitative Literacy*. Steen, L.A. (ed.). National Council on Education and the Disciplines, 2001.
- Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Cross, C.T., Woods, T.A., and Schweingruber, S., eds. Committee on Early Childhood Mathematics, National Research Council, 2009.
- The Opportunity Equation: Transforming Mathematics and Science Education for Citizenship and the Global Economy*. The Carnegie Corporation of New York and the Institute for Advanced Study, 2009. Online: <http://www.opportunityequation.org/>
- Principles and Standards for School Mathematics*. National Council of Teachers of Mathematics, 2000.
- The Proficiency Illusion*. Cronin, J., Dahlin, M., Adkins, D., and Kingsbury, G.G., foreword by C.E. Finn, Jr., and M. J. Petrilli. Thomas B. Fordham Institute, 2007.
- Ready or Not: Creating a High School Diploma That Counts*. American Diploma Project, 2004.
- A Research Companion to Principles and Standards for School Mathematics*. National Council of Teachers of Mathematics, 2003.
- Sizing Up State Standards 2008*. American Federation of Teachers, 2008.
- A Splintered Vision: An Investigation of U.S. Science and Mathematics Education*. Schmidt, W.H., McKnight, C.C., Raizen, S.A., et al. U.S. National Research Center for the Third International Mathematics and Science Study, Michigan State University, 1997.
- Stars By Which to Navigate? Scanning National and International Education Standards in 2009*. Carmichael, S.B., W.S. Wilson, Finn, Jr., C.E., Winkler, A.M., and Palmieri, S. Thomas B. Fordham Institute, 2009.
- Blum, W., Galbraith, P. L., Henn, H-W. and Niss, M. (Eds) *Applications and Modeling in Mathematics Education*, ICMI Study 14. Amsterdam: Springer.
- Cobb and Moore, "Mathematics, Statistics, and Teaching," *Amer. Math. Monthly* 104(9), pp. 801-823, 1997.
- Conley, D.T. *Knowledge and Skills for University Success*, 2008.
- Conley, D.T. *Toward a More Comprehensive Conception of College Readiness*, 2007.
- Cuoco, A., Goldenberg, E. P., and Mark, J., "Habits of Mind: An Organizing Principle for a Mathematics Curriculum," *Journal of Mathematical Behavior*, 15(4), 375-402, 1996.
- Ginsburg, A., Leinwand, S., and Decker, K., "Informing Grades 1-6 Standards Development: What Can Be Learned from High-Performing Hong Kong, Korea, and Singapore?" American Institutes for Research, 2009.
- Ginsburg et al., "What the United States Can Learn From Singapore's World-Class Mathematics System (and what Singapore can learn from the United States)," American Institutes for Research, 2005.
- Ginsburg et al., "Reassessing U.S. International Mathematics Performance: New Findings from the 2003 TIMSS and PISA," American Institutes for Research, 2005.
- Harel, G., "What is Mathematics? A Pedagogical Answer to a Philosophical Question," in R. B. Gold and R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics from the Perspective of Mathematicians*. Mathematical Association of America, 2008.
- Howe, R., "From Arithmetic to Algebra," <http://math.arizona.edu/~ime/2008-09/MIME/BegArith.pdf>.
- Jordan, N. C., Kaplan, D., Ramineni, C., and Locuniak, M. N., "Early math matters: kindergarten number competence and later mathematics outcomes," *Dev. Psychol.* 45, 850-867, 2009.
- Kilpatrick, J., Mesa, V., and Sloane, F., "U.S. Algebra Performance in an International Context," in Loveless (ed.), *Lessons Learned: What International Assessments Tell Us About Math Achievement*. Washington, D.C.: Brookings Institution Press, 2007.
- Leinwand, S., and Ginsburg, A., "Measuring Up: How the Highest Performing state (Massachusetts) Compares to the Highest Performing Country (Hong Kong) in Grade 3 Mathematics," American Institutes for Research, 2009.
- Niss, M., "Quantitative Literacy and Mathematical Competencies," in *Quantitative Literacy: Why Numeracy Matters for Schools and Colleges*. Madison, B. L., and Steen, L.A. (eds.), National Council on Education and the Disciplines. Proceedings of the National Forum on Quantitative Literacy held at the National Academy of Sciences in Washington, D.C., December 1-2, 2001.
- Reys, B. (ed.), *The Intended Mathematics Curriculum as Represented in State-Level Curriculum Standards: Consensus or Confusion?* IAP-Information Age Publishing, 2006.
- Schmidt, W., Houang, R., and Cogan, L., "A Coherent Curriculum: The Case of Mathematics," *American Educator*, Summer 2002, p. 4.
- Schmidt, W.H. and Houang, R.T., "Lack of Focus in the Intended Mathematics Curriculum: Symptom or Cause?" in Loveless (ed.), *Lessons Learned: What International Assessments Tell Us About Math Achievement*. Washington, D.C.: Brookings Institution Press, 2007.
- Wu, H., "Fractions, decimals, and rational numbers," 2007, <http://math.berkeley.edu/~wu/> (March 19, 2008).
- Wu, H., "Lecture Notes for the 2009 Pre-Algebra Institute," September 15, 2009.
- Wu, H., "Preservice professional development of mathematics Teachers," <http://math.berkeley.edu/~wu/pspd2.pdf>
- Massachusetts Department of Education. Progress Report of the Mathematics Curriculum Framework Revision Panel, Massachusetts Department of Elementary and Secondary Education, 2009. [www.doe.mass.edu/boe/docs/0509/ite\\_m5\\_report.pdf](http://www.doe.mass.edu/boe/docs/0509/ite_m5_report.pdf).
- ACT College Readiness Benchmarks™  
ACT College Readiness Standards™  
ACT National Curriculum Survey™
- Adelman, C. *The Toolbox Revisited: Paths to Degree Completion From High School Through College*, 2006.
- Advanced Placement Calculus, Statistics and Computer Science Course Descriptions, May 2009, May 2010*. College Board, 2008.
- Aligning Postsecondary Expectations and High School Practice: The Gap Defined* (ACT: Policy Implications of the ACT National Curriculum Survey Results 2005-2006).
- Condition of Education, 2004: Indicator 30, Top 30 Postsecondary Courses*, U.S. Department of Education, 2004.
- Condition of Education, 2007: High School Course-Taking*. U.S. Department of Education, 2007.
- Crisis at the Core: Preparing All Students for College and Work*. ACT.
- Achieve, Inc., Florida Postsecondary Survey, 2008.
- Golfin, Peggy, et al. CNA Corporation. *Strengthening Mathematics at the Postsecondary Level: Literature Review and Analysis*, 2005.
- Camara, W.J., Shaw, E., and Patterson, B. (June 13, 2009). First Year English and Math College Coursework. College Board: New York, NY (Available from authors).
- CLEP Precalculus Curriculum Survey: Summary of Results. The College Board, 2005.
- College Board Standards for College Success: Mathematics and Statistics. College Board, 2006.
- Miller, G.E., Twing, J., and Meyers, J. "Higher Education Readiness Component (HERC) Correlation Study." Austin, TX: Pearson.
- On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College and Work*. ACT.

- Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* Achieve, 2008.
- Ready for College and Ready for Work: Same or Different?* ACT.
- Rigor at Risk: Reaffirming Quality in the High School Core Curriculum. ACT.
- The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School.* ACT.
- Achieve, Inc., Virginia Postsecondary Survey, 2004.
- ACT Job Skill Comparison Charts
- Achieve, Mathematics at Work, 2008.
- The American Diploma Project Workplace Study.* National Alliance of Business Study, 2002.
- Carnevale, Anthony and Desrochers, Donna. *Connecting Education Standards and Employment: Course-taking Patterns of Young Workers.* 2002.
- Colorado Business Leaders Top Skills, 2006.
- Hawai'i Career Ready Study: access to living wage careers from high school.* 2007.
- States' Career Cluster Initiative. *Essential Knowledge and Skill Statements.* 2008.
- ACT WorkKeys Occupational Profiles™ Program for International Student Assessment (PISA), 2006.
- Trends in International Mathematics and Science Study (TIMSS), 2007.
- International Baccalaureate, Mathematics Standard Level, 2006.
- University of Cambridge International Examinations: General Certificate of Secondary Education in Mathematics, 2009.
- EdExcel, General Certificate of Secondary Education, Mathematics, 2009.
- Blachowicz, Camille, and Peter Fisher. "Vocabulary Instruction." In *Handbook of Reading Research*, Volume III, edited by Michael Kamil, Peter Mosenthal, P. David Pearson, and Rebecca Barr, pp. 503-523. Mahwah, NJ: Lawrence Erlbaum Associates, 2000.
- Gándara, Patricia, and Frances Contreras. *The Latino Education Crisis: The Consequences of Failed Social Policies.* Cambridge, Ma: Harvard University Press, 2009.
- Moschkovich, Judit N. "Supporting the Participation of English Language Learners in Mathematical Discussions." *For the Learning of Mathematics* 19 (March 1999): 11-19.
- Moschkovich, J. N. (in press). Language, culture, and equity in secondary mathematics classrooms. To appear in F. Lester & J. Lobato (Ed.), *Teaching and Learning Mathematics: Translating Research to the Secondary Classroom*, Reston, VA: NCTM.
- Moschkovich, Judit N. "Examining Mathematical Discourse Practices." *For the Learning of Mathematics* 27 (March 2007): 24-30.
- Moschkovich, Judit N. "Using Two Languages when Learning Mathematics: How Can Research Help Us Understand Mathematics Learners Who Use Two Languages?" *Research Brief and Clip*, National Council of Teachers of Mathematics, 2009  
[http://www.nctm.org/uploadedFiles/Research\\_News\\_and\\_Advocacy/Research/Clips\\_and\\_Briefs/Research\\_brief\\_12\\_Using\\_2.pdf](http://www.nctm.org/uploadedFiles/Research_News_and_Advocacy/Research/Clips_and_Briefs/Research_brief_12_Using_2.pdf). (accessed November 25, 2009).
- Moschkovich, J.N. (2007) Bilingual Mathematics Learners: How views of language, bilingual learners, and mathematical communication impact instruction. In N. Nasir and P. Cobb (Eds.), *Diversity, Equity, and Access to Mathematical Ideas*. New York: Teachers College Press, 89-104.
- Schleppegrell, M.J. (2007). The linguistic challenges of mathematics teaching and learning: A research review. *Reading & Writing Quarterly*, 23:139-159.
- Individuals with Disabilities Education Act (IDEA), 34 CFR §300.34 (a), (2004).
- Individuals with Disabilities Education Act (IDEA), 34 CFR §300.39 (b)(3). (2004).
- Office of Special Education Programs, U.S. Department of Education. "IDEA Regulations: Identification of Students with Specific Learning Disabilities." 2006.
- Thompson, S. J., Morse, A.B., Sharpe, M., and Hall, S., "Accommodations Manual: How to Select, Administer and Evaluate Use of Accommodations and Assessment for Students with Disabilities," 2nd Edition. Council of Chief State School Officers, 2005.

# PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

## PARTICIPATING STATES

MAY 25, 2010

---

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Colorado
6. Delaware
7. District of Columbia
8. Florida
9. Georgia
10. Hawaii
11. Illinois
12. Indiana
13. Kentucky
14. Louisiana
15. Maryland
16. Massachusetts
17. Mississippi
18. New Hampshire
19. New Jersey
20. New York
21. North Dakota
22. Ohio
23. Oklahoma
24. Pennsylvania
25. Rhode Island
26. South Carolina
27. Tennessee

# Overview and Purpose of QualityCore®

Research by ACT, Inc., has demonstrated the critical need for rigorous college preparatory courses for all high school students. When students have the opportunity to take rigorous core courses and when their course achievement is reliably assessed, the prospects of their being ready for college and work dramatically increase (ACT, 2007).

QualityCore® is a research-based system of educator's resources, formative items, and end-of-course assessments designed to help schools better prepare all students for college and workforce training. It accomplishes this goal by ensuring that high school core courses are focused on the most essential postsecondary skills and by enabling educators to monitor progress toward, and attainment of, those skills. Through QualityCore, ACT hopes to raise the overall quality of high school core courses across the country. The goal of QualityCore is to help more students be ready for college and work after high school.

## Foundations in Research

Beginning in 2003, ACT and The Education Trust collaborated on a study to determine the courses, level of rigor, and instructional practices that are most likely to lead to success for students. *On Course for Success* (2004) focused on schools with high minority and low-income student populations that produce graduates who meet or exceed the ACT College Readiness Benchmarks in proportions greater than those seen nationally.

Preliminary Course Standards developed during that study provided real answers to the questions of what a rigorous course looks like and how it can best be taught. The Course Standards were then reviewed by a group of teachers selected from the 300 highest ACT-performing high schools nationwide. Their recommendations and the resulting ACT Course Standards form the foundation for the test specifications of the QualityCore End-of-Course (EOC) Assessments.



## Cambridge IGCSE in the UK Media Information

### What is Cambridge IGCSE?

University of Cambridge International Examinations (CIE) was the first examination board to develop the International GCSE more than 20 years ago. It was developed as an international alternative to the UK GCSE and is now the world's most popular international qualification for 14 – 16 year olds.

### UK recognition

More than 300 independent schools in the UK currently teach Cambridge IGCSE.

Growing numbers of UK state-maintained schools wish to offer Cambridge IGCSE. We hope to make Cambridge IGCSE available to them. The recent Ofqual accreditation in February is seen as the first step in this process.

Sixteen Cambridge IGCSE syllabuses have received Ofqual accreditation and are now listed on the UK National Database of Accredited Qualifications (NDAQ).

The subjects accredited so far are:

- Art and Design
- English (Second Language)
- History
- Business Studies
- French
- ICT
- Chemistry
- Biology
- Geography
- Mathematics
- English (First Language)
- English (Literature)
- Hindi
- Greek
- Physics
- Music

The Department for Children, Schools and Families (DCSF) is deciding whether the qualifications can be funded for teaching in maintained schools, and included in league tables. In some subjects, the content covered is not an exact match to currently prescribed UK National Curriculum content.

For accreditation purposes, the syllabuses are referred to as 'Cambridge International Level 1 and Level 2 Certificates' in England, Northern Ireland and Wales.

They will continue to be known across the world as Cambridge IGCSE.

### How does Cambridge IGCSE differ from UK GCSE?

The structure of Cambridge IGCSE is now very different to GCSE:

- Courses are linear and assessment tends to take place at the end.
- Content is not split up into modules and examination papers cover content from throughout the course.
- The course is not interrupted by regular assessment points, as with the new modular GCSE.
- The examination is not unitised, so students do not retake individual parts.

Cambridge IGCSE is internationally recognised as being equivalent to the UK GCSE but offers far more choice.

Although there is a huge overlap on content with the UK National Curriculum, there are some differences, including the following:

- There are separate English Language and English Literature syllabuses
- Mathematics includes a paper that has longer and more complex questions
- There are over 30 languages syllabuses including First Language, Second Language or Foreign Language papers.
- There are separate and combined Science courses available, including the international version of Twenty-First Century Science.

Coursework is optional in Cambridge IGCSE. This helps teachers to structure lessons for different learning styles.



## Cambridge IGCSE in the UK Media Information

### Worldwide growth

Entries in the 2008 June session for Cambridge IGCSE are up nearly 20 per cent on the previous year as schools continue to recognise the benefits of offering internationally benchmarked qualifications.

As a not-for-profit organisation, CIE is committed to increasing global access to the benefits of education, and to making high-quality curriculum and assessment as widely available as possible.

Cambridge IGCSE is taken in 125 countries including countries in Europe, South Asia, the Middle East, Asia Pacific, South America and the US.

Cambridge IGCSE is funded within the state sector alongside national provision in a number of countries including New Zealand and the US.

### International recognition

Cambridge IGCSE is recognised by universities and employers worldwide as being equivalent, grade for grade, to the UK GCSE.

By working with schools and educators globally, CIE has created a balanced international curriculum that develops successful learners through a skills-based approach to teaching and assessing. Cambridge IGCSE was developed to help schools provide both international and local contexts for teaching and learning. Syllabuses use international examples and avoid terminology only used in one country

### Cambridge IGCSE subjects

There are more than 70 Cambridge IGCSE subjects available. The most popular are English, Mathematics and Science papers however CIE also has a reputation for quality and breadth in its Languages provision. This includes Cambridge IGCSE Korean (First Language), the only IGCSE available of its kind in the world.

Accounting  
Afrikaans (First Language, Second Language)  
Agriculture  
Arabic  
Arabic (First Language, Foreign Language)

Art and Design  
Bangladesh Studies  
Biology  
Business Studies  
Chemistry  
Child Development  
Chinese (First Language)  
Co-ordinated Sciences  
Combined Science  
Computer Studies  
Contemporary India Studies  
Czech (First Language)  
Design and Technology  
Development Studies  
Drama  
Dutch (First Language, Foreign Language)  
Economics  
English (First Language, Second Language)  
English Literature  
Environmental Management  
Food and Nutrition  
French (First Language, Foreign Language)  
Geography  
German (First Language, Foreign Language)  
Global Perspectives  
Greek  
Hindi (Second Language)  
History  
Indonesian (Foreign Language)  
Information Technology  
International Mathematics  
Italian (Foreign Language)  
Japanese (First Language, Foreign Language)  
Korean (First Language)  
Latin  
Malay (Foreign Language)  
Mandarin Chinese (Foreign Language)  
Mathematics  
Mathematics (Additional)  
Music  
Pakistan Studies  
Physical Education  
Physical Science  
Physics  
Portuguese (First Language, Foreign Language)  
Religious Studies  
Russian (First Language)  
Sociology  
Spanish (First Language, Foreign Language)  
Spanish Literature



## Cambridge IGCSE in the UK Media Information

Thai (First Language)  
Travel and Tourism  
Twenty-First Century Science  
Turkish (First Language)

### Media Contacts

**Geraldine Seymour**

International Communications Manager

Tel: +44 (0) 1223 553323

Email: [seymour.g@cie.org.uk](mailto:seymour.g@cie.org.uk)

**Caroline Gavine**

PR Coordinator

Tel: +44 (0) 1223 553547

Email: [gavine.c@cie.org.uk](mailto:gavine.c@cie.org.uk)

**edexcel**  
advancing learning, changing lives

# IGCSE from 2009

A guide for students and parents



A PEARSON COMPANY

## Edexcel is paving the way to better education for your children

From September 2009, Edexcel will be replacing its current International General Certificate of Secondary Education (IGCSE), and General Certificate of Education Ordinary Levels (GCE O levels) with a new suite of IGCSEs.

The new IGCSEs will be the most up-to-date international qualifications available from the UK. They have been written by leading subject experts in the UK and combine the best features of our legacy IGCSE and O level qualifications.

## Why is Edexcel replacing its current IGCSEs and O levels?

Edexcel continually reviews its qualifications to keep them up-to-date. After recently reviewing our GCE A level qualifications, for first teaching in 2008, it was found that revising and combining our existing IGCSEs and GCE O levels would give students a stronger foundation for further study.

"The introduction of IGCSE specifications by Edexcel is certainly a laudable initiative on the part of Edexcel, the London awarding body. The challenging and up to date features are befitting of a modern education system. I have had a chance to go through the new IGCSE specifications, and I have found them not only pragmatic, but also appropriate for our students."

Mrs Zeba Ali, Principal,  
Maple Leaf International School,  
Dhaka, Bangladesh  
July 2008

## How will the change to IGCSEs from 2009 benefit students?

### ✓ **The most up-to-date international qualification available from the UK**

Studying IGCSEs will provide students with an exceptional standard of education which is both modern and relevant.

### ✓ **Internationally recognised**

The changes ensure that IGCSE qualifications will continue to be recognised grade-for-grade as equivalent to GCSEs in the UK. This ensures that students will be able to progress to further education and complete qualifications such as Edexcel GCE A levels, BTEC vocational courses or similar qualifications that are internationally recognised.

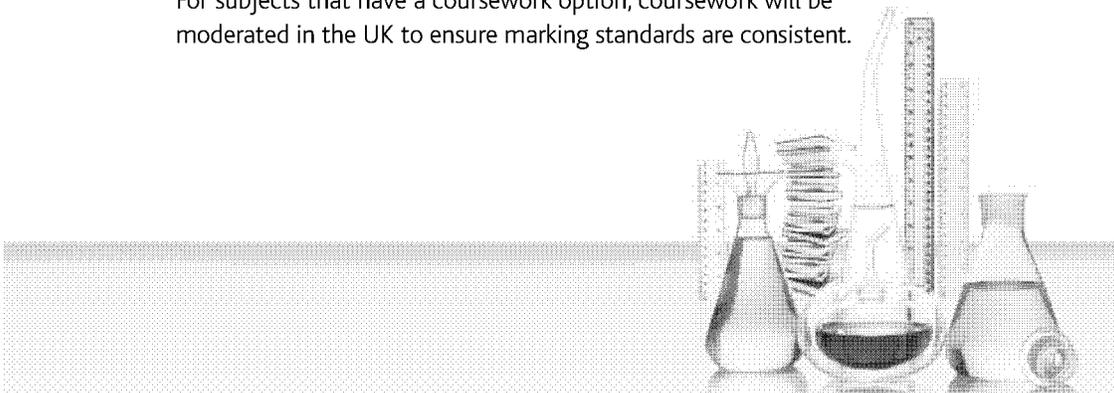
### ✓ **The best of the old and the new**

The new IGCSEs have been developed by taking the best features of our current O level and IGCSEs and adding modern references, assessment structures, and resources – little curriculum content has been changed. Because the content hasn't changed much teachers will not need to spend much time adapting their lesson plans. Ultimately this means they will have more time for their students.

### ✓ **100% external assessment through examination**

Edexcel will continue to mark all IGCSE exams centrally in the UK. This allows us to ensure consistent marking across the 69 countries that IGCSEs are currently taught in. It also means that when a student achieves an A\* they can be assured that they have achieved an outstanding result on an international level.

For subjects that have a coursework option, coursework will be moderated in the UK to ensure marking standards are consistent.



✔ **IGCSEs embrace 'positive marking'**

This does not make IGCSE exams easier but rather allows exam markers to reward students for what they know, understand and can demonstrate rather than penalising them for what they do not know.

✔ **IGCSEs are graded from A\* – G**

A\* is a grade above A, and is reserved for only the most outstanding students. Students who work hard enough to receive an A\* can be assured that their achievement is exceptional on an international level.<sup>1</sup>

✔ **More subject choice**

From September 2009 there will be 14 new IGCSE subjects which means students will have greater choice to study subjects that interest them.

## Which IGCSE subjects will be available from 2009?

English	Maths	Sciences	Business	Languages	Humanities
English Language (A)	Maths A	Biology	Accounting	Arabic (1st language)	Art & Design
English Language (B)	Maths B	Chemistry	Business Studies	Bengali	Bangladesh Studies
English Literature	Further Pure Maths	Human Biology	Commerce	Classical Arabic	Geography
English as a 2nd language (ESL)		Physics	Economics	French / Spanish	History
		Science Double Award	ICT	Modern Greek	Islamiyat
				Gujarati, Sinhala, Swahili, Tamil, Turkish, Urdu	Pakistan Studies
					Religious Studies

<sup>1</sup> Please note that, exceptionally, Maths B and Further Pure Maths are graded A\* – E

† Edexcel's IGCSE 2009 specifications were compared to CIE's O level 2009 specifications currently available on their website.

# Why should your child study Edexcel IGCSEs instead of O levels?

## Edexcel IGCSE qualifications

Modern up-to-date qualifications.

Recognised grade-for-grade as on par with UK GCSE by UCAS.

The use of clear and more accessible terminology in the syllabus and exams makes them suitable for students and teachers whose first language is not English.

A suite of new text books and learner resources is being created to support IGCSE from 2009 by our Pearson sister companies.

Supported by online analysis technology that teachers can use to monitor and improve student performance.

Innovative assessment models which allow teachers to tailor assignments so they are relevant to the students' home country.

Edexcel provides training to ensure teachers can deliver IGCSEs and inspire learning in their students.

## O Level qualifications†

Discontinued in the UK since 1987.

Still recognised in the UK by UCAS but IGCSEs are more closely aligned to UK curriculum and thus easier for administrators to deal with.

Use of language and terminology that may not be as easily understood by students and teachers whose first language is not English.

For most specifications, up-to-date resource material is not available.

Are not supported by comparative analysis tools which makes it harder for teachers monitor and improve student performance.

Specifications are less flexible and contain less detail making it harder for teachers to make the course content relevant to their students' home country.

As teachers do not teach O levels in the UK there is limited professional support provided to help teachers deliver these qualifications.



## Things you might not know

### Edexcel IGCSE...

- Exams were sat by over 70,000 students in 2007/2008 and taught at 747 schools/colleges
- Is the curriculum of choice for students in 69 countries
- Are quickly gaining popularity with UK independent schools and are currently delivered by over 300 schools as an alternative to their home qualification, GCSEs.

### Edexcel...

- Our history dates back to 1836 when the University of London was founded by royal charter
- In 1905 the University of London introduced school exams
- In 1996, Edexcel was formed by a merger between the University of London (London Examinations) and the Business & Technology Education Council (BTEC)
- 'Edexcel' stands for '**educational excellence**'
- We are the UK's largest awarding body, and deliver academic and vocational qualifications in over 85 countries
- We are approved by the Qualifications and Curriculum Authority, UK
- We are a part of Pearson Plc, the world's largest education group
- We are continuously investing in new technologies and resources designed to support schools and teachers to deliver our qualifications and raise student attainment
- It is our mission to advance learning and change lives.

## Want to know more?

If you want to know more about enrolling for IGCSEs please talk to the school or teaching institution from which you obtained this brochure.

If you are unsure where the nearest school or teaching institution offering Edexcel IGCSE qualifications is, please contact the Edexcel regional office nearest to you or call our customer services team on +44 12 0477 0696.

You can also find out more about IGCSEs from 2009 by visiting [www.edexcel.com/igcse2009](http://www.edexcel.com/igcse2009)

### Contacting Edexcel

#### UK HEAD OFFICE & EUROPE AND AMERICAS

One90 High Holborn,  
London WC1V 7BH  
Tel +44 (0) 120 477 0696  
Fax +44 (0) 207 190 5638  
[europaem@edexcel.org.uk](mailto:europaem@edexcel.org.uk)

#### CHINA AND NORTH ASIA

Suite 1007, Tower B  
JianWai SOHO  
No.39, East Third Ring Road  
ChaoYan District, Beijing  
100022, P.R China  
Tel +86 (0) 10 5869 6986  
Fax +86 (0) 10 5869 4886  
[china@edexcel.org.uk](mailto:china@edexcel.org.uk)

#### ASIA PACIFIC

B-13-4 Megan Avenue II  
12 Jalan Yap Kwan Seng  
50450 Kuala Lumpur, Malaysia  
Tel +603 2710 5710 / 11 / 12  
Fax +603 2710 5713  
[edexcelasia@edexcel.org.my](mailto:edexcelasia@edexcel.org.my)

#### SOUTHERN AFRICA

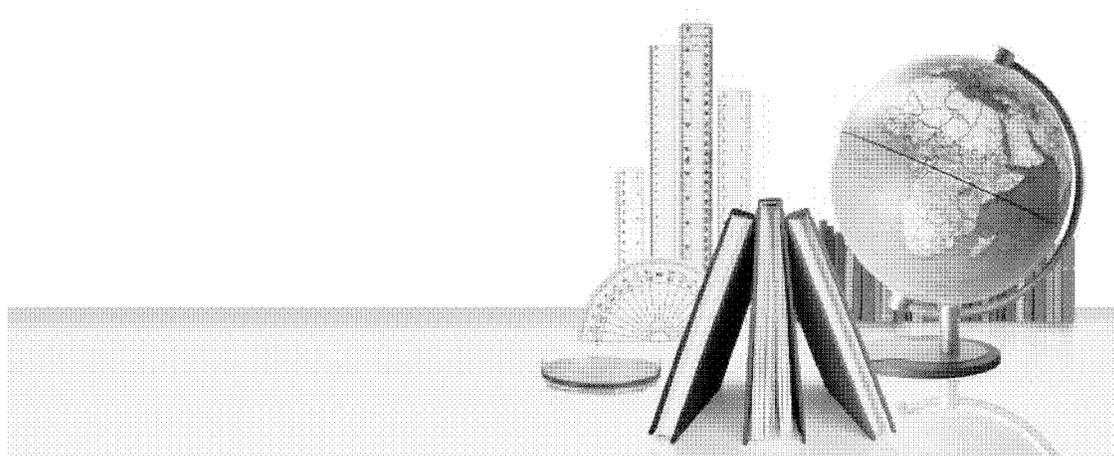
149 Murray Street  
Durbanville, Cape Town  
South Africa, 7550  
Tel +27 21 976 8869  
Fax +27 21 975 7947  
[info@edexcel.co.za](mailto:info@edexcel.co.za)

#### MIDDLE EAST AND NORTH AFRICA

PO Box 500677  
Office 1603 -1604,  
16th Floor, Thuraya Tower 1  
Media City, Dubai, UAE  
Tel +971 (0)4 437 0778  
Fax +971 (0)4 366 4055  
[mea@edexcel.org.uk](mailto:mea@edexcel.org.uk)

#### SOUTH ASIA

C/O Pearson Education  
482, FIE Patparganj  
Delhi, 110 092, India  
Tel +91 (11) 4303 0100  
Fax +91 (11) 2214 6071  
[southasia@edexcel.org.uk](mailto:southasia@edexcel.org.uk)



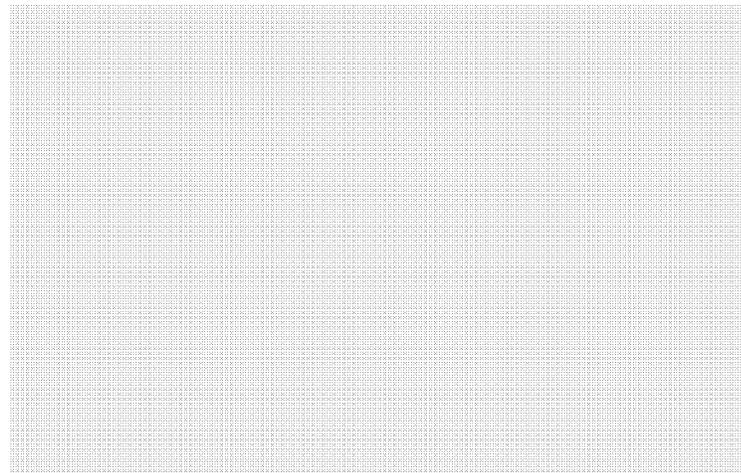
## About Edexcel

Edexcel, a Pearson company, is the UK's largest awarding body offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning in the UK and internationally. In 2007 we delivered 9.6 million exam scripts in over 85 countries, with 4.5 million marked onscreen using the groundbreaking ePen technology. Our general qualifications taken internationally include GCSEs, AS and A Levels, IGCSEs and O Levels. Our vocational qualifications include NVQ and BTEC from entry level to Higher National Diplomas. Our entire vocational portfolio had over one million registrations across 45 countries.

Edexcel Ltd registered in England and Wales No. 4496750  
Registered office: 190 High Holborn, London WC1V 7BH  
BTEC is a registered trademark of Edexcel

This document can be downloaded free of charge from our IGCSE 2009 website.  
Publication Code: Z020620

**Contact your local school teaching Edexcel IGCSEs**



[www.edexcel.com](http://www.edexcel.com)

## **Mississippi Integrated Longitudinal Education and Workforce Performance Management System**

Mississippi has developed and implemented one of the most integrated longitudinal education and workforce data systems in the country for the purpose of promoting and establishing a culture of performance-based management. The system is a data collection, analysis, and reporting tool designed to generate information to improve education and workforce development outcomes in the state. The system has evolved through a ten-year process of collaboration and data sharing across all major education and workforce sectors (see Table 1). The system has been primarily used to address four central questions to improve and identify best practices for education and workforce development efforts:

1. Are Mississippians able to secure employment after receiving training or completing postsecondary degrees?
2. Are Mississippians engaging in education and skill development better able to retain employment over time?
3. Do Mississippians get better pay after receiving training or completely postsecondary degrees?
4. Do Mississippians who receive training and degrees meet the education and job skill demands of business and industry?

The work conducted to date has placed the state in an excellent position to become data-driven in its efforts to improve education and workforce outcomes under the new effort to reform education in the country. Specifically, the system will allow Mississippi to meet all the fiscal stabilization fund requirements, address the four main educational reform areas under Race to the Top, and to expand the current system to become a national model for longitudinal data systems. Ultimately, the system has and will continue to position the state to successfully align education and workforce sectors with government and industry.

**Table 1: Development Chronology of the Mississippi Integrated Education and Workforce Performance Management System**

Time Period	Accomplishments
2001	<ul style="list-style-type: none"> <li>• Data sharing agreement established between the Mississippi Department of Human Services and nSPARC to research welfare use and workforce development.</li> <li>• Mr. George Schloegel and the State Workforce Investment Board (SWIB) propose expanding the agreement to other agencies to build a workforce and education data warehouse.</li> </ul>
2004	<ul style="list-style-type: none"> <li>• Mississippi Comprehensive Workforce Training and Education Act is passed</li> <li>• State Workforce Investment Board (SWIB) charged with governance and oversight of an integrated state education and workforce data warehouse.</li> <li>• nSPARC charged with designing and managing the data warehouse.</li> </ul>
2004-2006	<ul style="list-style-type: none"> <li>• Memorandums of Understanding established with all workforce partners.</li> <li>• Administrative records from partners transferred to the data warehouse.</li> </ul>
2007	<ul style="list-style-type: none"> <li>• Workforce component of data warehouse is completed.</li> </ul>
2007-2009	<ul style="list-style-type: none"> <li>• Memorandums of Understanding established with all education partners.</li> <li>• Administrative records from education agencies transferred to the data warehouse.</li> </ul>

2009	<ul style="list-style-type: none"> <li>• Governor Barbour issues an executive order to reflect the state’s commitment to establish a longitudinal data system and lay the groundwork for institutionalization of the system.</li> <li>• Children First Act passed, with the goal of improving education through using a data driven system.</li> </ul>
2010	<ul style="list-style-type: none"> <li>• Education component of data warehouse is completed.</li> </ul>
2011-	<ul style="list-style-type: none"> <li>• Development of a relational database for an online one-stop portal to allow partners to quickly access information and generate custom reports.</li> </ul>

Since 2001, four steps have been undertaken that were crucial to the development of the current system: (1) the culture of workforce and educational agencies in regards to data sharing and performance-based management was changed, (2) political leadership laid the groundwork for the establishment of a unified system, (3) a governance structure for the system was implemented, and (4) technical expertise was sought to build the system by establishing the infrastructure and ensure the security of administrative records.

**Cultural Change**

Like the rest of the nation, Mississippi’s education sectors have traditionally operated independently. But in the last few years, there has been a realization that these systems must be interconnected to provide for seamless transitioning if the state wants to improve student achievement and increase economic competitiveness.

**Political Leadership**

When Haley Barbour became governor of Mississippi in 2004, he worked with the State Legislature to pass the Mississippi Comprehensive Workforce Training and Education Act of 2004. The act created an environment conducive to forging and supporting a unified, performance-based education and workforce system. The adoption of common goals and performance measures by all education and workforce partners and the establishment of the Integrated Longitudinal Education and Workforce Performance Management System are two of the most significant outcomes of the act. More recently, the State Legislature passed the Children First Act of 2009, with the goal of providing a quality education to every student through an accountable, transparent, and data-driven system.

**Governance Structure**

The governance goal in Mississippi was to identify the entities responsible for the operations of the statewide longitudinal data system and to include a common understanding of data ownership, management, confidentiality, and access. In this respect, the State Workforce Investment Board, along with its partners, functions as the main body for the governance and oversight of data usage across multiple systems. As part of the state’s commitment to establishing a longitudinal data system, the governor issued an executive order to ensure compliance with state and federal regulations and lay the groundwork for institutionalization of the system. Education and workforce entities have also shown their commitment to establishing the system by sharing their data as prescribed by memorandums of understanding (MOUs). These MOUs allow each partner to retain ownership and oversight of its shared data. To date,

MOUs for data sharing are in place for the Mississippi Department of Education, State Board of Community and Junior Colleges (and its fifteen members), Institutions of Higher Learning (and its eight members), Mississippi Department of Employment Security, Mississippi Department of Human Services, Mississippi Department of Rehabilitation Services, and Mississippi Department of Corrections.

In collaboration with education and workforce partners, the State Workforce Investment Board developed a management plan to overcome technical differences and ensure data security. The general strategy was to adopt the data warehouse model to accommodate differences in management information systems. This model was also used to facilitate development of common standards, data structure, and data format. Because the system is cooperative, it belongs to all partners and resides in a neutral location managed by the National Strategic Planning & Analysis Research Center (nSPARC) at Mississippi State University. nSPARC's infrastructure and technical expertise in data management and analysis, technology, and software development ensures data security and integrity of the system.

### **Technical Expertise for Data Handling and Security**

Data from each entity are transferred to the clearing house at nSPARC. Each file is independently managed and stored. nSPARC protects information in all forms, for which it is the custodian, and maintains a robust, proactive, and evolving information security program. This program protects information from a variety of threats and stresses the importance of multi-layer protection. Through staff orientation, Institutional Review Board for the Protection of Human Subjects (IRB) certification, university information security certification, and regular staff meetings, each nSPARC staff member is aware of, committed to, and accountable for his or her role in the overall protection of critical and sensitive information.

In addition to personal accountability, nSPARC identifies best practices to ensure ongoing protection of information and timely and appropriate responses in the event of an information security breach. In the interest of ongoing security, specific details regarding steps taken to ensure data and system integrity are not disclosed. nSPARC does, however, operate in a restricted access environment and maintains a —clean room|| for all management and analysis of sensitive data. Random security audits are conducted to maintain data and system integrity.

All data transferred to nSPARC for management and analysis are governed by MOUs that establish specific terms, conditions, and limitations on the use of custodial data. Furthermore, all sensitive data for which nSPARC is the custodian are transferred via a secure Web server that relies on HTTPS Protocol. Uploaded data are encrypted using SSL/TLS with a 128-bit key. Once received, all files are automatically encrypted using an RSA 4096-bit key and moved to a secure offline location for storage. All primary identifiers (e.g., names, street addresses, telephone numbers, and identification numbers) are stripped from datasets once unique alternate identification codes have been assigned. Information security policies and procedures are continually reviewed and evolve in response to changing information security technologies, requirements, and threats.

### Current Data Warehouse Model

Operationally, the current system is illustrated in Figure 1. Currently, each partner regularly submits data to nSPARC. Upon submission, nSPARC conducts the following activities: (1) data is cleaned, documented, and stored in separate environments (e.g. silos), (2) upon request, the data are processed, managed, and analyzed to address specific questions, and (3) summary reports are produced for the appropriate stakeholders. For example, today the system can be used to track education and workforce outcomes, as illustrated in Figure 2.

Figure 1: Mississippi Data Warehouse Model

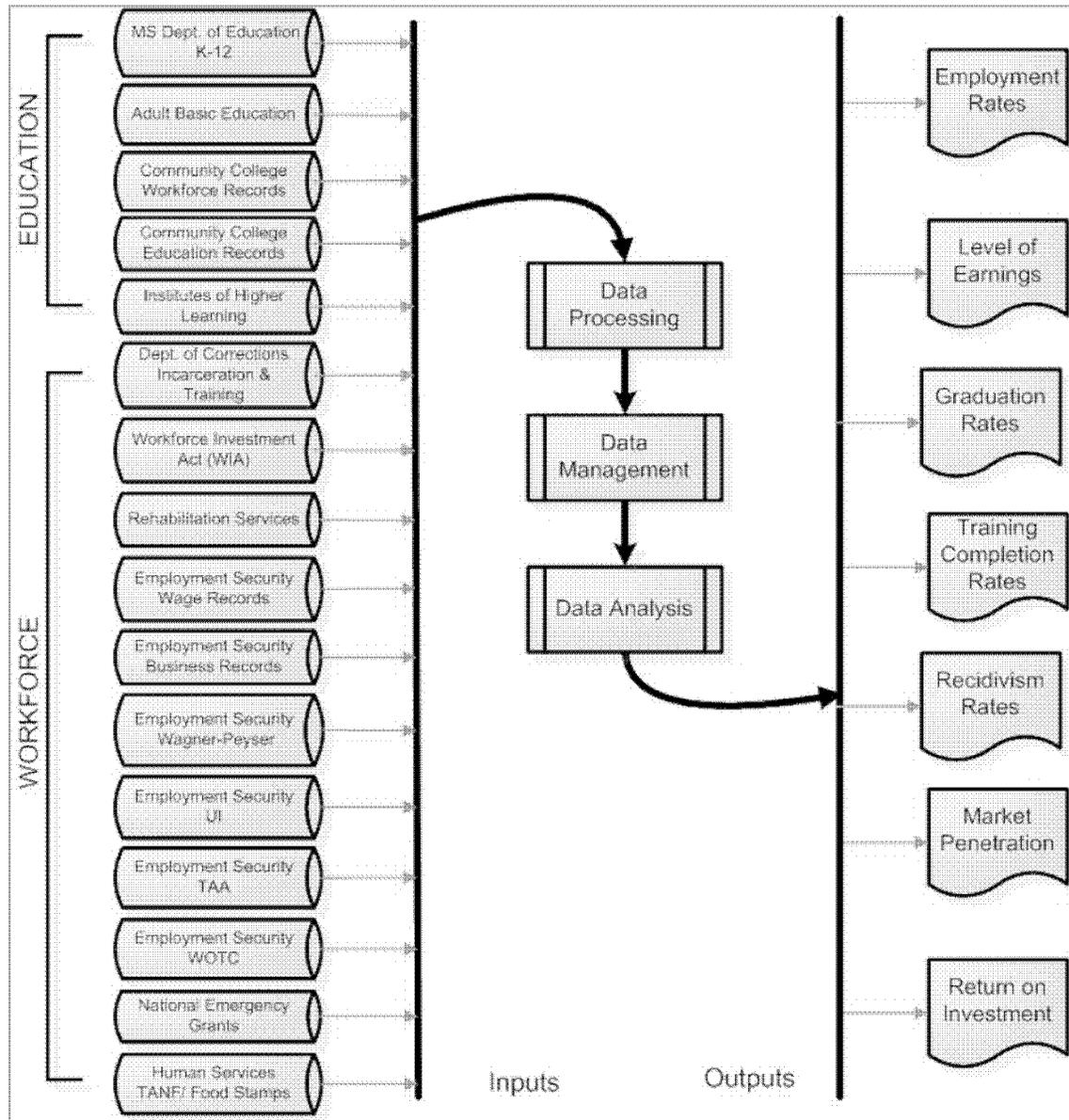
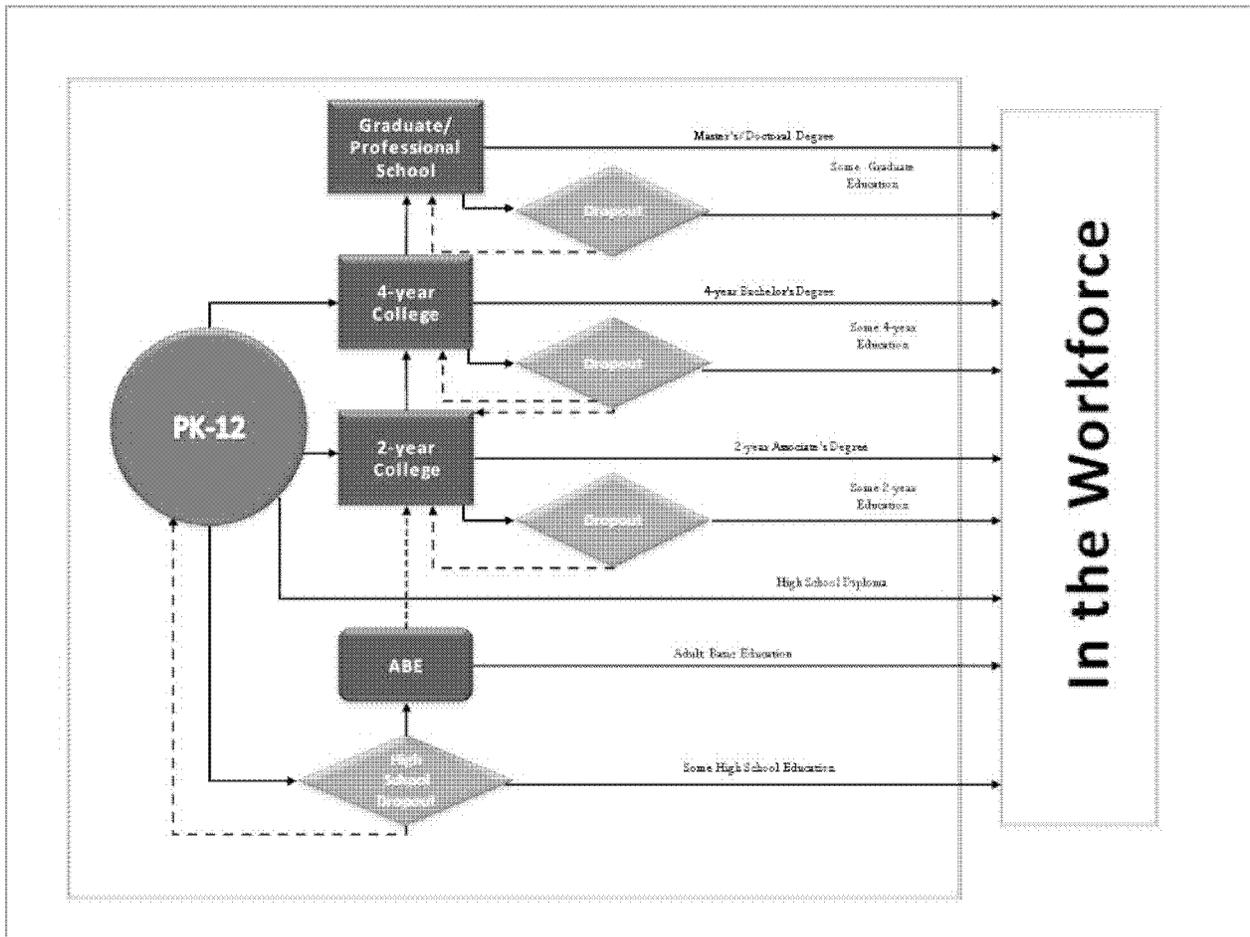


Figure 2: Education and Workforce Outcomes



### Future Directions for Development

Moving forward, several steps will be taken to complete the state longitudinal data system.

- Create data marts that will allow stakeholders to access relevant information online anywhere at any time.
- Build strong partnerships with local educational agencies (LEAs) to identify information to close the data gaps in the current system.
- Build a relational education and workforce database.
- Create and implement a one-stop portal for data analysis and data reporting.
- Institutionalize the system for sustainability and governance through legislative statute.

- 

The completion of these steps will allow Mississippi to:

- Generate and make available accurate, reliable, and timely data.
- Support informed decision making at all levels of the education and workforce system.
- Increase the efficiency and effectiveness with which data will be analyzed to support the continuous improvement of education and workforce services and outcomes.
- Promote a clear research agenda to examine factors that will help improve student achievement, close achievement gaps, improve quality of instruction, and promote economic competitiveness.
- Support state and federal accountability systems and public reporting.

# **Mississippi Integrated Education and Workforce Longitudinal Data System: A Management Tool to Improve Student Achievement and Economic Competitiveness**

## **A. Need for Project**

### **Introduction**

An individual's education level is most often the primary determinant of his or her quality of life. The relatively low level of education in Mississippi is the primary reason for the state's low average income, high rates of obesity, teenage pregnancies, infant mortality, and an array of other problems. We know education is the key to ameliorating many of these problems. Mississippi's education needs are greater and resources are less than in any other state. This dictates that we become more efficient and effective with our limited resources. To be sure, a well-designed, integrated education and workforce longitudinal data system will help Mississippi allocate education and workforce resources in a more efficient and effective way with an eye toward improving educational achievement and economic competitiveness.

In the effort to better serve the needs of the public and to meet state and federal reporting requirements, education and workforce entities, more than ever, have a need for efficiently exchanging information and large amounts of raw data. Integrated information and data is one of the most crucial business functions in and across organizations, for it provides a comprehensive mechanism to track progress of and identify best practices in education and workforce initiatives.

To complete and institutionalize Mississippi's current integrated longitudinal data system along the national standards prescribed by this RFA, the state has a critical need to address two general limitations:

- **Limited Interoperability**
  - Data in the current system are stored in separate files and physical environments.
  - Data and information cannot be easily exchanged across system partners.
  - Data collection and management infrastructure needs to be upgraded for several system partners.
  
- **Data Gaps in Fields and Quality Assurance**
  - Some data elements specific to the America COMPETES Act are not readily available in distinct fields despite the availability of the data within the system.
  - Lack of data to link PK with P-20
  - A statewide comprehensive standard for data quality has not been developed or adopted.

- Training for data quality assurance is needed across system partners.

Over the course of this project, these two general limitations will be overcome by achieving eight objectives aimed at meeting all the required data elements and establishing efficient and reliable interoperability that will improve the overall utility, accuracy, reliability, and timeliness of the data.

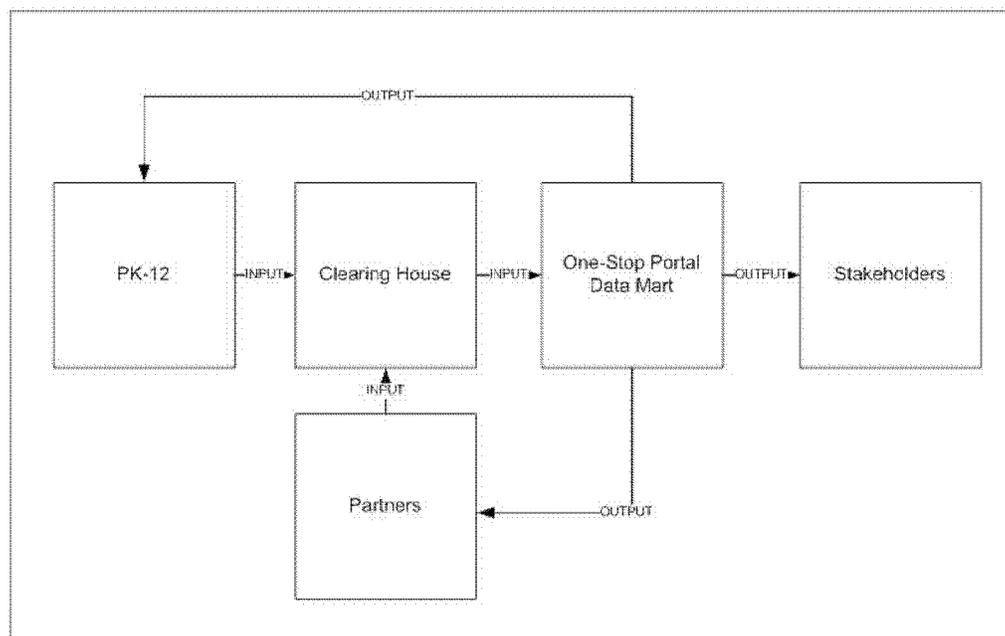
- Include all missing data elements as prescribed by the America COMPETES Act.
- Include all the necessary data to link PK with P-20
- Create a relational database linking all education and workforce data through a unique common identifier that does not permit an individual to be identified by users of the system.
- Develop an online one-stop portal that will provide access to the relational database and make the system universally interoperable.
- Develop the hardware and software capacity for building and hosting the relational database and one-stop portal.
- Upgrade each partner with the appropriate infrastructure and technology for data collection, storage, and use.
- Develop and adopt a statewide, comprehensive policy on data quality assurance.
- Train state and local personnel on data entry and use to facilitate full adoption and effective use of the system.

Mississippi is in an excellent position to complete and institutionalize a statewide, integrated education and workforce longitudinal data system, as set forth by the RFA. The state is committed to accomplishing this and has strong political leadership, a common vision and mission, sustainable partnerships, and an inclusive governance and management plan for data sharing. The state has also developed and implemented a data clearing house containing education and workforce data back to 2001 managed by a group with the expertise in data management and analysis, technology, and software development necessary to produce useful, accurate, reliable, and timely information. Most importantly, in the last few years, many education and workforce leaders have recognized the importance and the value of such a system, as it has been used to generate information to inform policymakers and stakeholders on student achievement and workforce outcomes.

The general blueprint for the system envisioned by Mississippi in this application is illustrated in Figure 1 (see page 3). First, this model illustrates how data from all system partners—education and workforce entities—will be transferred to the clearing house. Data will continue to come to the clearing house from systems managed by the Mississippi Department of Education, State

Board of Community and Junior Colleges (and its fifteen member institutions), Institutions of Higher Learning (and its eight member institutions), Mississippi Department of Employment Security, Mississippi Department of Human Services, Mississippi Department of Rehabilitation Services, Mississippi Department of Corrections, Mississippi Department of Health, and Mississippi Department of Mental Health. PK-12 data will be augmented with data from all education and workforce entities in the state. Second, in this process, unique individual-level identifiers will be created to replace Social Security Numbers and other personal identifiers. These data will then be inventoried, mapped, and used to create a relational database, which will be updated as new data are made available. Third, a Web-based interface will be developed through which the relational database can be accessed, queried, and analyzed by system partners and other stakeholders. A security protocol based on user permission that will clearly articulate what data will be accessible to which user and for what purposes will be instituted.

**Figure 1: Mississippi Model**



The full implementation of this model will allow Mississippi to:

- Generate and make available accurate, reliable, and timely data.
- Support informed decision making at all levels of the education and workforce system.
- Increase the efficiency and effectiveness with which data will be analyzed to support the continuous improvement of education and workforce services and outcomes.
- Promote a clear research agenda to examine factors that will help improve student achievement, close achievement gaps, improve quality of instruction, and promote economic competitiveness.
- Support state and federal accountability systems and public reporting.

## **Background**

Since 2004, Mississippi has made considerable progress toward the development and establishment of a statewide integrated education and workforce longitudinal data system. The National Governors Association recognized Mississippi's model as one of the most innovative and effective data systems in the country. That is, from the outset, Mississippi recognized that establishing links between data systems is not enough to create a coherent, effective, and sustainable state longitudinal data system. A successful model relies on: (1) strong political leadership, (2) a common vision and mission, (3) sustainable partnerships, and (4) an inclusive governance and management plan for data sharing.

***Strong political leadership.*** When Haley Barbour became governor of Mississippi in 2004, he worked with the State Legislature to pass the Mississippi Comprehensive Workforce Training and Education Act of 2004. The act created an environment conducive to forging and supporting a unified, performance-based education and workforce system. The adoption of common goals and performance measures by all education and workforce partners and the establishment of the Integrated Longitudinal Education and Workforce Performance Management System are two of the most significant outcomes of the act. More recently, the State Legislature passed the Children First Act of 2009, with the goal of providing a quality education to every student through an accountable, transparent, and data-driven system.

***A common vision and mission.*** The state's political environment and cooperation between multiple stakeholders have led to the development of a common vision and mission.

*Vision:* To create a world-class education system that gives students the knowledge and skills 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 and to integrate education, training, and workforce services into a data-driven system that is flexible and dynamic enough to rapidly adapt to changes in social and economic conditions to prepare Mississippians with the education and skills necessary to maintain and increase economic competitiveness in the state.

***Sustainable partnerships.*** Like the rest of the nation, Mississippi's education sectors have traditionally operated independently. But in the last few years, there has been a realization that these systems must be interconnected to provide for seamless transitioning if the state wants to improve student achievement and increase economic competitiveness. Indeed, the jobs of the future will require some form of college credential along with specialized skills. As a result, the state's education and workforce entities have built partnerships ultimately resulting in Mississippi joining the NGA's consortium of states agreeing to jointly develop and adopt, by September 2010, a common set of internationally benchmarked PK-12 standards that align high school curricula and assessments to make sure that students are on track to achieve ACT College Readiness Benchmarks and work-ready expectations. Among education sectors, these partnerships are currently used to address the following common issues: (1) increasing high school and college graduation rates; (2) reducing the average number of years to complete a

college degree; (3) facilitating successful transitions from two-year to four-year colleges; (4) improving teacher quality, (5) offering a rigorous course of study in sciences, technology, engineering, and mathematics (STEM); (6) cooperating with industry experts, museums, universities, or other STEM-capable community partners to prepare and assist teachers in integrating STEM across grades and disciplines; and (7) preparing more students for advanced study and careers in STEM fields. These institutions are also partnered with the workforce system to ensure that our students are workforce-ready.

***An inclusive governance and management plan for data sharing.*** A successful data system rests upon a governance structure that involves both state and local stakeholders in the system's design and implementation. Therefore, the governance goal in Mississippi was to identify the entities responsible for the operations of the statewide longitudinal data system and to include a common understanding of data ownership, management, confidentiality, and access. In this respect, the State Workforce Investment Board, along with its partners, functions as the main body for the governance and oversight of data usage across multiple systems. As part of the state's commitment to establishing a longitudinal data system, the governor issued an executive order to ensure compliance with state and federal regulations and lay the groundwork for institutionalization of the system. Education and workforce entities have also shown their commitment to establishing the system by sharing their data as prescribed by memorandums of understanding (MOUs). These MOUs allow each partner to retain ownership and oversight of its shared data. To date, MOUs for data sharing are in place for the Mississippi Department of Education, State Board of Community and Junior Colleges (and its fifteen members), Institutions of Higher Learning (and its eight members), Mississippi Department of Employment Security, Mississippi Department of Human Services, Mississippi Department of Rehabilitation Services, and Mississippi Department of Corrections.

In collaboration with education and workforce partners, the State Workforce Investment Board developed a management plan to overcome technical differences and ensure data security. The general strategy was to adopt the data warehouse model to accommodate differences in management information systems. This model was also used to facilitate development of common standards, data structure, and data format. Because the system is cooperative, it belongs to all partners and resides in a neutral location managed by the National Strategic Planning & Analysis Research Center (nSPARC) at Mississippi State University. nSPARC's infrastructure and technical expertise in data management and analysis, technology, and software development ensures data security and integrity of the system.

### **Current Systems and Limitations**

Each education and workforce entity involved in the establishment of the longitudinal data system has its own distinct management information system. These systems were originally designed to meet annual reporting requirements, not to track progress over time. However, they all collect relevant data that can be linked to build a longitudinal data system that examines student progress and outcomes over time and determines if students are college- and workforce-ready.

Student-level data can be linked to teachers, and teachers can be linked to information on certification and preparation programs. PK-12 student data can also be linked to examine transitions from high school to post-secondary education. PK-20 data, in turn, can be linked to examine participation in workforce programs and transitions into the labor market. Finally, the state has the data necessary to produce reporting progress on the metrics established by the State Fiscal Stabilization Fund and reporting requirements included in the ED Facts data collection reporting system.

While the current model has served the state well over the last five years, it is not without limitations in regard to the latest national standards. The system has limited interoperability; that is, data can be made available on request from the data warehouse upon receiving written permission from the owner of the data. Reports can be generated on outcomes with the current system, but they are quite time-consuming. There is no statewide mechanism that facilitates easy, timely, efficient and reliable interoperability between state and local data systems. While each entity has its own internal quality control for data integrity, there is no statewide policy for data quality assurance. Several system partners need infrastructure upgrades for data collection, exchange, and reporting. Finally, there is a lack of data to link PK with P-20. To address these limitations, we propose to:

- Develop a statewide relational database with a standard data structure, data format, and data dictionary.
- Develop an online one-stop portal.
- Upgrade system partners' infrastructure.
- Develop and adopt a statewide policy on data quality assurance.
- Include all the necessary data to link PK with P-20.

The current data warehouse includes data from systems maintained by:

***Mississippi Department of Education (MDE).*** MDE currently maintains and facilitates several statewide databases that collect information at the student, teacher, administrator, school, district, and state levels. The backbone of this system is referred to as MSIS (Mississippi Student Information System). Other databases maintained by MDE include those for Teacher Licensure, Mississippi Online Technology Evaluation, Migrant Information System, special education, English language learners, homeless, and student assessment.

In 2009, MDE was awarded a longitudinal data grant. The overall objective of this grant is to inventory and map MDE data for integration with MSIS. Accomplishing this objective will improve overall data quality within MSIS and facilitate the link of MSIS with postsecondary and workforce data, which is the focus of this proposed project.

As the backbone of the MDE data system, MSIS provides for the electronic collection and storage of comprehensive data on public school teachers, administrators, students (PK-12), and

school board members, going back as far as the 2001-2002 academic year. MSIS also allows for the electronic transfer of student records from one school district to another. Data are collected on a daily and monthly basis. MSIS is designed to accept an XML file submission of specific student and personnel data elements from a district. On a monthly basis, each district builds an XML file that is submitted to a holding area where MSIS runs a series of checks. Upon completion of all checks, a report is produced for each district to review and approve. When the report is approved, MSIS automatically moves the data from the virtual holding area to the MSIS final database.

One of the major limitations of MSIS is that its originally intended purpose was to collect data from local school districts to meet reporting requirements at the state and federal levels. MSIS was never envisioned as a longitudinal data system, but it will be a great feeder system for a longitudinal system that is interoperable and capable of tracking progress and outcomes over time.

***Institutions of Higher Learning (IHL).*** In Mississippi, there are eight public universities, and each university collects its own data. The data files within the IHL system originate with the individual institutions. Institutions generate these files according to mutually agreed-upon data definitions and submit them according to predetermined file layouts and reporting deadlines. The IHL office edits these data files, ensuring the data are both accurate and historically consistent. Any data file found to be unsatisfactory is returned to the reporting institution for revision. In some cases this back-and-forth process can occur several times, which is both burdensome and inefficient. Institutions typically have twenty (20) working days to finalize their data. Data are considered to be preliminary during this cycle and become final once the institution and IHL deem the data to be acceptable. The IHL database includes files on students, enrollment, courses, outcomes, remedial education, and degrees. IHL also has a database on faculty and staff of every university and data on the GEAR UP Mississippi program, which is designed to address alignment and adequate preparation of high school students for success in postsecondary education. Over the last five years, data have been inventoried and mapped, and data dictionaries have been created for each database of this agency.

***State Board of Community and Junior Colleges (SBCJC).*** SBCJC is the coordinating agency for the 15 community and junior colleges of Mississippi. Each college has its own management information system and collects its own data. Colleges submit the following files to the SBCJC at the end of each semester (summer, fall, and spring): (1) student, (2) course, (3) student schedule, and (4) instructor. Each college also submits an annual graduation file. In addition to the files reported to the SBCJC, the community colleges report quarterly workforce training data to the Workforce Performance Management System mandated by the State Workforce Investment Board. They also submit annual reports on career and technical students to the Mississippi Department of Education, as required by the federal Perkins Act. Finally, SBCJC administers the Adult Basic Education program. Over the past five years, data have been inventoried and mapped, and data dictionaries have been created for each database of this agency. Additional data elements will be required to inform a statewide longitudinal data system. Those elements will have to be added to the college and agency systems.

SBCJC's current system for data collection is outdated and relies on a third-party vendor to convert college file uploads into database files that are then downloaded for access by SBCJC staff charged with enrollment verification and research. The system does not have a sufficient means of pre-submission error validation and no cross-file validations (e.g., course and instructor). As a result, the process is cumbersome and routinely results in lengthy delays in the verification of student admission and attendance records required to certify college records as official. A complete system upgrade, including hardware, software, and programming, is needed to create a more efficient and manageable in-house data collection mechanism that would ensure valid, reliable, and timely data collection required for a longitudinal data system.

***Mississippi Department of Employment Security (MDES).*** MDES is the primary agency for the delivery of employment and workforce services in the state. The agency provides eight databases containing more than 100 files for all the employment training and service programs it administers. The backbone of this system is the Wage Records Database, which contains quarterly wage and employment information on all covered employees in Mississippi, and the Business Tax Database, which contains information on industry classifications, number of employees, geographic location, and taxes for all businesses in the Mississippi Covered Employment System. An additional six databases provide detailed demographic, economic, geographic, and payment information for all individuals applying for and receiving unemployment insurance benefits, as well as for individuals receiving employment training and job services through the Wagner-Peyser, Workforce Investment Act, Summer Youth, Trade, and Rapid Response programs. Over the last five years, data have been inventoried and mapped, and data dictionaries have been created for each database of this agency.

***Mississippi Department of Human Services (MDHS).*** MDHS provides data from its public assistance database, which contains information on all individuals participating in the agency's TANF and SNAP programs. The database is comprised of seven files, which contain detailed information on the demographic, economic, and geographic characteristics of clients and cases, level of benefits received, and reasons for case closures. This agency will also coordinate the collection of data from the Child Care Information System (CCIS processes child care certificates) and early childhood development.

***Mississippi Department of Rehabilitation Services (MDRS).*** MDRS provides information on training and education services for disabled individuals. One individual-level file comprises the MDRS training database and includes demographic, economic, geographic, and disability characteristics of individuals, as well as type of training, education, and technology assistance provided.

***Mississippi Department of Corrections (MDOC).*** MDOC provides information on all offenders housed in state, regional, county, and private prisons in Mississippi and on paroled and probated offenders. Five offender-level files comprise the MDOC database: (1) offender demographics, occupational characteristics, and location of conviction; (2) type of offense committed and sentencing; (3) location of incarceration; (4) expected time of release and release status; and (5) training and education programs in which offenders enroll.

***Current data warehouse model.*** Data from each entity are transferred to the clearing house at nSPARC. Each file is independently managed and stored. nSPARC protects information in all forms, for which it is the custodian, and maintains a robust, proactive, and evolving information security program. This program protects information from a variety of threats and stresses the importance of multi-layer protection. Through staff orientation, Institutional Review Board for the Protection of Human Subjects (IRB) certification, university information security certification, and regular staff meetings, each nSPARC staff member is aware of, committed to, and accountable for his or her role in the overall protection of critical and sensitive information.

In addition to personal accountability, nSPARC identifies best practices to ensure ongoing protection of information and timely and appropriate responses in the event of an information security breach. In the interest of ongoing security, specific details regarding steps taken to ensure data and system integrity are not disclosed. nSPARC does, however, operate in a restricted access environment and maintains a “clean room” for all management and analysis of sensitive data. Random security audits are conducted to maintain data and system integrity.

All data transferred to nSPARC for management and analysis are governed by MOUs that establish specific terms, conditions, and limitations on the use of custodial data. Furthermore, all sensitive data for which nSPARC is the custodian are transferred via a secure Web server that relies on HTTPS Protocol. Uploaded data are encrypted using SSL/TLS with a 128-bit key. Once received, all files are automatically encrypted using an RSA 4096-bit key and moved to a secure offline location for storage. All primary identifiers (e.g., names, street addresses, telephone numbers, and identification numbers) are stripped from datasets once unique alternate identification codes have been assigned. Information security policies and procedures are continually reviewed and evolve in response to changing information security technologies, requirements, and threats.

Under the auspices of the Governor’s Office and the State Workforce Investment Board, the current integrated system has been used to address four questions of interest to all education and workforce partners:

1. Are Mississippians able to secure employment after receiving training or completing postsecondary degrees?
2. Are Mississippians engaging in education and skill development better able to retain employment over time?
3. Do Mississippians get better pay after receiving training or completely postsecondary degrees?
4. Do Mississippians who receive training and degrees meet the education and job skill demands of business and industry?

By linking college data with employment data, we are able to determine workforce outcomes for four-year college graduates by university, college, discipline, and/or other variables. Our data show that approximately 80 percent of college graduates are able to obtain employment within

one year of graduation and that those with business and marketing degrees are in high demand in the state. We also know that our graduates' first jobs are predominantly entry-level and pay an average of \$30,000 a year. Because we are able to track graduates over time, we know our graduates' wages increase, on average, by 60 percent within five years as a result of gaining necessary skills while on the job. After five years, their wages increase, on average, three to five percent each subsequent year. The data also show that 10 percent of four-year college graduates, upon receiving degrees, seek job skill development through community colleges or career technical programs.

The system has also been successfully used to track two-year college enrollees by college and degree as they transfer to four-year colleges or enter the workforce. By linking high school data with college and employment data, we are beginning to examine how preparation in high school affects success in postsecondary education and the workforce. A special focus will be placed on students who need remedial education and job skill development and on linking student assessment data, IHL data, and teacher licensure data in regard to the state's IHL and alternate route teacher and administrator preparation programs. Data from other education and workforce entities can also be managed and analyzed to track participants and measure progress and outcomes by program (WIA, TANF, Corrections, etc.), type of training (on-the-job training, career readiness, etc.), location, funding source, and/or other variables.

***Current data warehouse limitations.*** Data are stored in independent silos maintained in physically distinct environments. While the various databases contain individual-level data that can be linked by common identifiers, storing data in this way increases the effort required to design and conduct cross-system analyses because files have to be managed and linked one by one. Another limitation is that data stored in the warehouse cannot be readily accessed by or exchanged between education and workforce entities.

***Plan of action to address limitations.*** A relational database that can be accessed through an online one-stop portal will eliminate the inefficiencies and limitations of the current data warehouse model and allow partners to access more robust and timely information on their programs and the system as a whole.

Over the course of this project, the relational database will be developed based on specific requirements for data quality, reporting, and analysis. In order to create a unified, enterprise/statewide data architecture to fulfill partner, agency, federal reporting, and research needs, several components will require specification, including the data model, data dictionary, data integrity and business rules, quality assurance procedures, and OLAP data structures. The data architecture will be implemented using an enterprise-level relational database system (e.g., Oracle or DB2) to provide the full range of features and functionality required for the backend of the Web portal system.

As part of the development of the data architecture, nSPARC will create an inventory of data collected by all partners and perform an analysis to identify the requirements for the development of the relational database. Based on the results of this analysis, nSPARC will identify where data collection programs and procedures require revision and upgrading, make recommendations, identify solutions, and implement upgrades as required.

A key feature of the integrated system will be a one-stop, FERPA-compliant, Web-based business intelligence portal, which will feature customized J2EE applications, developed by nSPARC, to allow for easy automated analysis as well as complex ad hoc reporting.

Programmers will design methods for data reporting and presentation using SAS Business Intelligence software, which will offer a wide variety of reports, tables, charts, graphs, and other products to meet the information needs of one-stop portal users and facilitate the development of transparent reporting mechanisms to meet reporting requirements of federal ARRA programs. SAS Business Intelligence software also allows the user to conduct various types of statistical analysis. Data extraction and exporting will be based on standardized XML formatting to ensure the highest level of interoperability and sharing with system partners.

Security will be provided on multiple levels, including SSL encryption, user-specific data access controlled via user accounts, and access control lists (ACLs) for all data. System security features will be designed and implemented to ensure secure access by authorized personnel only, with all reporting features in compliance with FERPA and other state and federal law. This directory and role-based approach to security will allow nSPARC to accommodate future growth of the integrated system and ensure interoperability with all partners.

The hardware platform of the integrated system will be built around the x86 architecture for easy accessibility, portability, and scalability to meet user demands. Servers will operate on the Linux platform to further maximize the reliability and operability of the integrated system. Moreover, we will optimize our operational capacity and efficiency by incorporating virtualization and cloud computing as part of the system's implementation.

The State Data Center, operated by the Mississippi Department of Information Technology Services (ITS), will provide application hosting services for the proposed longitudinal data system.

### **Data Elements and Gaps**

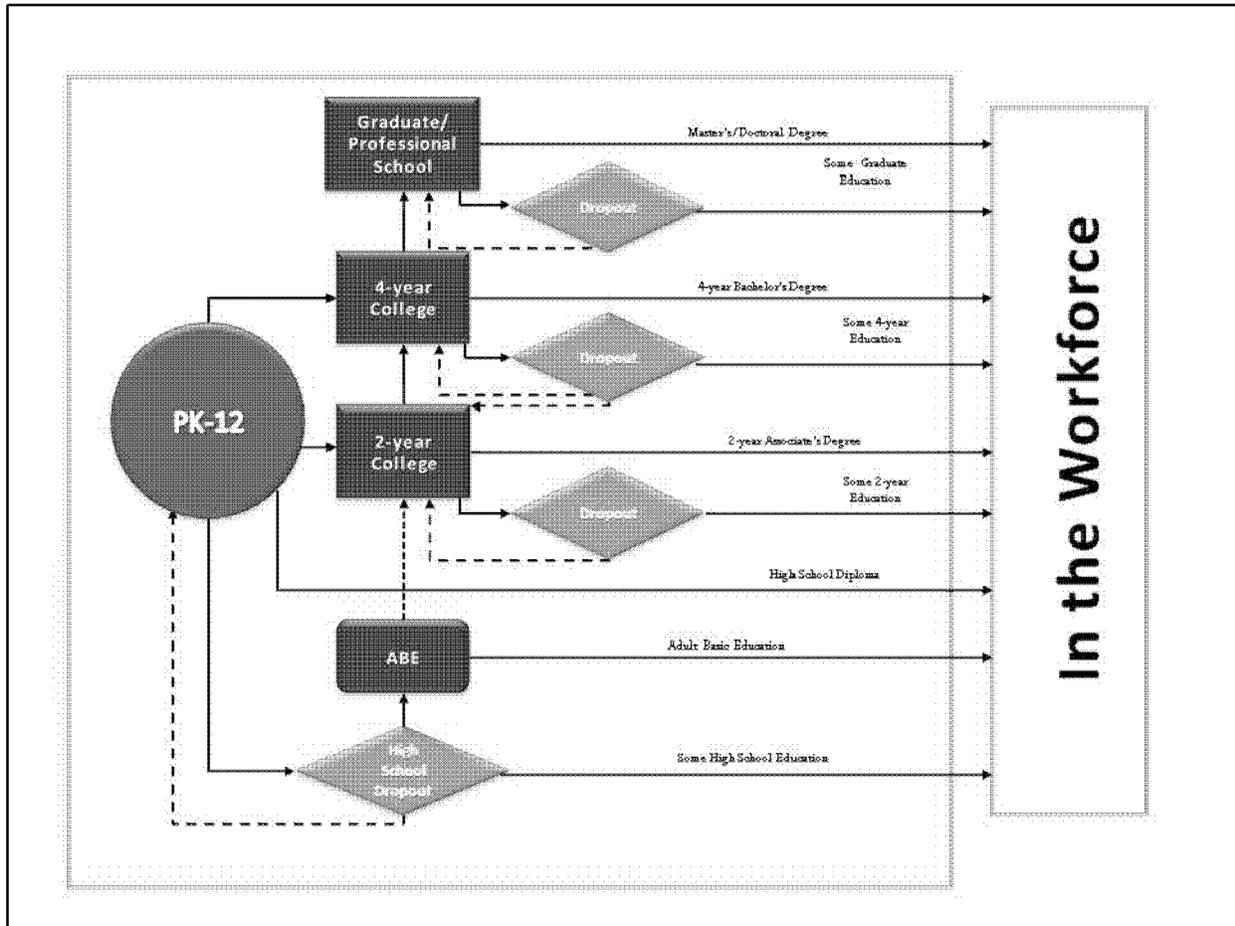
***A unique statewide student identifier.*** Currently, there is not a unique student identifier, other than the Social Security Number, common across all education and workforce entity data. While each system might have its own unique non-identifiable ID, these IDs are not common across the system. To overcome this limitation, nSPARC has developed an algorithm that uses the SSN as the base for creating a 10-digit unique identifier. This procedure is being used successfully in the current data warehouse system and will be the method to create a statewide unique identifier that enables tracking individuals over time and across programs.

***Student-level enrollment, demographic, and program participation information.*** These data elements are currently present in individual education and workforce entity data.

***Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.*** These data elements are not directly captured in the current data system; however, with cross-program analysis through the current data

warehouse system, those transitions can be identified, and the appropriate fields can be created, as illustrated in Figure 2.

Figure 2: Education Transitions



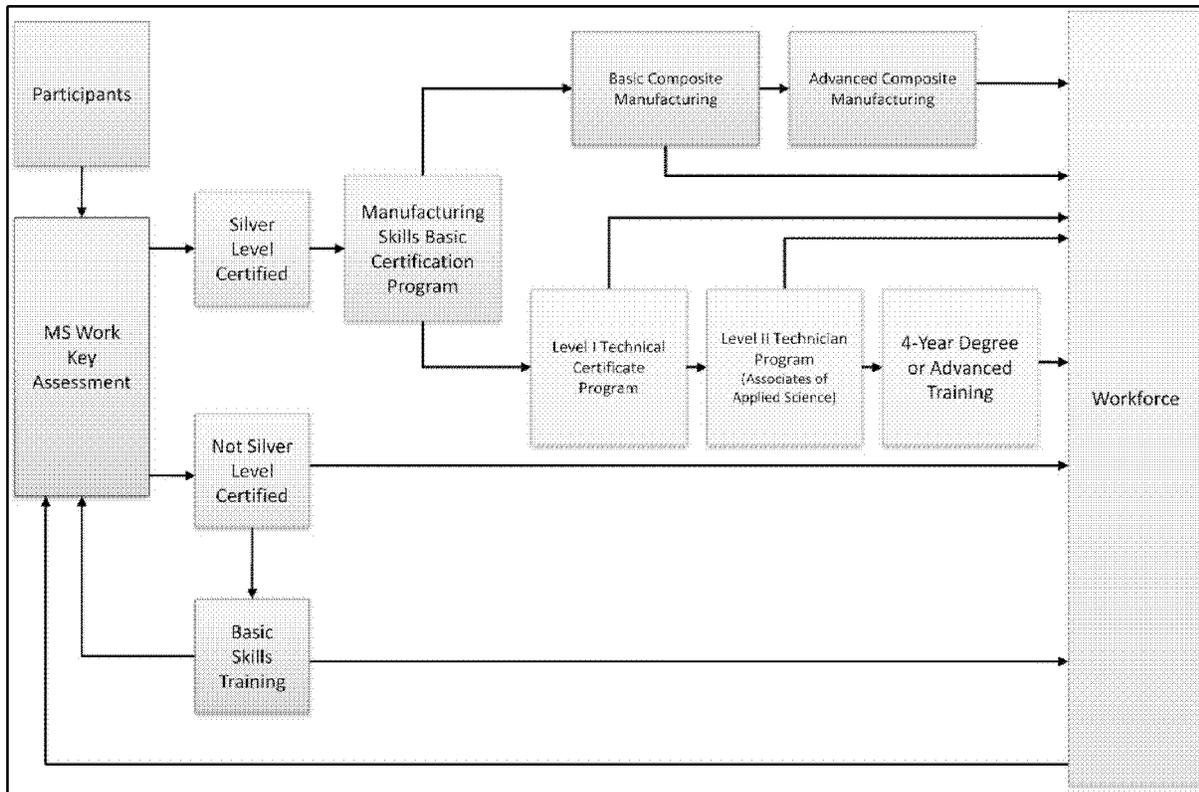
Current data also allow for tracking transitions from the workforce to education and workforce programs. For those in the workforce, the state has adopted a sector-based strategy where participants are directed to the appropriate education and job skill development pathway. This model is illustrated in Figure 3 on page 13. Following this general model, individuals in the workforce are first screened to see if they meet minimum education requirements.

***The capacity to communicate with higher education data systems.*** This capacity technically exists in the current system via cross-program analysis and will be fully automated with the establishment of the statewide unique identifier and the implementation of the relational database.

***A State data audit system assessing data quality, validity, and reliability.*** Currently, each system has its own audit process. With the establishment of the enterprise-wide data architecture, a statewide data audit system will be developed and adopted. This will include a campaign to ensure statewide understanding of what constitutes “data quality” under the longitudinal data

system envisioned in this application. Training will be provided to ensure the use of standardized procedures for data entry and data transfer.

**Figure 3: Workforce to Education and Job Skill Pathways**



**Yearly test records of individual students with respect to amendments under section 1111(b) of the Elementary and Secondary Education Act of 1965.** These data elements are currently present in all education and workforce entity data.

**Information on students not tested, by grade and subject.** Technically, this information can be determined in the system, but there is no data element that directly captures this information. This element will be developed as part of the proposed project.

**A teacher identifier system with the ability to match teachers to students.** The system currently has this capacity throughout K-20.

**Student-level transcript information, including information on courses completed and grades earned.** Technically, all the data elements necessary to generate an e-transcript in the state are collected at the district level but are not currently included in MSIS. The information is in the process of being included. Course and credit information for courses taken while enrolled as a student in Mississippi is captured; elements of transfer credits received are captured at the district level.

***Student-level college readiness test scores.*** This element is in the process of being included. The MDE has requested student-level data from ACT (taken by more than 90 percent of a graduation cohort) for 2009.

***Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.*** Technically, this information is available but is not captured by a specific data element. Furthermore, while four-year college data include elements that capture the number of students enrolled in remedial coursework, two-year colleges currently lack this capacity. Thus, two-year colleges will add fields to fully capture this information along with additional fields related to time-to-degree and degree-intent.

***Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.*** Of special interest to this project is the inclusion of data from early childhood education and programs. In this respect, the governor has set up the State Early Childhood Advisory Committee to identify all the data necessary to evaluate early childhood programs and interventions. The committee has already developed a list of all data points that should be included in the development of the alignment system. It also completed a pilot program in 2008-2009 to determine if a unique identifier given to a child while in an early care and education program would be “caught” by the MSIS system when the child enters public kindergarten. More than 90 percent of the participating children were correctly identified at the beginning of the 2008 school year. Currently, PK programs in public schools are piloting a quality rating system specific to state guidelines for programs serving four-year-olds.

During the duration of this project, data will also be secured from the Mississippi Department of Health (MDH) and the Mississippi Department of Mental Health (MDMH). MDH is responsible for the state’s special education program serving children 0-3. First Steps is an MDH program providing services to children 0-3 who are at risk of having a developmental delay. MDMH provides outpatient services to children ages 2-4. These are community-based services for children with emotional delays. The Early Intervention/Child Development program serves children 0-5 who have mental retardation/developmental disabilities or are at risk of developing a developmental delay. Data collected in this program are transferred to MDE for continued services to children 3 and older. MDH is also responsible for licensing early care and education centers across the state and enforcing program violations. MDH also provides services through its Maternal and Child Health Bureau to babies and mothers that are at risk of health and cognitive delays as a result of problems related to pregnancy and/or delivery. Mississippi will engage partners from MDH and MDMH to incorporate the data collected in related programs into the state’s longitudinal data system.

## **B. Project Outcomes Related to System Requirements and Implementation**

### **Outcomes: System Capabilities**

- **Relational database** – Leveraging a relational database model will enhance the process of normalizing data from disparate systems with functions, unique to relational database design, that support select, project, relational join, and division operations. Of similar

value is the relational database support of dynamic views, which is not a part of the physical schema but is rather dynamic. Therefore, altering the data in a table alters the data depicted by the view. To that end, views can subset data, join and simplify multiple relations, dynamically hide complexity in the data, and reduce data storage requirements. Of similar import to the effort to develop a longitudinal data system resides in the superior security features of a relational database. A relational database supports access permissions, which allow the database administrator to implement need-based permissions to the access of the data in database tables. Relational databases support the concept of users and user rights, thus meeting the security needs of databases. Relations are associated with privileges like create, grant, select, insert, and delete privileges, which authorize different users for corresponding operations on the database. Lastly, use of a relational database offers vital advantages including performance, power, and support of new hardware technologies, provides support for the implementation of distributed systems, and is highly scalable.

- **Standardized XML format** – Utilizing a standardized XML format underscores the well-accepted use of XML as a means to model components of information systems, with those components automatically constructing themselves around what has been expressed in XML. XML brings a number of powerful capabilities to information modeling: heterogeneity, where each record can contain different data fields; extensibility, where new types of data can be added at will and do not need to be determined in advance; and flexibility, where data fields can vary in size and configuration from instance to instance. Lastly, XML imposes no restrictions on data; each data element can be as long or as short as necessary. Thus, changes are accommodated by modifying the underlying XML, and information system components adjust themselves accordingly without the need for reprogramming.
- **Online one-stop portal** – The online one-stop portal provides a full range of data products and services for users who demand precise, accurate results while making information faster, easier, and less expensive to obtain. With defined users and roles, the portal allows content to be tailored for specific purposes while simultaneously providing users with the ability to generate their own highly customized reports, thus empowering them well beyond traditional means. By delivering information to users based on predefined roles, the one-stop portal provides a degree of personalization, ensuring that users only receive information relevant to their needs. Users are included in the process of personalizing portal content—both in terms of navigation preferences and content offerings—to maximize the effectiveness with which the one-stop portal meets user requirements. In addition, the one-stop portal provides users with a rich set of business intelligence tools to help them mine a wealth of data in innovative ways. For future applications, the one-stop portal is an important feature of the larger data system, as it will provide a high degree of flexibility and changeability for adding, modifying, and removing features and functionality as requirements change.
- **Comprehensive list of reports and analyses relevant to promoting accountability, student achievement, and workforce outcomes** – Reports will provide accurate data and information to schools to improve instructional and administrative decision making

and provide accurate and timely data to parents and other stakeholders to gauge progress toward educational achievement and workforce outcomes.

- **Updated infrastructure for data collection, analysis, and transfer** – Update infrastructure will allow system partners to effectively meet or exceed contemporary best practices for data collection, management and use and help align data collection efforts with reporting and output requirements.

### **Outcomes: Data Fields and Quality Assurance**

- **Inclusion of all data elements required by the America COMPETES Act** – This will allow Mississippi to fully comply with state and federal reporting requirements.
- **Inclusion of prekindergarten and other early childhood data** – This will allow the state to assess how early intervention relates to children’s success. Therefore, it will allow the state to better align early childhood development with educational and workforce development.
- **Statewide policy for data quality assurance** – This will improve the implementation of procedures for protecting the security, confidentiality, and integrity of data at the local and state levels.
- **Certified trainers and skill enhancement for improving data quality** – This will help assure there is consistency in the validity and reliability of data collected across all system partners. Training will also help to ensure appropriate use of the system and information generated from it. Training will also help to develop analytical skills for strategic planning and problem solving.

### **Benefits**

In practical terms, the completion and institutionalization of the proposed longitudinal data system will result in multiple benefits relevant to improving student achievement and economic competitiveness in the state.

- **Ability to track and accurately measure progress in a timely fashion.**

The system will provide timely and relevant information to education and workforce stakeholders that will allow teachers, principals, and parents to monitor student progress on a continuous basis. This capability will also allow agencies to identify best practices and measure return on investment in terms of programs and interventions. It will also allow for the identification and assessment of trends and examine how well different subgroups are performing by teacher, schools and geographic areas.

- **Ability to provide classroom level student performance data.**

The system will provide continual feedback to classroom teachers and school administrators to assess individual student progress toward learning objectives, changes in student performance, indications of need for remediation, etc.

- **Ability to examine education and workforce outcomes.**

The system will provide timely and relevant information that will allow the state to better align high school credentials and college and workforce expectations. This alignment will generate information relevant to increasing graduation rates across the board, reducing the number of years to complete a college degree, and articulating two-year college programs with four-year college programs and workforce demands.

- **Ability to implement warning systems.**

The system will provide timely and relevant information that will allow the state to develop predictive models for high school dropouts. Similarly, predictive analytical models can be derived for identifying schools at risk of becoming underperforming.

- **Ability to increase efficiency.**

The system will provide timely and relevant information that will allow the state to identify and adopt best practices, reduce duplication of efforts, and align resources across funding streams.

- **Ability to establish a clear research agenda.**

The system will allow institutions to make data available and accessible to researchers to evaluate the effectiveness of instructional materials, strategies, and approaches for different types of students and provide unlimited capabilities for research aimed at professional development, curriculum redesign, program evaluation, etc. Specifically, the data will help address important questions such as:

How many children are at risk of having poor performance? How can we target an appropriate level of early intervention services to at-risk children? What personal and contextual factors are associated with at-risk children?

Does pre-K education influence the ability of a child to do well through K-12?

What quality standards in early childhood settings are most correlated with K-12 success (e.g., third-grade test scores, low retention rates, exiting special education)?

Do children with different demographic backgrounds respond differently to early childhood programs?

Are disadvantaged children more likely to attend early childhood programs more than one year?

Which teacher preparation programs best prepare our children?

Is the ACT score a reliable measure for college success? If so, what score range is most likely to be associated with college success?

### **System Development Plan**

To achieve the aforementioned outcomes and benefits, a three-phase development plan will be implemented. These phases include (1) discovery phase, (2) construction phase, and (3) deployment phase.

**Discovery Phase** – During this phase, the groundwork for system development is performed. The key tasks include:

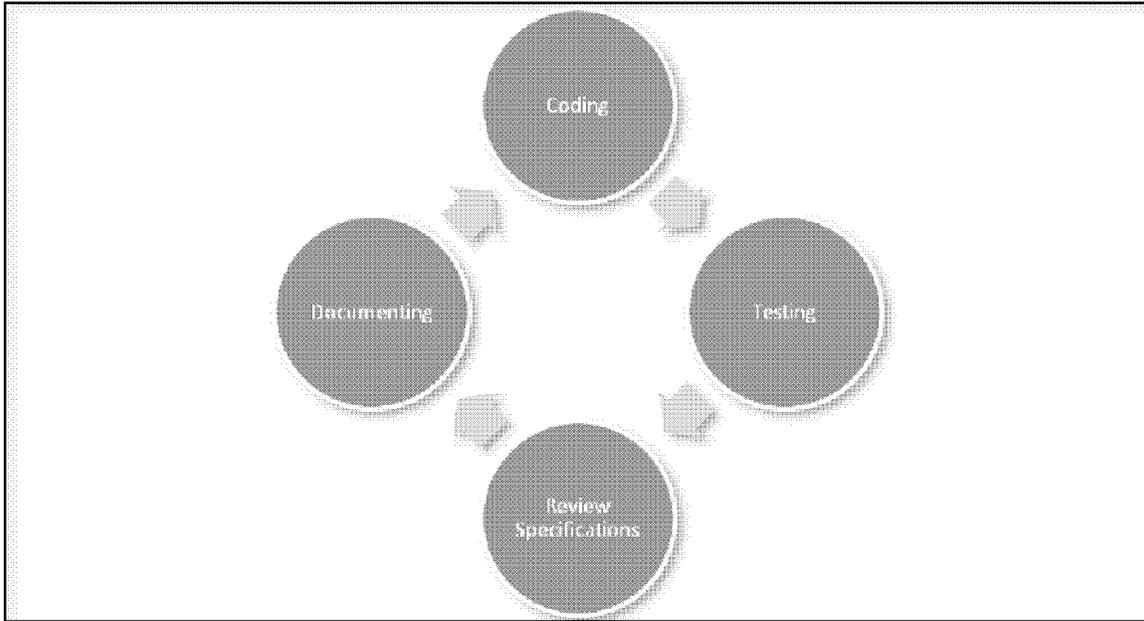
- Data Inventory – Data analysts identify and document a detailed inventory of all data to be included in the system.
- Requirements and Specifications - Programmer/analysts, database administrators, and subject matter experts work together to identify system requirements for security access and control, reports, data management, and the user interface.
- Design and Analysis – The one-stop portal is designed based on requirements and specifications identified by the development team. During this step, test cases are created, tested, and analyzed as part of the design refinement process.
- Planning – Following completion of the design and analysis step, the development team begins planning for the construction and deployment of the one-stop portal.

**Construction Phase** – The one-stop portal is actually built and tested by the development team.

- Iterative development

Construction of the portal will consist of a series of iterations as illustrated in Figure 4 (see page 19). Each iteration includes a feature backlog populated with specifications and test cases defined during the discovery phase. One of the benefits of iterative development is that once an iteration is complete, the software is in a deployable state.

**Figure 4: Iterative Development Process for the One-Stop Portal**



**Deployment Phase** –The one-stop portal is moved into a production environment where it can be accessed by actual users.

- Building the Information Technology Infrastructure – preparing for deployment of the one-stop portal by identifying and equipping the system’s physical space with the requisite electrical, cooling, and networking equipment.
- Hardware Installation and Configuration – preparing servers, storage devices, and failover systems for the one-stop portal.
- Software Installation and Configuration – installing all of the requisite software, from operating systems to applications, to get the one-stop portal system online and operational.
- Training – preparing IT administrators, system operators, and users to use and manage the one-stop portal system.

The State Data Center, operated by the Mississippi Department of Information Technology Services (ITS), will provide application hosting services for the proposed longitudinal data system.

### **C. Timeline for Project Outcomes**

Figure 6 on page 26 reports the detailed timeline for the activities required to produce the proposed outcomes. First-year activities will be geared primarily to meet the following outcomes:

- Relational database
- Standardized XML format
- Comprehensive list of reports and analyses relevant to promoting accountability, student achievement, and workforce outcomes
- Inclusion of all data elements required by the America COMPETES Act
- Inclusion of prekindergarten and other early childhood data
- Updated infrastructure for data collection, analysis, and transfer

Second- and third-year activities will be undertaken to achieve the remaining proposed outcomes:

- Online one-stop portal
- Statewide policy for data quality assurance
- Certified trainers and skill enhancement for improving data quality

By achieving these milestones, we will build a relational database that will be accessible through an online one-stop portal by the end of the project's duration. We will also design and adopt a statewide policy on data quality assurance. Completing the training element of the project will enhance data quality in respect to collection, entry, and use at all levels.

#### **D. Project Management and Governance Plan**

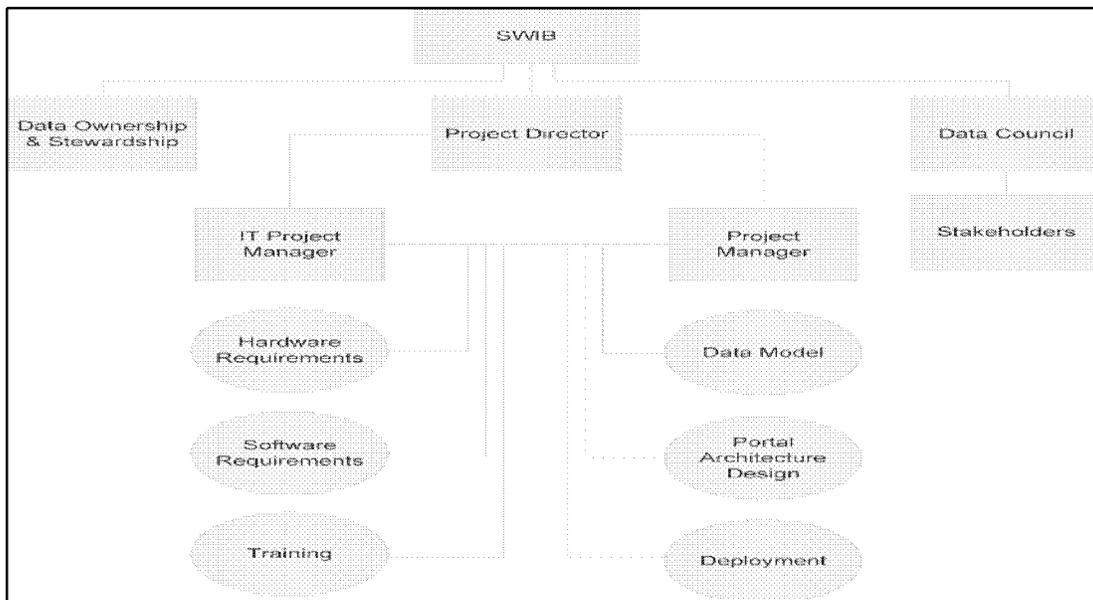
The project will be managed within the context of an already well-established organizational structure. Since 2004, the State Workforce Investment Board has taken the charge of establishing longitudinal data in Mississippi. One of SWIB's primary roles is to provide oversight for data use, with an emphasis on ensuring that data are used within the law (e.g., FERPA). This function is exercised by the board's executive committee, comprised of the state superintendent of education, executive director of SBCJC, commissioner of higher education, and representatives from other system partners. Under this structure, data sharing is governed by MOUs that describe how data can be used within the overall scope of the statewide longitudinal data system. Each partner retains ownership of its shared data and specific oversight for its use. Another role of SWIB is to ensure continuity and sustainability of the system by getting support from the Governor's Office, State Legislature, and all stakeholders using the system.

In its effort to be inclusive, SWIB also reaches out to other stakeholders, including local and regional boards. This function is exercised by a data council made up of individuals who have intimate knowledge of the data at both the local and state levels. Several council members also bring the perspectives of particular stakeholders to the board, such as those of parents, teachers, superintendents, and local communities. Other council members bring research expertise in the areas of education and workforce development.

Over the years, SWIB has secured the necessary technical resources and expertise for the design and implementation of the longitudinal data system. Specifically, the board relies on expertise provided by the Mississippi Department of Information Technology Services (ITS) for hardware and software infrastructure hosting. SWIB also relies on a university research group that provides expertise for data modeling, software development, and data analysis. Finally, SWIB relies on community and junior colleges and state universities for curriculum development and training in the areas of data collection, entry, and analysis.

Building on the current organizational structure, the governance and management plan is illustrated in Figure 5. Following this model, SWIB will continue to have oversight of data ownership and stewardship. The board will also coordinate activities with the project director, two project managers, and the data council. Under this structure, the project director’s main responsibility is to ensure that all tasks necessary to achieve the anticipated outcomes are on target and within the prescribed goals of the project. The director will be assisted by two project managers (IT project manager and project system development manager).

**Figure 5: Governance and Management Structure**



**IT project manager.** The main role of the IT project manager is to ensure compatibility and interoperability of the acquired hardware and software infrastructure. He will also serve as an advisor during the installation and testing of the hardware and software infrastructure as the proposed system becomes fully operational. Finally, because the proposed system will reside at the State Data Center, operated by ITS, the IT project manager will coordinate with the other project manager throughout the development phase of the online one-stop portal so that it is designed within accepted, statewide standards.

**Project system development manager.** The project system development manager will be responsible for the development of the data model, architectural design, and development of the

online one-stop portal. He will be responsible for identifying all the needs and requirements for the development of the overall system. He will also identify and provide the appropriate personnel for the development and construction of the online one-stop portal (two database administrators, five programmers, and five data analysts).

Both project managers will work in consultation with the data council throughout the duration of this project. The council will provide subject matter expertise at all levels and appropriate research knowledge. The two project managers will also coordinate activities for the development of the statewide data quality assurance policy and curriculum and training activities. Specifically, they will work with community and junior colleges and universities for the curriculum and training pieces of the project.

### **E. Staffing**

The project will have a project director, project manager, data quality counselor, and other key personnel.

***Project director: Mr. John Gilbert.*** Mr. Gilbert is the Director of Educational Accountability for the Mississippi Department of Education. The Office of Educational Accountability is responsible for monitoring and reviewing programs and providing information, recommendations and an annual assessment to the Legislature, Governor, Mississippi Commission on School Accreditation and the State Board of Education. As the project director, he will be responsible for providing overall direction to the project and ensuring that appropriate resources are available for the success of the project. The director provides advice and oversight to the group and has special responsibilities in respect to the data that will be included in the relational database. Another responsibility will be to ensure that the infrastructure is appropriate for achieving the objectives and goals of the project. Finally, he will provide overall leadership to the establishment and institutionalization of the longitudinal database.

***IT project manager: Dr. Craig Orgeron.*** Dr. Orgeron is the Director of Strategic Services for the Mississippi Department of Information Technology Services (ITS). In this role, Dr. Orgeron aids in the coordination and support of information systems planning efforts of ITS and state agencies and institutions through client planning, infrastructure planning, and emerging technology initiatives. He has participated in numerous government information technology task forces and committees, such as the Digital Signature Committee, the Electronic Government Task Force, and the Governor's Commission on Digital Government, which led to the implementation of the enterprise electronic government in Mississippi. He will assist the project director and project manager in the development of the infrastructure necessary for the development and maintenance of the system.

***Project system development manager: Dr. Domenico "Mimmo" Parisi.*** Dr. Parisi is professor and director of nSPARC. He has expertise in the development of relational databases and software development. Since 2004 he has provided leadership for over 30 statewide projects and he has an extensive knowledge of education and workforce program in the state and the nations. He has designed and implemented a statewide workforce performance management system. He has a national reputation and works with several other states in this area. He will ensure that all

requirements for the development and implementation of the enterprise-wide data architecture are met. He will provide oversight and assistance for the development of the online one-stop portal and the development of the policy for quality data assurance.

**Data council.** This group will be comprised of 12 subject matter experts who have been actively involved in the development of the state longitudinal data system over the past five years. This group will provide guidance and oversight on data requirements and business processes for the development of the enterprise-wide data architecture and the online one-stop portal interface, along with the business intelligence. These individuals include:

- **Mr. Chris Christmas;** Bureau Director II at the Mississippi Department of Human Services. He is responsible for data collection, reporting, and analysis in relation to the TANF and SNAP programs. He also conducts economic analysis for caseload management.
- **Dr. Jill Dent;** Director of the Office for Children and Youth at the Mississippi Department of Human Services. She is responsible for the management of the Child Care Certificate Program and the Quality Enhancement Program through the Administration for Children and Families and other training and technical assistance programs to increase the quality of child care programs in the state.
- **Dr. Cathy Grace;** Professor of Education at Mississippi State University, Director of the Early Childhood Institute and National Center for Rural Early Childhood Learning Initiatives, and Chair of the Mississippi Early Childhood Advisory Committee.
- **Dr. Dwight Hare;** Associate Director of the Research Curriculum Unit at Mississippi State University. He has coordinated efforts for curriculum development and evaluation and Mississippi school redesign.
- **Dr. LaNell Kellum;** Senior Research Associate for the Stennis Institute of Government at Mississippi State University. She currently provides technical assistance to MDE regarding the state's Race to the Top proposal.
- **Ms. Wanda Land;** Workforce Specialist at the Mississippi Development Authority. She is the link between economic development and workforce development and ensures that all of the resources of the workforce system are utilized in economic development efforts supporting new and existing businesses.
- **Ms. Jeanine Lily;** Director of the Office of Grant Management (OGM) for the Mississippi Department of Employment Security. OGM is the state administrator for Workforce Investment Act (WIA) funds and is responsible for managing WIA grants and other federally funded employment service and training initiatives. She is also responsible for data collection and reporting.
- **Ms. Audrey MacAfee;** Director of Management Information Systems at the Mississippi Department of Corrections. She is responsible for IT project planning, network systems

analysis, local and wide area network implementation and support, data communications support, Internet and Intranet access, software, hardware, equipment purchasing and allocation, technical support of installed hardware/software, PC/printer repairs, virus repairs, and equipment transfers/moves. Other responsibilities include departmental microcomputer policies, standards, and procedures.

- **Mr. Bob McDonald**; Director of Business Development Services and WIA Activities. He acts as liaison to partner agencies, fiscal agents, private businesses, and other organizations involved with the Workforce Investment Act and oversees agency activities involving job development with employers and job placement of clients who have successfully completed the Vocational Rehabilitation Program. His prior experience was with the Mississippi Department of Education, Office of Vocational Education, in the area of Special Federal Programs such as CETA and JTPA.
- **Dr. Phil Pepper**; Dr. Phil Pepper serves as the State Economist for Mississippi and as the Assistant Commissioner for Policy Research and Planning for the Mississippi Institutions of Higher Learning. He is responsible for the compilation and distribution of analysis of university and system data to the system's governing Board, the Legislature, and various other agencies responsible for policy decisions and accountability reporting.
- **Mr. Ken Thompson**; Director of the Office of Research and Statistics at the Mississippi Department of Education. He is responsible for data collection, analysis, and reporting for state and federal accountability for Mississippi's K-12 schools and districts.
- **Dr. Debra West**; Deputy Executive Director of the State Board of Community and Junior Colleges. She is responsible for SBCJC research and planning capabilities and the integration of information technology for data collection, management, and analysis.

*MDE key personnel.* This group will assist in accomplishing specific tasks within MDE.

- **Mr. John Gilbert**; Director of Educational Accountability at the Mississippi Department of Education. He will be the project director and will be responsible for providing overall direction to the project and ensuring that appropriate resources are available for the success of the project.
- **Mr. Ken Thompson**; Director of the Office of Research and Statistics at the Mississippi Department of Education. He is responsible for data collection, analysis, and reporting for state and federal accountability for Mississippi's K-12 schools and districts.
- **Ms. Jolene Miesse**; Lead Business Systems Analyst at the Mississippi Department of Education. She has more than 20 years of programming and development experience and is responsible for assisting school districts in submitting accurate data to MSIS and collecting and submitting federal reporting.
- **Ms. Deborah Donovan**; Lead Business Systems Analyst at the Mississippi Department of Education. She has extensive experience in developing client server and Web-based

applications and is responsible for data collection and reporting for the State Performance Plan and Annual Performance Report.

Figure 6: Project Timeline

Project Name	YEAR 1				YEAR 2				YEAR 3				
	QTR 1	QTR 2	QTR 3	QTR 4	QTR 1	QTR 2	QTR 3	QTR 4	QTR 1	QTR 2	QTR 3	QTR 4	
Discovery Phase													
Installing and Configuring Hardware	X	X	X	X									
Installing and Configuring Software	X	X	X	X									
Creating a Detailed Inventory of All Data:													
Required Fields for the America COMPETES Act	X	X	X	X									
Required Reports and Analyses	X	X	X	X									
Prekindergarten and Early Childhood Programs	X	X	X	X									
Creating a Statewide Data Dictionary				X	X	X							
Requirement Gathering		X	X	X	X								
Specifications and Test Cases		X	X	X	X								
Partners System Upgrade	X	X	X	X	X	X							
Development Phase													
Business Logic/SAS Stored Process Ver. 1					X	X	X	X	X				
Implementation of Web Portal Ver. 1					X	X	X	X	X				
User Acceptance Testing Ver. 1									X	X			
Deployment Ver. 1									X	X			
Data Quality Assurance Policy				X	X	X							
Training Trainers					X	X	X	X	X	X			
Deployment Phase													
Business Logic/SAS Stored Process Ver. 2													
Implementation of Web Portal Ver. 2									X	X	X	X	
User Acceptance Testing Ver. 2									X	X			
Deployment Ver. 2													
Field Training													
Business Logic/SAS Stored Process Ver. 3									X	X	X	X	X
Implementation of Web Portal Ver. 3									X	X	X	X	X
User Acceptance Testing Ver. 3													
Deployment Ver. 3													X



Cindy Coon, Director  
 Central High School  
 Suite 201  
 Phone: 601-359-3483  
 Fax: 601-359-2778



## MS Department of Education

### Navigation

Home
Types of MS Licenses
Highly Qualified Teacher
Administrator
Alternate Route Programs
Licensure Guidelines K12
Licensure Application Packet K12
Vocational
Special Education
Foreign Applicants
Renewal
Reciprocity
Teacher Education
Praxis Test Information
Supplemental Endorsements
Commission
Staff



### Commission

The Commission on Teacher and Administrator Education, Certification and Licensure and Development was created under the Mississippi Education Reform Act of 1982 and is charged with the responsibility of making recommendations to the State Board of Education regarding standards for the preparation, licensure, and continuing professional development of those who teach or perform tasks of an educational nature in the public schools of the State of Mississippi. In compliance with §37-3-2, Mississippi Code 1972, Annotated, as amended by Mississippi Laws 1997, Ch. 545, the Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education have approved guidelines for licensure.

[Commission Members](#)

[Commission/Hearing Dates](#)

[Rules for Procedure of Hearings](#)

[Enabling legislation](#)

[Procedures for Reporting Infractions](#)

---

### Minutes of Meetings

[January 4, 2008](#)

[March 7, 2008](#)

[May 2, 2008](#)

[May 28, 2008 special meeting](#)

[July 11, 2008](#)

---

[January 6, 2007](#)

[March 23, 2007](#)

[May, 2007](#)

[September 7, 2007](#)

[November 2, 2007](#)

---

[September 15, 2006](#)

[July 7, 2006](#)

May 5, 2006  
March 3, 2006  
March (retreat)  
January 6, 2006

---

October 7, 2005  
August 16, 2005  
June 10, 2005  
May 6, 2005  
April 6, 2005  
March 4, 2005  
January 7, 2005

---

November 5, 2004  
September 24, 2004  
July 9, 2004  
May 7, 2004  
March 5, 2004

**Action by Commission**

January 6, 2006  
March 3, 2006  
October 7, 2005  
August 16, 2005  
June 10, 2005

May 6, 2005 (no actions taken)

April 6, 2005  
March 4, 2005  
January 7, 2005  
November 5, 2004  
September 24, 2004  
July 9, 2004  
May 7, 2004  
March 5, 2004

---

[ [MDE HOME](#) ]

# Mississippi Principal Corps

## About the Principal Corps

The purpose of The University of Mississippi Principal Corps is to prepare highly qualified educators for leadership excellence in academic and administrative capacities. Students will earn a master's degree at the successful completion of the program, which is structured according to the following principles, based on our own national study with experts from around the country:

- Employs sound research and theoretical perspectives.
- Implements multiple delivery systems of education.
- Models effective instruction and maximal learning opportunities.
- Supports community involvement and engagement.
- Demonstrates an understanding and appreciation of diversity.
- Promotes partnerships and collaboration.

## Curriculum

The curriculum focuses on integrating sound research principles in educational leadership with a full-time internship. Students accepted into the Principal Corps will begin the 13-month program with an intensive four-week summer session on The University of Mississippi campus and continue throughout the fall, spring and second summer session. The course work is fully integrated with the internship as students are immersed in a performance-based curriculum that focuses on the principal as instructional leader. Unique components of the curriculum deal with current research and its application in the areas of literacy, numeracy, instructional coaching and leadership for students with disabilities and other exceptional needs. Research by the faculty, along with experts from Vanderbilt, Stanford, Columbia and Harvard, has shown that completing an internship with a quality school principal is critical to the success of students. For this reason, Principal Corps students will participate in a full-time internship in a school during the fall and spring semesters under the mentorship of a principal identified as an excellent school leader. The program will supplement this internship experience with course work in both traditional and nontraditional formats. The intern will experience a true integration of the knowledge, skills and dispositions necessary to lead schools to improve student achievement.

## Scholarships and Other Benefits

Current funding for the program will provide a **full scholarship for tuition, fees and books to all admitted applicants**. In addition, living stipends during the summer are included. With cooperation from school districts and other funding sources, students should also receive a salary stipend, which allows them to focus on the internship and rigorous course work of this program.

### ***Principal Corps benefits include***

- Master of Education or Educational Specialist degree from The University of Mississippi upon successful completion.
- \$10,000 signing bonus when a graduate accepts an administrative position in a Mississippi school district upon completing the program.
- Free textbooks and other related course materials.
- Experience as a full-time graduate student.
- Structured internship to gain relevant experiences as an aspiring principal.
- Exposure to highly qualified and capable faculty.
- Professional networking.
- Living stipend while on campus.
- Ability to maintain salary and benefits from current school district (per negotiation).

# Mississippi

## Turnaround Leadership Academy

The Mississippi State University Turnaround Leadership Academy (TLA) is an innovative approach helping underperforming schools in Mississippi become successful. The program is modeled after the successful Darden-Curry Partnership at the University of Virginia (UVA) and draws upon previous strategies from the business world and applies them to education. Following the UVA program, the Colleges of Business and Education including the Center for Educational Partnerships at MSU have collaborated to bring this program to Mississippi. The program delivers to educators the type of executive education previously reserved for top level business leaders.

### Who Should Attend

School leaders seeking dramatic school improvement and school leaders charged with turning around poor performing schools are encouraged to apply.

### The Difference

This program is designed to build capacity at the district level and school level for dramatic change. We work with each district or school to identify the best potential team of leaders to train as turnaround specialists. Then, over a two-year period of time the team attends a series of training seminars.

### The Goal

The TLA will build local leadership capacity better prepared to meet the challenges of school improvement and advance the ability of all school leaders to manage sustainable high performing schools.

### Program Core Essentials

- Builds capacity of school leaders in fundamentals of school turnaround
- Provides districts guidance in developing leaders with high potential for success
- Develops local support in creating an environment for successful turnaround
- Provides real-time support to principals during the turnaround process
- Introduces proven processes and systems to the school improvement effort

Mississippi Department of Education

## **Development of a Growth Model for the 2009 Statewide Accountability System**

### **Report #2**

This report completely replaces Report #1. All of the pilot growth models were re-run deleting the ten high schools that did not have data for calculating a growth composite in 2009. The new model runs used the final QDI values that reflected any data changes resulting from the request for review process and the AYP appeals process.

Report #2 describes the development and evaluation of sixteen separate pilot growth models. It presents statistical information for each pilot prediction equation and summary statistics for the growth statuses and QDI ranges that are used to determine final accountability labels within the approved accountability system. There were only subtle differences in the final results under the different pilot models, but there were larger differences among the models in terms of simplicity, prediction accuracy at the student level, and interpretation of the growth composite values. The report identifies the model that produces robust predictions and is the easiest to explain and interpret.

Prepared for the Office of Research and Statistics

by  
Stephen W. Hebbler

September 21, 2009

## Prediction Equations

The final student level matched datasets containing the 2008 and 2009 MCT2 results and the 2008/2009 Algebra I and Biology I results were used to develop prediction equations. Multiple regression analyses were set up to examine two dependent variables for the MCT2 predictions, two types of predictors for the MCT2, and two methods for standardizing the residuals. Separate analyses were run at the school level and the district level. A total of 16 pilot growth models were examined as shown in Table 1.

Table 1

Model ID <sup>1</sup>	Dependent Variable for MCT2	MCT2 Predictors	Standardization Method
Model 001 School Model 001 District	2009 Scale Score	2008 Language SS, 2008 Mathematics SS	Student Residuals Standardized
Model 002 School Model 002 District	SS Change 2008 to 2009	ITP, IRM <sup>2</sup>	Student Residuals Standardized
Model 003 School Model 003 District	2009 Scale Score	ITP, IRM	Student Residuals Standardized
Model 004 School Model 004 District	SS Change 2008 to 2009	2008 Language SS, 2008 Mathematics SS	Student Residuals Standardized
Model 005 School Model 005 District	2009 Scale Score	2008 Language SS, 2008 Mathematics SS	School & District Mean Residuals Standardized
Model 006 School Model 006 District	SS Change 2008 to 2009	ITP, IRM	School & District Mean Residuals Standardized
Model 007 School Model 007 District	2009 Scale Score	ITP, IRM	School & District Mean Residuals Standardized
Model 008 School Model 008 District	SS Change 2008 to 2009	2008 Language SS, 2008 Mathematics SS	School & District Mean Residuals Standardized

<sup>1</sup>For all pilot models, the SATP prediction equations were identical:

2009 Grade 8 Algebra I scale score predicted from 2008 Grade 7 MCT2 Language SS and Math SS,  
2009 Grade 9 Algebra I scale score predicted from 2008 Grade 8 MCT2 Language SS and Math SS, &  
2009 Grade 9 Biology I scale score predicted from 2008 Grade 8 MCT2 Language SS and Math SS.

<sup>2</sup>These variables are the same as those used for predicting MCT scale score change in the 2003 through 2007 school level accountability system. A description of the variables and their use appeared in the manual developed for the earlier accountability model. It is presented below, adapted for the MCT2.

Given each student's initial achievement on each section of a test and the average performance for all students in the state, a regression model can be developed to predict each student's gain (or scale score) taking into account the student's overall initial achievement and regression to the mean. On the MCT2, the two factors above are operationalized as follows.

1. The overall achievement level of the student at the beginning of the school year is the combined scale scores on the language arts and mathematics tests minus the state mean for the combined scale scores for those tests. The resulting value is a measure of the degree to which the student's overall achievement on the MCT2 compares to the typical achievement for all students in the state. This variable is called the Index of True Proficiency (ITP).
2. The overall value used to correct for regression to the mean is the student's scale score at the beginning of the year on one of the MCT2 tests (language arts or mathematics) minus the state mean scale score for that test. The resulting value is a measure of the degree to which the student's score on that test compares to the typical achievement for all students in the state. This variable is called the Index of Regression to the Mean (IRM).

## Prediction Accuracy

The regression equations in the pilot growth models predict performance at the student level. Although the predictions are not accurate enough for use at the student level, the positive and negative prediction errors tend to cancel each other, so average residual values for groups of students within a school or district are much more accurate. Tables 2 through 4 present R-Squared ( $R^2$ ) values for each prediction equation.  $R^2$  indicates the proportion of variance in the dependent variable accounted for by the prediction equation (e.g., 0.58 means 58%). Generally, a higher  $R^2$  value indicates better predicting ability. The formula for  $R^2$  is shown below.

$$R^2 = SS_{\text{Model}} / SS_{\text{Total}} \quad \text{where,} \quad SS_{\text{Total}} = SS_{\text{Model}} + SS_{\text{Error}}$$

The  $R^2$  values for the equations that predict MCT2 scale score change were all low. That may be due to a lack of variance since the SS changes from grade to grade on the MCT2 were very small (some slightly negative).  $R^2$  values for the MCT SS change prediction equations in the growth model used from 2003 through 2007 were higher and were similar to the new equations for predicting MCT2 and SATP scale scores.

To ensure the most accurate predictions, students included in the regression analyses had to

- meet full academic year (FAY) at the district level in 2007/2008 and 2008/2009,
- have MCT2 scores from 2007/2008, and
- have 2008/2009 score(s) from MCT2, Grade 8 Algebra, Grade 9 Algebra, or Grade 9 Biology.

Table 2

R <sup>2</sup> for MCT2 Language Arts Predictions (Scale Score or Change)						
Model(s)	D.V.	Grade 3>4	Grade 4>5	Grade 5>6	Grade 6>7	Grade 7>8
001, 005	SS	0.58	0.61	0.62	0.57	0.60
002, 006	Change	0.09	0.18	0.16	0.21	0.26
003, 007	SS	0.58	0.61	0.62	0.57	0.60
004, 008	Change	0.09	0.18	0.16	0.21	0.26

Table 3

R <sup>2</sup> for MCT2 Mathematics Predictions (Scale Score or Change)						
Model(s)	D.V.	Grade 3>4	Grade 4>5	Grade 5>6	Grade 6>7	Grade 7>8
001, 005	SS	0.57	0.60	0.62	0.64	0.56
002, 006	Change	0.27	0.16	0.19	0.23	0.17
003, 007	SS	0.57	0.60	0.62	0.64	0.56
004, 008	Change	0.27	0.16	0.19	0.23	0.17

Table 4

R <sup>2</sup> for SATP Predictions (Scale Score)			
Model(s)	Grade 8 Algebra I	Grade 9 Algebra I	Grade 9 Biology I
The same equation was used for all pilot models.	0.44	0.45	0.61

## Standardization Procedures

Once the regression equations were developed, they were applied to the student level data to yield raw residuals (actual performance minus predicted performance). The student level residuals were standardized based on the statewide distribution of raw residuals. Additional computer programs averaged the student level raw residuals at the school and district levels. Those mean residual values were then standardized using the distributions of school and district level mean values. Characteristics of different standardization methods are shown below.

Table 5

Interpretation at the School Level		
Standardized Student Level Residuals Averaged by School	A value of zero (0) indicates that the typical student in the school “just met” his/her predicted performance.	Values above and below zero represent distances from the predicted value in student level SD units.
Raw Student Residuals Averaged by School then Standardized	A value of zero (0) indicates that the performance of the school is at the mean of the school level performance distribution. The state mean in that distribution can represent performance at, above, or below the predicted level of performance.	Values above and below zero represent distances from the statewide school level performance mean value in school level SD units.
Interpretation at the District Level		
Standardized Student Level Residuals Averaged by District	A value of zero (0) indicates that the typical student in the district “just met” his/her predicted performance.	Values above and below zero represent distances from the predicted value in student level SD units.
Raw Student Residuals Averaged by District then Standardized	A value of zero (0) indicates that the performance of the district is at the mean of the district level performance distribution. The state mean in that distribution can represent performance at, above, or below the predicted level of performance.	Values above and below zero represent distances from the statewide district level performance mean value in district level SD units.

**Notes:**

There is a separate and unique prediction equation for each test. Standardization of the residual values (at the student or school and district levels) is required in order to combine the results across tests for different grades and subjects.

It is assumed that the conversion of the student level scale scores for the predictors into the ITP and IRM variables was a way to standardize the predictors in the earlier growth model. The technique was developed by David Thissen of the L.L. Thurstone Psychometric Laboratory at the University of North Carolina. Presumably, if the scale score differences on different tests from year to year are similar, this standardization of the predictor variables should produce residuals that can be combined and averaged without further adjustment. Although the ITP and IRM variables were used in the earlier Mississippi growth model, the resulting residuals still had to be standardized because there were very large differences in the MCT scale score gains across grades and subjects.

## Calculation of a Growth Composite

The standardization procedures described above produce comparable values for each separate test. Every school will have some combination of standardized values depending on the grade configuration and the SATP courses (if any) taught at the school. Most districts have standardized values for all of the tests. Since the standardized residual values are directly comparable, they can be weighted (for the number of students contributing data toward the standardized value) and summed to yield a single growth composite for the school or district. The growth composite is interpreted differently depending on whether the weighted values were derived by standardizing the residuals at the student level or at the school and district levels. The interpretation information shown in Table 5 is applicable to the growth composite. A separate growth composite was calculated for each school and district under each pilot growth model.

## Combining Pilot Growth Model Results with the Achievement Model

Computer programs combined the results from each pilot growth model with the QDI already calculated for each school and district. If the growth composite value was zero (0) or greater, the school or district was assigned the growth status label, "Met." If the growth composite value was less than zero (0), the school or district was assigned the growth status label, "Not Met."

Those programs also applied the recently calculated high school completion information – High School Completion Index (HSCI) and the 5-year cohort graduation rate -- according to the approved accountability model. Finally, a final pilot accountability label was assigned to each school and district based on the combined results from the pilot growth model, the achievement model and (for schools and districts with a graduating class) the high school completion information.

A sizable negative correlation has generally been found between annual student achievement (the QDI value) and certain demographic characteristics at a school or district -- particularly, percentage of students eligible for free lunch and percentage of minority students. Since the pilot growth models predict future student performance based on each student's previous test scores, an effective growth model should not exhibit significant correlations with those demographic variables.

An accountability model comparison form (on page 7) includes the following information:

- the number and percentage of schools/districts assigned each growth status (Met, Not Met, NA),
- the number and percentage of schools/districts falling into each 2009 QDI (Achievement) range,
- a cross-tabulation of N and % for each growth status/QDI range combination, and
- a correlation matrix showing the relationships among the following variables – QDI, pilot growth composite, HSCI, pilot accountability label, % free lunch eligible, % minority, N-count.

Although the correlation between the QDI and school demographics was large ( $r = -.77$  for free lunch eligibility;  $r = -.66$  for minority percentage), the correlation between the pilot growth composite values and school demographics was much smaller ( $r = -.28$  for free lunch eligibility;  $r = -.28$  for minority percentage).

As in the accountability model used from 2003 through 2007, higher performing schools met their growth expectations at a greater rate than lower performing schools. Thus, there is a moderate positive correlation between the QDI and the growth composite ( $r = +.54$ ).

Since a school's performance on the growth component has only a slight affect on its assigned accountability label, the correlation between the QDI and the pilot accountability label (which was given an ordinal scale numeric value for this purpose) was very high ( $r = +.94$ )

The correlation values at the district level between the QDI and growth composite values and demographics were larger (more negative). However there was still a pronounced difference between the QDI correlations ( $r = -.85$  for free lunch eligibility;  $r = -.81$  for minority percentage) and the growth composite correlations ( $r = -.46$  for free lunch eligibility;  $r = -.48$  for minority percentage).

Results on some of the models were identical. For example, the results using the more complex ITP/IRM variables vs. simpler scale score values on the MCT2 are identical because the prediction coefficients are based on the relationships between variables rather than the way the variables are scaled. Since the calculation of ITP and IRM involve subtracting a statewide constant from each student's scale score values (singly or combined), the relationship remains the same. Basically, the results for all models standardized the same way (student level or school/district level) are identical.

In terms of the number of schools and districts falling into each growth status/QDI range cell, differences in the pilot models under the two standardization methods were subtle. However, there are some differences that identify certain models as clearly superior to others.

- The prediction equation statistics presented earlier indicate that the pilot growth models that predict MCT2 SS change (Models 002, 004, 006, and 008) are not as robust as those that predict the scale score on the MCT2 (Models 001, 003, 005, and 007). Although the prediction errors generally cancel within large groups, the pilot growth models use a minimum cohort n-count of 10, so robust prediction equations are desirable.
- The prediction models that use simple MCT2 scale scores as predictors (Models 001, 004, 005, and 008) are simpler and easier to understand than those that use the ITP/IRM variables (Models 002, 003, and 006) and the results using either set of predictors are identical.
- The school and district level growth composites are more meaningful and easier to interpret if a value of zero (0) represents a typical student “exactly meeting prediction” (Models 001, 002, 003, and 004) rather than statewide average performance within the school or district level distribution of mean residual values (Models 005, 006, 007, 008).

Using the three criteria above, one can construct a table showing the degree to which each model satisfies those criteria. Model 001 is the only pilot growth model that satisfies all three criteria, so it is recommended as the model to be used in the statewide accountability system for 2009.

Table 6

Model ID	Robust Predictions	Simple Predictors	Meaningful Growth Composite
<b>Model 001</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Model 002	No	No	Yes
Model 003	Yes	No	Yes
Model 004	No	Yes	Yes
Model 005	Yes	Yes	No
Model 006	No	No	No
Model 007	Yes	No	No
Model 008	No	Yes	No

## Pilot Accountability Labels Using Growth Model 001

After combining the growth statuses from pilot Model 001 with the 2009 QDI ranges and applying the high school completion information (where appropriate), each school and district was assigned a pilot accountability label based on the approved model. Figure 1 (on page 8) shows the school level pilot accountability labels and Figure 2 (on page 9) shows the district level pilot accountability labels.

### Reporting Growth Model Results

The following growth model data should be included in each school and district accountability report.

- One line for each prediction cohort (e.g. MCT2 Grade 3 to Grade 4 Language Arts) containing the following columns
  - Cohort N-Count (number of students in the cohort)
  - Mean Raw Residual (average distance above/below prediction in scale score points)
  - Mean Standardized Residual (average distance above/below prediction in student SD points)
  - Weighted Mean Standardized Residual (the cohort's contribution to the growth composite)
- A summary line showing a sum for the following columns
  - Cohort N-Count (the sum is the total number of data points used for the growth composite)
  - Weighted Mean Standardized Residual (the sum is the Growth Composite)

### Approval of a Growth Model and Future Development

Once a growth model has been selected for use in 2009, it must go through the state's Administrative Procedures Act (APA) public review process. Due to the technical nature of the growth model, the APA submittal should outline the basic structure of the selected model and present that structure in relatively simple terms.

Details regarding data preparation, selection criteria for inclusion in prediction cohorts, minimum number of students required for calculating growth composites, and possible additional statistical adjustments (e.g., application of confidence intervals) should be left open for further examination and development.

The APA submission should include statements indicating that additional "production mode" development of the growth model will be conducted. In addition to annual revision of the initial prediction equations, the development process will include:

For 2010

- Equations for predicting 2010 Grade 10 Algebra I scale score from 2008 Grade 8 MCT2
- Equations for predicting 2010 Grade 10 Biology I scale score from 2008 Grade 8 MCT2
- Equations for predicting 2010 English II (multiple choice) scale score from 2008 Grade 8 MCT2

For 2011:

- Equations for predicting 2011 U.S History (from 1877) scale score from 2008 Grade 8 MCT2

The approved overall accountability model indicates that the Grade 5/8 Science Test will be included beginning in 2010. The addition of that test data in the Achievement Model will simply require the addition of the Science distribution statistics to the QDI calculation formulas. Use of the Grade 5/8 science test in the Growth Model has not been determined.

## 2009 Accountability Model Development Comparison Form

Model ID	Total N and %	N and % in Each 2009 QDI Range					Correlation Matrix				
		<100	100-132	133-165	166-199	200-300	%FL	%Min	Tot-N	Growth	QDI

<b>001 - 004</b> School Level	Met	402	50.4%	6	1%	55	7%	158	20%	144	18%	39	5%	QDI	-.77	-.66	+21	+54	---
	Not	396	49.6%	55	7%	156	20%	136	17%	45	6%	4	1%	Growth	-.28	-.28	.00	---	+.54
	Total	798		61	8%	211	26%	294	37%	189	24%	43	5%	Label	-.72	-.60	+19	+61	+.94

Standardization Method: Standardizes residuals at the student level (meaning zero – 0 represents exactly meeting expectation).

<b>001 - 004</b> District Level	Met	66	43.7%	0	0%	10	7%	27	18%	27	18%	2	1%	QDI	-.85	-.81	+25	+68	---
	Not	85	56.3%	8	5%	45	30%	27	18%	5	3%	0	0%	Growth	-.46	-.48	+13	---	+.68
	Total	151		8	5%	55	36%	54	36%	32	21%	2	1%	Label	-.76	-.73	+26	+70	+.94

Standardization Method: Standardizes residuals at the student level (meaning zero – 0 represents exactly meeting expectation).

<b>005 - 008</b> School Level	Met	397	49.8%	6	1%	55	7%	156	20%	141	18%	39	5%	QDI	-.77	-.66	+20	+54	---
	Not	401	50.3%	55	7%	156	20%	138	17%	48	6%	4	1%	Growth	-.28	-.28	.00	---	+.54
	Total	798		61	8%	211	26%	294	37%	189	24%	43	5%	Label	-.71	-.60	+19	+61	+.94

Standardization Method: Standardizes residuals at the school level (0 represents average performance in school growth composite distribution).

<b>005 - 008</b> District Level	Met	76	50.3%	1	1%	12	8%	31	21%	30	20%	2	1%	QDI	-.85	-.81	+25	+68	---
	Not	75	49.7%	7	5%	43	28%	23	15%	2	1%	0	0%	Growth	-.46	-.48	+13	---	+.68
	Total	151		8	5%	55	36%	54	36%	32	21%	2	1%	Label	-.76	-.74	+25	+69	+.94

Standardization Method: Standardizes residuals at the district level (0 represents average performance in district growth composite distribution).

**Figure 1  
Pilot Growth Model 001 (School Level)**

MCT2 SS Predicted by MCT2 Language SS & Math SS  
SATP SS Predicted by MCT2 Language SS & Math SS

QDI Range (2009 Values)	Growth Status <sup>1</sup>			High School Completion Variables
	Not Met 396 (49.6%)	Met 402 (50.4%)		
200-300  43 (5.4%)	High Performing  4 (0.5%)	Star School <sup>2</sup> 31 (3.9%) High Performing 8 (1.0%)		HSCI >= 230 or Grad Rate >= 80%
166-199  189 (23.7%)	Successful  45 (5.6%)	High Performing <sup>2</sup> 131 (16.4%) Successful 13 (1.6%)		HSCI < 230 and Grad Rate < 80%
133-165  294 (36.8%)	Academic Watch  136 (17.0%)	Successful  158 (19.8%)		HSCI >= 200 or Grad Rate >= 75%
100-132  211 (26.4%)	At Risk of Failing  156 (19.6%)	Academic Watch  55 (6.9%)		HSCI < 200 and Grad Rate < 75%
Below 100  61 (7.6%)	Failing  55 (6.9%)	Low Performing  6 (0.8%)		

<sup>2</sup>Note: Schools without a graduating class are assigned this accountability label.

<sup>1</sup>Met indicates a growth composite of 0 or above; Not Met indicates a negative growth composite value. The value in each cell represents the number of schools assigned to that label by the pilot model.

**Figure 2  
Pilot Growth Model 001 (District Level)**

MCT2 SS Predicted by MCT2 Language SS & Math SS  
SATP SS Predicted by MCT2 Language SS & Math SS

QDI Range (2009 Values)	Growth Status <sup>1</sup>			High School Completion Variables
	Not Met 85 (56.3%)	Met 66 (43.7%)		
200-300  2 (1.3%)	High Performing  0 (0.0%)	Star District <sup>2</sup> 2 (1.3%) High Performing 0 (0.0%)		HSCI >= 230 or Grad Rate >= 80%
166-199  32 (21.2%)	Successful  5 (3.3%)	High Performing <sup>2</sup> 20 (13.3) Successful 7 (4.6%)		HSCI < 230 and Grad Rate < 80%
133-165  54 (35.8%)	Academic Watch  27 (17.9%)	Successful  27 (17.9%)		HSCI >= 200 or Grad Rate >= 75%
100-132  55 (36.4%)	At Risk of Failing  45 (29.8%)	Academic Watch  10 (6.6%)		HSCI < 200 and Grad Rate < 75%
Below 100  8 (5.3%)	Failing  8 (5.3%)	Low Performing  0 (0.0%)		

<sup>2</sup>Note: Districts without a graduating class are assigned this accountability label.

<sup>1</sup>Met indicates a growth composite of 0 or above; Not Met indicates a negative growth composite value. The value in each cell represents the number of districts assigned to that label by the pilot model.

## ABOUT THE TEACHING AS LEADERSHIP RUBRIC

The Teaching As Leadership rubric translates the six general leadership principles found to distinguish highly effective teachers in low-income communities into twenty-eight specific teacher actions. The rubric also delineates indicators of five levels of proficiency for each of those teacher actions.

At Teach For America, the Teaching As Leadership rubric is an evolving centerpiece of our training and support systems. It is designed and used as a professional development tool, helping new teachers to identify their strengths and weaknesses and to accelerate their improvement for the sake of students' learning.

The rubric was designed in accordance with the following principles:

- Outcome Orientation.** The Teaching As Leadership rubric's design is driven by outcomes, not process. This rubric leads observers to consider the relationship between teacher actions and student learning and behavior. A particular strategy is only as valuable as its influence on students' academic progress, and teachers should experience greater success with their students as they improve their proficiency. Loyalty to this idea leads us to continue challenging and changing the rubric as we learn more about the correlation (and lack of correlation) between certain teacher actions and student learning.
- A Five-Proficiency Scale Covering the Entire Range of Teacher Performance.** The rubric is meant to offer an objective and absolute measure of teacher performance, without regard to the teacher's level of experience. The five levels represented on the rubric draw on the work of Robert Kegan, an adult learning and developmental psychology expert. The themes of the rubric columns aim to capture the difference between learning how to "follow the rules" of a given behavior or action and adjusting or transferring those rules to fit one's circumstances:

PRE-NOVICE	NOVICE	BEGINNING PROFICIENCY	ADVANCED PROFICIENCY	EXEMPLARY
No attempt of the action, though an attempt is warranted	An unsuccessful attempt of the teacher action	Technically performing the action	Internalizing the purpose of the action and, as a result, adjusting the action to the situation	Innovating as necessary to realize the full potential of the action in unique contexts

- **Asset-Based Language.** The Teaching As Leadership rubric specifies what skills should be present, instead of what skills might be missing from the teacher's performance. In this way, the rubric seeks to celebrate even the early progress that all teachers experience as they evolve and grow.

The ultimate goal of the rubric is to help teachers—working on their own or with a supportive coach—to progress to increasingly higher proficiency levels that we believe correlate with greater student achievement.

# **Development of the Vanderbilt Assessment of Leadership in Education (VAL-ED)**

## **Abstract**

Meeting the challenge of raising student achievement and closing the achievement gaps in America's schools depends on school leaders who effectively guide instructional improvement.

Many districts use leadership assessment for formative or summative purposes. Whatever the purpose, there is general agreement that the current state of leadership assessment is lacking. The identification and development of effective school leaders has been significantly hampered by the lack of technically sound tools for assessing and monitoring leadership performance. The Vanderbilt Assessment of Leadership in Education (VAL-ED) fills this gap.

## **Theory**

The VAL-ED is a paper and on-line assessment which utilizes a multi-rater, evidence-based approach to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The VAL-ED measures core components and key processes. Core components refer to characteristics of schools that support the learning of students and enhance the ability of teachers to teach. Key processes refer to how leaders create those core components.

- High Standards for Student Learning—There are individual, team, and school goals for rigorous student academic and social learning.
- Rigorous Curriculum (content)—There is ambitious academic content provided to all students in core academic subjects.
- Quality Instruction (pedagogy)—There are effective instructional practices that maximize student academic and social learning.
- Culture of Learning & Professional Behavior—There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- Connections to External Communities—There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- Performance Accountability—Leadership holds itself and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the professional staff and students.

## **Key Processes Refer to How Leaders Create Those Core Components**

- Planning—Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.
- Implementing—Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Supporting—Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.
- Advocating—Promotes the diverse needs of students within and beyond the school.
- Communicating—Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.
- Monitoring—Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

Effective learning-centered leadership is at the intersection of the two dimensions: core components created through key processes. The conceptual framework for VAL-ED is based on a review of the learning-centered leadership research literature and alignment to the Interstate School Leaders Licensure Consortium (ISLLC) standards (see figure below). Every item in the Principal, Supervisor, and Teacher Response forms represents a cross-section of one core component and one key process.

## EDUCATOR PROFICIENCY

An increasing body of credible research suggests that the single greatest element of a student's academic achievement is the quality of the teacher. Effective professional development and proper preparation of educators are essential to improving student achievement. In Mississippi, professional development has been a major focus of the implementation of technology in schools. Training has been provided in a variety of formats and topics. Professional development is available for technology users at all levels - novice to innovator. However, with increasing accountability standards in place, it is time to rethink how professional development is developed, arranged, and delivered in Mississippi. Teachers and administrators need access to high quality, ongoing professional development that models the integration of technology and curriculum. This type of professional development will be key to improving student achievement. In addition to professional development, teacher and administrator preparation must be addressed. Beginning with pre-service teachers, technology must be integrated into the everyday fabric of instructional activities. Continued cooperation is needed between Mississippi school districts, universities, and state agencies to further embed educational technology into teacher preparation programs. It is essential that all educators are provided with the training and support needed to become technology proficient.

**Goal III: Teachers** – All teachers will be qualified to use technology for instruction by meeting the Mississippi Technology Standards for Teachers by 2008.

**Objective 1: High quality professional development for teachers will be based on Mississippi Technology Standards for Teachers, utilize research-based best practices as identified by National Staff Development Council, and reflect the advances and changes in technologies.**

STRATEGIES	PERFORMANCE INDICATORS	TARGETED TIMELINES
3.1.1 Update and revise the MDE technology professional development program for teachers to ensure it meets the Mississippi Technology Standards for Teachers and includes online activities and research-based best practices that reflect the changing technology arena.	Task force will be developed to review components of technology training for teachers.	2003
	40 professional development courses will be available.	2004 – 2008
	100 percent of online modules for teacher technology training will be available online.	2005 – 2008

**Mississippi Department of Education  
Technology Plan**

	Task force will conduct annual review of technology training for teachers.	2004 – 2008
3.1.2 Develop MDE standards for identifying effective research based professional development programs for teachers focused on technology integration.	MDE minimum standards for effective technology training programs developed and posted on OET web page.  Standards will be revised and updated annually.	2003 – 2004  2005 – 2008
3.1.3 Develop a clearinghouse of approved, effective technology training programs available statewide that meet MDE standards.	MDE will develop a searchable online database of approved teacher technology training programs.  The searchable database of approved teacher training programs will be reviewed and revised annually.	2004 – 2005  2005 – 2008
3.1.4 Train instructional technology specialists, lead teachers, and technology coordinators in grant writing to ensure that teachers have access to emerging technologies for classroom use and integration.	MDE will deliver 3 effective professional development modules for grant writing regionally.	2005 – 2008

**Goal III: Teachers** – All teachers will be qualified to use technology for instruction by meeting the Mississippi Technology Standards for Teachers by 2008.

**Objective 2: All teachers will have in-building support for technology integration.**

STRATEGIES	PERFORMANCE INDICATORS	TARGETED TIMELINES
3.2.1 Assist school districts in	A task force will be developed	2003 – 2004

**Mississippi Department of Education  
Technology Plan**

---

<p>obtaining on-site support for technology integration.</p>	<p>to pursue funding for teachers to become certified Instructional Technology Specialists to assist in curriculum and technology integration.</p> <p>An approved certification program of study will be developed and piloted for Instructional Technology Specialists.</p> <p>An Instructional Technology Specialist will be onsite in each school to work with teachers on the integration of technology.</p>	<p>2004 – 2005</p> <p>2005 – 2006</p>
<p>3.2.2 Encourage a statewide teacher online community through list servs, chat rooms, and virtual classrooms.</p>	<p>Teachers who participate in a virtual learning environment will increase annually.</p>	<p>2003: 20% of teachers are participating in a virtual learning environment as reported in MOTE.</p> <p>2004: 40% of teachers are participating in a virtual learning environment as reported in MOTE.</p> <p>2005: 60% of teachers are participating in a virtual learning environment as reported in MOTE.</p> <p>2006: 80% of teachers are participating in a virtual learning environment as reported in MOTE.</p>
<p>3.2.3 Develop an online help desk and resource center for technology integration issues.</p>	<p>The components for an online help desk will be researched and designed.</p> <p>An online help desk and</p>	<p>2004 – 2005</p> <p>2006 – 2008</p>

**Mississippi Department of Education  
Technology Plan**

	resource center will be implemented. An online help desk and resource center will be expanded.	2008
3.2.4 Develop Student Techno Teams at the high school and middle school levels to assist in offering instructional and technical support to teachers and students.	70% of districts will have a Student Techno Team Program.	2004: 20% of districts have Student Techno Team program as reported through MOTE.  2005: 30% of districts have Student Techno Team program as reported through MOTE.  2006: 40% of districts have Student Techno Team program as reported through MOTE.  2008: 50% of districts have Student Techno Team program as reported through MOTE.  2008: 70% of districts have Student Techno Team program as reported through MOTE.

**Goal III: Teachers** – All teachers will be qualified to use technology for instruction by meeting the Mississippi Technology Standards for Teachers by 2008.

**Objective 3: All teachers will be required to meet the Mississippi Technology Standards for Teachers.**

<b>STRATEGIES</b>	<b>PERFORMANCE INDICATORS</b>	<b>TARGETED TIMELINES</b>
3.3.1 Collaborate with Mississippi Institutions of Higher Learning (IHL) and IHL Board to infuse educational	MDE will work with IHL to infuse technology use in pre-service course work as recommended in NCATE	2003

**Mississippi Department of Education  
Technology Plan**

---

<p>technology into teacher preparation programs.</p>	<p>standards.</p> <p>Technology integration will be modeled and infused into courses in the Teacher Education Program.</p> <p>Teacher education programs will require a minimum of six hours in technology integration courses with the incorporation of the Mississippi Teacher Technology Standards.</p>	<p>2003 – 2004</p> <p>2004 – 2005: For entering Freshmen</p>
<p>3.3.3 Integrate technology modules in the alternate route teacher certification program.</p>	<p>A committee will be established with Mississippi Teacher Center, Office of Educator Licensure, and Office of Educational Technology to examine ways to infuse technology into the alternate route certification process.</p> <p>The alternate route teacher certification program will include assessment of technology proficiency, training on basic skills where needed, and demonstration of technology integration.</p>	<p>2003</p> <p>2003 – 2004</p>
<p>3.3.4 Establish and implement new policy regarding meeting technology standards.</p>	<p>Task Force will be established to research and develop policy for implementing the federal mandate that all teachers demonstrate technology proficiency by 2008.</p> <p>An incentive program will be established to encourage teachers to meet technology standards.</p>	<p>2003</p> <p>2004</p>

**Mississippi Department of Education  
Technology Plan**

---

<p>3.3.5 Develop an instrument to measure teacher proficiency with technology and methods for supporting teachers in becoming proficient with technology.</p>	<p>A committee will develop an instrument to measure the level of teacher technology proficiency.</p> <p>The teacher technology proficiency instrument will be piloted in each congressional district.</p> <p>A policy will be established that requires at least one of the two required recertification courses be designated as technology-related.</p> <p>A policy will be created and implemented that allows both recertification courses to be technology-related credits rather than in the area of certification.</p> <p>All teachers will be certified as technology proficient.</p>	<p>2003 – 2004</p> <p>2004 – 2005</p> <p>2003 – 2004</p> <p>2003 – 2004</p> <p>2008</p>
<p>3.3.6 Create a plan for awarding incentives to teachers who progress beyond the basic level of technology proficiency.</p>	<p>A task force from public and private sectors will be created to locate funding for incentives for teacher technology proficiency and technology integration.</p> <p>A plan for awarding incentives to teachers will be developed and implemented.</p>	<p>2003</p> <p>2004</p>

**Goal IV: Administrators** - All administrators will be qualified to use technology appropriately to improve their efficiency, effectiveness, and productivity.

**Objective 1: High quality professional development for administrators will be based on Mississippi Technology Standards for Administrators, will utilize best practices, and will reflect the advances in technologies.**

STRATEGIES	PERFORMANCE INDICATORS	TARGETED TIMELINES
<p>4.1.1 Work with MDE Office of Leadership Development and Enhancement (OLDE) to update administrator training program.</p>	<p>Task force will be developed to review components of technology training for administrators.</p> <p>Technology components will be integrated into existing administrator professional development.</p> <p>Technology components will be integrated into newly developed administrator professional development.</p> <p>Quality online professional development will be provided that will incorporate the technology standards.</p>	<p>2003 – 2004</p> <p>2004 – 2008: All administrator professional development updated biannually.</p> <p>2004 – 2008</p> <p>2005 – 2006</p>
<p>4.1.2 Identify technology assessment tools to determine technology use, skills (teachers/students), and professional development needs within schools.</p>	<p>A committee will be established to examine available assessment tools, which measure technology use, skills, and training needs.</p> <p>The committee's findings will be made available to local school districts through the OET website, list serves, and other communications.</p>	<p>2003 – 2004</p> <p>2004 – 2005</p>

**Goal IV: Administrators** - All administrators will be qualified to use technology appropriately to improve their efficiency, effectiveness, and productivity.

**Objective 2: All administrators will be required to meet the Mississippi Technology Standards for Administrators.**

STRATEGIES	PERFORMANCE INDICATORS	TARGETED TIMELINES
<p>4.2.1 Collaborate with OLDE to establish a new policy regarding meeting technology standards.</p>	<p>A committee will be developed to establish a policy on administrator technology standards.</p> <p>An incentive program will be established to encourage administrators to meet technology standards.</p> <p>A policy will be established that requires all administrators to meet technology standards as part of the recertification process.</p>	<p>2003 – 2004</p> <p>2004</p> <p>2004– 2005</p>
<p>4.2.2 Develop methods and instruments for demonstrating proficiency of technology standards.</p>	<p>A committee will develop an instrument to measure level of administrator technology proficiency.</p> <p>The administrator technology proficiency instrument will be piloted.</p> <p>All administrators will be certified as technology proficient.</p>	<p>2003 – 2004</p> <p>2004 – 2005</p> <p>2008</p>

**Goal IV: Administrators** - All administrators will be qualified to use technology appropriately to improve their efficiency, effectiveness, and productivity.

**Objective 3: All districts will have a certified Technology Coordinator as a state-funded position.**

STRATEGIES	PERFORMANCE INDICATORS	TARGETED TIMELINES
<p>4.3.1 Develop certification standards and assist school districts with acquiring certified technology coordinators.</p>	<p>MDE will develop and conduct training modules for certification.</p> <p>OET will coordinate with the MDE Office of Educator Licensure to develop an endorsement for Technology Coordinators.</p> <p>MDE will collaborate with Colleges of Education to develop courses aligned with NCATE/ISTE to prepare teachers for certification as Technology Coordinators.</p>	<p>2003</p> <p>2003</p> <p>2004 – 2008</p>

**Goal IV: Administrators** - All administrators will be qualified to use technology appropriately to improve their efficiency, effectiveness, and productivity.

**Objective 4: All curriculum coordinators and other district specialists will increase their technology literacy and knowledge of the role technology plays in improving student achievement.**

STRATEGIES	PERFORMANCE INDICATORS	TARGETED TIMELINES
<p>4.4.1 Develop and implement technology-related professional development for curriculum coordinators.</p>	<p>OET will collaborate with the MDE Office of Curriculum to embed technology activities into professional development offered to curriculum</p>	<p>2003 - 2008</p>

**Mississippi Department of Education  
Technology Plan**

---

	coordinators.	
--	---------------	--



# **Mississippi Educator Preparation Programs**

## **Process and Performance Reviews**

**Mississippi Department of Education**

Office of Quality Professionals  
Dr. Daphne Buckley, Director

Division of Educator Preparation Programs  
Gail Gettis, Director

State Superintendent of Education  
Dr. Hank M. Bounds

## Table of Contents

<b>Introduction</b>	iii
<b>Teacher Education Programs</b>	
<b>Scheduling of Teacher Education Process Review Visits</b>	1
<b>Selection and Composition of Visiting Teams</b>	1
<b>Personnel and Document Needs by Institutions for Review</b>	2
<b>On-Site Report to Dean/Department Chair</b>	3
<b>Computer Analysis of Data by MDE</b>	3
<b>Notification of Possible Violation of Standards</b>	3
<b>Report to Commission and State Board</b>	4
<b>Process and Performance Review Rating Categories</b>	4
<b>Teacher Education Process Standards</b>	
<b>Process Standards</b>	5
<b>Performance Standards</b>	8
<b>Program Approval for New Teacher Education Programs</b>	9
<b>Accreditation of Teacher Education Programs     Through NCATE or State Standards</b>	10
<b>Guidelines for Accreditation Visits Under Modified     NCATE Standard</b>	11
<b>Selection and Training of State Accreditation     Team Members</b>	13
<b>Reporting Schedule</b>	13

Annual Updates Through the AACTE Reporting Form	14
<b>Educational Leadership Programs</b>	
Educational Leadership Program Standards	15
Process Standards	15
Performance Standard	16
Scheduling of Educational Leadership Program Process Review	17
Selection and Composition of Visiting Teams	17
Personnel and Documents Needed by Educational Leadership Departments for Review	17
On-Site Report to Dean/Department Chair	18
Computer Analysis of Data by MDE	18
Notification of Possible Violation of Standards	19
Educational Leadership Process and Performance Review Rating Categories	19
Accreditation of Educational Leadership Programs Through Formal NCATE Review or State Oversight Of NCATE Curriculum Standards	20
<b>Administrator Preparation and Licensure Program Development Principles</b>	
Grounding Principles for Educational Leadership Programs	21
General Design Principles	21

## **INTRODUCTION**

Annual Process Review of approved teacher education programs was an outgrowth of the Mississippi Education Reform Act of 1982. This Act called for the setting of standards and criteria for all teacher education programs in Mississippi colleges and universities. Two critical elements of teacher preparation had considerable impact upon this process - (1) what professional knowledge is essential for beginning teachers, and (2) what teaching skills and abilities are most effective.

In 1997 a major update of the teacher licensure process as well as the revision of standards for teacher licensure programs was undertaken. The following components are the basis for the teacher education process.

Each applicant for entry into a teacher licensure program shall demonstrate minimum academic ability on a test approved by the Licensure Commission and the State Board of Education.

Each applicant for a standard license shall graduate from a National Council for Accreditation of Teacher Education (NCATE) or state-approved teacher education program and shall be able to pass a state-approved test in order to demonstrate knowledge of pedagogy and competency of the subject to be taught.

Each educator shall successfully complete individual professional development requirements during a five-year timeframe for continued licensure.

### **Scheduling of Teacher Education Process Review Visits**

Process reviews are scheduled annually during the months of February, March, April and May at each of the 15 teacher education programs sites in the state. A mutually acceptable date is agreed upon in advance of the visit. An attempt will be made by the Mississippi Department of Education (MDE) to honor requests by institutions for specific visitation dates whenever possible. Cancellation of visits by institutions, once a date has been established, should only occur under emergency conditions.

### **Selection and Composition of Visiting Teams**

The Coordinator of Professional Program Approval selects the members of the Process Review Team. Team members will include a representative from the Office of Educator Licensure, a local school administrator, and a representative from another institution of higher learning within the state. The Mississippi Department of Education will reimburse expenses for the mileage incurred by team members while traveling to and from Process Review visits.

<p style="text-align: center;"><b>Personnel and Document Needs by Institutions for Review</b></p>
---

The following personnel should be available for consultation with the visiting team:

Dean or Department Chair or their designee.

Director of Student Teaching or Licensure Officer

Other faculty or administrators as requested by team prior to a visit.

The following documents should be available for review by the visiting team:

- Student records, including transcripts and program admission test scores for students admitted to the teacher education program since the last Process Review visit.
- Current college/university catalogue and student handbook and course syllabi for professional education courses.
- Program advisement forms for all teacher education programs.
- Official college/university graduation programs for the previous calendar year's graduation(s).
- A list of the previous calendar year's graduates and their social security numbers.
- Verification of the use of approved national and/or state standards.
- Documentation of collaborative events with local school districts.
- Teacher evaluation rating sheets for the previous year's graduates from school districts where teachers are employed.

**On-site Report to  
Dean/Department Chair**

At the completion of the site visit, a brief report will be given to the Dean/Department Chair indicating whether standards that can be monitored on-site have been met. A written response will be given when other data are analyzed. Deans/Department Chairs will sign a Process Review Team Report indicating that they have been informed of initial visit results.

**Computer Analysis of Data by MDE**

Data collected on a site visit will be analyzed by MDE for Performance Standards 1 and 2. This analysis will be done as soon as possible but will be completed within 30 days of the last scheduled Process Review.

**Notification of Possible Violation of  
Standards**

If a preliminary check indicates that a college or university is in violation of Process or Performance Standards, notification in writing will be given to the Dean or Department Chair. This notification will contain names and social security numbers of students in order that the report can be checked for errors by the institution. A written response to the notification is required within thirty days so that a final recommendation can be made to the Licensure Commission.

## Report to Commission and State Board

After a response is received from institutions in possible violation of Process and Performance Review Standards, a final report is prepared for the Licensure Commission. Upon review and consideration of the adequacy of the report in addressing Process and Performance Standards, the Commission will make a recommendation to the State Board of Education with respect to program approval at the earliest practical date.

## Process and Performance Review Rating Categories

Upon review of the visiting team report, the Commission will recommend to the State Board of Education programs, which will be assigned to one of the following categories.

**Approved** - Program which is in compliance with all Process and Performance Standards.

**Approved with Reservation** - Program which has not effectively demonstrated that all Process and Performance Standards for teacher education have been met. A program receiving approved with reservation status will develop a plan that will correct the deficiencies noted within a maximum of two years. The Commission will facilitate the development and implementation of the plan and will offer assistance through the Mississippi Department of Education during the approved with reservation period. This plan will be reviewed and approved by the Commission. The program will file an annual report to the Commission on the success of the remediation plan, and a visiting team will annually monitor the progress of the plan. If the program has not corrected deficiencies after the second year of the three-year period, the institution must inform all students presently enrolled in the program and those making application to the teacher education program of its status.

**Non-Approved** - Teacher education program not in compliance with all program approval standards after the remediation period

**Note:** at any time that a possible process or performance standard violation is reported to the MDE, the Coordinator of Professional Program Approval will initiate an investigation. Deans/Chairs of programs will be contacted and the results of the initial investigation will be shared with them and the President of the Institution. Results of the investigation, if appropriate, will be reported to the Licensure Commission for action.

## Teacher Education Process Standards

### Process Standards

**Standard 1** Prior to being admitted to a teacher education program, students shall have completed minimum of 44 semester hours of coursework achieving a minimum grade point average of 2.5 on this coursework (4.0 system).

**Standard 2** Prior to being admitted to a teacher education program, students shall attain a minimum score set by the Commission on an instrument approved by the Commission. The Commission has established minimum scores of the following test for entry in to a teacher education program: Praxis I (Pre-Professional Skills- Reading, Writing, and Math or Computer-Based Academic Skills Assessment – Reading, Writing, and Math) or a minimum SAT score of 860.

**Standard 3** Prior to completing a teacher education program, all elementary, secondary, and special area teacher education candidates shall have successfully completed a teacher education program that is accredited by the National Council for Accreditation of Teacher Education or state-approved guidelines.

**Standard 4** Prior to completing a teacher education program, students shall have successfully completed a minimum of 12 weeks (60 working days), full day student teacher experience.

**Standard 5** Beginning September 1, 2000 and thereafter, teacher education programs must document that State or National standards, as approved by the Commission, are incorporated into all their elementary, secondary, and special area programs. Documentation of the approved standards should be found in course syllabi, practicum, student teaching, and student portfolios.

**Standard 6** Teacher candidates shall be required to complete specific programs of study:

**K-3 teacher candidate program of study.**

An interdisciplinary program of study, which shall include, but is not limited to courses (or their equivalents) in:

English- 12 semester hours  
Mathematics- 9 semester hours  
Science- 9 semester hours  
Social Studies- 12 semester hours  
Fine Arts/Teaching of Fine Arts- 6 semester hours  
Reading- 15 semester hours  
Special Education- 3 semester hours.

Classroom Management  
Data Analysis/Evaluation

**K-6 or K-6 with 4-8 Subject Area teacher candidate program of study**

An interdisciplinary program of study, which shall include two 18 or 21- hour content concentrations\* which shall include, but not be limited to, courses (or their equivalents) in:

English – 12 semester hours  
Mathematics – 9 semester hours  
Science – 9 semester hours  
Social Studies – 12 semester hours  
Fine Arts/Teaching of Fine Arts – 6 semester hours  
Reading – 15 semester hours  
Special Education – 3 semester hours

Classroom Management  
Data Analysis/Evaluation  
Middle Grade Pedagogy

*\*[K-6 Candidate] = 18 semester hours of academic content courses, a total which can include 3 semester hours of academic pedagogy courses in each of the concentration areas.*

*\*[4-8 Subject Area Candidate] = 21 semester hours of academic content courses, a total which can include 3-6 hours of pedagogy courses in each of the concentration areas.*

**7-12 Subject Area Teacher candidate program of study:**

The 7-12 teacher candidate must have a major in a content area licensed by the state and complete a program of study, which shall include, but is not limited to courses (or their equivalents) in:

Special Education – 3 semester hours

Classroom Management

Data Analysis/Evaluation

Pedagogy/Literacy/Reading Integration

**Standard 7** Teacher candidates shall complete a teacher education program accredited by NCATE or by the State utilizing NCATE standards. The annual AACTE/NCATE report or the State equivalent report shall be provided to the Office of Educator Licensure, Mississippi Department of Education, by March 1 of each calendar year.

**Standard 8** Each school/department of education shall annually document that they maintain collaborative relationships, programs, and projects with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.

**Standard 9** Teacher candidates shall be able to manage a classroom. In accordance with Section 37-3-89 of the MS Code of 1972 Annotated, teacher education programs shall require a course or courses on school discipline or classroom management for all majors. The Licensure Commission shall approve syllabi for the course(s) on school discipline or classroom management. Best practices for discipline and classroom management shall also be incorporated into all elementary, secondary, and special area programs. Documentation should be found in course syllabi, practicums and student teaching, field experiences, and student portfolios.

**Standard 10** All persons receiving instruction provided by an approved teacher education program shall receive and provide signed acknowledgement of the receipt of the "Teacher Candidate Licensure Advisory" provided by the Mississippi Department of Education. Approved programs shall provide teacher licensure information and a copy of the "Advisory" to these persons as part of the program admissions process or upon initial instructional contact, depending upon which is first. A student-signed and dated "Advisory," in its current revision, shall be retained as a permanent part of student records and made available during program reviews and accreditation visits.

**PERFORMANCE STANDARDS:**

**Standard 1** A minimum of eighty percent of all teacher education graduates from an institution over a three- year period shall score at or above the proficiency level on the Praxis II (Principles of Learning and Teaching and Subject Area Test).

**Standard 2** The Mississippi Department of Education (MDE) and the Institutions of Higher Learning Board (IHL), as mandated by House Bill 609, shall issue an annual Teacher Education Performance Report. One component of the report shall consist of a job satisfaction survey sent to all school districts asking them to rate the job performance of their first year teachers. The returned surveys shall be tallied by the MDE and mailed to the teacher education program. Programs not receiving a satisfactory rating of eighty percent over a three period from the total returns shall prepare a plan of improvement. The Licensure Commission must approve plans.

## **Program Approval for New Teacher Education Programs**

New programs shall be submitted to the Licensure Commission and State Board twice annually – in January and July of each year. To be considered by the Commission and Board in July, the Coordinator of Professional Program Approval must receive a program no later than January 15 of that year. The Coordinator of Professional Program Approval must receive a program submitted for consideration in January no later than July 15 of the previous year.

The following process should be followed whenever an institution is seeking approval for a new teacher education program.

1. A letter signed by the Dean or Department Chair should be sent to the Coordinator of Professional Program Approval, which identifies the new program and gives a rationale for its implementation. A list of courses needed to complete the program and a syllabus for each course should be included. Additionally, if the institution seeking approval is a public (state funded) institution governed by the institutions of Higher Learning Board, assurances should be included that the program is also being submitted to this body for approval. Prior to program submission for MDE review, an institutional review of the program keyed to criteria established by a recognized external agency such as the Council for Exceptional Children should be carried out. An alternative to this procedure would be for an evaluation of the program to be done in accordance with a set of recognized standards by one or more external authorities.
2. After review by the Coordinator of Professional Program Approval to ensure that all needed documents are included, the request will be sent to Licensure Commission members along with backup material, and then to the State Board of Education for action at their next scheduled meeting. If the Board approves, the Coordinator of Professional Program Approval of the State Board's action will inform the institution requesting approval of the new program in writing.
3. If a new program is not recommended for approval by the Licensure Commission, a letter detailing the reason for not approving the program will be sent to the Dean/Department Chair of the institution.

**Accreditation of Teacher Education  
Programs Through NCATE or  
State Standards**

The National Council must accredit all approved teacher education programs for the Accreditation of Teacher Education (NCATE) or through state standards. Loss of NCATE approval or state approval for a teacher education program will automatically call for program graduates to be licensed through the alternate route only. Only when accreditation has been reestablished through NCATE or the state of Mississippi will graduates be licensed through the regular licensure process.

**Guidelines for State Accreditation Visits  
Under Modified NCATE Standards**

In July of 1997 the Mississippi State Board of Education approved the current NCATE standards as the criteria for five-year accreditation visits to state approved teacher education programs with the following additions and modifications:

**Standard III. A  
Professional Education Faculty Qualifications**

The unit ensures that the professional education faculties are teacher scholars who are qualified for their assignments and are actively engaged in the professional community.

- III. A. 1 Professional faculty have completed formal advanced study and have demonstrated competence through scholarly activities in each field of specialization that they teach. **These activities are consistent with the mission of the college.**
- III. A. 2 Higher education faculties are actively involved in professional associations and provide education related services at the local, state, national, and/or international levels in their areas of expertise and assignment.

**Modification: Higher education faculty participates in professional associations and provides education related services at the local and state levels in their area of expertise and assignment.**

**Standard III. B  
Composition of Faculty**

The unit recruits, hires, and retains a diverse higher education faculty.

- III. B. 1 The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining o a diverse faculty. **If the unit shows sufficient diversity, a plan is not required.**
- III. B. 2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taken to strengthen plans for the future.
- III. B. 3 The faculty is culturally diverse.
- III. B. 4 The unit's higher education faculty includes males and females from two or more of the following groups: White, not Hispanic, Black, not Hispanic; Hispanic; Asian or Pacific Islander, Native American; or other.

**Standard III. C**  
**Professional Assignments of Faculty**

The unit ensures that policies and assignments allow faculty to be effectively involved in teaching, scholarship, and service.

**Indicators:**

- III. C. 1 Workload assignments accommodate faculty involvement in teaching, scholarship, and service, including curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.
- III. C. 2 Faculty teaching loads, including overloads and off campus teaching, are mutually agreed upon and limited to allow faculty to engage effectively in teaching, scholarship, and service.

The load for faculty teaching only undergraduate courses does not exceed 12 semester/quarter hours each semester/quarter.

The load for faculty teaching only graduate courses does not exceed 9 semester/quarter hours.

The load for faculty teaching a combination of undergraduate and graduate courses is an appropriate pro-ratio of 12 and 9 semester/quarter hours.

**Modifications:**

**The load for faculty teaching graduate, undergraduate, or combination of courses does not exceed the normal load for faculty in other disciplines in the college. Consideration is given to class size and assignments.**

### **Selection and Training of State Accreditation Team Members**

The Coordinator of Professional Preparation Programs will select a three-member team of NCATE trained evaluators for each visit. In addition, an MDE staff member will accompany the team as the state consultant. One member of the team will be designated as the team chair and will coordinate and supervise the visit along with the state consultant. Initial training for three to four team members from each state accredited institution along with selected K-12 teachers and administrators will be held in the fall of 1997. Additional training will be scheduled as needed. An NCATE-recommended trainer will conduct training. Accreditation visits will be conducted following the protocol and guidelines as set forth in the NCATE handbooks for initial and continuing visits.

### **Reporting Schedule**

Each initial visit will be scheduled for Sunday through Wednesday. It shall be the team chair's responsibility to provide a copy of the team report to the Coordinator of professional Program Approval and the Dean/Department Chair of the institution visited within thirty days of the visit. Institutions shall have 30 days to submit a rejoinder to the report to the Coordinator of Professional Program Approval. Team reports and institutional rejoinders shall be submitted to a subcommittee of the Licensure Commission for review and recommendation to the full Commission and the State Board.

### **Annual Updates Through the AACTE Reporting Form**

Weaknesses in meeting standards identified through initial NCATE visits shall be updated annually through the American Association of Colleges for Teacher Education (AACTE) annual report forms, a copy of which should be sent to the Coordinator of Professional Program Approval. Institutions who are not AACTE members shall submit annual reports on a form provided by the Mississippi Department of Education. These reports will be the basis for keeping the Licensure Commission and the State Board apprised of progress made in removing weaknesses identified in initial and continuing accreditation visits.

<b>Educational Leadership Program Standards</b>
---

**Process Standards**

1. Prior to being admitted to an education leadership program, students submit a standard application packet that assesses knowledge, background experiences related to teaching and learning, leadership ability or capacity, interpersonal skills, and written communication skills.
2. Prior to being admitted to an educational leadership program, students participate in a standard interview process that assesses background experiences related to teaching and learning, leadership ability or capacity, interpersonal skills and oral communication skills.
3. Prior to being admitted to an educational leadership program, candidates complete standard portfolio that demonstrates evidence of successful teaching experiences, leadership ability or capacity, interpersonal skills, professional development activities, and written communication skills. Portfolios are evaluated using established criteria.
4. Prior to completing an educational leadership program, all candidates shall have successfully completed a program within a unit which is accredited by NCATE or which meets the NCATE Curriculum Guidelines for advanced programs in Educational Leadership.
5. Beginning January 1, 1998, and thereafter, programs must document that the Mississippi Administrator Standards and Indicators or other approved national standards are incorporated into their program.

**Performance Standard**

A minimum of eighty percent of all educational leadership graduates over a three-year period from an institution seeking initial licensure shall score at or above the proficiency level of the School Leaders Licensure Assessment (SLLA).

### **Scheduling of Educational Leadership Program Process Review**

Annual review of educational leadership programs will be scheduled concurrently with the Teacher Education Process and Performance Review at all institutions having an approved educational leadership program. Deans/Department Chairs will consult with heads of educational leadership programs to establish a convenient date for review of both programs subject to approval by the Coordinator of Professional Program Approval.

### **Selection and Composition of Visiting Teams**

Each visiting team will consist of an MDE representative, a representative of another institution of higher learning, a local school district superintendent or his/her designee, and a representative of another approved educational leadership program in the state. The Coordinator of Professional Program Approval will make all team selections.

### **Personnel and Documents Needed by Educational Leadership Departments For Review**

The following personnel should be available for consultation with the visiting team:

1. Dean/Chair of the educational leadership program or his/her designee.
2. Other faculty or administrators as requested by team prior to a visit.

The following documents should be available for review by the visiting team:

1. Records of students admitted to the program including transcripts and program admission documents.
2. A copy of the current approved course of study.
3. Program advisement forms for educational leadership programs.
4. Official college/university graduation programs for the previous calendar year's graduation(s).
5. A list of the previous calendar year's program graduates and their social security numbers.

### **On-site Report to Dean/Department Chair**

At the completion of the site visit, a brief report will be given to the Dean and the Educational Leadership Department Chair indicating whether the process standards have been met. A written response that will include performance standards will be given when other data are analyzed. The Dean and the Educational Leadership department Chair will sign a Process Review Team Report indicating that they have been informed of process standards review results.

### **Computer Analysis of Data by MDE**

Data collected on site will be analyzed by MDE for Performance Standards 1 and 2. This analysis will be done as soon as possible but will be completed within 30 days of the last scheduled Process Review.

## **Notification of Possible Violation of Performance Standards**

If a preliminary check indicates that a college or university is in violation of Performance Standard 1 or 2, notification in writing will be given to the Dean and the Educational Leadership Department Chair. This notification will contain names and social security numbers of students so that the institution can check the report for errors. A written response to this notification is required within a specified time period so that a final recommendation can be made to the Licensure Commission.

## **Educational Leadership Process and Performance Review Rating Categories**

Upon review of the visiting team report, the Commission will recommend to the State Board of Education programs in Educational Leadership that will be assigned to one of the following categories:

1. **Approved** - Program that is in compliance with all Process and Performance Standards.
2. **Approved with Reservation** - Program that has not effectively demonstrated that all Process and Performance Standards for Educational Leadership Programs have been met. An educational leadership program receiving approved with reservation status will develop a plan that will correct the deficiencies noted within a maximum of two additional years. The Commission will facilitate the development and implementation of the plan and will offer assistance through the MDE during the approved with reservation period. This plan will be reviewed and approved by the Commission on the success of the remediation plan, and a visiting team will annually monitor the progress of the plan. If the educational leadership program has not corrected deficiencies after the second year of the three-year period, the institution must inform all students in the program and those making application to the educational leadership program of its status.
3. **Non-Approved** - Educational leadership programs not in compliance with all program approval standards after the remediation period. Graduates of programs with non-approved status would not be eligible to receive licensure in Mississippi

**Accreditation of Educational Leadership Programs  
Through Formal NCATE Review or State Oversight  
Of NCATE Curriculum Standards**

All approved Educational Leadership programs must be accredited by the National Council for the Accreditation of Teacher Education (NCATE) or by state accreditation through the NCATE Curriculum Guidelines. Loss of NCATE approval or state approval for an educational leadership program will automatically cause program graduates **not** to be licensed by the Office of Educator Licensure. Only when accreditation has been reestablished through NCATE or the state can program graduates be licensed as administrators. Educational leadership programs will be evaluated on a five-year cycle in conjunction with the teacher education program evaluations.

## **Administrator Preparation and Licensure Program Development Principles**

### **Grounding Principles for Educational Leadership Programs**

The preparation program:

- Has a well-defined philosophical base that informs all aspects of the program
- Is based on the standards of the profession - emphasizing professional values, beliefs, and ethics.
- Demonstrates program integrity and fidelity to defining values and viewpoints
- Has the commitment and support of the college and university and the practitioner community
- Promotes recognition of and commitment to service for children and youth
- Includes diverse perspectives

### **General Design Principles**

The preparation program:

- Is anchored in learning and teaching
- Is grounded in the world of practice - problem based, clinically - focused, field based
- Is student centered, emphasizing personalized learning and promoting individual development
- Emphasizes active learning
- Highlights collaborative learning and opportunities for students to learn from colleagues in the program and school administrators in the field

- **Is a collaborative effort between the college/university and K-12 school districts**
- **Includes rigorous entry standards**
- **Integrates state-of-the-art technology throughout**
- **Emphasizes integrated, thematic instruction**
- **Has a sequential, developmental curriculum**
- **Connects knowledge, beliefs, and skills to effective leadership behavior**
- **Highlights ongoing, performance-based assessments of students-including periodic checkpoints, exit examinations, and follow-ups**
- **Maintains accountability through ongoing internal and external program assessments and program revisions**

**REPORT ON THE EVALUATION OF MISSISSIPPI'S ALTERNATE  
ROUTE PROGRAMS FOR THE PREPARATION OF TEACHERS AND  
SCHOOL ADMINISTRATORS**

**Submitted by  
Dr. C. Emily Feistritz  
President  
National Center for Alternative Certification  
Washington, D.C.  
202-822-8280  
[emilyf@ncei.com](mailto:emilyf@ncei.com)**

**To**

**Mississippi Department of Education  
Office of Quality Professionals & Special Schools**

## **Table of Contents**

	<b>Page</b>
I. Executive Summary, Conclusions and Recommendations	3
II. Evaluation Design and Components	6
III. Description of Mississippi’s Alternate Route Programs for the Preparation of Teachers and School Administrators	8
IV. Analysis of Mississippi Department of Education Data and Reports	16
V. Summary of Alternate Route Program Provider Interviews	25
VI. Results of NCAC Survey of Mississippi Alternate Route Teachers	32
Teacher Survey Table of Contents	32
List of Tables	33
List of Figures	34
Statistical Analysis of Teacher Survey Results	35
Methodology	74
VII. Results of NCAC Survey of Alternate Route School Administrators	77
Administrator Survey Table of Contents	77
List of Tables	78
List of Figures	79
Statistical Analysis of Administrator Survey Results	80
 <b>APPENDIX A – DESCRIPTIONS OF MISSISSIPPI ALTERNATE ROUTE TEACHER AND ADMINIISTRATOR PREPARATION PROGRAMS, WITH REQUIREMENTS AND LOCATIONS</b>	 <b>98</b>

## I. EXECUTIVE SUMMARY

### EVALUATION OF MISSISSIPPI'S ALTERNATE ROUTE PROGRAMS FOR THE PREPARATION OF TEACHERS AND SCHOOL ADMINISTRATORS

The Mississippi Department of Education (MDE), through the Office of Quality Professionals & Special Schools, solicited competitive written proposals from experienced evaluators in the field of alternate routes to evaluate the state's alternate routes for the preparation of teachers and school administrators. The National Center for Alternative Certification (NCAC) was awarded the contract to do this important work in October 2007. The evaluation study was completed June 30, 2008.

#### Major Findings and Conclusions of the Evaluation Study

Mississippi is a high-demand state for teachers. In the 2006-2007 school year, the state employed 33,494 teachers who taught 494,135 students in 1,058 schools in 152 school districts, according to state records. The demand for new teachers exceeds supply in the state. The demand for effective school administrators is ongoing.

Mississippi began aggressively utilizing alternative routes for the preparation of teachers in 2003 and for the preparation of school leaders in 2005. The state's three primary alternative routes to teacher preparation produced one-third of all new teachers certified in the state between 2003 and 2008.

An evaluation of these alternative routes to teacher and school leader preparation, conducted by the National Center for Alternative Certification between October 17, 2007 and June 30, 2008, shows **these programs are effective in bringing quality individuals into teaching and school leadership positions who otherwise would not likely enter the profession.** Only 20 percent of individuals who have entered teaching through Mississippi's alternate routes say they would have gone back to college and completed a traditional teacher education program in order to become a teacher if the alternate route had not existed. Even critics of alternate routes in the state concur that they are a viable way to bring new, talented individuals into teaching and school leadership positions.

Mississippi's alternate route programs for the preparation of teachers and school administrators show the alternative routes are producing teachers and school leaders who are

- committed and passionate about teaching and school leadership,
- feel competent to do their jobs effectively,
- rate their programs of preparation highly,
- have high levels of job satisfaction and
- plan to stay in the profession a long time.

Additional findings/conclusions of the teacher evaluation study include:

- Mississippi has three primary alternate route programs for the preparation of teachers – Master of Arts in Teaching (MAT); Mississippi Alternate Path to Quality Teachers (MAPQT) and the Teach Mississippi Institute (TMI). Mississippi also recognizes the American Board for the Certification of Teacher Excellence (ABCTE) as a route to teaching and teacher certification. As of June 5, 2008, only nine teachers in Mississippi had entered teaching through the ABCTE route.
- Having multiple models of alternative teacher preparation not only works well in Mississippi, it is favored by all groups over the recommendation of having just one centralized alternate route in the state.
- The different alternative routes particularly serve the needs and preferences of candidates seeking to obtain certification to teach – some want to obtain a Master’s degree and are, therefore, attracted to -- and happy with -- the MAT programs; others seek to obtain the skills necessary to get certified, preferably while teaching, and choose to go through the MAPQT or TMI alternate routes.
- Regardless of which program individuals in Mississippi went through to become a teacher or an administrator, they all reported that the single-most valuable thing that helped them develop competence to teach was “one’s own experience teaching.” This has been the finding of several surveys of teachers conducted by NCAC and its parent organization, the National Center for Education Information, since 1986. The second-most significant variable in developing competence to teach is “working with other teachers/colleagues.” These may be reasons the MAPQT alternate route teacher preparation program gets the highest ratings among teachers. The MAPQT program, administered by the community college foundation, has a defined curriculum designed around the actual needs of teachers in the classroom, is highly structured, provides the most support and on-going assessments to candidates, as well as regular monthly classes and opportunities for learning.
- A big issue that needs to be resolved in the state is what courses or learning experiences should be required before one begins teaching. Each of the three primary alternate route teacher preparation programs has different pre-service requirements. *The consensus among all those surveyed and/or interviewed is that candidates need to be more grounded in classroom management and have more actual teaching experience before being assigned their own classroom of students.* This could be done in summer institutes or a semester before becoming a teacher of record. When principals were asked if they had a choice between hiring an alternate route teacher or a teacher who had completed an undergraduate teacher education program, nine out of 10 said they would prefer the traditionally trained teacher. When asked “Why?” they responded they had more experience managing a classroom (usually through student teaching).
- Most deans and directors of teacher education programs express the view that individuals who complete a prescribed set of education courses and student teaching, either at the undergraduate or graduate level, are inevitably better teachers than those who enter teaching through any of the alternate routes. When asked for evidence to support this

view, those interviewed responded with “It’s just logical that the more education courses people have the better equipped they are to teach.”

- No group surveyed felt that “adding more education courses” would improve programs for the preparation of individuals who already have at least a bachelor’s degree, and in many cases, work in other careers, and want to become teachers. On the other hand, all groups agreed that programs should make sure candidates for teaching be grounded in managing learning experiences, classroom behavior, and time.
- All respondents recommended that there be a strong pre-service component before teaching that includes orientation to the realities of teaching and schooling; classroom management; instructional planning and a clinical experience in actual classrooms before one becomes a teacher of record, responsible for his or her own classroom.
- Many in education are saying it is critical for beginning teachers to have mentoring and induction at the beginning of teaching, regardless of the route they take to teaching. On all the surveys we have conducted within the last three years – of public school teachers in the U.S., Troops to Teachers participants, individuals entering teaching through alternate routes in several states, as well as in Mississippi, survey respondents give low marks to the mentoring component of their programs. Only about one-third of each of these groups say that the mentoring they had was “very helpful” to them in developing competence to teach. It could be a function of “poor mentoring” or not enough mentoring. This needs to be further studied.

Major findings of the evaluation of the alternate route for the preparation of administrators:

- Seventy-six percent of those administrators had or a Master’s in Education degree as the highest academic degree received, 11% hold master’s in another field, and the rest hold various specialist degrees in education.
- The summer training institute, working with the MAPQSL coordinators, working with an administrator in a school and lectures/learning sessions with experts in particular areas of school administration (such as school law, instructional leadership, management, etc.) were the highest rated components of the program, with 93% to 95% of respondents reporting these components were “very helpful” in their developing competence as school administrators.
- Ninety-two percent of those seeking administrator certification through MAPQSL had five or more years of teaching experience.
- When asked, “Overall, how would you rate the Alternate Route Administrator Preparation Program you are in/went through?” 85 percent responded “excellent,” 11 percent “very good,” and only one person said it was “okay.” All but one respondent said they would recommend the alternate route to others who sought administrator certification.

(The complete analysis of the survey data and interviews, including tables and charts, can be found in PARTS VI and VII of this report.)

## **Recommendations**

The alternate route teacher and administrator preparation programs are working in Mississippi in numerous ways. They are bringing quality people into the professions who want to teach or be administrators for all the right reasons, such as being enthusiastic, thinking they are well prepared, and liking their jobs with plans to stay. Without the alternate route to teacher preparation programs that Mississippi offers, these individuals might not elect to teach in the state.

At this time, we recommend:

- Expansion of these alternate route programs, especially the MAPQT model.
- More aggressive recruitment into these types of programs.
- Either improving or dropping the TMI program.
- Expansion of the certification grade level and subject area options to all alternate routes.
- Centrally coordinating the selection, training and compensation of mentors.
- Conducting a statewide value-added study that shows the correlation between teacher performance (both traditionally and alternatively certified teachers) and student learning in the state.

## **II. Evaluation Design and Components**

The National Center for Alternative Certification worked with the MDE to develop a subjective review process to evaluate the quality of the content and delivery of training for the Mississippi's Alternate Route Teacher and Administrator Programs.

NCAC used its resources, including national and state research, surveys, and existing data and information. NCAC also collected from the MDE state documents such as: existing program data, program procedures, documented reports, legislative mandates, State Board of Education policies, and other evaluative processes and procedures identified with MDE.

Additionally, NCAC reviewed the following components of the Mississippi's Alternate Route Teacher and Administrator preparation programs:

- Recruitment
- Program Content
- Alternate Route Program Design
- Program Entrance Requirements
- Instructional Design and Delivery
- Alternate Route Teacher/Administrator Evaluation
- Induction and Mentoring for Participants
- Internship Content and Participation

- Teacher/Administrator Placements/Participant Follow-up

To carry out the evaluation, NCAC staff:

- Collected from the MDE and local providers of alternate route programs all documents that related to the alternate route programs in Mississippi, including legislation and policy materials.
- Completed a thorough analysis of these program related documents relative to the actual implementation of the programs.
- Reviewed current literature to examine the existing status of Alternative Teacher/Administrator Certification nationwide, including program effectiveness and common practices.
- Designed and conducted interviews and surveys of all stakeholders involved in Mississippi's Alternate Route Teacher and Administrator Preparation Programs, including state officials, program coordinators, professors, school district personnel, participants and those who have already completed programs. These interviews and surveys not only provided information regarding employer and participant satisfaction with the programs, but also strengths and weaknesses of the programs and suggestions for improvement.
- Reviewed and evaluated the quality of the training materials employed by each of Mississippi's Alternate Route Teacher and Administrator Programs as related to new teacher standards and K-12 student standards.
- Reviewed established procedures of the Mississippi's Alternate Route Teacher and Administrator Programs through interviews with program coordinators and examination of program documentation comprised of certification guidelines, described program content, facilitator's responsibility, outlined activities, and required classes.
- Analyzed existing MDE data to track participant progression in the program and retention through the internship period and number of years past internship.
- Reviewed the Mentoring and Support Components of Mississippi's Alternate Route Teacher and Administrator Preparation Programs.
- Identified improvement strategies for the Mississippi's Alternate Route Teacher and Administrator Programs and provided periodic updates to the Office of Quality Professionals & Special Schools.

### **III. Description of Mississippi's Alternate Route Programs for the Preparation of Teachers and School Administrators**

The state of Mississippi has three alternate routes for the preparation of teachers and one alternate route for the preparation of school administrators. All of these alternate routes provide an opportunity for individuals who hold a minimum of a bachelor's degree to enter teaching or school administration in an expeditious manner. These programs include coursework and participation in other learning activities while obtaining their full certification.

The three alternate routes to teaching are:

1. Master of Arts in Teaching (MAT)
2. Mississippi Alternate Path to Quality Teachers (MAPQT)
3. Teach Mississippi Institute (TMI)

Mississippi also recognizes the American Board for the Certification of Teacher Excellence (ABCTE) as a route to teaching and teacher certification. As of June 5, 2008, only nine teachers in Mississippi had entered teaching through the ABCTE route. A description of the ABCTE Program can be found in Appendix A.

The MAT alternate route to teaching is the oldest in the state. Effective July 1, 1997, the Master of Arts in Teaching Program, which had been in existence before 1997 in some Mississippi colleges, required that candidates have a bachelor's degree, met the required Praxis I test scores, and passed the Praxis II Specialty Area test in order to enter the alternate route program.

The TMI alternate route was mandated in 2002 by the Mississippi legislature and implemented in 2003.

The MAPQT alternate route began in 2003.

#### **Descriptions of the MAT, MAPQT and TMI Alternate Route Teacher Preparation Programs**

A complete description of each of these three alternate routes to teaching can be found in Appendix A of this report. A summary of each of the alternate routes to teaching follows.

##### **MAT**

The MAT alternate route to teacher preparation does not, in fact, require that an individual complete a Master's Degree in order to be fully certified to teach.

In order to obtain a 3-year non-renewable license to teach, the program requires that a candidate:

- Have a bachelor's degree from a regionally/nationally accredited university,
- Pass the Praxis I test (Pre-Professional Skills Test, PPST) and
- Pass the Praxis II (Specialty Area Test),
- Enroll in a MAT program at one of the 10 Mississippi participating colleges or universities and
- Complete six graduate hours in Tests and Measurements and Classroom Management in order to obtain an initial 3-year alternate route license to teach.

In order to obtain a renewable 5-year alternate route license through the MAT alternate route, the candidate must complete six additional graduate hours including supervised internship prescribed by the participating college or university.

The MAT participant has the option of completing the Master's degree after obtaining the 5-year MAT license. College administrators interviewed for this evaluation reported that most candidates continue and get a Master's degree or come back later after they have been teaching a while and obtain the Master's degree.

### **MAPQT**

The MAPQT alternate route to teacher certification -- the fastest growing program in the state -- is administered by the Mississippi Community College Foundation and held at five community college sites.

In order to enter the MAPQT program, one must do the following:

- Have Bachelor's degree from a regionally/nationally accredited institution of higher learning.
- Have a GPA of 2.0 overall if graduated more than 7 years or an overall GPA of 2.5 and a GPA of 2.75 in major area if graduated less than 7 years earlier.
- Pass the Praxis I PPST (Reading, Writing, Math).
- Pass the Praxis II, Specialty Area Test in the area of endorsement with a passing score or a score within one "standard error of measurement."

In order to obtain an initial one-year license to teach through the MAPQT alternate route, one must do the following:

- Complete MAPQT training program consisting of 90 clock hours – approximately three weeks. The program consists of effective teaching strategies, state curriculum frameworks, planning and instruction and survival skills in the classroom. The time and dates of the MAPQT Training Program are determined by each participating college.
- Find a teaching job and obtain a letter from the school district verifying employment

To obtain a 5-year Alternate Route Renewable License, the candidate must:

- Begin employment as a teacher and complete a one-year teaching internship while holding the one-year teaching license, during which time candidate must complete a practicum (one Saturday each month for 9 months) at one of the five community college sites.
- The practicum will consist of classroom management, peer coaching, school law, data analysis using test results and training modules using interactive video training.

## **TMI**

To enter the TMI program, one must

- Have a Bachelor's degree (non-education) from a regionally/nationally accredited institution of higher learning.
- Pass the Praxis I PPST (Reading, Writing, Math).
- Pass the Praxis II, Specialty Area Test.
- Request an application from Institutions of Higher Learning or the participating institution.

Note: Some institutes may have additional requirements for acceptance into the program, including GRE scores, letters of recommendation, and/or written agreement from a school district as to employment.

In order to obtain a one-year non-renewable alternate route license, candidates have two options to complete a program of study that includes teaching strategies, classroom management, state curriculum requirements, instructional methods and tests and measurements.

**Option 1: Eight Week Training Session.** - 9 semester hours at the graduate level; on-campus, with times and dates determined by offering colleges/universities.

**Option 2: Ten Week Training Session.** – Online, not for credit certificate program currently offered through the University of Mississippi.

In order to obtain a 5-year renewable alternate route license, TMI candidates must

- Complete a one-year internship period with mentoring and induction program in local school district.
- Be recommended by the school district.
- Complete a licensure application packet and submit it to the Office of Educator Licensure including the TMI certificate of completion, completed mentoring form, and sealed transcript showing completion of internship.

A summary of Mississippi Alternate Routes for the Preparation of Teachers for each of the three primary alternate routes to teaching are shown below. Included are the institutions offering the alternate route training and the grade levels with subject areas available for alternate route certification.

## **MISSISSIPPI ALTERNATE ROUTES FOR THE PREPARATION OF TEACHERS**

<b>State Program Requirements for Alternate Route Pathways</b>	<b>MAT</b>	<b>MAPQT</b>	<b>TMI</b>	<b>ABCTE</b>
To Obtain Initial License to Teach	Complete 6 graduate hours pre-teaching course requirements from an approved Master of Arts in Teaching program; program verification	Complete training program consisting of 90 clock hours (3 summer school weeks) and one Saturday each month for 9 months; verification of employment with school district	<u>8-Week Training Session</u> - 9 semester hours at the graduate level; on-campus, with times and dates determined by offering colleges/universities <b>OR</b> <u>10-Week Training Session</u> - Online, not for credit certificate program currently offered through the University of Mississippi.	Passing score on ABCTE subject area examination; verification of employment with school district *
Initial License Issued	Three-year License	One-year License	One-year License	
License after additional work	Five-year License after completion of 6 semester hours, including internship; program verification	Five-year License after Certificate of Completion of a practicum and training modules; Documentation of District Evaluation/ Mentoring program; Pass Praxis II Specialty Area Test	Five-year License after Certificate of Completion of teaching internship; Recommendation of local school district	
<b>Mississippi institutions offering Alternate Routes to Teacher Certification</b>				
<b>Public Comprehensive</b>				
Jackson State University	X			
Mississippi State University	X		X	
University of Mississippi			X	
University of Southern MS	X		X	
<b>Public Regional</b>				
Alcorn State University	X			
Delta State University	X		X	
MS University for Women	X			
MS Valley State University	X			
<b>Community Colleges</b>				
Itawamba CC - Tupelo		X		
Hinds CC - Raymond		X		
Mississippi Delta CC - Indianola		X		
Pearl River CC - Hattiesburg		X		
Northwest Community College – Senatobia		X		
<b>Private Colleges</b>				

Belhaven College	X			
Mississippi College	X			
William Carey College	X			
*Additional training and graduate courses required for 5-year Alternate Route License				
Source: Feb. 2008 NCAC compilation of data provided by the MS Dept of Education and alternate route providers.				

	<b>Subject Areas through Mississippi Alternate Routes</b>					
Subject Area Certification Options	Mississippi Alternate Routes with TFA and T Corps					
	<b>MAPQT</b>	<b>TMI</b>	<b>MAT</b>	<b>ABCTE</b>	<b>TFA</b>	<b>T Corps</b>
					MS/Ark Delta	
<b>Subject Areas</b>						
Elementary Ed (Grades 4-8)			X		X	
Elementary Ed (Grades K-3)					X	
Secondary Ed						
Eng, Fr, Ger, Sp	X X X X	X X X X	X X X X	X	X	XX X
Biology, Chemistry, Physics	X X X	X X X	X X X	X X	X	X
Mathematics	X	X	X	X	X	X
Social studies	X	X	X		X	X
Business, Speech comm	X X	X X	X X			
Tech education, Marketing	X X	X X	X X			
Home economics	X	X	X			
Special education (7-12)	X	X				
Art education, Music	X X		X X		X X	
Physical education	X		X			
Source: Feb. 2008 NCAC compilation of data provided by the MS Dept of Education and alternate route providers.						

**MAPQSL**  
**Mississippi Alternate Path to Quality School Leadership Program**

The Office of Quality Professionals at the Mississippi Department of Education, with the approval of the State Board of Education, and in collaboration with the Mississippi Community College Foundation, offers the Mississippi Alternate Path to Quality School Leadership Program, which is known as MAPQSL.

***This program is available to K-12 educators holding a Master's degree or higher in Education and a Class AA educator license with at least three (3) years of teaching experience. Priority for admission to the program will be given to candidates with a Superintendent or School Board recommendation.***

The MAPQSL program for MED candidates includes the following steps for the 2007-2008 school year:

1. Application process from January 29, 2007 - April 6, 2007.
2. Educators accepted into the program will complete administrator training June 11 - 29, 2007, 8:00 a.m. - 3:30 p.m., Monday - Friday, at one of the four community college program sites. There is a \$1,000 fee for the 2007 summer program.
3. Secure a commitment for an administrative position with a school district. This position can be as an assistant principal, coordinator or assistant coordinator.  
*You may not serve as a principal during your internship year.*
4. Apply to the Office of Educator Licensure for a One-Year Alternate Route Assistant Administrator license #494 upon completion of summer training.
5. Participate in a nine (9) Saturday practicum during the school year following the summer program. All summer program participants will complete the practicum even if they have not secured an administrative position so that they will be eligible for the one-year alternate route license when an administrative position becomes available.
6. Complete a one-year internship as an assistant administrator that will include supervision and mentorship.
7. Successfully complete the School Leadership Licensure Assessment (SLLA) test during the course of the one-year license. The cost of the SLLA is \$460 and is at the participant's expense.

Upon completion of the one-year MAPQSL internship, if candidates have successfully completed the summer training program, one-year internship, nine (9) monthly practicum and passed the SLLA, these new administrators may apply for a five (5) year Entry-level Administrator license at the end of the internship year and the expiration of the One-Year Alternate Route Assistant Administrator license. This five-year license is non-renewable.

Licensure guidelines require that new alternate route administrators holding the five-year entry-level license will be required to complete entry-level OSL (Orientation to School Leadership) training and six (6) hours of educational leadership coursework to be eligible for a career-level administrator license. The university coursework will be at the participant's expense.

### **MAPQSL for Individuals with a Non-Education Background**

**This program will be available to individuals holding a Master's degree in BUSINESS ADMINISTRATION (MBA), PUBLIC ADMINISTRATION (MPA), or PUBLIC POLICY (MPP) with at least five (5) years of documented supervisory experience and passing scores on all required tests. Priority for admission to the program will be given to candidates with a Superintendent or School Board recommendation.**

The MAPQSL program for business track candidates includes the following steps:

1. Application process from January 29, 2007 - April 6, 2007.
2. Educators accepted into the program will complete administrator training June 11 - 29, 2007, 8:00 a.m. - 3:30 p.m., Monday - Friday, at one of the four community college program sites. There is a \$1000 fee for the 2007 MAPQSL program for those selected.
3. Secure a commitment for an administrative position with a school district. This position can be as an assistant principal, coordinator or assistant coordinator.  
*You may not serve as a principal during your internship year.*
4. Apply to the Office of Educator Licensure for a Five-Year Entry Level Administrator license upon completion of summer training. This process would include:
  - Licensure application
  - Passing scores on all components of Praxis I
  - Passing score on Praxis II : Principles of Learning and Teaching
  - Passing score on School Leadership Licensure Assessment (SLLA)
  - College transcripts (sealed)
  - Letter of Commitment from a school district insuring a position of Assistant Principal or Assistant Coordinator
  - Verification from employer of at least five (5) years of supervisory experience
  - Certification of Completion of MAPQSL summer training program

Praxis and SLLA test scores must be submitted as originals. (Photocopies will not be accepted.) Your scores will be returned to you.

5. Participate in the nine (9) Saturday practicum during the school year following the summer program. All summer program participants will complete the practicum even if they have not secured an administrative position so that they will be eligible for the initial license when an administrative position becomes available.

6. Complete a one-year internship as an assistant administrator that will include supervision and mentorship.

This five-year Entry level Administrator license is non-renewable. Licensure guidelines require that new alternate route administrators holding the Five-Year Entry-level license will be required to complete SEMI Entry-level OSL (Orientation to School Leadership) training and six (6) hours of Educational Leadership coursework to be eligible for a Career-level Administrator license. The university coursework will be at the participant's expense.

## **IV. Analysis of Mississippi Department of Education Data and Reports**

### **ANALYSIS OF MDE's DATABASE ON LICENSES ISSUED TO INDIVIDUALS IN THE TEACHER AND ADMINISTRATOR ALTERNATE ROUTES BETWEEN December 15, 2003 and February 11, 2008.**

NCAC obtained a list of licenses issued to individuals who had obtained or were obtaining licenses through an alternate route teacher or administrator preparation program by type of alternate route program between 2003-04 and 2007-08 from the MDE. The database of 4,224 licenses issued to individuals during this period also included when the license was issued and for what period of time, as well as data about gender, race/ethnicity, elementary, secondary or special subjects levels of certification and subject areas of certification in the state. Of these 4,224 licenses issued, 289 were administrator licenses. A total of 1,051 were duplicates since many individuals had completed the alternate route program and had received not only initial but final certificates to teach or be administrators. After accounting for duplicates, the final list included 2,918 teachers and 247 administrators who had been licensed to teach through alternate route preparation programs.

For teachers only,

- 3,936 alternate route teacher licenses had been issued during this period.
- 1,009 of these licenses were issued to the same individuals who had received more than one license from the state during the period, indicating their progress through the alternate route to full certification.
- 2,918 individuals had been issued licenses to teach through the state's alternate route programs between December 31, 2003 and February 11, 2008.

Of the 2,918 teachers in the state database as of February 11, 2008 who had been issued at least one license to teach through an alternate route preparation program,

- 1,601 (55 %) participated in the MAT Alternate Route Program, 972 (33 %) in the MAPQT program and 345 (12 %) in the TMI Alternate Route Program.
- 1,778 (61 %) of individuals were issued certificates to teach at the secondary level, 26 percent at the elementary school level and 13 percent in special education.
- Virtually all of the elementary certificates were issued to participants in the MAT program. This is the only alternate route in Mississippi that is currently approved to provide preparation for teaching in the elementary grades.

## **Further Analysis of MDE State Data**

The ever increasing need for teachers in Mississippi classrooms has resulted in the utilization of alternate route programs along with the existing teacher education preparation programs. Even with this combination, there is still a deficit in the number of teachers required for all Mississippi classrooms to have a fully certified teacher.

The state's beginning alternate route program quickly developed into the three alternate programs currently offered throughout the state. They include:

- 1) Mississippi Alternate Path to Quality Teachers (MAPQT),
- 2) Teach Mississippi Institute (TMI), and the
- 3) Master of Arts in Teaching (MAT)

To encourage individuals to enter teaching, the state has a long history of pro-active involvement. The Mississippi Teacher Center was established by the Mississippi legislature in 1994 to attract and retain quality teachers. The Center focuses on recruitment, enhanced training, and instructional support. Programs and services of the MTC include the Future Educators of America program, National Board Certification, administration of the MS Teacher Shortage Act, Teacher Placement, the Mississippi Teacher Renewal Institute, the MS Teacher Forum, and Troops to Teachers.

According to the state's Title II Higher Education State Report 2006 and Annual Report 2006-2007, more than 32,700 elementary and secondary classroom teachers were teaching in 1,047 schools in Mississippi's 152 school districts. At that time, the eight public and seven private colleges and universities graduated approximately 1,400 teachers; however, the demand for new teachers still exceeded the supply and 1,256 teachers were either "not fully certified" or teaching "on a waiver", according to information submitted to the U.S. Department of Education.

To help ease the teacher shortages, especially in the 20-county region known as the Mississippi Delta, the legislature first began to authorize alternate pathways in 2002. Since then, the Mississippi State Board of Education has expanded the geographic shortage areas to 47 school districts (30 % of all school districts) within the state. In addition, the State Board has identified subject shortage areas as well:

- Special education
- Biology, chemistry, and physics
- Mathematics
- Foreign languages: French, German, and Spanish

## **Mississippi Teacher Incentive Programs**

Along with the alternate pathways that reduce the time and cost of becoming licensed to teach, Mississippi has established several incentive programs to encourage teachers to respond to the critical needs within the state. Known as the Mississippi Teacher Shortage Act of 1998, it serves to ease the teacher shortages found in the Mississippi Delta area and other regions where schools

and classes lack qualified teachers. Because several programs provide financial assistance, Mississippi provides prospective teachers with incentives to earn degrees and teach in the areas designated as critical shortage areas (CSAs).

The following programs and accompanying statistical data have been described in the state's Annual Reports since 2001, and its 2006-2007 report shows the following teacher incentive programs:

1. The Nationally Certified Incentive Program lists the number of individuals who were employed by school districts that requested the financial supplement.
2. The Critical Needs Teacher Scholarship Program offers tuition and other incentives to those who become licensed and teach in Mississippi Critical Shortage Areas (CSAs). This program reportedly "has a tremendous impact on the recruitment of teachers for Mississippi classrooms."
3. The William Winter Teacher Scholar Loan Program offers assistance to undergraduate education students who agree to teach in a Mississippi school district for a specified number of years in return for the scholarship dollars.
4. Added in 2005-2006, the Mississippi Teacher Loan Repayment program is for teachers holding a valid Alternative Route Teaching license, teaching full time in a geographical shortage area or a geographical subject area 100% of the day in a Mississippi public school and have not received funding through the Critical Needs Teacher Scholarship Program and William Winter Teacher Scholar Loan Program. In such cases, the teacher may qualify to receive loan forgiveness through the MTLR program.
5. The Mississippi Teacher Fellowship Program provides funds to pursue a Master of Education or an Educational Specialist degree to qualified teachers in CSAs. These funds provide fellows with tuition, books, materials, fees, and a computer.
6. The Mississippi Employer-Assisted Housing Teacher Program is a special home loan program that is available to licensed teachers who render service in CSAs. A maximum loan amount of \$6,000 will be available to eligible teachers to assist in paying closing costs associated with the purchase of a house.
7. Reimbursement of Moving Expenses is a one-time reimbursement of moving expenses for teachers who teach in a geographic critical shortage area designated by the Mississippi Board of Education. Upon approval, the Mississippi Department of Education provides funds to the school district to reimburse the teacher an amount not to exceed \$1,000 for documented actual expenses incurred for relocation.
8. The Mississippi School Administrator Sabbatical Program enables local school districts to grant sabbatical leave to licensed teachers employed in Mississippi schools for not less than three years. The purpose is to allow such teachers to participate full-time in an educational leadership program and become local school district administrators.
9. The state hires Professional Teacher Recruiters to inform high school and college students of the need for teachers, promote the teaching profession, encourage assistant teachers to become licensed teachers, recruit education graduates, and explain how non-education majors can become licensed teachers through alternate routes to certification. Recruiters work directly with assigned CSAs to find and place teachers. In all activities, the recruiters inform prospective teachers of the CSA

incentives available to those who teach in Mississippi. In 2006-2007, critical shortage areas hired 415 teachers through direct referrals by professional teacher recruiters.

Most of these teacher incentive programs have enjoyed increased participation over the years that they have been available. In its statistical reports, Mississippi does not identify the cost-effectiveness per teacher employed who benefited from any of the above described programs or any follow-up data on the retention or default rates of individual participants.

Detailed data showing retention rates of classroom teachers are unavailable; however, the state's annual reports show some consistency over time. Since its 2001 Annual Report covering 1999-2000 through its 2006-2007 Annual Report, the Mississippi Department of Education has been tracking the state's instructional personnel by years of experience. By years of experience, and thus reflective of retention patterns, Mississippi classroom teachers have consistently followed a pattern similar to this one taken from the 2006-2007 Annual Report:

<b>Years of Experience</b>	<b>Classroom Teachers</b>
0 years	2,213
1 year	1,828
2 - 6 years	8,497
7 - 9 years	3,447
10 - 14 years	4,405
15 - 19 years	3,147
20 - 24 years	3,079
25 - 29 years	3,098
30 - 34 years	1,872
35 - 39 years	679
40 & above years	86

Implementation of the first alternate pathway to teaching began in 2003. In its last two Legislative Reports, the Office of Educator Licensure has reported data about each of the state-approved alternate route programs. Included in that report are the following statistics in regard to the number of teachers entering the classroom through alternate pathways and the program in which the teachers participated.

## Comprehensive Subjective Review of the Quality of Program Content

State-approved program content for each of Mississippi’s four alternate pathways to teaching is explicit and is as follows:

	State Program Requirements for Alternate Route Pathways			
	MAT	MAPQT	TMI	ABCTE
<b>Mississippi Institutions Offering Alternate Routes to Teaching</b>	Complete 6 graduate hours pre-teaching course requirements from an approved Master of Arts in Teaching program; program verification	Complete training program consisting of 90 clock hours (3 summer school weeks) and one Saturday each month for 9 months; verification of employment with school district	8-10-week training (summer on-campus, 9 graduate hours) or (summer on-line 10-week program at Ole Miss)	Passing score on ABCTE subject area examination; verification of employment with school district *
<b>Public Comprehensive</b>				
Jackson State University	x			
Mississippi State University	x		x	
University of Mississippi			x	
University of Southern Mississippi	x		x	
<b>Public Regional</b>				
Alcorn State University	x			
Delta State University	x		x	
MS University for Women	x			
MS Valley State University	x			
<b>Community Colleges</b>				
Hinds CC		x		
Itawamba CC		x		
Mississippi Delta CC		x		
Northwest CC		x		
Pearl River CC		x		
<b>Private</b>				
Belhaven College	x			
Mississippi College	x			
William Carey University	x			
*Additional training and graduate courses required for 5-year Alternate Route License				

The state allows institutional flexibility. Practical considerations indicate that in the MAT program, the two 3-hour pre-teaching courses before entering the classroom are graduate courses in tests and measurements and classroom discipline.

In the MAPQT program, the community colleges include pre-teaching classes in effective teaching strategies, planning and instruction, survival skills in the classroom, and state curriculum frameworks.

Similarly, in the TMI program, the courses required are teaching strategies, classroom management, state curriculum requirements, instructional methods, and tests and measurements. Three of the four universities above offer these pre-teaching classes in an eight to ten week summer training session with nine graduate level hours of coursework. Alternatively, the University of Mississippi (Ole Miss) offers its TMI program as a ten week online program.

As noted, teacher candidates with a passing score on an ABCTE subject area examination and a letter from a school district stating its commitment to employ the teacher candidate meet the state’s requirements for ABCTE. Although subject-matter knowledge verification precludes any requirement for course work completion, ABCTE teachers must be mentored in the classroom by a National Board Certified teacher or Mississippi Department of Education trained mentor certified in the same subject area as the teacher’s certification.

Teacher candidates recruited through Troops to Teachers, Teach For America, and Mississippi Teacher Corps generally participate in pre-teaching training through one of the abovementioned four pathways and may include proprietary training as well.

Alternate route candidates who successfully complete the initial institutional requirements in each of the alternate route programs may apply for an initial license to teach in Mississippi. The initial alternative route license granted by the state allows the individual to be employed as a teacher while completing the program internship requirement. Upon successful completion of the one-school-year internship, evaluations, recommendations and institutional completion certificates, the teacher can then apply for a five-year alternate route license. The five-year alternate route license is the maximum license available to completers of a *non-teacher education program*, i.e. alternate route.

Not only is the term of the license significant, so are the subject areas approved for licensure through alternate routes. Despite the state’s financial incentives to help fill several critical subject area shortages, most alternate route teachers choose other subjects among the 20 different subject areas offered. As noted below, not all institutions offer each subject; for example, the MAT program does not offer certification in special education and is the only state-approved alternate route that offers certification to teach elementary grades 4-8.

Subject Area Certification Options	MS Alternate Routes and TFA and Teacher Corps					
	MAPQT	TMI	MAT	ABCTE	TFA MS/Ark Delta	T Corps
<b>Subject Areas</b>						
Elementary Ed (Grades 4-8)			X		X	
Elementary Ed (Grades K-3)					X	
Secondary Ed						
Eng, Fr, Ger, Sp	X X X X	X X X X	X X X X	X	X	XX X
Biology, Chemistry, Physics	X X X	X X X	X X X	X X	X	X
Mathematics	X	X	X	X	X	X
Social studies	X	X	X		X	X

Business, Speech communications	X X	X X	X X			
Tech education, Marketing	X X	X X	X X			
Home economics	X	X	X			
Special education (7-12)	X	X				
Art education, Music	X X		X X		X X	
Physical education	X		X			

In its 2006-2007 Legislative Report, the state reported in detail, by institution and by program, the number of licenses for each of the above subject areas. The community college- (MAPQT) sponsored alternate program graduated the most students in special education followed by the Teach Mississippi Institute, only slightly ahead of the Master of Arts in Teaching program.

CSA	Alternate Route Licenses for CSAs				Total
	MAPQT	TMI	MAT	ABCTE	
Special Education	62	29	n/a	unknown	91
Foreign Languages	5	3	1	unknown	9
Sciences	11	11	21	unknown	43
Mathematics	21	7	26	unknown	54
Totals	99	50	48		

From the 2006-2007 Legislative Report, by far the most licensed subject was grade 4-8 elementary education (248) even though the MAT is the only alternate route program that offers a license in that subject area. Other top-five licenses were granted in social studies (127), English (123), physical education (65), and business (60).

Subjects for which the state issued the fewest certificates were marketing (2), technology education (4), music (6), speech communications (7), and home economics (9).

In contrast to the enrollment requirements of the state-approved alternate routes to teaching, the training phase of the four state-approved alternate routes varies with regard to content, including courses required in the pre-teaching phase and during the internship, and the internship itself.

### Reviewing the Quality of the Training of the Alternate Route Programs

Mississippi is a partner state with the National Council for Accreditation of Teacher Education (NCATE) and ten teacher education programs are accredited by NCATE. The remaining five private institutions follow similar guidelines adopted by the state.

All teacher education programs must document that their programs are aligned with state and national standards, as approved by the Commission on Teacher Licensure, and that these standards are incorporated into all their elementary, secondary, and special area programs. Documentation of the approved standards is found in course syllabi, practicums, student teaching, and student portfolios.

## **Internal Evaluation of Teacher Alternate Route Programs**

In addition to legislation authorizing alternate (nontraditional) pathways to teaching, the legislature mandated (MS Code Section 37-101-29) an Annual Performance of Teacher Education Programs, including both traditional preparation programs and alternate pathways. The report indicates that it “is the collaborative endeavor between the State Board of Education, the Mississippi Association of Colleges of Teacher Education, and the institutions of higher learning” involved in the program(s).

Along with enrollment and demographic data, the 2005-2006 Annual Performance Report includes a summary of the survey results of first-year teachers and their principals. The 25-question survey revealed five questions about which both traditionally prepared teachers and their principals agreed were problem areas within the teacher preparation program(s). The following were the most frequently identified deficiencies and/or areas of concern with regard to new teachers:

1. The teacher is knowledgeable about state and federal regulations concerning instruction of students with special needs. (Q #13 on the survey)
2. The teacher was ready for the classroom as a beginning teacher. (Q#25 on the survey)
3. The teacher can effectively manage student behavior in the classroom. (Q#8 on the survey)
4. The teacher can be successful in motivating students to achieve at high levels through the use of critical thinking and problem-solving strategies. (Q#14 on the survey)
5. The teacher can complete administrative duties, paperwork, and classroom instruction with ease. (Q#12 on the survey)

The Report was helpful in that the individual evaluation responses were identified with the institution of higher education that administered the teaching preparation program. Presumably, program changes to strengthen the traditional teacher preparation programs will be implemented as a result of the survey results. If so, subsequent evaluations will likely show improved acceptance, relevance, and effectiveness by both teachers and principals alike.

For its 2005-2006 Performance Report, the State Board of Education, the Mississippi Association of Colleges of Teacher Education and the institutions of higher learning collaborated in the compilation of the survey results of first-year teachers and their principals.

The results indicate that the “queried first-year teachers and their principals agree that the twenty-five (25) competencies surveyed annually are in place for these teachers at a rate of 80% (of total returns) per program, averaged over the most recent three-year period. The 2005-2006 first-year teacher agreement rate was 97.6% while the principal agreement rate was 94.5%.”

Based upon the same collaborative effort, the group devised a three-level rating system to apply to each of the 15 teacher education programs in Mississippi. Excluded from this rating are the community colleges that offer the MAPQT program. The rating system included in the 2005-2006 Performance Report was as follows:

Level One Marginal – Has not met State standards

Level Two Successful – Has met State standards

Level Three Excellent – Has met State standards and achieved an 85% teacher and principal affirmation rate.

With this rating system, none received a Level One Marginal rating; Mississippi Valley State University was the only institution and program (MAT) that received a Level Two Successful rating; the remaining 14 institutions received the Level *Three* Excellent rating.

Not explicitly included in the performance report, but might be inferred from one or two of the survey questions was any reference to the federal *No Child Left Behind* Act requirements.

The *No Child Left Behind Act* of 2001 (NCLB) requires school, district, and state report cards containing certain information. The required information falls into three general areas: school improvement, teacher qualifications and test data. A school that fails to make adequate yearly progress in achievement must be identified for school improvement. The report must contain information about the professional qualifications of teachers in core academic subject areas (English, reading, language arts, science, mathematics, foreign languages, arts, civics and government, economics, history, and geography). Highly qualified teachers are those who satisfied the NCLB criteria during the school year. The report indicated that 55% of Mississippi's 7<sup>th</sup> to 12<sup>th</sup> graders were taught by teachers with a major in their subject in the 2006-2007 school year.

## **V. Summary of NCAC Alternate Route Program Provider Interviews**

Dr. C. Emily Feistritzer, President of NCAC and of the National Center for Education Information (NCEI) was the principal investigator for this project. She personally met with and interviewed all of the providers of Mississippi's Alternate Route Teacher and Administrator Programs in Mississippi February 11-13, 2008.

The interviews revealed that all of the individuals administering alternate route programs in Mississippi have extensive experience in education. They are knowledgeable and passionate not only about their own alternate route preparation programs, but also about making sure Mississippi has high quality teachers.

### **SUMMARY OF INTERVIEWS AS PART OF THE EVALUATION OF MISSISSIPPI'S ALTERNATE ROUTES FOR THE PREPARATION OF TEACHERS AND SCHOOL ADMINISTRATORS**

#### **Summary of Alternate Route Teacher Preparation Program Interviews**

As part of its evaluation process, the National Center for Alternative Certification (NCAC) designed and conducted interviews of the administrators of each of the 15 programs that permit individuals to earn a teaching certificate without first having earned a college degree in education. These 15 programs are applications of the state's three approved alternate pathways to teaching: Master of Arts in Teaching (MAT), Teach Mississippi Institute (TMI) and Mississippi Alternate Path to Quality Teachers (MAPQT).

Highly qualified officials, all holding a Ph.D. or Ed.D., administrate the alternate route programs. Faculty from the schools and colleges of education, including adjunct professors serve the teacher candidates in the pre-service alternate route programs and through initial and subsequent licensing requirements. In addition, experienced, retired educators and administrators sometimes serve to mentor and/or to advise newly licensed teachers during their first few months of teaching during the required internship.

Ten of Mississippi's four-year institutions of higher learning sponsor the MAT program; of the ten, seven are public comprehensive or public regional institutions:

- Jackson State University
- Mississippi State University
- University of Southern Mississippi
- Alcorn State University
- Delta State University
- Mississippi University for Women
- Mississippi Valley State University, and

Three are private colleges or universities:

- Belhaven College
- Mississippi College
- William Carey University.

Dr. C. Emily Feistritzer interviewed the director of the programs as well as the dean, assistant dean or chairperson of the college in which the program was housed. The interviews included comments related to the individual programs and recommendations for program changes. Some particularly targeted comments are from identified individuals; the sentiments expressed through quotations were shared by others as well.

## **Master of Arts in Teaching (MAT)<sup>1</sup>**

### **MAT**

Most of the interviews concerning the ten MAT alternate route programs were with the directors of the programs as well as the deans, assistant deans or chairpersons of the colleges in which the programs was housed.

The remarks by all of the individuals interviewed who were directly involved in the implementation of the alternate route MAT program were positive about most aspects of the program. However, in most of the interviews concerning the MAT program, the deans or assistant deans expressed views that the alternate route program was not the preferred way to prepare teachers. The general consensus among the college administrators seems to be that there is no way a person who has few – or no -- education courses can be as good a teacher as an individual who has taken a regular battery of education courses in their preparation program.

The MAT program administrators also noted that the individuals who go on and earn a Master's Degree in Education, even though they are not required to do so, turn out to be better teachers than those who do not complete a Master's. Strongly held beliefs and convictions and anecdotal reporting from several school principals support these claims.

With 150-160 candidates, William Carey University's MAT alternate route program was the biggest producer of alternate route teachers in the state in 2007-2008. William Carey also reported "phenomenal growth" in their graduate teacher preparation – a 95 percent growth in the MAT and regular graduate teacher education programs. An official added, "We are going to reach a point when undergraduate secondary education programs don't exist any more."

Other remarks by the individuals who were directly involved in the implementation of the alternate route MAT program were positive about most aspects of the program, and included:

- The maturity level and life experiences are definite advantages for the teacher participants in the MAT programs and the school administrators.
- Even with attrition during the first courses, most teacher participants earn their 5-year license, and a significantly high number finish the MAT and obtain their advanced degree.

---

<sup>1</sup> At Mississippi College, the program is called MTA because the liberal arts faculty would not vote to allow use of the MAT designation.

- “Jackson State is in the business of providing degrees and we try to keep the MAT candidates in school to get a degree; indeed, the degree plan is activated during the first pre-teaching course.” (Jackson State University official)
- Faculty and teacher participants have a positive attitude about the courses and teaching requirements and most MAT programs are expanding,
- In some programs, as many as 80 percent of teacher participants have been involved in classroom work before; for example, “Of the 40 currently enrolled in the program – many of them are teaching already on emergency certificates” (Mississippi Valley University official); in other programs half or more of the participants are career switchers of all ages.
- “The way the MAT is structured, they can pass the tests and do what they are supposed to do; they can then exit as a highly qualified teacher! We are pleased with that.” (Alcorn State University official)
- Administrator feedback indicates that most teacher participants show great results; however, “...classroom management is THE issue as to whether people are successful as teachers.” (Mississippi College official)
- “Just like with the traditional preparation route, the process weeds them out – traditional or alternate cert candidates.” (Belhaven official)

With the exception of the MAT (and TMI) administrators at the University of Southern Mississippi, other MAT program administrators have been involved with the alternate teacher preparation route for several years; most administrators had suggestions for changes to the present processes:

- All provisional teachers (in alternate and traditional programs alike) could go through regional or statewide meetings where the new teachers could talk over some of the issues that concern them as first year teachers. The state could provide the training for what works.
- All of us in the program would like to see improvements, not necessarily more restrictions or requirements.
- Some agreed that permitting K-3 certification through an MAT program would be a good change; others disagreed: “Elementary and special education teacher training should be very strong and is probably best done at the undergraduate level.” (William Carey University official)
- Increase to two semesters the single semester now under Jackson University oversight, because the school district contract is for a full school year.
- Require more Classroom Management courses in the alternate route. Even though undergrads (in traditional programs) are so young, they have a 30-hour block and 30 hours of observation before they get in the field.
- Consider requiring a Praxis III evaluation by an outsider before a teacher participant can receive a 5-year license.
- Include more strict standards for getting in and out of this program to avoid failures in the classroom.
- The real attrition occurs at the time that they cannot pass the Praxis II; perhaps the state could provide tutorials to assist the candidates.
- Re-vamp the two beginning courses required.

- Introduce a strong co-teaching model during the Internship.
- Put in an assessment analysis during the Internship.

### **Teach Mississippi Institute (TMI)**

Four of Mississippi's four-year public institutions (three of which are listed above as MAT sponsors) also sponsor the TMI alternate route program:

Mississippi State University  
 University of Mississippi  
 University of Southern Mississippi  
 Delta State University

The TMI alternate route produces the fewest teachers and suffers from the least enthusiasm from those administrators interviewed, as well as participants surveyed (see Final Summary Report).

Interviews with administrators of the TMI programs revealed considerable lack of organizational structure at all four sites. The TMI program seems to suffer from clarity of purpose, design and implementation.

- One administrator had just “inherited” the program, and knew very little about it.
- In the three universities that have both TMI and MAT programs, the program leaders focused on getting the TMI candidates to switch to the regular MAT teacher education program, and nearly half did so in 2007-2008.
- Mississippi State University requires its TMI candidates to meet the MAT requirements. MSU officials “want to impress on TMI enrollees the importance of the full MAT.” (Mississippi State University official)
- The TMI is a secondary preparation program only, but excludes art, music, and physical education.
- The online TMI program administrators, while clearly short-staffed, are eager, enthusiastic individuals who are struggling to make that program an effective one, especially for individuals coming into teaching from non-education fields.
- Most of the candidates are mid-career switchers with no prior teaching experience.
- Those university officials monitoring the teacher participants receive positive evaluations of the individuals; “Mississippi has a shortage of teachers so we might as well make this work.” (University of Southern Mississippi official)

TMI program officials offered these suggestions for improvement:

- “There is a huge time problem between completion of the courses, finding a teaching job since schools hire so late in the summer -- and getting a license to teach.” (University of Southern Mississippi official)

- Schools rarely provide a school-based mentor<sup>2</sup>; with hardly any mentoring provided by the schools in which the interns teach, that is the biggest problem – lack of support once the candidates are teaching.
- Most want to keep the focus on preparation for secondary subject areas; one would like to improve the program and expand it to include elementary grades and special education, not just grades 7-12.
- Maybe add six more required credit hours as four courses are not enough.
- Programs need to be more tailored to the backgrounds and needs of the candidates seeking certification to teach. The needs of career switchers who have little knowledge of the school system are different from teachers who are seeking to upgrade their credentials or meet the requirements of the Highly Qualified Teacher mandate.

### **Mississippi Alternate Path to Quality Teachers (MAPQT)**

The MAPQT Alternate Route Program is administered by the Mississippi Community College Foundation and implemented through these five community colleges:

Itawamba Community College  
 Hinds Community College  
 Mississippi Delta Community College  
 Pearl River Community College  
 Northwest Community College

The Administrator of the MAPQT program is a former teacher and school administrator who is a very enthusiastic supporter of the alternate route model for preparing teachers. His office collects and maintains a large database of information about each of the five community college based sites. The program has clear goals and objectives; the curriculum is well established and organized so that each of the five sites can successfully implement the program. Selection of instructors for the 90-hour pre-teaching institute, as well as for each of the nine Saturday learning sessions during the internship teaching year, are carefully selected on the basis of their knowledge and teaching skills in the topics to be covered. The program includes ongoing assessments from alternate route teachers and the principals of schools where the teachers are placed. Program adjustments are made regularly based on these assessments.

### **SUMMARY COMMENTS:**

Most deans and directors of teacher education programs express the view that individuals who complete a prescribed set of education courses and student teaching – either at the undergraduate or graduate are inevitably better qualified to teach (are better teachers) than those who enter teaching through any of the alternate routes.

When asked for evidence to support this view, those interviewed responded with “It’s just logical that the more education courses people have the better equipped they are to teach.... Principals

---

<sup>2</sup> As reported by Mississippi officials, apparently schools are less likely to provide school-based mentors if the teacher participant has previously worked in the classroom, for example, under an emergency certification.

tell us they would rather hire a person who has completed a regular teacher education program than hire an alternate route candidate.”

Principals did in fact, report in a survey NCAC conducted as part of this evaluation that, given the choice, they would hire a traditionally trained teacher over an alternate route teacher. They cited most frequently those traditionally educated teachers had student teaching and were better equipped in classroom management.

When asked what would improve the preparation of alternate route candidates for teaching, rarely did adding more education courses make the list of priorities of any group surveyed. Rather, managing learning experiences, classroom behavior, and time management were most frequently cited areas for improving teacher preparation. In addition, all respondents recommended that there be a strong pre-service component before teaching that included orientation to the realities of teaching and schooling, classroom management; instructional planning and a clinical experience in actual classrooms before one becomes a teacher of record, responsible for his or her own classroom.

## **MAPQSL**

### **Mississippi Alternate Path to Quality School Leadership Program**

The Mississippi Alternate Path to Quality School Leadership Program, known as MAPQSL, was instituted in 2005 by the Office of Quality Educators at the Mississippi Department of Education, with the approval of the State Board of Education, and operates in collaboration with the Mississippi Community College Foundation.

On January 9, 2008, Dr. Feistritzer of NCAC conducted a group interview with the administrators of the four community college centers where instruction occurs as well as the coordinator of the program. Enthusiasm for the program could not have been higher. All of the heads of the program reported that the quality of the individuals seeking certification to be administrators in Mississippi schools through MAPQSL was very high. They felt that the program itself was superior to any other avenue to becoming a school administrator, especially since it was targeted to ensuring that candidates learn what they need to know in order to be an effective school administrator. However, some skepticism was expressed about bringing in individuals from non-education backgrounds, such as leaders from business and industry into school administration. Those interviewed also expressed concern that the state was cutting back on its financial support of the program. Candidates now have to pay \$1,000 for the training program.

The MAPQSL administrator preparation program is, in fact, so popular and being used by more individuals seeking school leadership positions than the state has a need for.

## NCAC Alternate Route Participant Surveys

UPON COMPLETION OF INTERVIEWS WITH STATE OFFICIALS AND WITH THOSE ADMINISTERING ALL OF THE ALTERNATE ROUTE PROGRAMS IN THE STATE, NCAC DESIGNED SURVEYS TO BE ADMINISTERED TO INDIVIDUALS WHO HAD GONE THROUGH EACH OF THE ALTERNATE ROUTES TO TEACHER PREPARATION AND TO ADMINISTRATOR PREPARATION. These survey instruments utilized the information learned about the specifics of the programs from the MDE officials and from the providers of programs throughout the state. The surveys also incorporated questions that both MDE and local providers wanted answered.

NCAC obtained a list of individuals who had been issued a teaching license or administrator license *by type of alternate route* between 2003-2004 and 2007-2008 from the MDE. The database of 4,224 licenses issued to individuals during this period also included when the license was issued and for what period of time. Of these, 289 were administrator licenses. A total of 1,051 were duplicates since many individuals had completed the alternate route program and had received not only initial but 5-year renewable certificates to teach or be administrators in the state. After accounting for duplicates, the final list included 2,918 teachers and 247 administrators who had been licensed to teach through alternate route preparation programs.

A 40-item questionnaire survey was mailed to 2,918 teachers and a 29-item survey was mailed to 247 individuals seeking full administrator certification to which the MDE had issued licenses to through an alternate route program beginning in 2003-2004.

The results of those two surveys were analyzed separately.

## VI. Results of the Survey of Selected Teachers in Mississippi Entering Teaching Through Alternate Route Preparation Programs

### Teacher Survey Table of Contents

Teacher Survey Results .....	35
Survey Respondents .....	35
Become a Teacher if No Alternate Route Available? .....	36
Education Courses Taken .....	37
Stage of Alternate Route Program.....	38
Profile of Mississippi Alternate Route Teachers.....	39
Overall Alternate Route Program Ratings .....	42
Helpfulness of Program Components in Developing Teaching Competence .....	46
Professional Support.....	49
Frequency of Support .....	52
Teaching Competency .....	55
Predicting Competency to Teach .....	56
Value of Experiences in Developing Competence to Teach .....	58
Mississippi Alternate Route Teachers Compared with other Teachers.....	60
Important Aspects of Certification Programs .....	62
Search for Certification Program .....	64
Learning about Mississippi Alternate Route preparation Programs .....	64
Program Participation .....	66
Suggested Program Improvements.....	66
Finding an Internship Teaching Job .....	69
Reasons for Teaching .....	69
Satisfaction with Teaching.....	71
Mobility .....	73
Future Plans.....	73
Methodology .....	74

## List of Tables

Table 1. Number of Responses from each Certification Program .....	35
Table 2. Year Began Certification Program .....	35
Table 3. Activity Prior to Starting Alternate Route Certification Program.....	36
Table 4. Percent Who Would Have Become Teacher if Alternate Route Not Available .....	36
Table 5. Number of Semester Hours of Education Taken.....	38
Table 6. Current Stage in Alternate Route Program .....	38
Table 7. Years of Teaching Experience.....	39
Table 8. Demographic Profile of Mississippi Alternate Route Teachers.....	39
Table 9. Grade Level Taught .....	40
Table 10. Subjects Taught .....	41
Table 11. Mean Effectiveness of Aspects of Certification Programs .....	45
Table 12. Percent of Teachers Reporting Aspects Not Part of their Program.....	46
Table 13. Mean Helpfulness of Components of Preparation Program.....	48
Table 14. Percent of Teachers Reporting that Component is Not Part of Their Program.....	49
Table 15. Mean Helpfulness of Personal Support.....	51
Table 16. Percent of Teachers Reporting No Support Provided.....	52
Table 17. Frequency of Guidance from Mentor Teacher .....	52
Table 18. Frequency of Guidance from School Principal .....	53
Table 19. Frequency of Guidance from Non-college Instructors .....	53
Table 20. Frequency of Guidance from College/University Personnel .....	54
Table 21. Frequency of Guidance from State Agency Personnel.....	54
Table 22. Frequency of Guidance from Public/Private Agency Personnel .....	55
Table 23. Frequency of Guidance from Other Source .....	55
Table 24. Mean Competency at Start of Certification Program and Currently .....	56
Table 25. Change in Mean Competency from Start of Program to Present .....	56
Table 26. Predictors of Teaching Competency I.....	57
Table 27. Predictors of Teaching Competency II .....	58
Table 28. Mean Value of Experiences in Developing Competence to Teach.....	60
Table 28a. Percent of Teachers Rating Aspects "Very Valuable" .....	62
Table 29. Mean Importance of Features When Choosing a Certification Program.....	63
Table 30. Difficulty Finding Alternate Teacher Certification Program.....	64
Table 31. Difficulty Getting Accepted into an Alternate Teacher Certification Program .....	64
Table 32. Source of Information about Mississippi Alternate Route Preparation Program.....	65
Table 33. Percent of Teachers Participating in Other Teaching Programs.....	66
Table 34. Attitude towards Length of Pre-Teaching Courses.....	66
Table 35. Attitude towards Length of Internship.....	67
Table 36. Ratings of Suggested Improvements to Certification Programs .....	68
Table 37. Difficulty Finding a Teaching Job.....	69
Table 38. Reasons for Originally Becoming a Teacher.....	70
Table 39. Reasons for Presently Still Teaching.....	71
Table 40. Mean Satisfaction with Aspects of Teaching .....	72
Table 41. Percent Completing Undergraduate Degree and Teaching within 150 Miles of Birthplace.....	73
Table 42. Plans for Five Years from Now.....	73
Table 43. Planned Length of Teaching Career .....	74

## List of Figures

Figure 1. Percent Who Would Have Become a Teacher if Alternate Route were not Available	37
Figure 2. Percent of Teachers Rating Program Aspects “Very Effective”	44
Figure 3. Mean Effectiveness of Aspects of Certification Programs	45
Figure 4. Percent of Teachers Rating Program Components “Very Helpful”	47
Figure 5. Mean Helpfulness of Components of Preparation Program	48
Figure 6. Percent of Teachers Rating Support “Very Helpful”	50
Figure 7. Mean Helpfulness of Personal Support	51
Figure 8. Mean Value of Experience in Developing Competence to Teach	59
Figure 9. Percent of Teachers Rating Certification Program Aspects as “Very Valuable”	61
Figure 10. Mean Importance of Certification Program Features	63
Figure 11. Source of Information about Mississippi Alternate Route Preparation Program	65
Figure 12. Ratings of Suggested Improvement to Certification Programs	68
Figure 13. Mean Satisfaction with Aspects of Teaching	72

## Alternate Route Teacher Survey Results

### ***Survey Respondents***

Survey responses were collected from 1,179 alternate route teachers in the State of Mississippi, 1,117 of which were usable for analysis. The respondents represented the three types of alternate route teacher certification programs available in Mississippi: Mississippi Alternate Path to Quality Teachers (MAPQT), a Masters of Arts in Teaching (MAT), and Teach Mississippi Institute (TMI). Respondents indicated the type of program and the specific institution where they participated in the alternate route program. The sample included 520 MAPQT teachers, 479 MAT teachers and 118 TMI teachers.

**Table 1. Number of Completed Responses from each Certification Program**

	Number	%
Mississippi Alternate Path to Quality Teachers	520	47
Masters of Arts in Teaching	479	43
Teach Mississippi Institute	118	11
Total	1,117	100

The census included teachers who began their alternate route certification program between the 2003-04 and the 2007-08 school years. A plurality (44%) of MAPQT teacher respondents began the alternate route to certification in 2007. Among the MAT teacher respondents, 32% began in 2003. And among the TMI teacher respondents, 33% began the program in 2005.

**Table 2. Year Began Certification Program**

	MAPQT	MAT	TMI
	%	%	%
2003	12	32	13
2004	16	16	12
2005	13	22	33
2006	14	18	25
2007	44	12	17

### ***Activity Prior to Alternate Route Teacher Preparation Program***

Prior to entering an alternative route to teacher preparation program, teachers were engaged in a variety of different activities. The majority of TMI teachers (53%) and many MAPQT (40%) and MAT (37%) teachers were engaged in a non-education job prior to enrollment. Yet many were engaged in education activities prior to enrollment, either as a full-time teacher without certification (8 to 9%), a substitute teacher (11 to 14%) or in another role in the education field (13 to 18%). Some teachers were students in an undergraduate, graduate, or community college

program prior to enrollment. The MAT program has the highest percentage of teachers that were students prior to entering the program (14%), compared to the MAPQT program (11%) and the TMI program (7%).

**Table 3. Activity Prior to Starting Alternate Route Certification Program**

	MAPQT	MAT	TMI
	%	%	%
Non-education job	40	38	55
Teaching	33	29	22
Other education job	8	11	5
Student	11	14	12
Other	7	8	5

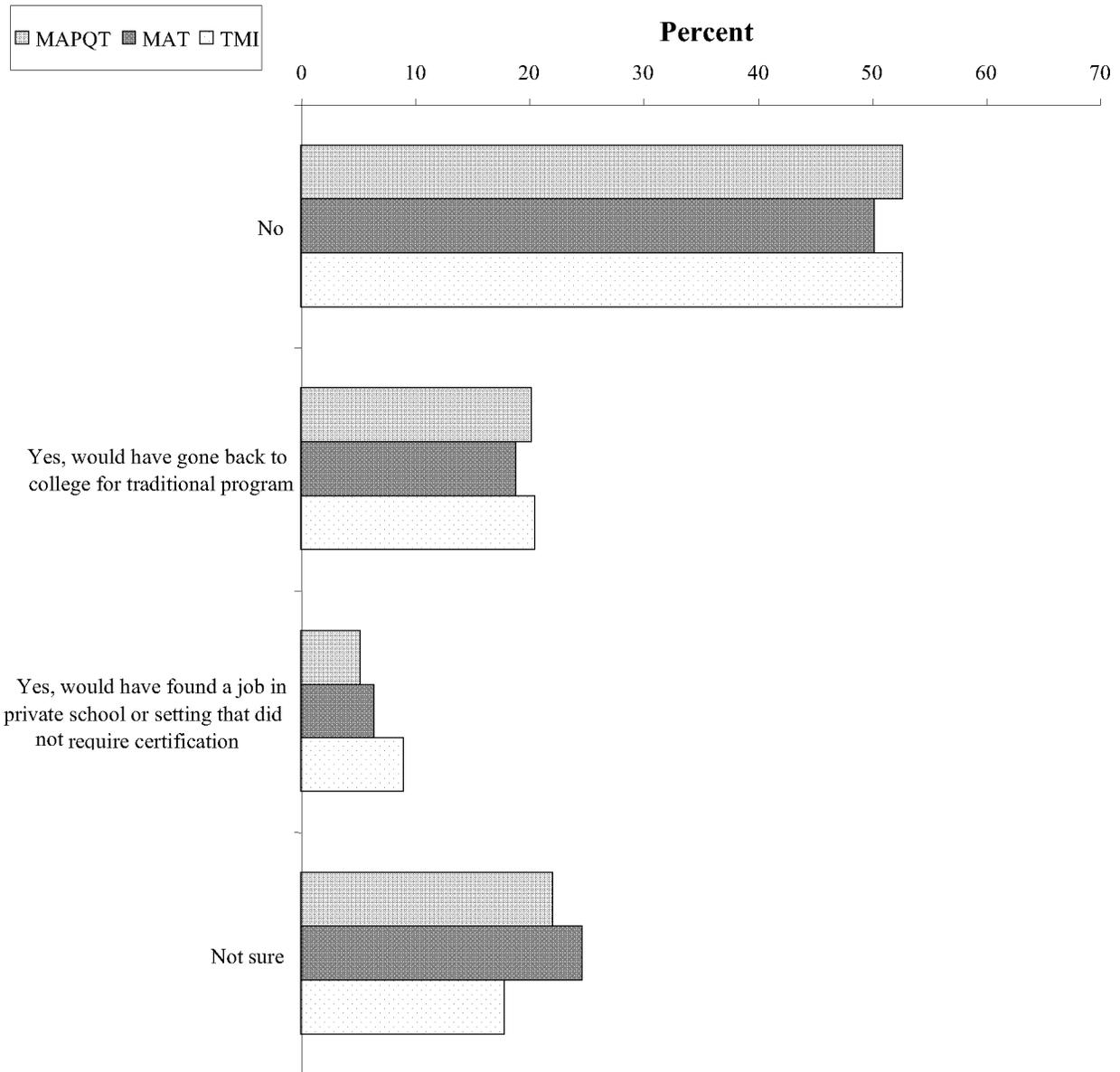
### ***Become a Teacher if No Alternate Route Available?***

Mississippi’s alternate routes to teacher certification provide an important source of new teachers. When asked if they would become a teacher if the alternate route had not been available, half of teachers said no. Another 18% to 25% said that they were not sure. *Thus, perhaps as many as 75-80% of current alternate route teachers would not be in the classroom if their certification programs did not exist.*

**Table 4. Percent who would have become a Teacher if Alternate Route were not available**

	MAPQT	MAT	TMI
	%	%	%
No	53	50	53
Yes, would have gone back to college for traditional program	20	19	21
Yes, would have found a job in private school or setting did not require certification	5	6	9
Not sure	22	25	18

**Figure 1. Percent who would have become a Teacher if Alternate Route were not available**



**Education Courses Taken**

Survey respondents were asked how many semester hours of education courses they had taken at the time of completing the survey. These could have been courses taken anytime during their lifetime, not necessarily during the alternate route program, even though the number of education courses required varies by the type of certification program. The MAT program requires the greatest number of semester hours in education courses, and 47% of MAT teachers reported taking 25 or more hours. While the MAPQT does not *require* education courses *per se* during the program, 16% of MAPQT teachers report taking 25 or more hours of education courses. Notably, 32% of MAPQT teachers took no education courses.

**Table 5. Number of Semester Hours of Education Courses Taken**

	MAPQT	MAT	TMI
	%	%	%
None	32	0	17
1-6	17	7	13
7-12	12	17	19
13-18	5	10	6
19-24	4	7	10
25-30	4	11	4
31-40	6	24	3
41-50	6	12	9
Don't remember	14	11	19

**Stage of Alternate Route Program**

For all three certification programs, the majority of teachers surveyed had completed the alternate route program and were still teaching. Among MAPQT teachers, 38% were teaching as an intern. Ten percent of MAT teachers were teaching as an intern, while 11% had completed the internship and were involved in finishing their master's degrees. Only 3-4 percent of respondents said they had completed the alternate route program but were not teaching.

**Table 6. Current Stage in Alternate Route Teacher Preparation Program**

	MAPQT	MAT	TMI
	%	%	%
Currently taking preliminary courses	2	1	0
Completed prelim course looking for teaching position	0	3	4
Currently teaching as an intern	38	10	4
Finished internship, completing masters	1	11	0
Completed alternate route program and teaching	53	62	79
Completed alternate route program but not teaching	3	4	4
Did not complete alternate route program but currently teaching	1	2	2
Did not complete alternate route program and not teaching	0	2	0
Other	2	6	6

## Teaching Experience

Respondents represented a wide range of years of teaching experience, as shown in Table 5. While 25 percent of MAPQT, 15 percent of MAT and 11 percent of TMI respondents were in the first year of teaching, 54 percent of MAPQT, 68 percent of MAT and 55 percent of TMI teacher respondents had 3 or more years of teaching experience. The TMI teachers tend to have the fewest years of teaching experience among the three groups. Seventy-one percent of TMI teachers have taught for 3 or fewer years. In comparison, 60% of MAPQT teachers and 54% of MAT teachers had taught for 3 years or less at the time of completing the survey.

**Table 7. Years of Teaching Experience**

	MAPQT	MAT	TMI
	%	%	%
One year	25	15	11
Two years	22	17	35
Three years	13	22	25
Four years	15	15	10
Five years	15	14	10
6-10 years	9	15	10
11-15 years	1	2	0
More than 15 years	1	0	0

## Profile of MS Alternate Route Teachers

On average, teachers begin the alternate route program around age 31. The MAPQT program includes a larger percentage of male teachers (32%) than the other programs (22% and 28%). And the MAT program has a larger percentage of Black or African American participants (39%) than the other programs (32% and 26%). Regardless of the program, most teachers teach in a rural area or small town or city with populations less than 50,000.

**Table 8. Demographic Profile of Teachers**

	MAPQT	MAT	TMI
<b>Average Age Currently</b>	34.8	34.6	35.3
Average Age at Start of Program	31.6	31.1	32.4
<b>Gender</b>	%	%	%
Male	32	22	28
Female	68	78	72
<b>Race</b>	%	%	%
American Indian or Alaskan Native	0	1	0

Asian American	0	1	0
Black or African American	32	39	26
Native Hawaiian or Other Pacific Islander	0	0	0
Hispanic or Latino	1	1	3
White	66	57	67
Multiracial	1	1	4
<hr/>			
<b>Education</b>	<b>%</b>	<b>%</b>	<b>%</b>
Bachelors in education	5	5	1
Bachelors in other field	72	44	59
Masters in education	8	37	15
Masters in other field	15	10	19
Doctorate in education	0	1	1
Doctorate in other field	0	0	3
Law degree	0	0	1
Medical degree	0	0	0
Other	0	2	1
<hr/>			
<b>Type of Community Teaching In</b>	<b>%</b>	<b>%</b>	<b>%</b>
Rural area	39	26	30
Small town (10,000 - 19,999)	24	21	24
Small city (20,000 - 49,999)	22	24	26
Medium city (50,000 - 249,999)	12	21	13
Large city (250,000+)	2	5	4
Suburban or outside central city	2	3	4

### Grade Level Taught

Teachers in different certification programs are clearly different in the grade levels they teach, indicating relative strengths of the different programs. The MAT program is the only alternate route program in Mississippi that offers a program leading to certification to teach in elementary grades. Twenty-nine percent of MAT candidates teach in elementary grades. TMI teachers are predominantly senior high school teachers (70%). MAPQT teachers focus on middle/junior high (45%) and senior high (49%).

**Table 9. Grade Level Taught**

	MAPQT	MAT	TMI
	%	%	%
Pre-K	2	2	3
Elementary/Kindergarten	10	29	5
Middle/Junior High	45	39	33
Senior High	49	28	70

Note: responses may not sum to 100% because respondents selected all that apply.

## Subjects Taught

The programs also differ in the specialization of subjects. Thirty-three percent of MAT teachers teach general elementary, and 21% teach English and 20% of them teach reading. Compared with other programs, a greater percentage of MAPQT teachers tend to teach special education. All three programs contribute significantly to the supply of much-needed teachers in the areas of mathematics and the sciences.

**Table 10. Subject Taught**

	MAPQT	MAT	TMI
<b>General</b>	%	%	%
Kindergarten	1	1	0
General elementary	4	33	0
American Indian/Native American Studies	0	1	0
<b>Special Areas</b>			
Art/Music	16	15	10
Basic skills and remedial education	4	3	6
Bilingual education	1	0	0
Computer science	2	3	2
Dance/Drama/Theater	1	1	0
English/Language arts	17	21	16
English as a second language	2	1	2
Gifted	2	1	3
Home economics	2	1	3
Journalism	0	2	1
Mathematics	13	21	14
Military science	0	1	0
Philosophy/Religion	0	0	0
Physical education/Health	8	7	6
Reading	7	20	7
Social studies/Social science (incl. history)	18	25	24
<b>Foreign languages</b>			
French	9	6	0
German	1	0	0
Latin	0	0	0
Russian	0	0	0
Spanish	3	1	3
Other foreign language	0	0	0
<b>Science</b>			
Biology/Life science	9	4	9
Chemistry	2	2	5
Geology/Earth science/Space science	2	2	0

Physical science	2	2	3
Physics	1	1	3
General and other science	7	12	7
<b>Vocational-technical education</b>			
Accounting	2	2	1
Agriculture	1	1	1
Business, marketing	5	3	3
Health occupations	1	1	0
Industrial arts	0	0	1
Trade and industry	0	0	1
Technical	1	1	1
Other vocational/technical education	6	3	9
<b>Special education</b>			
Special education, general	8	5	11
Emotionally disturbed	8	2	7
Mentally retarded	6	2	5
Speech/Language impaired	4	1	1
Deaf and hard-of-hearing	2	0	2
Visually handicapped	1	1	2
Orthopedically impaired	2	0	2
Mildly handicapped	4	2	0
Severely handicapped	3	1	2
Specific learning disabilities	16	4	11
Other special education	3	3	3
All others	2	1	5

### ***Overall Alternate Route Program Ratings***

Teachers obtaining certification through the Mississippi alternate route preparation programs were asked several questions designed to determine the effectiveness of their programs and the various components of the programs in preparing them to be effective teachers.

Comparing among the three types of programs overall, the MAPQT program received the highest rating, with 89% of its participants giving it an excellent or very good rating. Next best was the MAT with 81% of participants giving it an excellent or very good rating. The lowest rated of the three is the TMI, which 68% rated as excellent or very good.

Teachers' willingness to recommend their program reflects the same pattern. Ninety-nine percent of MAPQT teachers would recommend the program, whereas 95% of MAT teachers would, and 93% of TMI teachers would recommend their program to others interested in becoming teachers.

## ***Effectiveness of Alternate Route Preparation Programs***

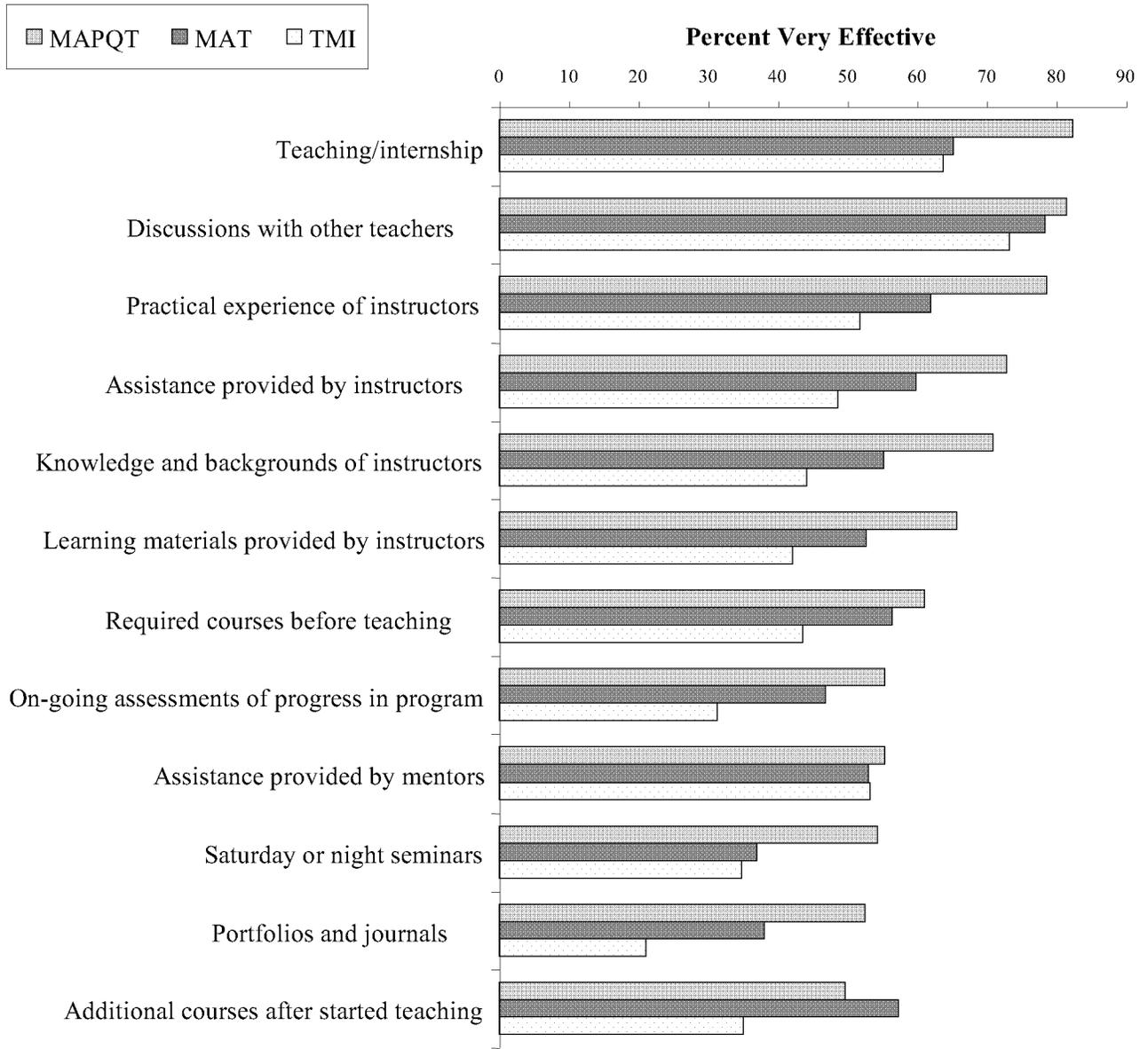
The survey included a battery of questions about the perceived effectiveness of program aspects in preparing the respondents for teaching. Teachers in the MAPQT, MAT and TMI programs provided similar ratings for the effectiveness of program aspects in preparing them to be teachers. The top three most effective aspects were

1. actual teaching or internship,
2. discussions with other teachers, and
3. practical experiences of their instructors.

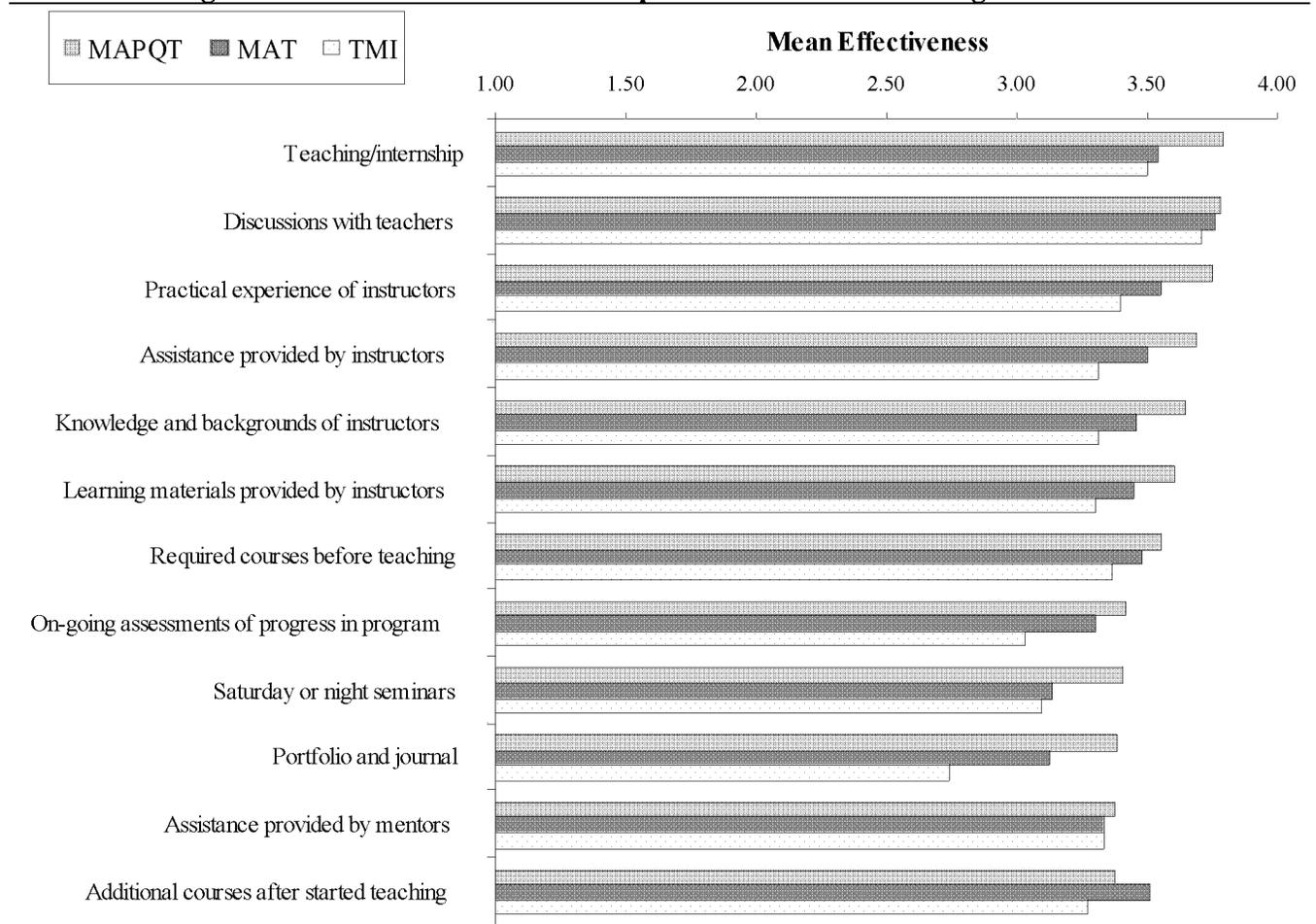
For nearly all of the selected aspects of a teacher preparation program, MAPQT received higher effectiveness ratings than the MAT program, which was higher than the TMI program, as shown in Table 11 and Figures 2 and 3.

There is a notable exception to this pattern. MAT teachers rated additional courses after they began teaching as effective (3.51) compared with much weaker ratings by MAPQT teachers (3.37) and TMI teachers (3.27). MAT teachers are required to take more education courses than the other alternate route programs.

**Figure 2. Percent of Teachers Rating Program Aspects “Very Effective”**



**Figure 3. Mean Effectiveness of Aspects of Certification Programs**



Note: items are reverse coded so that 4 = very effective and 1 = not at all effective. Only analyzed for respondents who indicated the aspect was part of their program.

**Table 11. Mean Effectiveness of Aspects of Certification Programs**

	MAPQT	MAT	TMI
Teaching/internship	3.79	3.53	3.50
Discussions with fellow teachers	3.78	3.76	3.71
Practical experience of instructors	3.75	3.55	3.39
Assistance provided by instructors	3.68	3.49	3.31
Knowledge and backgrounds of instructors	3.64	3.46	3.31
Learning materials provided by instructors	3.60	3.45	3.30
Required courses before teaching	3.55	3.48	3.37
On-going assessments of progress in program	3.41	3.30	3.03
Saturday or night seminars	3.40	3.13	3.09
Portfolio and journal	3.39	3.12	2.73
Assistance provided by mentors	3.38	3.33	3.33
Additional education courses after started teaching	3.37	3.51	3.27

Note: items are reverse coded so that 4 = very effective and 1 = not at all effective. Only analyzed for respondents who indicated the aspect was part of their program.

However, some teachers indicated that they had not had some of the listed program components, as shown in Table 12. The MAPQT program has less emphasis on coursework. Therefore, twenty-four percent of MAPQT teachers did not take education courses before beginning teaching in the program, and 46% of them did not take education courses after starting teaching. More than half of MAT teachers indicated that they did not have Saturday or night seminars, 16 percent did not have on-going assessments of their progress and 15 percent did not get assistance from mentors. Thirty-eight percent of TMI teachers said that their program did not require portfolios or journals, 33 percent did not take any additional education courses, and 25 percent reported not having Saturday or night seminars while in the program.

**Table 12. Percent of Teachers Reporting They “Have Not Had” These Aspects**

	MAPQT	MAT	TMI
	%	%	%
Teaching/internship	8	10	10
Discussions with teachers	0	3	1
Practical experience of instructors	1	5	5
Assistance provided by instructors	1	4	5
Knowledge and backgrounds of instructors	1	4	4
Learning materials provided by instructors	0	4	1
Required courses before teaching	24	1	11
On-going assessments of progress in program	4	16	13
Assistance provided by mentors	1	15	5
Saturday or night seminars	9	51	25
Portfolio and journal	1	18	38
Additional education courses after started teaching	46	19	33

### ***Helpfulness of Program Components in Developing Teaching Competence***

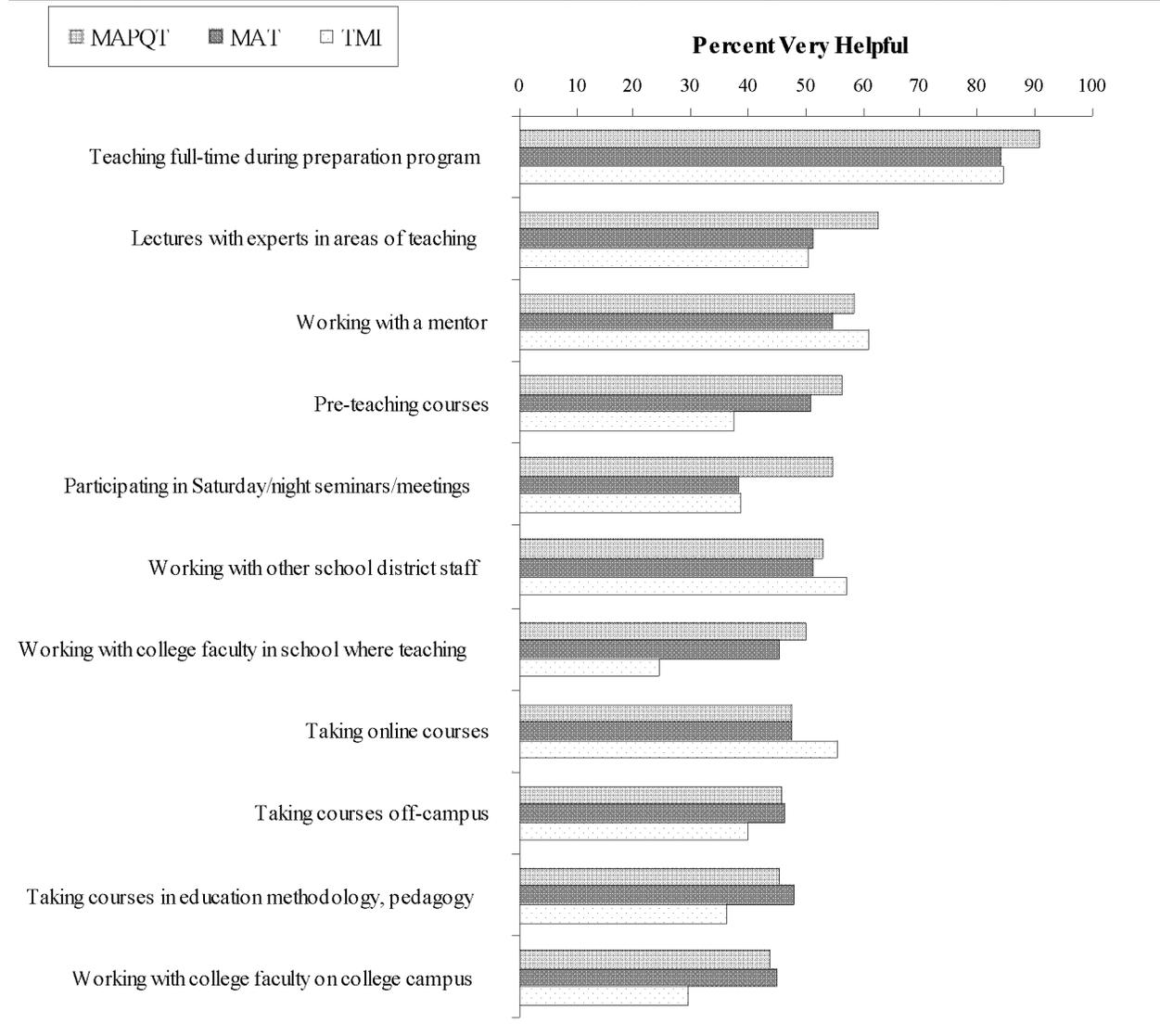
Surveyed participants were asked “While you were in the alternate route teacher preparation program, how helpful was the support you received from each of the following in developing your competence to teach?”

The teachers in the MAPQT, MAT and TMI programs rated the helpfulness of program components similarly. Teaching full time while enrolled in the program was rated as the most helpful component in developing competence in teaching for the MAPQT, MAT and TMI programs, as shown in Table 13 and Figures 4 and 5. Lectures given by experts in particular areas (school law, classroom management, etc.) were also rated highly helpful for all three programs.

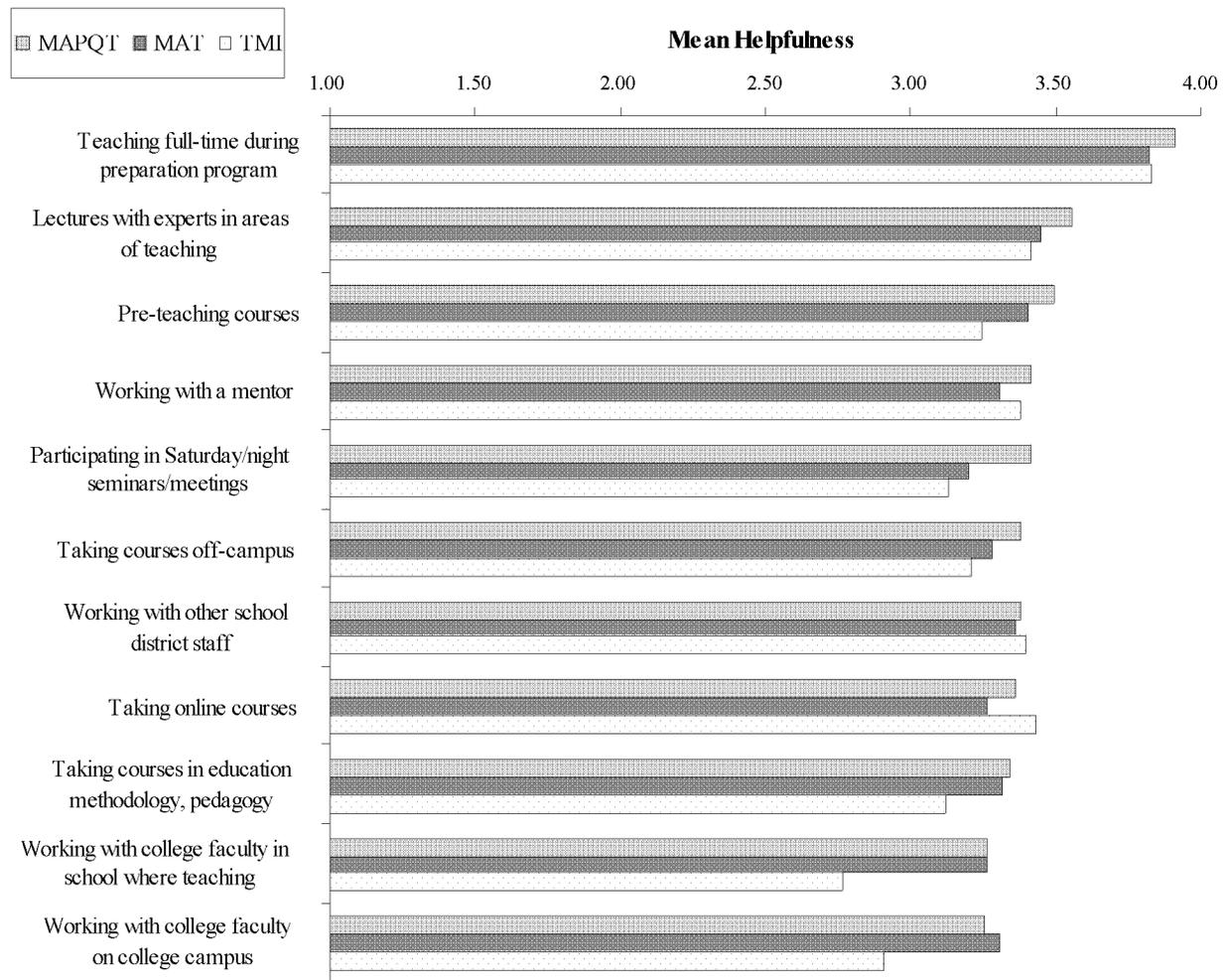
However, there were some differences in the program components. While MAPQT and MAT participants found pre-teaching courses helpful (3.49 and 3.40 respectively), TMI participants found them only moderately helpful (3.24). Unlike participants in the other

programs, TMI participants found the online courses to be particularly helpful (3.42). This is related to the fact that 77% of the TMI teachers were enrolled in the University of Mississippi Online Program that solely offers online curriculum.

**Figure 4. Percent of Teachers Rating Program Components “Very Helpful”**



**Figure 5. Mean Helpfulness of Components of Preparation Program**



**Table 13. Mean Helpfulness of Components of Preparation Program**

	MAPQT	MAT	TMI
Teaching full-time during preparation program	3.90	3.82	3.83
Lectures with experts in areas of teaching	3.55	3.45	3.41
Pre-teaching courses	3.49	3.40	3.24
Working with a mentor	3.41	3.31	3.38
Participating in Saturday/night seminars/meetings	3.41	3.20	3.13
Taking courses off-campus	3.38	3.28	3.21
Working with other school district staff	3.37	3.35	3.39
Taking online courses	3.36	3.26	3.42
Taking courses in education methodology, pedagogy	3.34	3.32	3.12
Working with college faculty in school where teaching	3.26	3.26	2.76
Working with college faculty on college campus	3.25	3.30	2.90

Note: items are reverse coded so that 4 = very helpful and 1 = not at all helpful. Only analyzed for respondents who indicated the component was part of their program.

## **Components Not Part of the Program**

Not all programs had the same components. MAPQT programs require little coursework. Thus, 58% of MAPQT reported that their program did not require taking courses off-campus. Other components that were not common to MAPQT programs included taking courses online (76%), taking education courses in methodology, pedagogy (78%), working with college faculty in school where teaching (83%) and working with college faculty on campus (75%). In the MAT program, online courses were rare (68%) as was working with faculty in the school where teaching (51%). In the TMI program very few programs had components where faculty work with teachers in the school (71%), education methodology and pedagogy courses (57%) and interaction with college faculty on campus (46%).

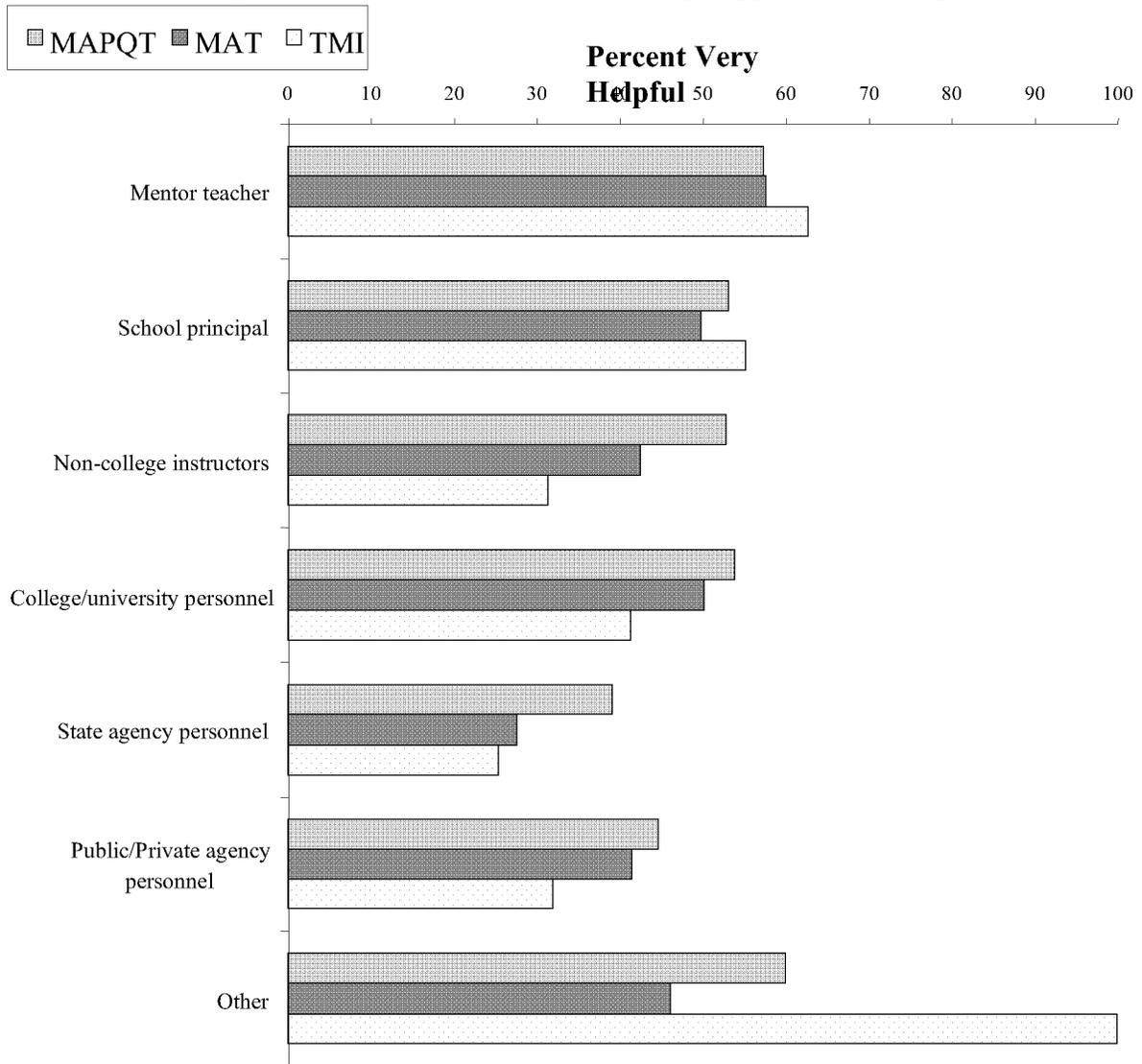
**Table 14. Percent of Teachers Reporting that Component is not Part of Their Program**

	MAPQT	MAT	TMI
	%	%	%
Teaching full-time during preparation program	8	9	10
Lectures with experts in areas of teaching	16	21	13
Pre-teaching courses	40	9	20
Working with a mentor	3	20	3
Participating in Saturday/night seminars/meetings	23	58	25
Taking courses off-campus	57	41	32
Working with other school district staff	11	18	17
Taking online courses	76	68	27
Taking courses in education methodology, pedagogy	78	22	57
Working with college faculty in school where teaching	83	51	71
Working with college faculty on college campus	75	27	46

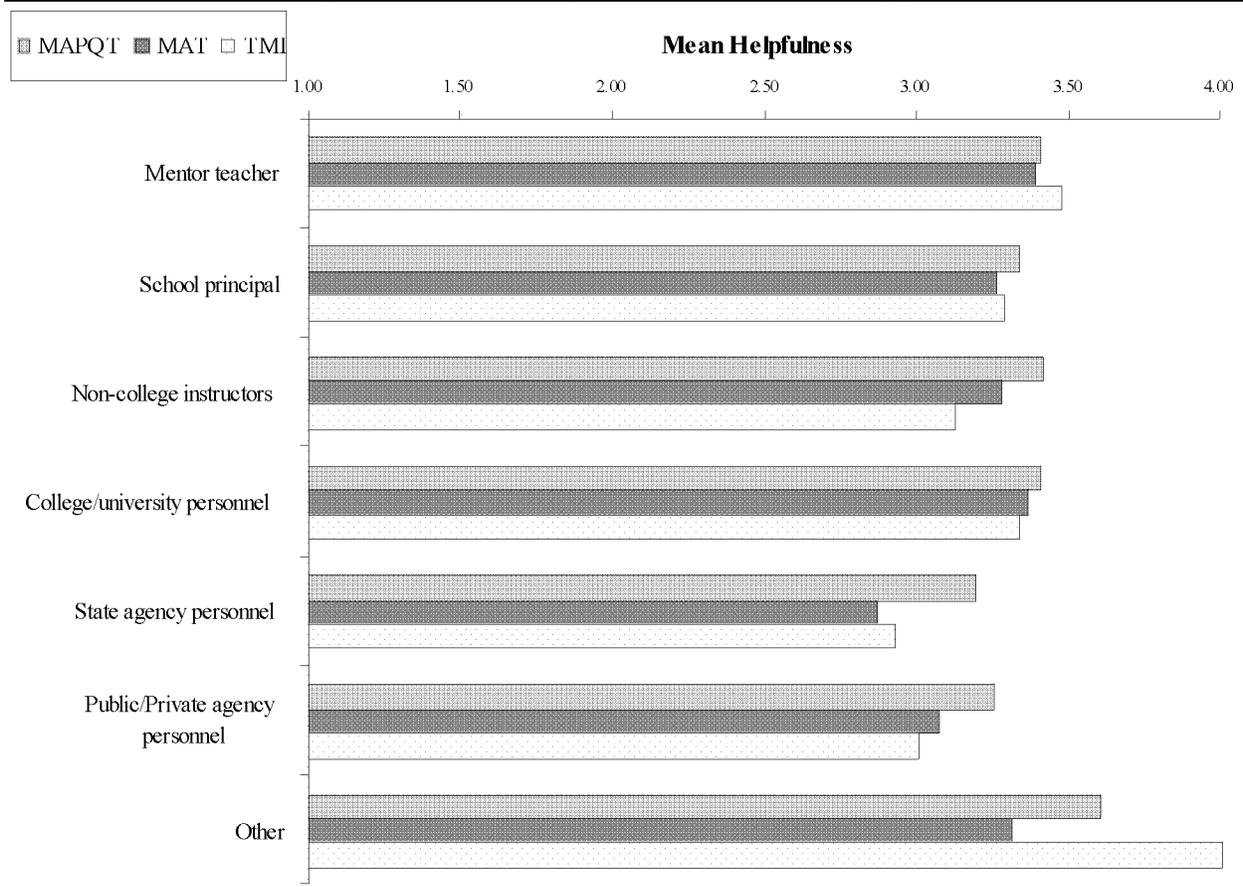
## **Professional Support**

During the certification program, teachers receive help from individuals around them. Mentor teachers, school principals, college faculty and other personnel, as well as agency personnel can provide support and guidance to new teachers. Although all of these sources were rated as uniformly helpful by teachers in each of the programs, there were some differences, as shown in Table 15 and Figures 6 and 7. TMI teachers rated mentors highest. MAPQT teachers found school principals, college personnel, non-college instructors more helpful than did either TMI or MAT teachers surveyed.

**Figure 6. Percent of Teachers Rating Support Very Helpful**



**Figure 7. Mean Helpfulness of Personal Support**



Note: items are reverse coded so that 4 = very helpful and 1 = not at all helpful

**Table 15. Mean Helpfulness of Personal Support**

	MAPQT	MAT	TMI
Mentor teacher	3.41	3.39	3.47
School principal	3.34	3.26	3.29
Non-college instructors	3.41	3.28	3.12
College/university personnel	3.40	3.36	3.33
State agency personnel	3.19	2.87	2.93
Public/Private agency personnel	3.25	3.07	3.00
Other	3.60	3.31	4.00

Note: items are reverse coded so that 4 = very helpful and 1 = not at all helpful

However not all of these resources are available or utilized by all teachers. Teachers were able to indicate if no such support was provided to them. As shown in Table 16, twenty-four percent of MAT teachers and 12% of TMI teachers said they had no help from a mentor teacher. Over half of MAPQT teachers received no support from college/university personnel.

**Table 16. Percent of Teachers Reporting No Support Provided**

	MAPQT	MAT	TMI
	%	%	%
Mentor teacher	2	24	12
School principal	5	6	9
Non-college instructors	24	40	42
College/university personnel	55	11	25
State agency personnel	49	48	42
Public/Private agency personnel	74	82	78
Other	92	88	88

### ***Frequency of Support***

During the course of their preparation program, teachers rely on support from colleagues, mentors, instructors, and other individuals. This survey asked teachers how often they received such support during their programs. MAPQT teachers spend the most time with mentor teachers. Fifty-six percent of MAPQT teachers spend at least several hours per week with a mentor, compared with 40% of MAT and 42% of TMI teachers who spend at least several hours per week with a mentor. Nearly one-fourth of MAT teachers and 10% of TMI teachers never spent any time with a mentor

**Table 17. Frequency of Guidance from Mentor Teacher**

	MAPQT	MAT	TMI
	%	%	%
Every day all day	11	8	10
Few hours every day	12	8	5
Several hours per week	33	24	27
Once per week	22	13	26
Twice per month	7	8	10
Once per month	5	4	3
Once every 2 months	2	2	0
Few times per year	5	10	8
Once per year	1	2	1
Never	3	23	10

The frequency of guidance received from school principals was similar among teachers in the three programs. About one-third of teachers spent at least several hours per week with their principal, regardless of the program. However, anywhere from 8% to 15% of teachers never spent any time with principals.

**Table 18. Frequency of Guidance from School Principal**

	MAPQT	MAT	TMI
	%	%	%
Every day all day	5	8	5
Few hours every day	5	4	4
Several hours per week	20	20	17
Once per week	28	20	21
Twice per month	13	9	15
Once per month	6	9	8
Once every 2 months	3	2	2
Few times per year	9	13	10
Once per year	3	2	3
Never	8	13	15

Interaction with non-college instructors was relatively rare. Around half of teachers never interacted with non-college instructors. The half of teachers who do receive guidance from non-college instructors tend to meet with them on a weekly or monthly basis.

**Table 19. Frequency of Guidance from Non-college Instructors**

	MAPQT	MAT	TMI
	%	%	%
Every day all day	3	4	0
Few hours every day	2	3	1
Several hours per week	9	11	12
Once per week	10	12	22
Twice per month	6	5	9
Once per month	20	6	3
Once every 2 months	2	2	4
Few times per year	2	7	2
Once per year	1	1	0
Never	45	50	49

The faculty and personnel at a college or university are a source of help for alternative route teachers, but the three programs vary extensively in the frequency of interaction. Compared to teachers in other programs, MAT teachers received the most frequent amount of guidance and help from college faculty with 23% meeting them at least several hours per week. Only 13% of TMI and 5% of MAPQT teachers met with college personnel that frequently. Indeed 71% of MAPQT and 28% of TMI teachers never received guidance from college faculty.

**Table 20. Frequency of Guidance from College/University Personnel**

	MAPQT	MAT	TMI
	%	%	%
Every day all day	1	3	2
Few hours every day	2	3	0
Several hours per week	2	17	11
Once per week	7	27	21
Twice per month	3	9	12
Once per month	8	8	12
Once every 2 months	1	5	4
Few times per year	4	13	9
Once per year	1	1	2
Never	71	14	28

State agencies provide infrequent support for alternate route teachers. The percentage of teachers who receive guidance from state agency once or a few times per year is 29% for MAPQT teachers, 23% for MAT teachers, and 30% for TMI teachers. Many teachers never meet with state agency personnel.

**Table 21. Frequency of Guidance from State Agency Personnel**

	MAPQT	MAT	TMI
	%	%	%
Every day all day	1	1	0
Few hours every day	1	1	0
Several hours per week	2	1	0
Once per week	5	2	4
Twice per month	3	2	2
Once per month	8	5	6
Once every 2 months	3	2	4
Few times per year	22	14	14
Once per year	7	9	16
Never	47	64	54

Public and private agencies provide support to alternate route teachers during their preparation programs. However, the frequency of agency support is rare. Eighty two percent of TMI teachers and 84% of MAT teachers report never receiving guidance from public or private agencies. MAPQT receive slightly more agency support, although it is still rare with 67% never receiving any such support.

**Table 22. Frequency of Guidance from Public/Private Agency Personnel**

	MAPQT	MAT	TMI
	%	%	%
Every day all day	1	1	0
Few hours every day	1	1	1
Several hours per week	3	2	1
Once per week	3	2	3
Twice per month	1	1	0
Once per month	4	2	4
Once every 2 months	2	2	1
Few times per year	13	5	4
Once per year	4	1	4
Never	67	84	82

Survey respondents were able to specify support from other sources. Few teachers wrote-in other sources of support; those that did tended to indicate support from family members or co-workers.

**Table 23. Frequency of Guidance from Other Source**

	MAPQT	MAT	TMI
	%	%	%
Every day all day	0	3	0
Few hours every day	0	0	0
Several hours per week	5	1	0
Once per week	3	2	0
Twice per month	0	0	4
Once per month	0	1	0
Once every 2 months	0	1	0
Few times per year	0	6	0
Once per year	0	0	0
Never	92	87	96

### ***Teaching Competency***

In order to have an effective career, teachers must obtain competency in a number of areas including teaching the subject matter, the ability to motivate students, the ability to manage time, manage a classroom, institute classroom discipline, organize instruction, deal with other teachers and deal with the administration. As teachers gain experience, their competency in these areas grows. At the start of the alternative route preparation program teachers in the MAPQT, MAT and TMI programs felt moderately competent in their ability to teach the subject matter and deal

with fellow teachers. At that time, teachers felt relatively incompetent in their ability to manage a classroom and keep discipline, as shown in Table 24.

From the start of the program until the present, teachers showed an increase in the competency across all areas for all three programs, as shown in Table 25. However, the general pattern seen at the start of the program remained such that teachers were most competent in their ability to teach the subject matter and their dealings with fellow teachers and generally least competent in classroom management and discipline.

**Table 24. Mean Competency at Start of Certification Program and Currently**

	Beginning Competency			Current Competency		
	MAPQT	MAT	TMI	MAPQT	MAT	TMI
Ability to teach the subject matter	3.50	3.49	3.43	3.87	3.89	3.91
Ability to motivate the students	3.36	3.36	3.17	3.63	3.64	3.63
Ability to manage time	3.27	3.28	3.21	3.68	3.71	3.58
Classroom management	3.07	3.05	2.86	3.66	3.68	3.63
Classroom discipline	2.99	3.02	2.82	3.66	3.64	3.60
Organizing instruction	3.06	3.21	3.02	3.69	3.74	3.67
Dealing with fellow teachers	3.34	3.51	3.36	3.80	3.81	3.73
Dealing with administrative hierarchy	3.44	3.39	3.25	3.78	3.73	3.60

Note: items are reverse coded so that 4 = very competent and 1 = not at all competent

**Table 25. Change in Mean Competency from Start of Program to Present**

	Change in Competency		
	MAPQT	MAT	TMI
Ability to teach the subject matter	0.37	0.40	0.49
Ability to motivate the students	0.26	0.28	0.45
Ability to manage time	0.41	0.43	0.37
Classroom management	0.59	0.63	0.77
Classroom discipline	0.67	0.61	0.79
Organizing instruction	0.62	0.53	0.66
Dealing with fellow teachers	0.46	0.30	0.37
Dealing with administrative hierarchy	0.34	0.34	0.35

### ***Predicting Competency to Teach***

Teaching competency is a result of a number of factors such as time spent receiving guidance from instructors, principals and mentors, education course work, years of teaching experience and other factors. Regression analysis provides a method to determine the importance of each of

these factors in developing teaching competency in a variety of areas such as competency teaching subject matter, managing the classroom, organizing instruction, and dealing with the administration.

As shown in Tables 26 and 27, **years of experience teaching is a consistently strong predictor of all aspects of competency.** It is, by far, the most important factor in developing competency in all areas except for ability to deal with administrative hierarchy.

Aside from teaching experience, another important factor is time spent with a principal, who develops competency in ability to motivate students (.10), classroom discipline (.10), and dealing with the administration (.17).

The time spent with college personnel is critical to developing teacher competency in time management (.10) and organizing instruction (.14).

*Surprisingly, the amount of time spent with a mentor teacher had little effect on developing competency in any area of teaching listed. Although it has moderate impact on the ability to motivate students (.07) and dealing with the administration (.07), the effects are relatively small.*

The number of education courses taken impacts the ability to motivate students (.11), classroom management (.11), and classroom discipline (.12). However, the format of education courses matters. In this study, online courses have a persistent negative effect on competency. The time spent with non-college instructors, state agency personnel, private/public agency personnel, and prior work in a non-education profession had relatively insubstantial effect on perceived competency.

**Table 26. Predictors of Teaching Competency I**

	Ability to teach subject	Ability to motivate students	Manage time	Classroom management
Time with mentor	0.05	0.07	0.04	0.06
Time with principal	0.04	0.10	0.02	0.06
Time with non-college instructors	0.02	0.00	0.04	0.02
Time with college personnel	0.09	0.03	0.10	0.07
Time with state agency personnel	-0.03	-0.01	-0.08	-0.02
Time with public/private agency personnel	-0.05	-0.01	-0.01	0.01
Number of education courses	0.01	0.11	0.02	0.11
Years of teaching experience	0.14	0.14	0.16	0.16
Program online	-0.01	-0.01	-0.07	-0.03
Prior work in non-education profession	-0.03	0.00	-0.02	0.06
Model Fit (Adjusted R <sup>2</sup> )	0.03	0.05	0.05	0.07

Standardized beta values reported.

**Table 27. Predictors of Teaching Competency II**

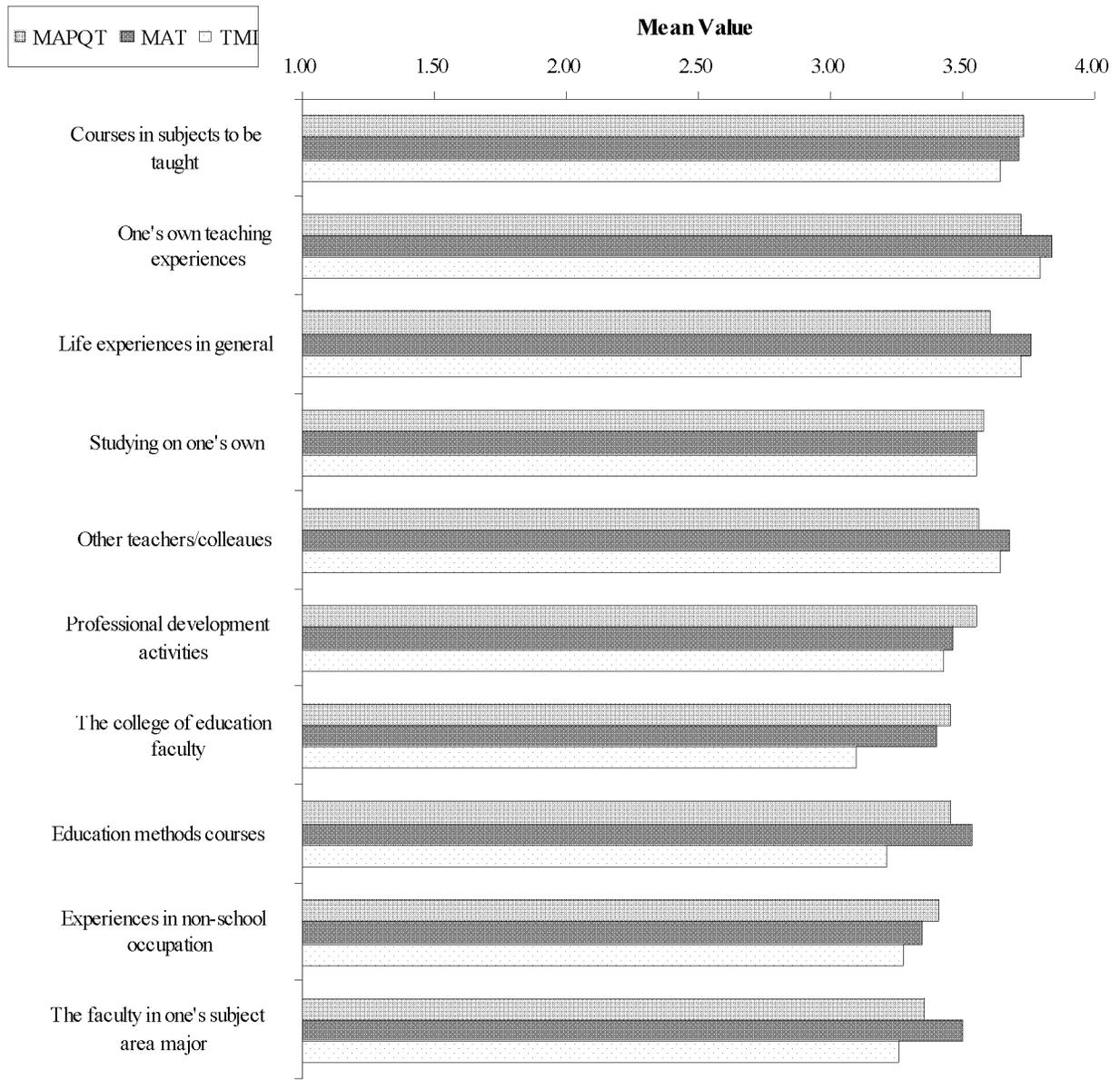
	Classroom discipline	Organizing instruction	Dealing with fellow teachers	Dealing with admin
Time with mentor	0.05	0.05	0.01	0.07
Time with principal	0.10	-0.04	0.03	0.17
Time with non-college instructors	0.05	0.05	0.09	0.06
Time with college personnel	0.02	0.14	0.08	0.00
Time with state agency personnel	0.03	-0.02	0.03	0.02
Time with public/private agency personnel	0.02	0.02	-0.05	-0.02
Number of education courses	0.12	0.03	-0.03	0.02
Years of teaching experience	0.18	0.20	0.08	0.03
Program online	-0.02	-0.07	-0.06	-0.10
Prior work in non-education profession	0.05	0.02	0.04	-0.02
Model Fit (Adjusted R <sup>2</sup> )	0.08	0.07	0.02	0.06

Standardized beta values reported.

### ***Value of Experiences in Developing Competence to Teach***

Teachers rely on a variety of experiences to help them develop competency in their ability to teach. When asked to rate what was most valuable to them in developing competence to teach, participants in Mississippi’s alternative route preparation programs differ in the value they find in their experiences. As shown in Figure 8 and Table 28, MAPQT teachers rate the courses in subject to be taught (3.72) and their teaching experiences (3.72) as the most valuable experiences in developing competence to teach. MAT and TMI respondents find their teaching experience the most valuable (3.84 and 3.79 respectively) and their life experiences as the second most valuable -- (3.76) and (3.72) respectively.

**Figure 8. Mean Value of Experience in Developing Competence to Teach**



Note: items recoded so that 4=very valuable and 1=not at all valuable.

**Table 28. Mean Value of Experience in Developing Competence to Teach**

	MAPQT	MAT	TMI
Courses in subjects to be taught	3.73	3.71	3.64
One's own teaching experiences	3.72	3.84	3.79
Life experiences in general	3.60	3.76	3.72
Studying on one's own	3.58	3.55	3.55
Other teachers/colleagues	3.56	3.67	3.64
Professional development activities	3.55	3.47	3.43
The college of education faculty	3.45	3.40	3.10
Education methods courses	3.45	3.54	3.21
Experiences in non-school occupation	3.41	3.34	3.28
The faculty in one's subject area major	3.36	3.49	3.26

Note: items recoded so that 4=very valuable and 1=not at all valuable.

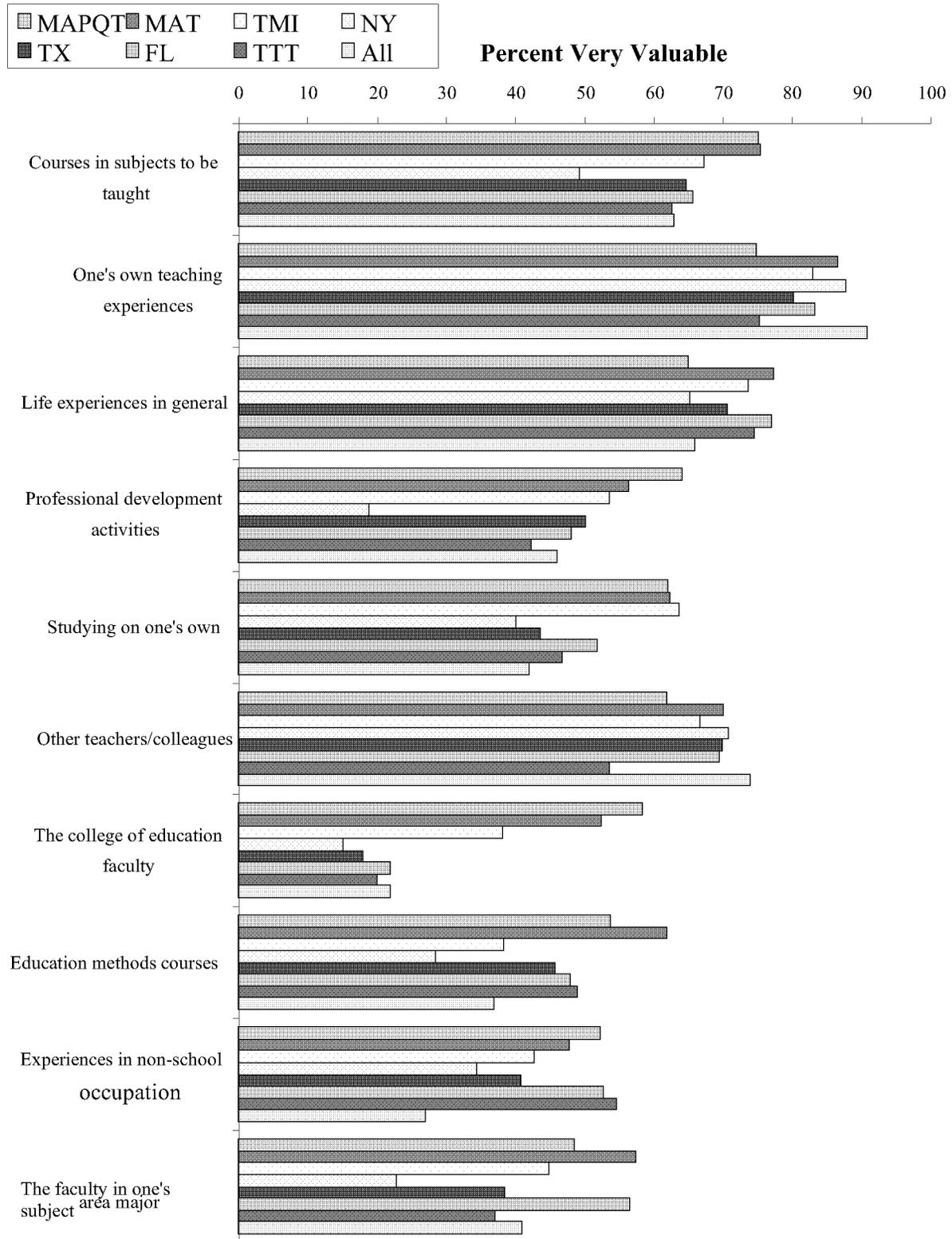
### ***Mississippi Alternate Route Teachers Compared with Other Teachers***

Figure 9 and Table 28a below compares the percent of teachers rating program aspects as very valuable for the three Mississippi alternate route programs with other groups surveyed by the National Center for Education Information. These groups include New York City Teaching Fellows, Texas, and Florida's alternate route teachers surveyed in 2004-05. It also includes a survey of Troops-to-Teachers and a sample of all U.S. public school teachers surveyed in 2005.

All groups of teachers surveyed rate "one's own teaching experiences" as the most valuable variable in their developing competence to teach, followed by "other teachers/colleagues" and "life experiences in general."

Although the overall pattern of perceived value of program aspects is similar across all groups, there are some differences. In general, Mississippi alternate route teachers found college of education faculty, professional development activities, and courses in the subject to be taught more valuable than comparison groups.

**Figure 9. Percent of Teachers Rating Aspects “Very Valuable” in Developing Competence to Teach**



**Table 28a. Percent of Teachers Rating Aspects “Very Valuable” in Developing Competence to Teach**

	MAPQT	MAT	TMI	NY	TX	FL	TTT	All Teachers
	%	%	%	%	%	%	%	%
Education methods courses	47	61	37	29	45	47	49	37
Courses in subjects taught	73	72	66	48	63	60	61	63
Professional development activities	63	56	54	19	50	48	42	46
Other teachers/colleagues	62	61	66	71	70	69	55	73
Studying on one's own	61	62	64	40	44	52	47	42
One's own teaching experiences	74	86	82	88	80	83	75	91
College of education faculty	48	52	34	15	14	13	18	22
Faculty in one's subject area major	38	55	39	21	33	46	34	40
Experiences in non-school occupation	48	46	42	33	39	51	54	26
Life experiences in General	63	77	72	65	70	77	75	66

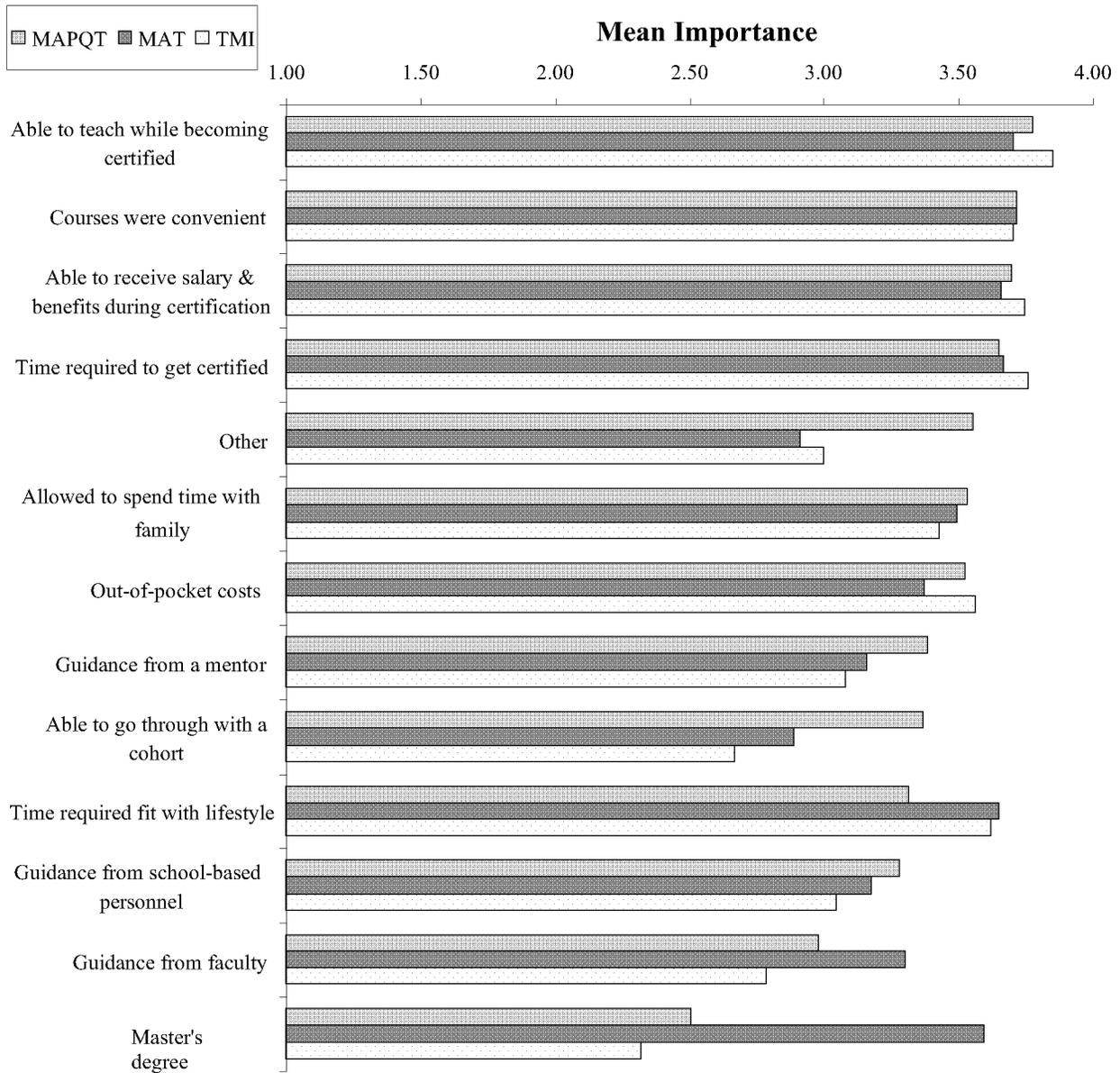
Source: MAPQT, MAT and TMI teachers surveyed by NCAC 2008; NY, TX and FL alternate route teachers surveyed by NCEI 2004-05; TTT teachers surveyed by NCEI 2005; All teachers – sample of public school teachers surveyed by NCEI 2005.

### ***Important Aspects of Certification Programs***

When deciding among potential alternate route teacher preparation programs in Mississippi, certain aspects of the programs were more important than others. Regardless of the type of program, teachers believed that the ability to teach during the certification process was the most important aspect shown in Figure 10 and Table 29. This factor corresponds with the ability to receive salary and benefits during certification, another highly important aspect. Other important factors were the length of time to get certified and the convenience of the program.

However, the programs differed in certain aspects. MAPQT teachers found the ability to work with a cohort (3.37) more important than teachers in the other programs (2.89 and 2.67). MAPQT teachers do meet as a cohort monthly as part of their program. And, as expected, MAT teachers placed greater importance on obtaining a master's degree (3.60) than other groups (2.50 and 2.32). MAT teachers also felt that the guidance from faculty (3.30) was more important than teachers in other programs (2.98 and 2.78).

**Figure 10. Mean Importance of Features When Choosing a Certification Program**



Note: items reverse coded so that 4=very important and 1=not at all important.

**Table 29. Mean Importance of Features When Choosing a Certification Program**

	MAPQT	MAT	TMI
Able to teach while becoming certified	3.78	3.71	3.85
Courses were convenient	3.72	3.72	3.71
Able to receive salary & benefits during certification	3.70	3.66	3.75
Time required to get certified	3.65	3.67	3.76
Other	3.56	2.91	3.00
Allowed to spend time with family	3.53	3.49	3.43

Out-of-pocket costs	3.53	3.37	3.56
Guidance from a mentor	3.39	3.16	3.08
Able to go through with a cohort	3.37	2.89	2.67
Time required fit with lifestyle	3.31	3.65	3.62
Guidance from school-based personnel	3.28	3.18	3.05
Guidance from faculty	2.98	3.30	2.78
Master's degree	2.50	3.60	2.32

Note: items reverse coded so that 4=very important and 1=not at all important.

### **Search for Certification Program**

Overall, teachers found the process of finding an alternate certification program and getting accepted into a program to be relatively simple. Half of teachers or more said that *finding a program* was not difficult at all. And 47% or more of teachers said that *getting accepted* into a program was not difficult at all. However, a small percentage of MAT teachers (9%) said that getting accepted into a program was somewhat or very difficult.

**Table 30. Difficulty Finding Alternate Teacher Certification Program**

	MAPQT	MAT	TMI
	%	%	%
Very difficult	2	2	0
Somewhat difficult	11	7	15
Not very difficult	32	27	35
Not difficult at all	56	64	50

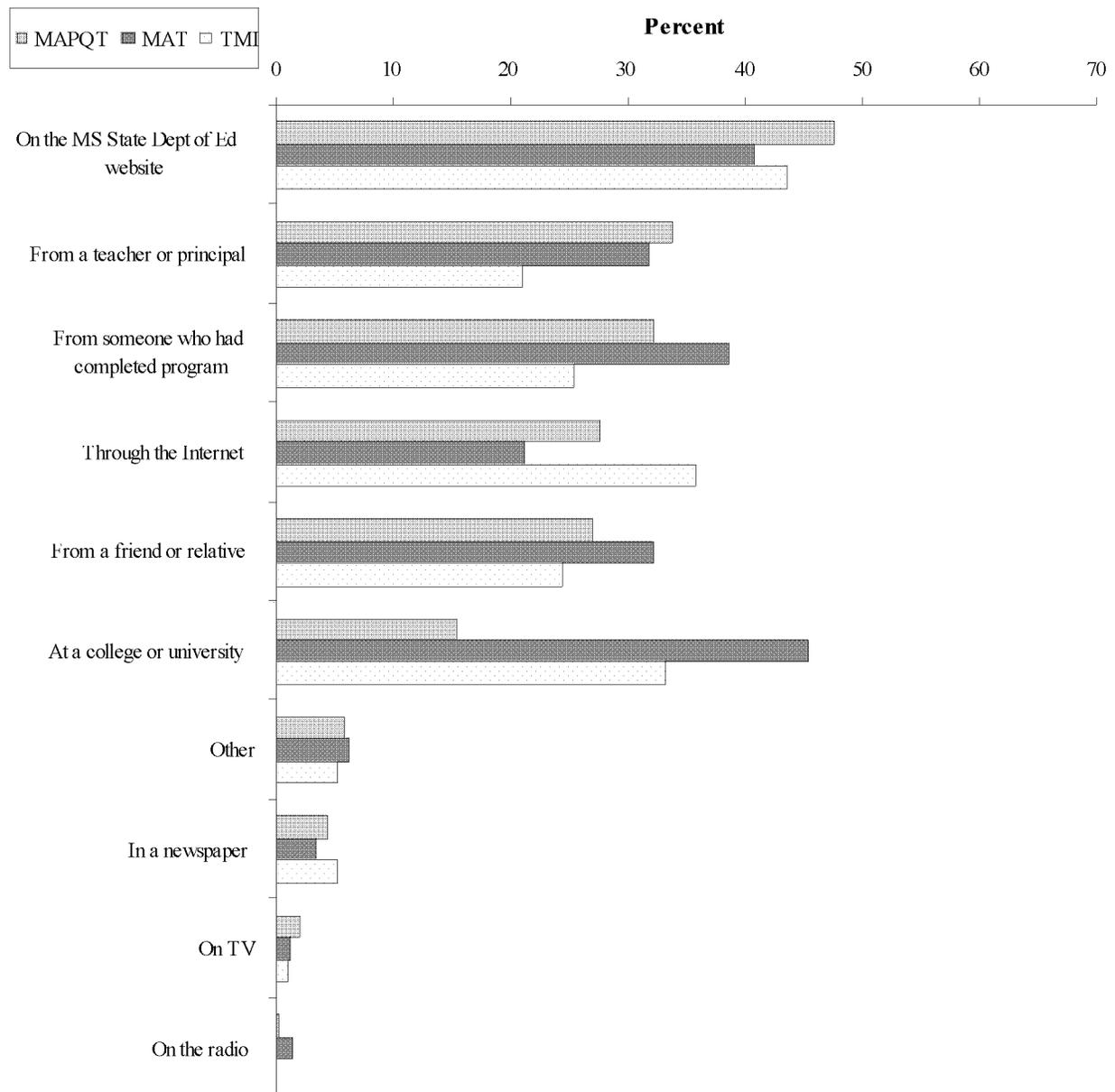
**Table 31. Difficulty Getting Accepted into an Alternate Teacher Certification Program**

	MAPQT	MAT	TMI
	%	%	%
Very difficult	0	1	0
Somewhat difficult	5	8	6
Not very difficult	45	27	47
Not difficult at all	50	64	47

### **Learning about Mississippi Alternate Route Preparation Programs**

When teachers were learning about Mississippi alternate route programs, the most popular source of information was the Mississippi Department of Education website. Around 40 percent of teachers from each of the three programs used the site. Other important sources of information included word-of-mouth from teachers, principals, especially those who had completed the program. Forty-five percent of MAT teachers learned about their program from resources at a college or university.

**Figure 11. Source of Information about Mississippi Alternate Route Preparation Program**



Note: responses may not sum up to 100% because respondents selected all that apply.

**Table 32. Source of Information about Mississippi Alternate Route Preparation Program**

	MAPQT	MAT	TMI
	%	%	%
On the MS State Dept of Ed website	48	41	43
From a teacher or principal	34	32	21
From someone who had completed program	32	39	25
Through the Internet	27	21	36
From a friend or relative	27	32	24
At a college or university	15	45	33

Other	6	6	5
In a newspaper	4	3	5
On TV	2	1	1
On the radio	0	1	0

Note: responses may not sum to 100% because respondents selected all that apply.

### ***Program Participation***

Participation in other teaching programs such as Teach for America, Troops to Teachers, Transition to Teaching and ABCTE are rare. Only about 1% to 3% of alternate route teachers participated in these programs. Some teachers mentioned other programs, including AmeriCorps.

**Table 33. Percent of Teachers Participating in Other Teaching Programs**

	MAPQT	MAT	TMI
	%	%	%
Teach for America	1	0	0
Troops to Teachers	2	2	3
Transition to Teaching	1	0	1
ABCTE	1	0	1
Not Sure	21	27	18
Other	7	7	6

### ***Suggested Program Improvements***

The surveyed teachers provided suggestions for improvements to the alternative route preparation programs. Most alternative route teachers believe that the pre-teaching coursework was the right length. However 10% of MAT and 11% of TMI teachers feel that the coursework is too short.

**Table 34. Attitude towards Length of Pre-Teaching Courses**

	MAPQT	MAT	TMI
	%	%	%
Too short	4	10	11
Too long	5	2	5
About right	92	88	85

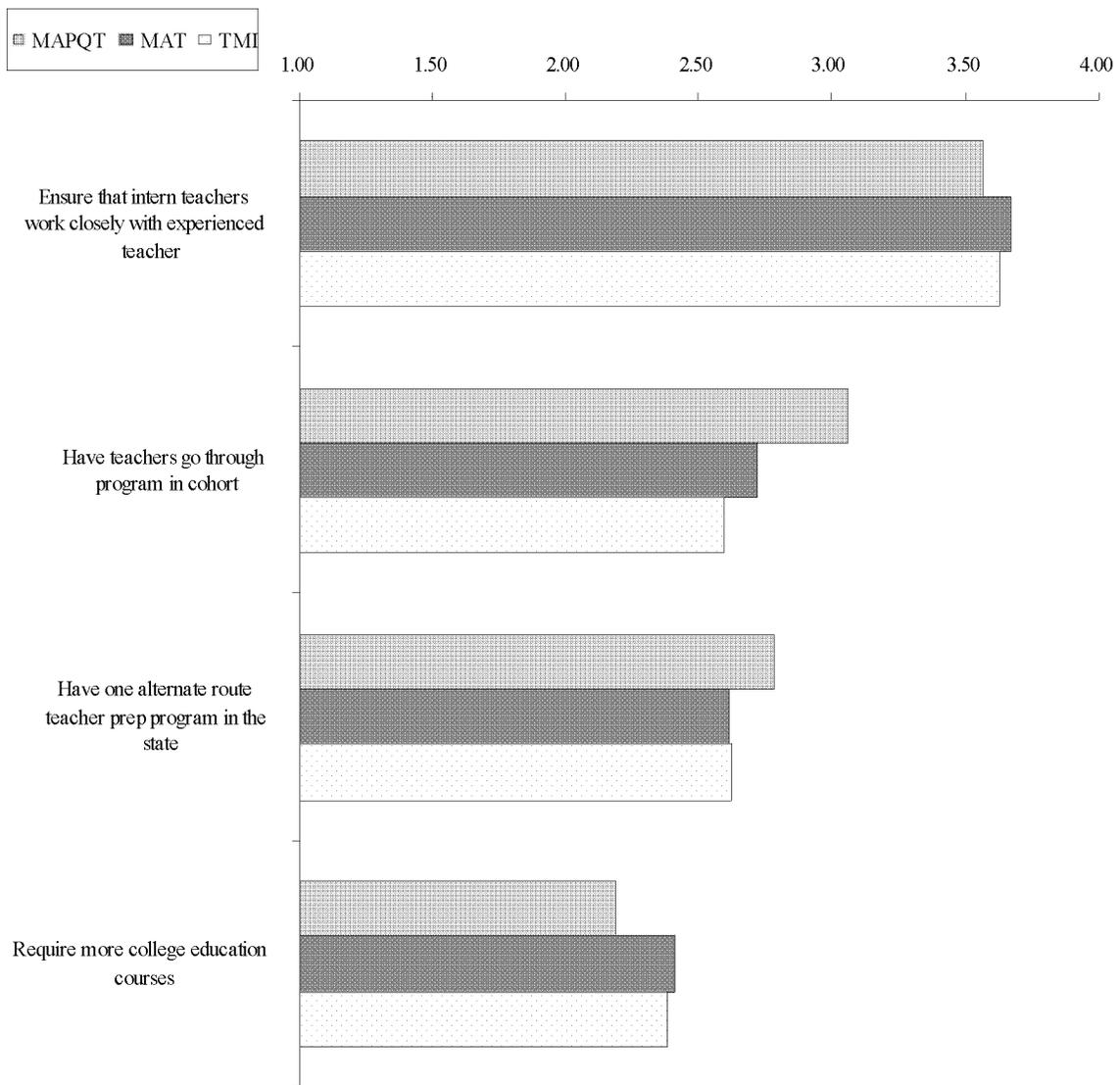
An overwhelming majority of teachers believed that the teaching internship was the right length. However a minority of TMI teachers believed the internship should be longer (7%) while a minority of MAT teachers believed it should be shorter (9%).

**Table 35. Attitude towards Length of Internship**

	MAPQT	MAT	TMI
	%	%	%
Too short	1	3	7
Too long	4	9	3
About right	94	88	90

The Mississippi alternate route teachers surveyed said that the most beneficial improvement to a preparation program is to ensure that interning teachers work closely with an experienced teacher. Having teachers complete the program in a cohort and having a single teacher preparation program for the states were rated moderately. However, more college education coursework was the least agreeable suggestion for improvement among the teachers.

**Figure 12. Ratings of Suggested Improvement to Certification Programs**



Note: items are reverse coded so that 4 = strongly agree and 1 = strongly disagree

**Table 36. Ratings of Suggested Improvements to Certification Programs**

	MAPQT	MAT	TMI
Ensure that intern teachers work closely with experienced teacher	3.56	3.67	3.62
Have teachers go through program in cohort	3.05	2.71	2.59
Have one alternate route teacher prep program in the state	2.78	2.61	2.61
Require more college education courses	2.18	2.40	2.38

Note: items are reverse coded so that 4 = strongly agree and 1 = strongly disagree

## ***Finding an Internship Teaching Job***

As part of the alternative teacher certification process, candidates are required to experience the process first-hand through an internship or teaching job. The level of difficulty finding a teaching job in order to complete certification differed by program. TMI teachers had the greatest difficulty with 36% reporting that they had a very or somewhat difficult time finding a teaching job and 3% were unable to obtain a position. Of the MAT candidates, 23% said it was very or somewhat difficult finding a teaching job and 2% were unable to obtain a position. Only 20% of MAPQT reported a very or somewhat difficult time finding a teaching job and all obtained positions. These percentages remain constant even allowing for the teachers who had prior teaching experience before they obtained full certification through the alternate route process. An ANOVA shows that having prior educational experience increased the success rate of finding a teaching position but it did not fully explain the rate of difficulty for job placement. The main effect of program type on the difficulty of finding a job remains significant  $F(2, 854) = 4.45, p < .05$ .

**Table 37. Difficulty Finding a Teaching Job**

	MAPQT	MAT	TMI
	%	%	%
Very difficult	3	4	5
Somewhat difficult	17	19	31
Not very difficult	32	26	28
Not difficult at all	48	49	33
Could not find a teaching job	0	2	3

## ***Reasons for Teaching***

The most popular reason for becoming an alternative route teacher in Mississippi is a desire to work with young children (60%). Other popular reasons include an interest in the subject matter (37%) and the ability to spend time with family (29%).

Of MAPQT teachers, 31% said that employment mobility was a reason to pursue a teaching career, compared with only 17% of teachers from the other two programs. MAPQT teachers were also more likely to say that they were too invested to leave (14%) than teachers from other programs (2% and 3%).

Compared with teachers from other programs, MAT teachers were motivated to teach for social reasons. Thirty six percent of MAT teachers cited the value or significance of education in society as a reason for deciding to become a teacher, compared with 20% and 25% of teachers from other programs. One of the most popular reasons for a TMI teacher to pursue a teaching career was an interest in the subject matter (47%), compared with 37% and 35% for other teachers.

**Table 38. Reasons for Originally Becoming a Teacher**

	MAPQT	MAT	TMI	Overall
	%	%	%	%
Desire to work with young people	57	63	64	60
Interest in subject-matter	37	35	47	37
Spend more time with family	26	32	32	29
Value or significance of education in society	20	36	25	27
Influence of an elementary or secondary teacher	24	30	29	27
Long summer vacation	28	24	25	26
Job security	23	25	19	24
Employment mobility	31	17	17	23
Want a change from other work	23	19	23	21
Financial rewards	14	15	9	14
Need a second income in the family	15	8	6	11
Influence of a teacher or advisor in college	16	6	9	11
One of the few profession open to me	8	8	8	8
Sense of freedom in own classroom	5	11	11	8
Too much invested to leave	14	2	3	8
Other	9	5	2	6
Never really considered anything else	6	5	7	6
Preparation program appealed to me	4	5	5	5

The reasons for becoming a teacher and continuing to teach are largely similar. In fact, the top four reasons remain the same. The most popular motivation to remain in teaching is a desire to work with young people, with 59% of teachers citing this reason nearly unchanged from the 60% who cited it as an original reason. Other popular reasons for continuing to teach are the value of education in society (32%), interest in the subject matter (32%), and the ability to spend more time with family (28%).

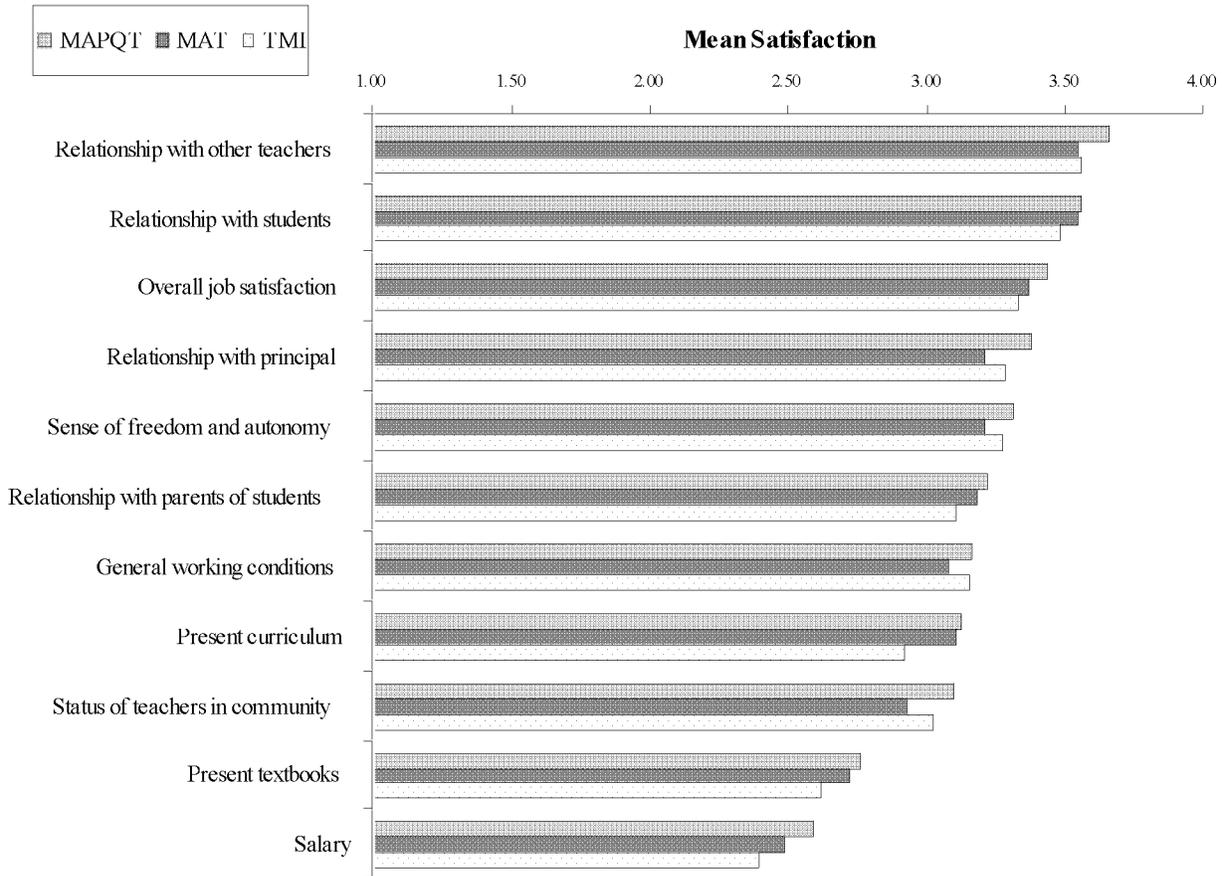
**Table 39. Reasons for Presently Still Teaching**

	MAPQT	MAT	TMI	Overall
	%	%	%	%
Desire to work with young people	61	59	54	59
Value or significance of education in society	24	39	40	32
Interest in subject-matter	31	30	44	32
Spend more time with family	29	27	27	28
Job security	21	27	23	24
Long summer vacation	26	21	21	23
Employment mobility	29	13	11	20
Influence of an elementary or secondary teacher	17	18	13	17
Sense of freedom in own classroom	8	15	8	11
Financial rewards	13	9	9	11
Too much invested to leave	14	8	4	10
Influence of a teacher or advisor in college	18	4	4	10
Want a change from other work	17	3	4	10
Need a second income in the family	15	4	6	9
Never really considered anything else	3	4	7	4
Other	4	4	2	4
One of the few professions open to me	3	3	4	3
Preparation program appealed to me	2	2	0	2

### ***Satisfaction with Teaching***

Teachers tend to be highly satisfied with their relationships with other teachers, relationships with students, and the job overall, as shown in Figure 13 and Table 40. This is true regardless of the program. However teachers are dissatisfied with the status of their profession in the community, the textbooks available, and their salaries. For each aspect of teaching MAPQT teachers are on average more satisfied than MAT and TMI teachers.

**Figure 13. Mean Satisfaction with Aspects of Teaching**



Note: items are reverse coded so that 4 = very satisfied and 1 = very dissatisfied

**Table 40. Mean Satisfaction with Aspects of Teaching**

	MAPQT	MAT	TMI
Relationship with other teachers	3.65	3.55	3.55
Relationship with students	3.56	3.55	3.47
Overall job satisfaction	3.43	3.36	3.33
Relationship with principal	3.37	3.21	3.28
Sense of freedom and autonomy	3.31	3.21	3.27
Relationship with parents of students	3.22	3.18	3.10
General working conditions	3.16	3.07	3.15
Present curriculum	3.12	3.10	2.92
Status of teachers in community	3.09	2.93	3.02
Present textbooks	2.75	2.72	2.61
Salary	2.59	2.48	2.39

Note: items are reverse coded so that 4 = very satisfied and 1 = very dissatisfied

## **Mobility**

Mobility among teachers is somewhat low. Sixty-one to 71% of alternate route teachers in Mississippi completed their undergraduate degree within 150 miles of where they were born, and 57% to 72% of teachers teach within 150 miles of their birthplace. Among the teachers, TMI teachers have the highest rate of mobility.

**Table 41. Percent Completing Undergraduate Degree and Teaching within 150 Miles of Birthplace**

	MAPQT	MAT	TMI
	%	%	%
Completed undergraduate degree within 150 miles from place of birth	70	71	61
Teaching within 150 miles from place of birth	72	69	57

## **Future Plans**

Nearly all teachers plan to continue to teach or work in education for the next five years, as shown in Table 42. Ninety-two percent of MAPQT teachers, 87% of MAT teachers and 85% of TMI teachers plan to be working in the education field in five years. Most of them will be in a teaching position.

**Table 42. Plans for Five Years from Now**

	MAPQT	MAT	TMI
	%	%	%
Teaching K-12	64	60	61
Employed in education, but not teaching	16	18	17
Teaching postsecondary	12	9	7
Employed outside of education	3	7	6
Other	2	3	7
Homemaking/child rearing	1	2	1
Attending college/university	0	0	1
Military service	0	0	0
Unemployed	0	0	0
Retired from job other than teaching	0	0	0
Retired from teaching	0	1	0

Indeed most of the alternate route teachers in the survey indicated that they plan on a long teaching career, as shown in Table 43. Twenty-two percent to 25% of teachers plan to teach for 15 years or more. Over thirty percent of teachers from all groups said they plan to teach as long as they are able. Very few said that they would teach for one or two years. Despite plans, the realities of circumstances can change the career paths. Around one-fifth of teachers were undecided about the length of their teaching careers.

**Table 43. Planned Length of Teaching Career**

	MAPQT	MAT	TMI
	%	%	%
One year	1	2	4
Two years	2	2	2
Three years	2	2	2
4-5 years	3	6	8
6-9 years	4	4	4
10-14 years	5	7	5
15 years or more	25	22	22
Undecided at this time	23	20	22
As long as I am able	35	36	31

## **Methodology**

The survey of Mississippi alternate route teachers relied on a census of all 2,918 teachers who had been issued a license to teach through an alternate route teacher preparation program between December 31, 2003 and February 10, 2008, instead of a sample. Thus, sampling variability is not a factor in these results. In contrast to sample surveys, confidence intervals or significance tests are not characteristics of census surveys. Thus, the question of statistical significance is inappropriate. Rather, a more appropriate question is whether differences are substantial, which requires the reader to provide a reasoned estimate of a meaningful difference.

Although sampling variability is not relevant for these results, other factors may threaten the validity of these results. Non-response error and measurement error may create bias.

NCAC mailed a 40-item survey questionnaire March 10-12, 2008 to 2,918 teachers who had been issued a Mississippi license to teach through an alternate route teacher preparation program between December 31, 2003 and February 10, 2008. Survey recipients were instructed to complete the survey instrument online or complete the hard-copy questionnaire and return it to NCAC by April 15. A follow-up letter was sent by NCAC on March 26-27 to non-respondents. By April 21, 2008, 211 surveys were returned “undeliverable,” 395 had been completed online and 787 had been returned by hard copy. At the time of data analysis, 1,117 completed surveys were able to be used, representing a 41 percent response rate.

### ***Non-response Analysis***

The potential bias from nonresponse was comparing unweighted results with results weighted for nonresponse. The nonresponse weights were created based on sex and race. The distribution of sex and race is presented in Table 44.

**Table 44. Sex by Race of Respondents**

	Female	Male	Total
Black	26	8	35
Other	3	1	3
White	44	18	62
Total	73	27	100

In comparison to the collected data, the true distribution of sex and race in the population of alternative route teachers in Mississippi is presented in Table 45.

**Table 45. Sex by Race of Population**

	Female	Male	Total
Black	26	11	37
Other	1	1	2
White	39	22	60
Total	66	34	100

As seen, the percentage of sex and race in the collected data is similar to the population, suggesting that the nonresponse adjustment will be small. Although black males and white males are under-represented in the survey while white females and females of other races are over-represented, the differences are slight. The ratio of population data to collected data creates the nonresponse weights in Table 46.

**Table 46. Nonresponse Weights**

	Female	Male
Black	1.00	1.35
Other	0.56	0.96
White	0.87	1.22

Applying these weights to the survey data creates adjustments to reflect the population of alternative route teachers. These weighted responses can then be compared with the unweighted responses to obtain an indication of the extent of nonresponse bias. For example, Tables 47 and 48 show the weighted and unweighted results of difficulty finding an alternate teacher certification program. As can be seen, the differences between the two tables are small – the maximum difference is one point for a few columns, but most percentages are identical.

**Table 47. Difficulty Finding Alternate Teacher Certification Program (Unweighted)**

	MAPQT	MAT	TMI
	%	%	%
Very difficult	2	2	0
Somewhat difficult	11	7	15
Not very difficult	32	27	35
Not difficult at all	56	64	50

**Table 48. Difficulty Finding Alternate Teacher Certification Program (Weighted)**

	MAPQT	MAT	TMI
	%	%	%
Very difficult	1	2	0
Somewhat difficult	10	7	15
Not very difficult	33	26	35
Not difficult at all	56	65	49

Comparing the responses to each question in this fashion presents a similar situation. For the percent responses, nearly all of the differences are zero or one point. The maximum difference is four points, seen in only two instances. For the means, all of the differences are 0.05 or less. Thus, using sex and gender as the weighting factors, the collected survey data appears to contain little nonresponse bias.

**VII. RESULTS OF NCAC SURVEY OF ALTERNATE ROUTE SCHOOL ADMINISTRATORS**

Table of Contents

ADMINISTRATOR SURVEY RESULTS.....	80
Survey Responses.....	80
Profile of Administrators .....	82
Current Position.....	84
Effectiveness of Preparation Programs.....	84
Helpfulness of Program Components.....	85
Frequency of Support .....	86
Length of Program.....	87
Understanding ISLLC Standards.....	88
Activity Prior to Alternate Route Program .....	89
Teaching Experience .....	90
If_No Alternate Route Available .....	93
Choosing an Alternate Route Administrator Preparation Program.....	93
Reasons for Choosing Alternate Route.....	95
Finding an Administrative Job .....	96
Future Plans.....	96

## List of Tables

Table 49. Current Stage in Alternate Route Administrator Program.....	81
Table 50. Highest Academic Degree.....	83
Table 51. Percent Completing Undergraduate Degree and Working within 150 Miles of Birthplace.....	84
Table 52. Current Work Position .....	84
Table 53. Helpfulness of Program Components .....	85
Table 54. Helpfulness of Support During Program.....	86
Table 55. Frequency of Support.....	87
Table 56. Attitudes Towards Length of Components of Program.....	87
Table 57. Understanding of Interstate School Leaders Licensure Consortium Standards .....	88
Table 58. Main Activity Year Before Preparation Program.....	89
Table 59. Participation in other Programs .....	89
Table 60. Subjects Taught .....	91
Table 61. Become an Administrator if Alternate Route Not Available? .....	93
Table 62. Importance of Program Aspects .....	95
Table 63. Plans for Five Years from Now.....	96

## List of Figures

Figure 14. Program.....	80
Figure 15. Number of Semester Hours Taken .....	81
Figure 16. Gender.....	82
Figure 17. Race .....	82
Figure 18. Type of Community Work In .....	83
Figure 19. Number Recommending Program.....	85
Figure 20. Years of Teaching Experience .....	90
Figure 21. Grade Level(s) Taught.....	90
Figure 22. Source of Information about Alternate Route Preparation Program .....	93
Figure 23. Difficulty Finding Administrator Certification Program.....	94
Figure 24. Difficulty Getting Accepted into Administrator Certification Program.....	94
Figure 25. Difficulty Finding an Administrative Job to Complete Program.....	96
Figure 26. Planned Length of Administration Career .....	97

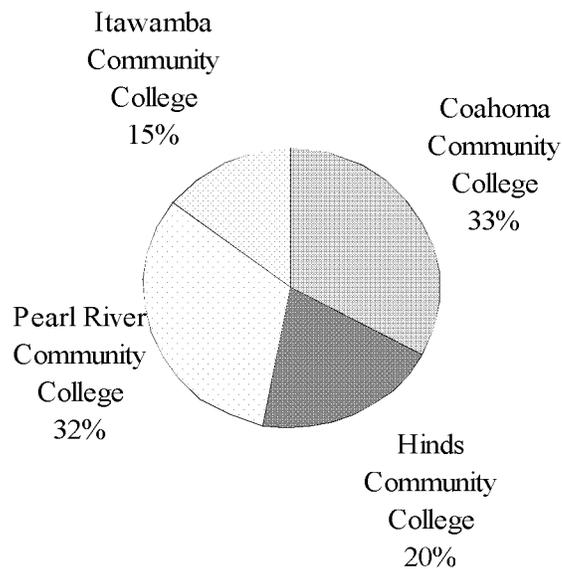
## ADMINISTRATOR SURVEY RESULTS

### Survey Responses

This survey reflects the attitudes and behaviors of administrators who are enrolled or recently completed the Mississippi Alternate Program for Quality School Leaders (MAPQSL) program. Responses were collected from 198 individuals as part of a census of all 247 administrators who had been licensed to teach through alternate route preparation programs, representing an 80 percent response rate. The census spans three years of administrators since the MAPQSL program was first implemented in 2005. Eighty percent started the MAPQSL program in 2007, 15 percent in 2006 and 6 percent in 2005.

The respondents participated in an administrative licensure program at one of four Mississippi community colleges: Coahoma Community College, Hinds Community College, Pearl River Community College or Itawamba Community College. About one-third of respondents attended Coahoma Community College and one-third attended Pearl River Community College. Fifteen percent attended Itawamba Community College and 20% attended Hinds.

**Figure 14. Program**



The surveyed administrators are in different stages of the program. Seventy-three percent are participating in monthly training sessions while working and being mentored at a school. Fourteen percent have completed the program and are working as an administrator. Six percent

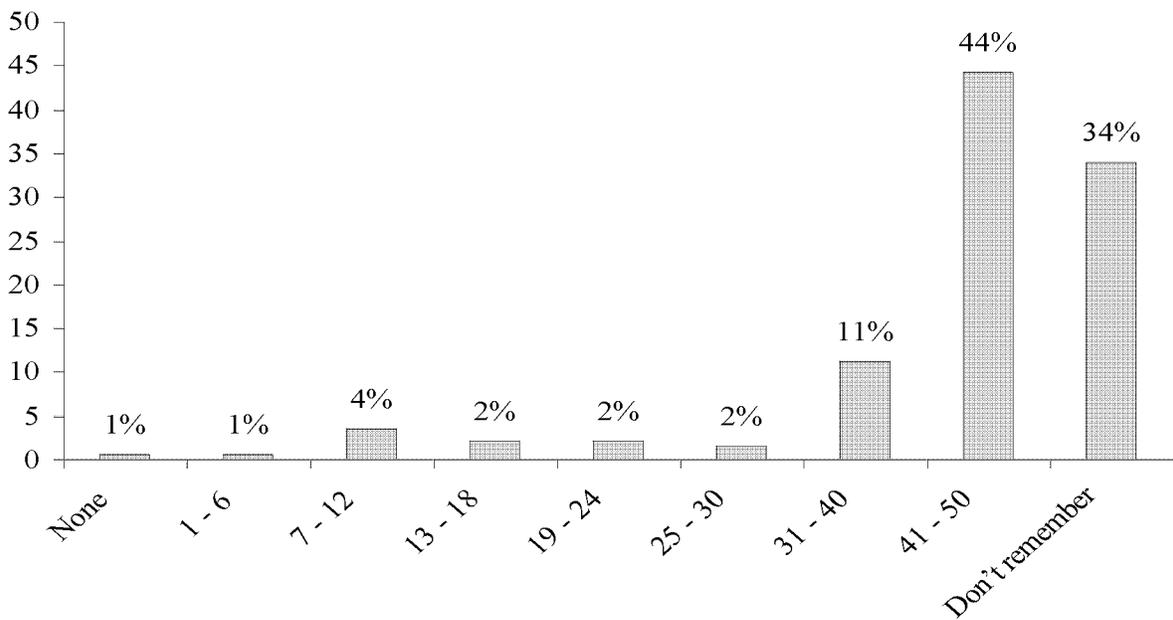
have completed the summer training institute and are seeking a position to continue the program. The remaining respondents are engaged in other activities besides administration.

**Table 49. Current Stage in Alternate Route Administrator Program**

	Percent
I currently hold a one-year Alternate Route Administrator License and I am participating in the monthly training sessions while being mentored in the school where I work as an administrator.	73
I have completed the Alternate Route Administrator Preparation Program requirements, received my Five-year Entry Level Alternate Route Administrator License and I am working as a school administrator.	14
I have completed the three-week summer training institute and am looking for an administrative position so that I can continue the alternate route program to obtain full certification.	6
Other	6
I completed an Alternate Route Administrator Preparation Program, but I am no longer a school administrator.	3
I did not complete the Alternate Route Administrator Preparation Program but I am a school administrator.	0
I did not complete the Alternate Route Administrator Preparation Program and I am not a school administrator.	0

Most of the administrators have completed over thirty semester hours of education classes. Fifty-five percent had 31 or more semester hours of education courses; an additional 34 percent did not remember how many semester hours of education they had taken.

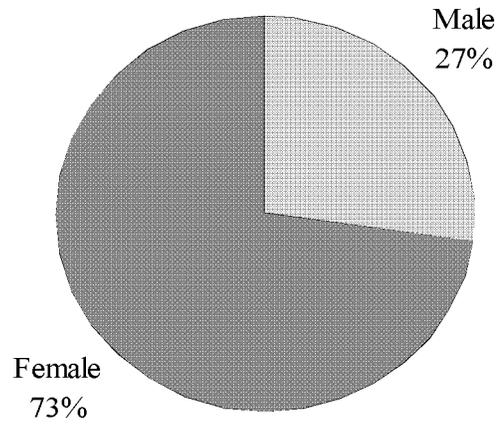
**Figure 15. Number of Semester Hours of Education Courses Taken**



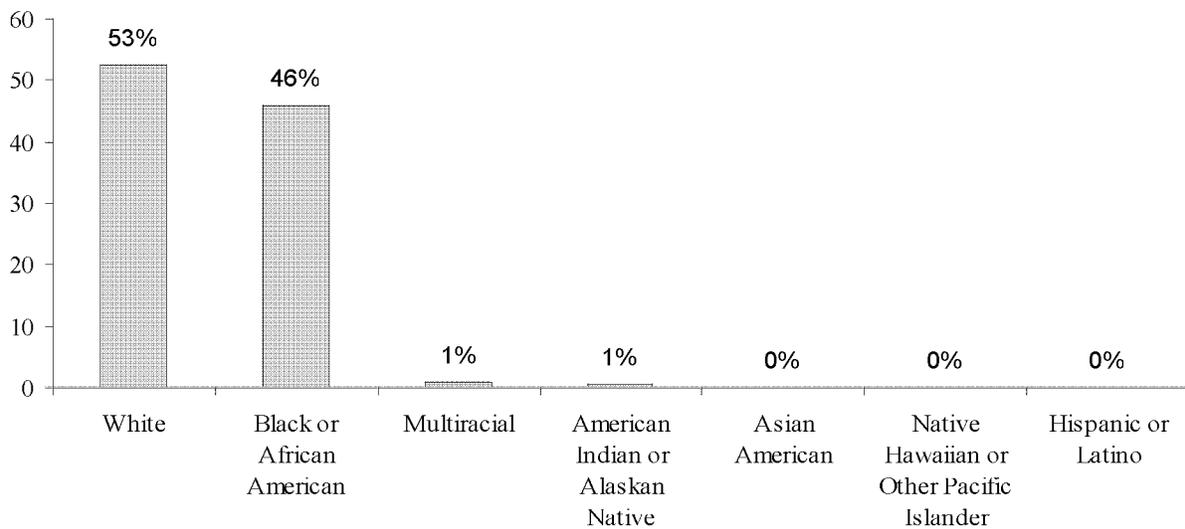
### Profile of Administrators

The typical alternate route school administrator is a female. Seventy-three percent are women. Forty-six percent are black and 53% white.

**Figure 16. Gender**



**Figure 17. Race**



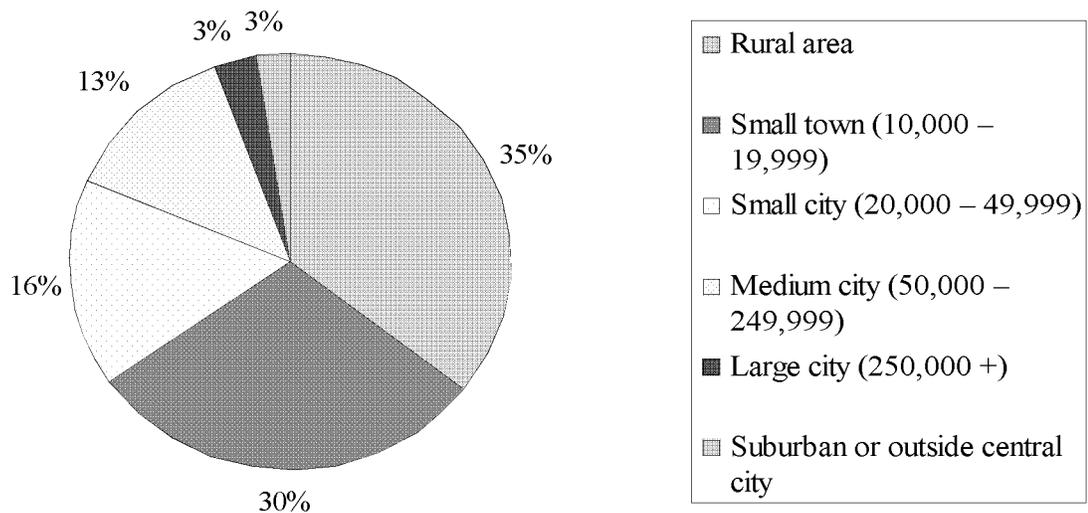
Seventy-six percent have Master’s in Education degrees as the highest academic degree received, 11% master’s in another field, and the rest have various specialist degrees in education.

**Table 50. Highest Academic Degree**

	Percent
Master’s in education	76
Master’s in other field,	12
Other	9
Doctorate in education	2
Doctorate in other field	1
Bachelor’s in other field	1
Bachelor’s in education	0
Law degree	0
Medical degree	0

The administrators work in diverse communities across the State of Mississippi. Most work in rural areas or small towns. Thirty-five percent work in a rural area and thirty percent work in a small town under 20,000 people. Very few administrators work in a suburban or large city location.

**Figure 18. Type of Community Work**



Most of Mississippi’s alternate route administrators remain local, going to school and working in the communities where they grew up. Eighty-one percent completed their college education

within 150 miles of where they were born, and 68 percent are now working as a school administrator within 150 miles of where they were born.

**Table 51. Percent Completing Undergraduate Degree and Working within 150 Miles of Birthplace**

	Percent
Completed undergraduate college education within 150 miles of the place where born	81
Working as a school administrator within 150 miles of the place where born	68

### ***Current Position***

Fewer than half of the administrator licensing program participants were working as school administrators at the time of completing the survey. Twenty-three percent of respondents were working as an assistant principal and 16% were working as a coordinator. Only 3% were working as a principal and none were superintendents or assistant superintendents. The majority were working in other positions, most of which include teaching, counseling and intervention strategist/specialist.

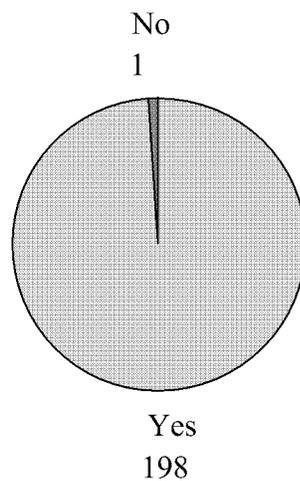
**Table 52. Current Work Position**

	Percent
Other	55
Assistant principal	23
Coordinator	16
Assistant Coordinator	4
Principal	3
Superintendent	0
Assistant Superintendent	0

### ***Effectiveness of Preparation Programs***

The surveyed participants of the MAPQSL were asked a number of items regarding the effectiveness of their preparation program. Overall, they ranked the program and its components very highly. When asked, “Overall, how would you rate the Alternate Route Administrator Preparation Program you are in or went through?” Eighty-five percent responded “excellent,” 11 percent “very good,” and only one respondent said it was “okay.” All but one of the 198 respondents said they would recommend the alternate route to others who sought administrator certification.

**Figure 19. Number of Administrators Who Would Recommend the Program**



### **Helpfulness of Program Components**

The surveyed administrators were asked to rate different components of the program on how helpful each one was in developing their competences as a school administrator. The summer training institute, working with the MAPQSL coordinators, working with an administrator in a school and lectures/learning sessions with experts in particular areas of school administration (such as school law, instructional leadership, management, etc.) were the highest rated components of the program, with 93% to 95% of respondents reporting these components were “very helpful” in their developing competence as school administrators, as shown in Table 53.

**Table 53. Helpfulness of Program Components**

	Mean Helpfulness	Percent Very Helpful	Percent Not Component
Summer training institute	3.95	95	1
Working with MAPQSL coordinators	3.94	94	1
Working as an administrator in a school	3.94	96	8
Lectures with experts in particular areas	3.93	93	0
Participation in Saturday training sessions	3.83	84	0
Working with a mentor	3.82	86	2
Working with other school district staff	3.76	79	10
Working with college faculty in school system	3.52	61	68

*However, these components were not available in all programs. More than two-thirds (68%) of MAPQSL participants reported that “working with college faculty in the school system where I was working” was not a component of their program.*

During the course of their preparation program, administrators receive help and guidance from a number of different individuals such as mentors, school principals, instructors, MAPQSL personnel and state agency personnel. The most helpful of those sources of support were MAPQSL coordinators (94% very helpful), mentors (85% very helpful) and school principals/site administrators (85% very helpful).

**Table 54. Helpfulness of Support During Program**

	Mean	Percent Very Helpful	Percent Not Provided
MAPQSL coordinator	3.94	94	1
Mentor	3.81	85	1
School principal/site administrator	3.80	85	2
Non-college instructor	3.78	81	34
MAPQSL regional coordinator	3.77	79	3
State agency personnel	3.73	76	9
College/university personnel	3.65	73	59
Other	3.63	75	38

### ***Frequency of Support***

The data from this survey indicate that the frequency of interaction with support personnel does not necessarily correlate highly with helpfulness, as shown in Tables 54 and 55. Guidance from MAPQSL personnel occurred monthly or less. Sixty-two percent met with a MAPQSL coordinator once per month and 65% met with a MAPQSL regional coordinator between once a month and a few times per year. Yet, 94 percent of participants in the administrator alternate route program rated the support they received from MAPQSL personnel as “very helpful.” The most frequent guidance was from school principals. Fifty-eight percent of the surveyed administrators said that they met with school principal or site administrator at least a few hours every day. Half met with a mentor at least every day; 85 percent of respondents said support from the principals was “very helpful.” Over half of the administrators met with state agency personnel a few times per year. However, guidance from non-college instructors and college personnel was rare. Forty-six percent never met with non-college instructors and 64% never met with college personnel.

**Table 55. Frequency of Support**

	Mentor	School principal/ site admin.	Non-college instructors	MAPQSL coordinator	MAPQSL regional coordinator	College/ university personnel	State agency personnel	Other
	%	%	%	%	%	%	%	%
Every day all day	30	37	4	4	2	1	1	0
Few hours every day	20	21	4	1	1	1	2	0
Several hours per week	31	27	5	6	6	1	7	0
Once per week	8	7	7	6	3	4	2	0
Twice per month	5	3	5	13	5	2	2	0
Once per month	2	1	20	62	31	9	4	30
Once every 2 months	1	0	1	2	4	3	5	0
Few times per year	1	2	8	4	30	13	54	20
Once per year	0	1	0	0	14	3	12	10
Never	1	3	46	2	6	64	11	40

***Length of Program***

Nearly all of those surveyed thought the length of each of the components of their alternate route program – the summer training institute, Saturday learning sessions and training year with a mentor – were “about right.”

**Table 56. Attitudes Towards Length of Components of Program**

	Too short	Too long	About right
	%	%	%
Summer training institute	3	1	97
Saturday learning lessons	1	7	93
Training year as an administrator with a mentor	1	1	98

## ***Understanding ISLLC Standards***

The MAPQSL syllabus states that the six Interstate School Leaders Licensure Consortium (ISLLC) standards should be covered in their administrator preparation program. Those surveyed were asked “Indicate the degree to which you think you understand each of the six ISLLC standards.” All of those surveyed indicated they completely or somewhat understood each of them, as shown in Table 58.

**Table 57. Understanding of Interstate School Leaders Licensure Consortium**

Standard	Completely understand	Somewhat understand	Do not understand	Not at all helpful	Not a component
	%	%	%	%	%
Integrity, fairness, and ethics in learning	95	4	0	0	1
The vision of learning	93	7	0	0	1
The culture of teaching and learning	93	7	0	0	1
The management of learning	89	10	0	0	1
Relationships with the broader community to foster learning	88	11	0	0	1
The political, social, economic, legal and cultural context of learning	80	20	0	0	1

### **Activity Prior to Alternate Route Program**

Prior to starting their administrator career path, nearly all respondents were teachers. Sixty percent of those getting administrator certification through the MAPQSL program were teaching the year before going into the program. An additional 24 percent were working in some other education job. Only 3 out of 195 of those obtaining certification for school leadership positions came from another profession.

**Table 58. Main Activity Year Before Preparation Program**

	Percent
Teaching secondary school grades (9 – 12)	30
Working in a position in the field of education, but not as a teacher	24
Teaching in an elementary school (K-5)	15
Teaching middle school grades (6 – 8)	14
Other	13
Teaching at a college or university	2
Working in a professional occupation outside the field of education	2
Graduate student at a 4-year college or university	1
Caring for family members	0
Military service	0
Retired from another job	0
Student at a community college	0
Teaching in a preschool	0
Teaching in a private school	0
Undergraduate student at a 4-year college or university	0
Unemployed and seeking work	0
Working as a substitute teacher or paraprofessional	0
Working in some other non-education job	0

A number of programs are available to support teachers and administrators, such as Teach for America, ABCTE and Troops to Teachers. However few of the administrators in the MAPQSL program participated in these programs. Only one percent participated in Teach for America and 1% in ABCTE. None of the surveyed MAPQSL teachers were a part of Troops to Teachers.

**Table 59. Program Participation**

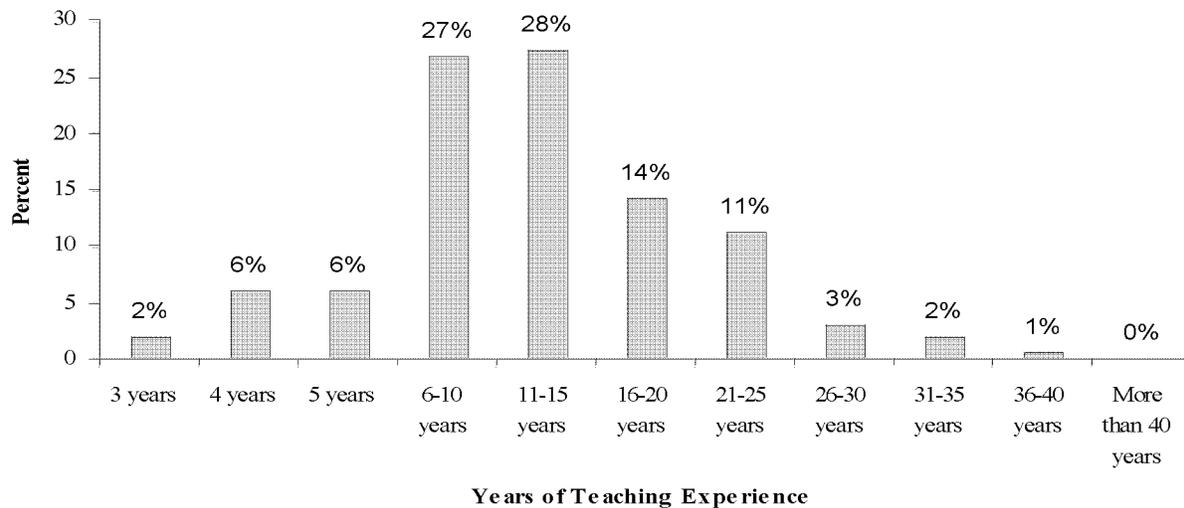
	Percent
Teach for America	1
ABCTE	1
Troops to Teachers	0
Not sure	20
Other	7

Note: percentages do not sum to 100% because respondents marked all that apply.

## Teaching Experience

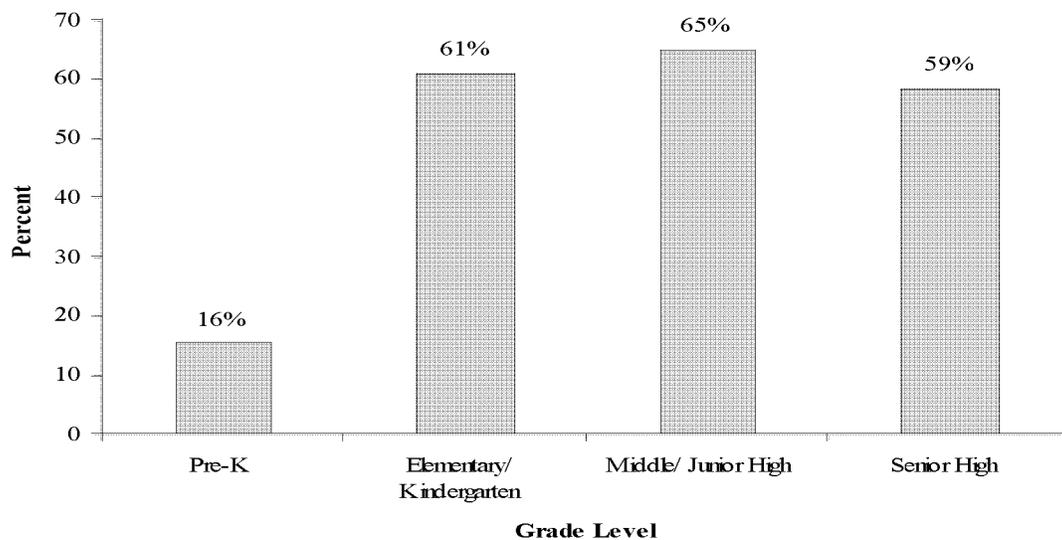
Prior to starting an administrative career, most individuals spend many years as a teacher. Ninety-two percent of those seeking administrator certification through MAPQSL had five or more years of teaching experience. The majority teach for six to fifteen years before switching to administration.

**Figure 20. Years of Teaching Experience**



The administrators taught at all grade levels, as shown in Figure 21.

**Figure 21. Grade Level(s) Taught**



Note: percentages do not sum to 100% because respondents marked all that apply.

The administrators taught a variety of subjects. The most popular subjects include general elementary (36%), English/language arts (24%), math (25%), reading (26%), social studies (31%), and special education (26%).

**Table 60. Subjects Taught**

	Percent
<b>General</b>	
Kindergarten	13
General elementary	36
American Indian/Native American Studies	1
<b>Special Areas</b>	
Art/Music	18
Basic skills and remedial education	14
Bilingual education	0
Computer science	7
Dance/Drama/Theater	4
English/Language arts	24
English as a second language	1
Gifted	3
Home economics	0
Journalism	1
Mathematics	25
Military science	0
Philosophy/Religion	1
Physical education/Health	15
Reading	26
Social studies/Social science (incl. history)	31
<b>Foreign languages</b>	
French	2
German	0
Latin	0
Russian	0
Spanish	2
Other foreign language	0
<b>Science</b>	
Biology/Life science	12
Chemistry	3
Geology/Earth science/Space science	6
Physical science	9

Physics	3
General and other science	22
<b>Vocational-technical education</b>	
Accounting	2
Agriculture	1
Business, marketing	7
Health occupations	1
Industrial arts	1
Trade and industry	0
Technical	3
Other vocational/technical education	8
<b>Special education</b>	
Special education, general	26
Emotionally disturbed	11
Mentally retarded	14
Speech/Language impaired	5
Deaf and hard-of-hearing	4
Visually handicapped	5
Orthopedically impaired	6
Mildly handicapped	11
Severely handicapped	8
Specific learning disabilities	22
Other special education	5
All others	2

Note: percentages do not sum to 100% because respondents marked all that apply.

**If No Alternate Route Available**

The MAPQSL represents only one way for individuals to pursue an administrator’s license in the state of Mississippi. If the MAPQSL program were not available, would administrators have completed a different route? Individuals seeking administrator licenses through the Mississippi alternate route program are evenly split on whether or not they would become a school administrator if the program had not been available. While 40 percent said they would not, 39 percent of those surveyed said they would have gone back to college and completed a traditional administrator preparation program. Twenty percent said that they were not sure.

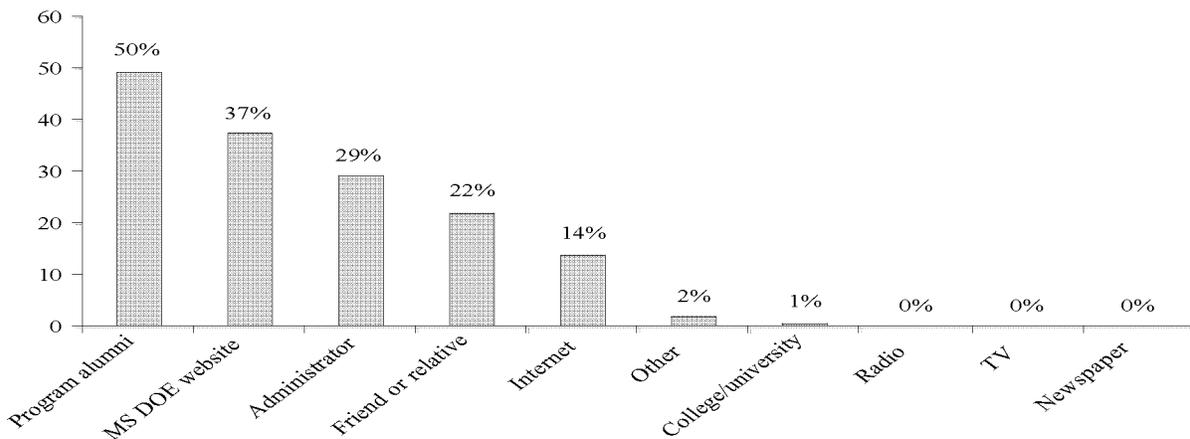
**Table 61. Percent Who Would Have Become an Administrator if Alternate Route Were Not Available**

	Percent
No	40
Yes, I would have gone back to college and completed a traditional administrator preparation program.	39
Yes, I would have found a job in a private school or in a setting in which I did not have to be certified.	1
Not sure	20

**Choosing an Alternate Route Administrator Preparation Program**

Administrators were asked a number of questions regarding the process of finding an administrator preparation program, applying for the program and deciding among programs. Few administrators experienced much difficulty finding an administrator program. Seventy-three percent reported that the process was “not very difficult” or “not difficult at all”.

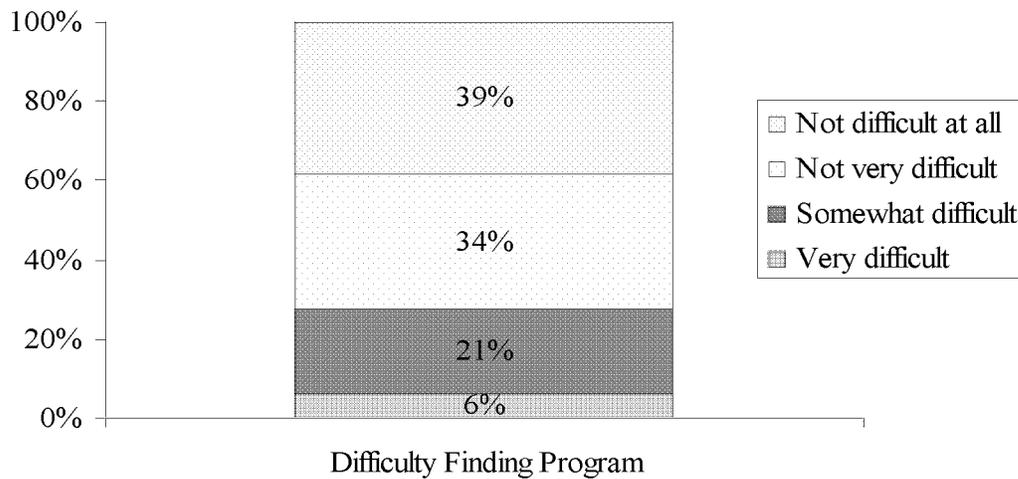
**Figure 22. Source of Information about Alternate Route Preparation Program**



**Note:** percentages do not sum to 100% because respondents marked all that apply.

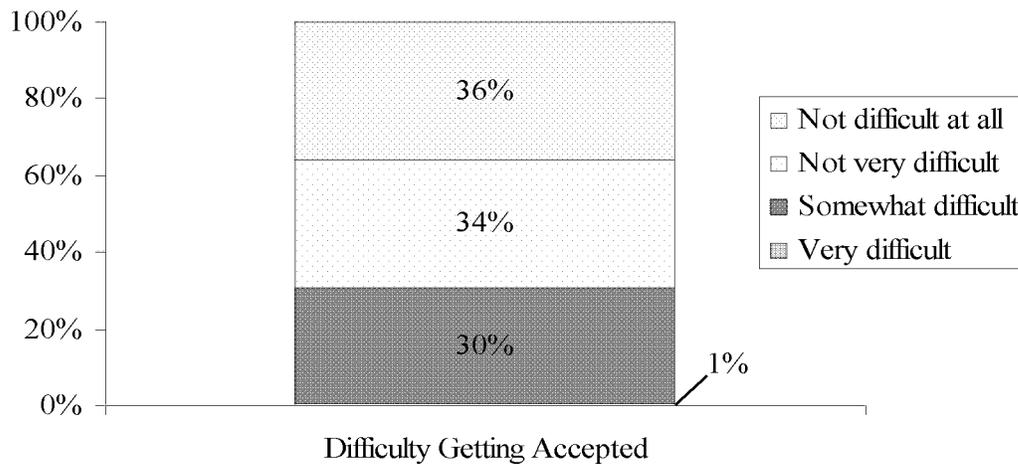
Administrators relied on a variety of sources to learn more about Mississippi’s alternate route administrator preparation programs. Half of the administrators learned about the program through word-of-mouth from someone who had gone through the program already. Other important sources of information included the Mississippi Department of Education website (37%), administrators (29%), friends or relatives (22%) and other Internet sources (14%).

**Figure 23. Difficulty Finding Administrator Certification Program**



Once the administrators found certification programs and applied, they reported little difficulty getting accepted. Seventy percent said the process was “not difficult at all” or “not very difficult”. Only one percent said it was “very difficult”.

**Figure 24. Difficulty Getting Accepted into Administrator Certification Program**



## **Reasons for Choosing Alternate Route**

When choosing a program to obtain a license, administrators had to take into consideration a variety of program aspects; some were more important than others. The most important aspects were those related to timing and convenience. The most important aspect overall was that courses were convenient (3.82). Other aspects rated as important include the time required to get certified (3.79), time required fit with lifestyle (3.73), and allowed to spend time with family (3.70). The administrators were less concerned with keeping salary and benefits (2.96), receiving guidance from faculty (2.50) and earning a masters degree (1.89).

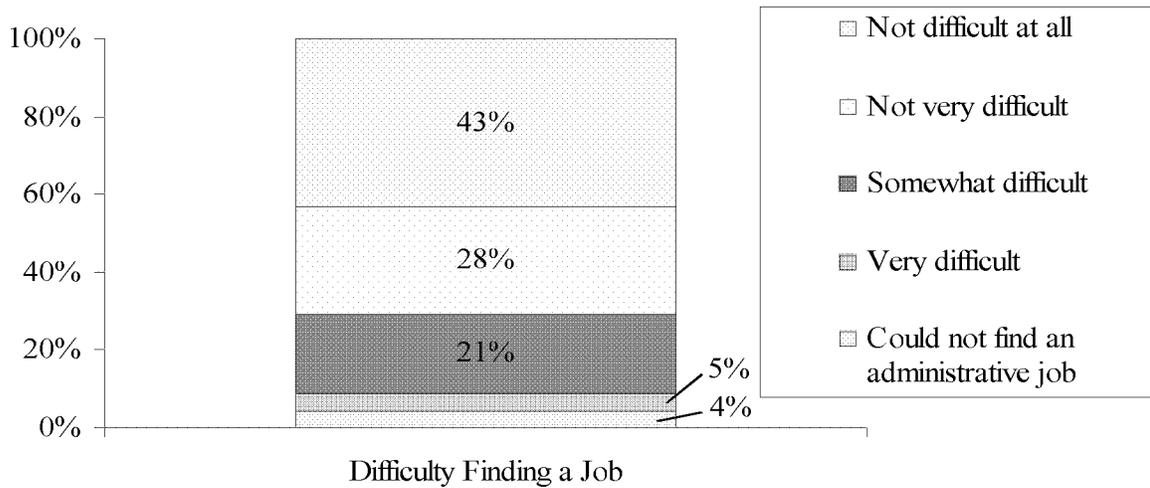
**Table 62. Importance of Program Aspects**

Aspect	Mean Importance	Percent Very Important
Courses were convenient	3.82	85
Time required to get certified	3.79	83
Time required fit with lifestyle	3.73	82
Allowed spend time with family	3.70	79
Guidance from a mentor	3.68	77
Out-of-pocket costs	3.63	73
Guidance from school-based personnel	3.61	73
Able to work while becoming certified	3.60	72
Able to go through with a cohort	3.53	72
Able to receive salary & benefits during certification	2.96	44
Guidance from faculty	2.50	28
Master's degree	1.89	17

## Finding an Administrative Job

In order to complete the alternate route administrator program, the participants were required to find an administrative job. Most candidates found this process to be easy, although a few struggled. Seventy-one percent said finding a job was ‘not difficult at all’ or ‘not very difficult’. Five percent said that it was ‘very difficult’ and four percent were unable to find an administrative job.

**Figure 25. Difficulty Finding an Administrative Job to Complete Program**



## Future Plans

When asked what the survey participants expected to be doing five years from now, 190 planned to be in the field of education. Only one respondent indicated a change of job outside of education, another responded with plans to return to school, and one planned to retire.

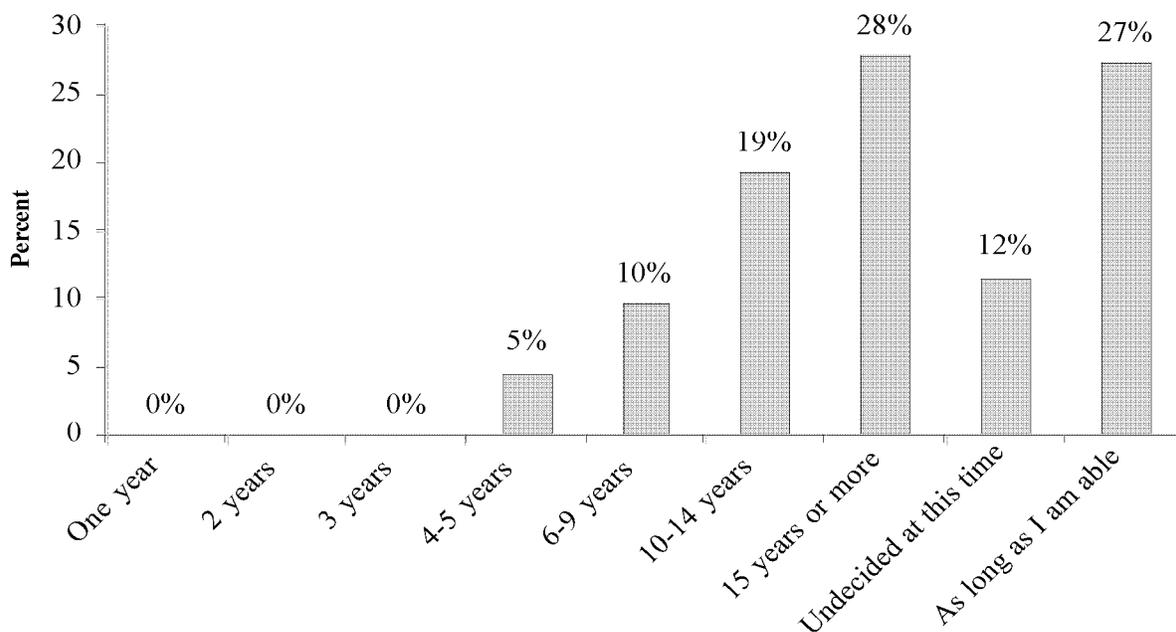
**Table 63. Plans for Five Years from Now**

	Percent
Principal of an elementary school	29
Principal of a middle school	9
Principal of a secondary school	12
Principal of a K-12 school	7
Principal of a middle/secondary school (grades 7-12)	7
Superintendent of a large urban school district	1
Superintendent of a rural school district	3
Superintendent of a school district	4

Teaching K-12	2
Teaching postsecondary	1
Employed in an occupation in education, other than teaching or administration; please specify below	8
Employed in an occupation outside of education	1
In military service	0
Homemaking and/or child rearing full-time	0
Attending a college or university full-time	1
Unemployed and seeking work	0
Retired from job other than education job	0
Retired from education jobs	1
Other	18

The respondents plan on a long administration career. Forty-seven percent plan to be an administrator for 10 years or more, and an additional 27% said they will work as long as they are able. None of the respondents said they planned to work in administration for less than four years. However, 12% said that they were unsure of the planned length of their career.

**Figure 26. Planned Length of Administration Career**



**APPENDIX A – DESCRIPTIONS OF MISSISSIPPI ALTERNATE ROUTE  
TEACHER AND ADMINIISTRATOR PREPARATION PROGRAMS,  
WITH REQUIREMENTS AND LOCATIONS**

# Master of Arts in Teaching

<p><b>Program Entrance Requirements</b></p>	<ol style="list-style-type: none"> <li>1. Bachelor's degree (non-education) from a regionally/nationally accredited institution of higher learning</li> <li>2. Praxis I (Pre-Professional Skills Test, PPST)</li> <li>3. Praxis II (Specialty Area Test) <i>(Test registration and information is available from Educational Testing Service, 1-800-772-9476 or <a href="http://www.ets.org">http://www.ets.org</a>)</i></li> </ol>
<p><b>Subject Areas of Licensure</b></p> <p>(The attached numbers are the Praxis II Specialty Area Test Codes)</p>	<p>Art-0133, Biology-0235, Business-0100, Chemistry-0245, Elementary Education (grades 4-8)-0014, English-0041, French-0171, German-0182, Home Economics-0120, Marketing-0560, Math-0061, Music-0113, Physical Education-0091, Physics-0265, Social Studies-0081, Spanish-0192, Speech Communications-0220 Technology Education-0050</p>
<p><b>Requirements for <u>initial</u> Three Year Alternate Route License</b></p> <p><b>(non-renewable)</b></p>	<p>Enroll in a MAT program and complete six (6) graduate hours pre-teaching course requirements from an approved Master of Arts in Teaching program. The courses are:</p> <ul style="list-style-type: none"> <li>* Tests and Measurements</li> <li>* Classroom Management</li> </ul> <p><b>Upon completion of 6 hours:</b></p> <ol style="list-style-type: none"> <li>1. Applicants must submit a completed licensure application to the Office of Educator Licensure (<a href="http://www.mde.k12.ms.us/ed_licensure/licensure_application">www.mde.k12.ms.us/ed_licensure/licensure_application</a>)</li> <li>2. Packet must include sealed transcripts from all college coursework, including bachelor's degree and six hours of MAT program.</li> <li>3. Packet must include original copies of Praxis scores (scores will be returned)</li> <li>4. Packet must include Institutional Program Verification from the Dean of Education (form OEL 09-06, Sec. C)</li> </ol> <p style="text-align: center;"><i>The initial MAT license is a three-year license issued only at the bachelor's level</i></p> <p style="text-align: center;"><i>Supplemental endorsements may be added to a three-year MAT license See <a href="http://www.mde.k12.ms.us/ed_licensure/supplemental.html">http://www.mde.k12.ms.us/ed_licensure/supplemental.html</a> for adding supplemental endorsements.</i></p>
<p><b>Location and Contact Information</b></p>	<p>Alcorn State University, 601-877-6149          Belhaven College, 601-965-7046          Delta State University, 662-846-4354          Jackson State University, 601-979-2335          Mississippi College, 601-925-3250          MS Valley State University, 662-254-3618          William Carey College, 601-318-6144          *Mississippi State University, 662-325-2206          *MS University for Women, 662-329-7175          *University of Southern MS, 601-266-4568 (additional coursework required)</p>

	<p><i>*Elementary Grades 4-8 not offered</i></p> <p>(MAT no longer offered at Ole Miss)</p>
<p><b>Requirements for Five Year Alternate Route License</b></p> <p><b>(renewable)</b></p>	<p><b>Completion of six additional graduate hours including supervised internship prescribed by the participating institution</b></p> <p><b>Upon completion of internship requirement:</b></p> <ol style="list-style-type: none"> <li>1. Applicants must submit a completed licensure application to the Office of Educator Licensure (<a href="http://www.mde.k12.ms.us/ed_licensure/licensure_application">www.mde.k12.ms.us/ed_licensure/licensure_application</a>)</li> <li>2. Packet must include sealed transcript showing internship.</li> <li>3. Packet must include Institutional Program verification form signed by the Dean of Education or Certification Officer indicating completion of internship. (form OEL 09-06, Sec. C)</li> </ol> <p>*MAT participant has the option of completing the Master’s degree after obtaining the 5-year MAT license.</p>
<p><b>Program Fees</b></p>	<p>Colleges charge normal fees for 12 semester hours</p>

# Mississippi Alternate Path to Quality Teachers

*Sponsored by the Mississippi Community College Foundation*

<p><b>Program Entrance Requirements</b></p>	<ol style="list-style-type: none"> <li><b>Bachelor's degree</b> from a regionally/nationally accredited institution of higher learning</li> <li><b>GPA</b> of 2.0 overall if graduated more than 7 years. Less than 7 years must have 2.5 or 2.75 GPA in major area</li> <li><b>Praxis I PPST</b> (Reading, Writing, Math)</li> <li><b>Praxis II, Specialty Area Test</b> in the area of endorsement with a passing score or a score within one "standard error of measurement"</li> </ol> <p><i>(Test registration and information is available from Educational Testing Service, 1-800-772-9476 or <a href="http://www.ets.org">http://www.ets.org</a>)</i></p>
<p><b>Subject Areas of Licensure</b></p> <p>(The attached numbers are the Praxis II Specialty Area Test Codes)</p>	<p>Art-0133, Biology-0235, Business-0100, Chemistry-0245, English-0041, French-0171, German-0182, Home Economics-0120, Marketing-0560, Math-0061, Music-0113, Physical Education-0091, Physics-0265, Social Studies-0081, Spanish-0192, Speech Communications-0220, Technology Education-0050, Special Education (grades 7-12 only)- 0352</p>
<p><b>Requirements for <u>initial</u> One-Year Alternate Route License</b></p> <p><b>(non-renewable)</b></p>	<p><b>Complete MAPQT training program</b> consisting of 90 clock hours – approximately three weeks. <i>(Time and dates determined by each participating college)</i></p> <p>*The program consists of effective teaching strategies, state curriculum frameworks, planning and instruction and survival skills in the classroom.</p> <p><b>Upon completion of summer MAPQT program:</b></p> <ol style="list-style-type: none"> <li>Applicants must submit a completed licensure application to the Office of Educator Licensure (<a href="http://www.mde.k12.ms.us/ed_licensure/licensure_application">www.mde.k12.ms.us/ed_licensure/licensure_application</a>)</li> <li>Packet must include sealed transcripts from all college coursework, including bachelor's degree.</li> <li>Packet must include original copies of Praxis scores (scores will be returned)</li> <li>Packet must include certificate of completion from MAPQT program</li> <li>Packet must include letter from school district verifying employment</li> </ol> <p><i>The initial MAPQT license is a one-year license issued only at the bachelor's level and only in the subject area of testing</i></p>
<p><b>Location and Contact Information</b></p>	<p><b>Program locations:</b> Itawamba Community College – Tupelo Hinds Community College – Raymond MS Delta Community College – Indianola Pearl River Community College – Hattiesburg Northwest Community College – Senatobia</p> <p><b>Contact:</b> Mississippi Community College Foundation P.O. Box 24175, Jackson, MS 39225 601-922-0405 email: <a href="mailto:mapqt@netdoor.com">mapqt@netdoor.com</a></p>

	<p><b>Website:</b> <a href="http://www.mde.k12.ms.us/ed_licensure/alternate_path">www.mde.k12.ms.us/ed_licensure/alternate_path</a>.</p> <p style="text-align: center;"><i>Registration begins January 1, 2007.</i></p> <p style="text-align: center;"><i>Early registration is encouraged due to the limited number of slots available.</i></p> <p style="text-align: center;"><b>Fee: No fee at the present time</b></p>
<p><b>Requirements for Five Year Alternate Route Renewable License</b></p>	<p><b>During the completion of one year internship (first year of teaching), teachers must complete a practicum (one Saturday each month for 9 months)</b></p> <p style="text-align: center;">*The practicum will consist of classroom management, peer coaching, school law, data analysis using test results and training modules using interactive video training</p> <p><b>Upon completion of internship:</b></p> <ol style="list-style-type: none"> <li>4. Applicants must submit a completed licensure application to the Office of Educator Licensure (<a href="http://www.mde.k12.ms.us/ed_licensure/licensure_application">www.mde.k12.ms.us/ed_licensure/licensure_application</a>)</li> <li>5. Packet must include certificate of completion from MAPQT program</li> <li>6. Packet must include completed mentoring form from school district (Form #OEL 12-02)</li> <li>4. Passing score on the Praxis II Specialty Area Test or validation of instructional portfolio</li> </ol> <p style="text-align: center;"><b>Supplemental endorsements can be added to a five year license</b></p>
<p><b>MAPQT Guidelines Concerning Candidates that have scores within one standard error of measurement of the Praxis II Specialty Area Tests</b></p>	<ol style="list-style-type: none"> <li>1. An individual who has a passing score on the Praxis II Specialty Area Test, and has successfully completed all of the requirements may be issued a Five Year license.</li> <li>2. An individual who has <b>not</b> achieved a passing score on the Praxis II, Specialty Area Test, after the first year of teaching can apply for another one-year MAPQT license if they meet the following requirements: <ul style="list-style-type: none"> <li>• retake the Praxis II during the second year of teaching</li> <li>• continue work on an Instructional Portfolio during the second year (<i>Documentation is needed from MAPQT coordinator</i>).</li> <li>• complete additional content specific coursework in area of weakness (<i>documentation is needed from MAPQT coordinator</i>)</li> </ul> </li> <li>3. An individual who has a passing score on the Praxis II Specialty Area Test at the end of the second year of employment will be issued a Five-Year License.</li> <li>4. An individual who has <b>not</b> achieved a passing score on the Praxis II at the end of the second year can apply for another one-year MAPQT license if they meet the following requirements: <ul style="list-style-type: none"> <li>• retake the Praxis II during the third year of teaching</li> </ul> </li> </ol>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• continue work on an Instructional Portfolio during the third year (<i>Documentation is needed from MAPQT coordinator</i>).</li><li>• complete additional content specific coursework in area of weakness (<i>documentation is needed from MAPQT coordinator</i>)</li><li>• Local district should conduct an evaluation of the teacher and provide documentation to the OEL.</li></ul> |
|--|---|

5. An individual who has not achieved a passing score on the Praxis II Specialty Area Test by the end of the third year of teaching, but has a score that is within one standard error measurement of the passing score, shall submit his/her Instructional portfolio to the State Board of Education. The Board will have the portfolio evaluated by an external team. If the portfolio is recommended for approval by the external team, the teacher may be issued a Five Year license.

# Teach Mississippi Institute

*One year Alternate Route sponsored by the Institutions of Higher Learning*

<p><b>Program Entrance Requirements</b></p>	<ol style="list-style-type: none"> <li>1. <b>Bachelor’s degree</b> (non-education) from a regionally/nationally accredited institution of higher learning</li> <li>2. <b>Praxis I PPST</b> (Reading, Writing, Math)</li> <li>3. <b>Praxis II, Specialty Area Test</b> (see code numbers below)</li> <li>4. Request an application from Institutions of Higher Learning or the participating institution. (see information below)</li> </ol> <p><i>(Test registration and information is available from Educational Testing Service, 1-800-772-9476 or <a href="http://www.ets.org">http://www.ets.org</a>)</i></p> <p><b>Note: Some institutes may have additional requirements for acceptance into the program, including GRE scores, letters of recommendation, and/or written agreement from a school district as to employment for the upcoming school term. Consult with the specific institution you wish to attend.</b></p>
<p><b>Subject Areas of Licensure</b></p> <p>(The attached numbers are the Praxis II Specialty Area Test Codes)</p>	<p>Biology-0235, Business-0100, Chemistry-0245, English-0041, French-0171, German-0182, Home Economics-0120, Marketing-0560, Math-0061, Physics-0265, Social Studies-0081, Spanish-0192, Speech Communications-0220, Technology Education-0050, Special Education (grades 7-12 only)-0352</p> <p><b>Note: Some institutes may not offer all subject areas in their programs. Consult with the institution you wish to attend prior to testing.</b></p>
<p><b>Requirements for <u>initial</u> One-Year Alternate Route License</b></p> <p><b>(non-renewable)</b></p>	<p><b>Eight Week Training Session.</b> - 9 semester hours at the graduate level; on-campus  <i>(Times and dates determined by offering colleges/universities)</i></p> <ul style="list-style-type: none"> <li>• Program includes teaching strategies, classroom management, state curriculum requirements, instructional methods and tests and measurements.</li> </ul> <p><b>Ten Week Training Session.</b> – Not for credit certificate program; online</p> <ul style="list-style-type: none"> <li>• Program includes teaching strategies, classroom management, state curriculum requirements, instructional methods and tests and measurements.</li> </ul> <p>Upon completion of summer TMI program:</p> <ol style="list-style-type: none"> <li>1. Applicants must submit a completed licensure application to the Office of Educator Licensure <a href="http://www.mde.k12.ms.us/ed_licensure/licensure_application.htm">www.mde.k12.ms.us/ed_licensure/licensure_application.htm</a></li> <li>2. Packet must include sealed transcripts from all college coursework, including bachelor’s degree and TMI program.</li> <li>3. Packet must include original copies of Praxis scores (scores will be returned)</li> <li>4. Packet must include certificate of completion from TMI program.</li> </ol>

	<p><i>The initial TMI license is a one-year license issued at the bachelor's level only in the subject area of testing.</i></p>
<p><b>Location and Contact Information</b></p>	<p><b>Contact Information:</b></p> <ul style="list-style-type: none"> <li>• <b><i>Delta State University (Eight Week On Campus)</i></b> Dr. James W. Nicholson, Jr. 662-846-4354 <a href="http://ntweb.deltastate.edu/daais/daaisstaffnew.htm">http://ntweb.deltastate.edu/daais/daaisstaffnew.htm</a></li> <li>• <b><i>Mississippi State University (Eight Week On Campus)</i></b> Dr. Kay Brocato 662-325-7060 <a href="http://www.educ.msstate.edu/cni/faculty/brocato.htm">www.educ.msstate.edu/cni/faculty/brocato.htm</a></li> <li>• <b><i>University of Mississippi (Ten Week Online)</i></b> Dr. Anne Klingen 877-915-7313 or 662-915-7313 <a href="http://www.tmi.olemiss.edu">www.tmi.olemiss.edu</a></li> <li>• <b><i>University of Southern Mississippi (Eight Week On Campus)</i></b> Dr. Dana Thames 601-266-6987 <a href="http://www.usm.edu/colleges/cep/">http://www.usm.edu/colleges/cep/</a></li> <li>• <b><i>Institutions of Higher Learning (General Information)</i></b> Dr. Dennis Watts 601-432-6321 <a href="http://www.ihl.state.ms.us">www.ihl.state.ms.us</a></li> </ul> <p><i>(Fee to be determined by the offering university)</i></p>
<p><b>Requirements for Five Year Renewable Alternate Route License</b></p>	<ol style="list-style-type: none"> <li>1. Completion of one year internship period with mentoring and induction program in local school district</li> <li>2. Recommendation by local school district</li> <li>3. Completed licensure application packet (<a href="http://www.mde.k12.ms.us/ed_licensure/licensure_application.htm">www.mde.k12.ms.us/ed_licensure/licensure_application.htm</a>) submitted to Office of Educator Licensure including the TMI certificate of completion, completed mentoring form, and sealed transcript showing completion of internship.</li> </ol> <p><b>After obtaining the five-year license, salary for teachers in this program will be based on the 3<sup>rd</sup> year salary schedule.</b></p> <p><i>Supplemental endorsements can be added to a five year license.</i></p>

## Alternate Route License

	<b><i>American Board Certification for Teacher Excellence Passport to Teaching</i></b>
<b>Subject Areas of Licensure</b>	<b><i>Biology, Chemistry, English, Math, Physics (7-12)</i></b>
<b>Program Entrance Requirements</b>	<ol style="list-style-type: none"> <li>5. Bachelor's degree from a regionally/nationally accredited institution of higher learning</li> <li>6. \$500 fee paid <i>(includes background check)</i></li> <li>7. Assessment in subject area</li> <li>8. Assignment of advisor and prescribed individual study profile</li> </ol>
<b>Requirements for Initial One-Year Alternate Route License</b>	<ol style="list-style-type: none"> <li>1. Passing score on ABCTE subject area exam</li> <li>2. Letter from school district stating commitment to employ</li> </ol>
<b>Location and Contact Information</b>	<p>American Board Certification for Teacher Excellence            1225 19<sup>th</sup> St. NW, Suite 400            Washington, D.C. 20036            Email: <a href="http://www.abcte.org">www.abcte.org</a>            Phone: 1-202-261-2620</p>
<b>Requirements for Five Year Alternate Route License</b>	<ol style="list-style-type: none"> <li>1. One-year teaching internship with mentoring <i>(mentoring must be by National Board Certified teacher or MDE trained mentor certified in same subject area)</i></li> <li>2. Must complete training in one of the following:               <ul style="list-style-type: none"> <li>• MAPQT 3-week summer training</li> <li>• MDE 8-week online training</li> <li>• MAT 6 hours of initial graduate university courses <i>(can be applied to masters degree)</i></li> </ul> </li> </ol>
<b>Fees</b>	<p>\$500 to ABCTE for initial assessment and exam            \$350 for mentor            fee for training varies per selection</p>

## Mississippi Alternate Path to Quality School Leadership Program

The Office of Quality Educators at the Mississippi Department of Education, with the approval of the State Board of Education, and in collaboration with the Mississippi Community College Foundation, is pleased to offer the Mississippi Alternate Path to Quality School Leadership Program, which will be known as MAPQSL.

**The 2007 MAPQSL alternate route training program for administrator licensure is scheduled for June 11-29, 2007.**

***This program is available to K-12 educators holding a Master's degree or higher in Education and a Class AA educator license with at least three (3) years of teaching experience. Priority for admission to the program will be given to candidates with a Superintendent or School Board recommendation.***

The MAPQSL program for MED candidates includes the following steps:

1. Application process from January 29, 2007 - April 6, 2007.
2. Educators accepted into the program will complete administrator training June 11 - 29, 2007, 8:00 a.m. - 3:30 p.m., Monday - Friday, at one of the four community college program sites. There is a \$1000 fee for the 2007 summer program.
3. Secure a commitment for an administrative position with a school district. This position can be as an assistant principal, coordinator or assistant coordinator.  
*You may not serve as a principal during your internship year.*
4. Apply to the Office of Educator Licensure for a One-Year Alternate Route Assistant Administrator license #494 upon completion of summer training.
5. Participate in a practicum consisting of one Saturday per month for nine (9) months during the school year following the summer program. All summer program participants will complete the practicum even if they have not secured an administrative position so that they will be eligible for the one-year alternate route license when an administrative position becomes available.
6. Complete a one-year internship as an assistant administrator that will include supervision and mentorship.
7. Successfully complete the School Leadership Licensure Assessment (SLLA) test during the course of the one-year license. The cost of the SLLA is \$460 and is at the participant's expense.

Upon completion of the one-year MAPQSL internship, if candidates have successfully completed the summer training program, one-year internship, a practicum consisting of one Saturday per month for nine (9) months and passed the SLLA, these new administrators may apply for a five (5) year Entry-level Administrator license at the end of the internship year and the expiration of the One-Year Alternate Route Assistant Administrator license. This five-year license is non-renewable. Licensure guidelines require that new alternate route administrators holding the Five-Year Entry-level license will be required to complete SEMI Entry-level OSL (Orientation to School Leadership) training and six (6) hours of Educational Leadership coursework to be eligible for a Career-level Administrator license. The university coursework will be at the participant's expense.

***This program will be available to individuals holding a Master's degree MASTER OF BUSINESS ADMINISTRATION (MBA), OR MASTER OF PUBLIC ADMINISTRATION (MPA) OR MASTER OF PUBLIC POLICY (MPP) DEGREE with at least five (5) years of documented supervisory experience and passing scores on all required tests. Priority for admission to the program will be given to candidates with a Superintendent or School Board recommendation.***

The MAPQSL program for business track candidates includes the following steps:

1. Application process from January 29, 2007 - April 6, 2007.
2. Educators accepted into the program will complete administrator training June 11 - 29, 2007, 8:00 a.m. - 3:30 p.m., Monday - Friday, at one of the four community college program sites. There is a \$1000 fee for the 2007 MAPQSL program for those selected.
3. Secure a commitment for an administrative position with a school district. This position can be as an assistant principal, coordinator or assistant coordinator.  
*You may not serve as a principal during your internship year.*
4. Apply to the Office of Educator Licensure for a Five-Year Entry Level Administrator license upon completion of summer training. This process would include:
  - Licensure application
  - Passing scores on all components of Praxis I
  - Passing score on Praxis II : Principles of Learning and Teaching
  - Passing score on School Leadership Licensure Assessment (SLLA).
  - College transcripts (sealed)
  - Letter of Commitment from a school district insuring a position of Assistant Principal or Assistant Coordinator
  - Verification from employer of at least five (5) years of supervisory experience
  - Certification of Completion of MAPQSL summer training program

Praxis and SLLA test scores must be submitted as originals. (Photocopies will not be accepted.) Your scores will be returned to you.

5. Participate in a practicum consisting of one Saturday per month for nine (9) months during the school year following the summer program. All summer program participants will complete the practicum even if they have not secured an administrative position so that they will be eligible for the initial license when an administrative position becomes available.
6. Complete a one-year internship as an assistant administrator that will include supervision and mentorship.

This five-year Entry level Administrator license is non-renewable. Licensure guidelines require that new alternate route administrators holding the Five-Year Entry-level license will be required to complete SEMI Entry-level OSL (Orientation to School Leadership) training and six (6) hours of Educational Leadership coursework to be eligible for a Career-level Administrator license. The university coursework will be at the participant's expense.

**Individuals utilizing the alternate route administrator preparation program rave about the program. Findings from the survey of school leaders obtaining their certification to be school administrators include:**

- Seventy-six percent have a Master's in Education degree as the highest academic degree received, 11% hold master's in another field, and the rest hold various specialist degrees in education.
- The summer training institute, working with the MAPQSL coordinators, working with an administrator in a school and lectures/learning sessions with experts in particular areas of school administration (such as school law, instructional leadership, management, etc.) were the highest rated components of the program, with 93% to 95% of respondents reporting these components were "very helpful" in their developing competence as school administrators.
- Ninety-two percent of those seeking administrator certification through MAPQSL had five or more years of teaching experience. The majority teach for six to fifteen years before switching to administration.
- When asked, "Overall, how would you rate the Alternate Route Administrator Preparation Program you are in/went through?" 85 percent responded "excellent," 11 percent "very good," and only one person said it was "okay." All but one respondent said they would recommend the alternate route to others who sought administrator certification.

**Mississippi Blue Ribbon Commission for  
The Redesign of Administrator Preparation**

**Task Force Report**

**June 2008**

## Overview of Blue Ribbon Commission Task Force Work

This report contains recommendations from the Mississippi Blue Ribbon Commission for the Redesign for Administrator Preparation that in 2007-08 used task force workgroups to identify five key redesign features that have the potential to strengthen the quality and impact that educational leaders have on the academic success of K-12 students in Mississippi. To create these recommendations, task force members, consisting of school and district leaders, teachers, university faculty and consultants, studied the status of school leadership preparation and identified primary challenges facing leaders in the state. Next, the workgroups examined current research and best practices about leader development and the impact on student success. Finally, groups crafted recommendations for redesigning the educational leadership preparation process and for creating needed leadership support mechanisms in Mississippi. These task force recommendations have been approved by the Blue Ribbon Commission and address five areas of redesign.

- 1) *Align All Efforts to Mississippi Standards for Instructional Leaders;*
- 2) Redesign Selection and Preparation of Instructional Leaders;
- 3) Redesign Licensure of Instructional Leaders;
- 4) Adopt a Professional Learning Model for Instructional Leadership; and
- 5) Improve the Working Conditions of Instructional Leaders.



**Redesign Recommendations With  
Matrices, Rationale, and Expected Outcomes**

**1. Align All Efforts to *Mississippi New Standards for Instructional Leaders***

**Recommendation Matrix**

<b>Task Force Recommendation</b>	<b>Need for the Recommendation</b>	<b>Outcomes of the Recommendation</b>
<b>1.1:</b> Adopt new state standards that address current expectations and essential instructional leadership knowledge and skills needed by leaders to successfully impact the quality of learning for K-12 students. (See new standards and indicators page)	The accountability demands for student achievement have increased expectations placed on school leaders. Previous leadership standards needed to be updated to reflect these increased expectations.	The new standards represent the knowledge and skills required for school leaders to impact instructional improvement in their schools. These new standards align with research-based evidence on the impact of leadership on K-12 student learning. Thus, these rigorous and relevant new standards will be used to align all other redesign efforts such as recruitment, selection, and development efforts that extend over the entire careers of all educational leaders, thus, leaders reach greater mastery in instructional leadership.

**2. Redesign Selection and Preparation of Instructional Leaders**

**Recommendations Matrix**

Task Force Recommendation	Need for the Recommendation	Outcomes of the Recommendation
<p><b>2-1:</b> Redesign all principal preparation programs and principal support services with collaborative and documented district-university partnerships.</p>	<p>Presently, partnerships do not exist or are inconsistent and undocumented in impact and implementation</p> <p>Little evidence of collaboration in the selection of candidates or the design and delivery of leadership preparation courses currently exist.</p>	<p>Redesigned programs provide documentation of collaborations with districts that include:</p> <ul style="list-style-type: none"> <li>• Signed agreements between the institution and the district;</li> <li>• Joint selection of principal candidates by both district and university;</li> <li>• Joint identification of potential leaders; and</li> <li>• District and university co-design and co-delivery of courses.</li> </ul>

Task Force Recommendation	Need for the Recommendation	Outcomes of the Recommendation
<p><b>2-2:</b> Require that all principal preparation programs adopt highly rigorous admission standards.</p>	<p>Selection standards currently vary by university program and few programs screen for documented evidence of leadership ability or experience with curriculum, instruction, and assessment.</p> <p>Few signed agreements pledging district and university support for the candidates selected.</p>	<p>Selection standards will be uniformly set at a high level. As a minimum, all programs will require candidates to submit documentation of their skills and understandings in:</p> <ul style="list-style-type: none"> <li>• Leadership;</li> <li>• Ability to improve student achievement; and</li> <li>• Knowledge of curriculum, instruction and assessment</li> </ul> <p>Every candidate will be accepted under a signed agreement pledging both university and district support for the candidates.</p> <p>Preparation programs will be customized to meet the needs of the local districts.</p>

### 3. Redesign Licensure for Instructional Leaders

#### Recommendations Matrix

Task Force Recommendations	Need for the Recommendation	Outcomes of the Recommendation
<p><b>3-1:</b> Design a new licensure model that builds on and adapts the current <i>Mississippi Approved Program</i> tiered-licensure model for administrators by shifting the language and focus from <i>administrator</i> to <i>instructional leader</i> to represent the expectations placed on assistant principals, principals, and district personnel selected to lead school improvement to impact student learning.</p>	<p>The current licensure model does not make explicit in its language the role of leaders as those responsible for improving P-12 student learning - nor does the model align to <i>Mississippi Standards for Instructional Leaders</i>.</p>	<p>The new licensure model will align to the new standards, thus focusing licensure level placement on the school leader's role in improving instruction for the benefit of students.</p>
<p><b>3-2:</b> Expand and reformat the number of license levels to identify the span of a leader's career with <i>Licensure Competency Levels</i>:</p> <ul style="list-style-type: none"> <li>• <i>Non-practicing Leader;</i></li> <li>• <i>Early Entry Level Leader/ Induction;</i></li> <li>• <i>Developing Level Leader;</i></li> <li>• <i>Standard Career Level Leader/Proficient Leader;</i></li> <li>• <i>Accomplished/Master Level Leader</i></li> </ul>	<p>The current tiered system differentiates some levels of administrative licensure, but does not address career development competency levels during a leader's career.</p>	<p>Tiered levels will apply to all phases of a leader's career, and thus will encourage increased professional learning and growth during the full length of any career.</p>
Task Force Recommendations	Need for the Recommendation	Outcomes of the Recommendation
<p><b>3-3:</b> Define the criteria and expectations for each <i>Licensure Competency Level</i> to include both</p>	<p>Currently, the licensure model makes sure that aspiring leaders meet</p>	<p>Criteria for advancement will be tied to job performance and not seat hours.</p>

minimum requirements and expected job-related accomplishments. Apply these criteria to the process by which leaders advance through levels based on meeting requirements tied to defined performance criteria and leadership standards.

important individual attributes. This is important, but not necessarily enough in assuring that leaders have essential knowledge and skills needed to perform at high levels.

**3-4:** Build a balanced framework for licensure that includes the *Mississippi Standards for Instructional Leaders* including three components:

- (a) Individual Attributes;
- (b) Organization-focused knowledge and skills; and
- (c) Learning-focused knowledge and skills to have an impact on student learning success.

The current model is not aligned with *Mississippi Standards for Instructional Leaders* nor is it aligned with other researched-based models that provide a more rigorous view of the performance areas critical for effective leaders.

As a result the content validity of licensure requirements will increase with expected work accomplishments of educational leaders, given the increased demands that school leaders face.

Task Force Recommendations	Need for the Recommendation	Outcomes of the Recommendation
<p><b>3-5:</b> Establish a more rigorous process for alternative leadership certification for instructional leaders.</p>	<p>Currently a rigorous process does not exist nor does it have set curriculum or standards to assure that alternative certified leaders meet a level of quality in their knowledge and skills.</p>	<p>This will increase the rigor of alternative leader preparation, yet would maintain some flexibility for superintendents who need to hire principals who do not yet hold full certification.</p>

#### 4. Adopt a Professional Learning Model for Instructional Leadership

##### Recommendations Matrix

Task Force Recommendations	Need for the Recommendation	Outcomes of the Recommendation
<p><b>4-1:</b> Create a well-researched and carefully designed system for leadership professional development (PD) that utilizes both state and district resources to optimize the impact that leaders have on student achievement. This would require moving away from a seat-time focus to a learning-based focus.</p>	<p>Professional development does not appear to be systemic in its design to link state and district efforts nor does it utilize research-based design principles for large scale improvement in the state.</p>	<p>The quality of leadership PD will improve and resources will be better utilized.</p>
<p><b>4-2:</b> Design a state-approval process for school districts to plan at least 50% of required leader development credits so that district superintendents/ designees can focus PD to align with district goals and development needs of leaders—for the intent that PD focuses on instruction and has a greater impact on student learning and individual school progress.</p>	<p>Most leader PD is provided at the state level.</p> <p>District ownership in leadership PD is limited, causing PD to be less focused on district goals and leader needs.</p> <p>Geographic and resource challenges are barriers for many leaders, making access to high quality PD difficult.</p>	<p>PD will be differentiated based on leaders’ needs and district goals and will provide greater follow-up to help leaders implement practices, removing the “one-size” fits all approach, known to be ineffective.</p> <p>Superintendents will work with leaders during the performance evaluation process to draft a brief, focused annual growth plan for each leader that targets specific leader and school growth areas.</p>
Task Force Recommendations	Need for the	Outcomes of the

	Recommendation	Recommendation
<p><b>4-3:</b> Establish the criteria for approval, delivery, and evaluation so all PD used to award leadership credit is rigorous and aligns with the <i>Mississippi Standards for Instructional Leaders</i> and <i>National Staff Development Council Standards</i>.</p>	<p>PD has not included the cycle of planning, delivering, following-up, and evaluating in most cases.</p>	<p>Research-based practices and standards will drive the leadership PD practices and process in the state resulting in more effective development of leaders.</p>
<p><b>4-4:</b> Increase knowledge and skills of state, district, and university personnel who provide leadership development to help them design, deliver, and evaluate professional development that impacts school improvement and student learning.</p>	<p>PD has not included joint responsibility for results from the state and district levels in most cases.</p> <p>Upgrading the skills of all who make decisions about professional development and its resource use is needed.</p>	<p>Alignment of PD to research-based national standards;</p> <p>Creation of a cadre of state/regional staff developers who have expertise in PD design and delivery;</p> <p>Creation of a Leadership Development Academy approach to deliver PD.</p>
<p><b>4-5:</b> Consolidate all PD efforts within the various bureaus in the Mississippi Department of Education (MDE) so that resources and efforts can align and support districts and that this consolidated bureau communicates with districts about options and monitors implementation of district leadership development plans.</p>	<p>Presently, principal professional development efforts are fragmented throughout the MDE. Overlap, repetition, lack of resources and focus make quality oversight impossible.</p>	<p>Improved coordination of PD content, delivery, support, and resources will exist along with improved communication among the state and districts.</p> <p>Through this bureau, PD could be evaluated across the state for its implementation and impact on student achievement.</p>

Task Force Recommendations	Need for the Recommendation	Outcomes of the Recommendation
<p><b>4-6:</b> Establish an interdisciplinary professional development academy at the state-level to train school-based leadership teams who work in under-performing schools. The primary focus of the teams will center on instructional issues and school improvement.</p>	<p>Principals in challenging schools cannot improve their schools working in isolation, instead they must develop the leadership skills of instructional coaches, assistant principals, counselors, teachers, and others to work as part of a school leadership team that focuses on instructional improvement. Currently, efforts for training of school leadership teams, especially for struggling schools, has not been addressed systematically.</p>	<p>Build expertise in the MDE to provide a PD academy to serve the needs of under-performing schools and school leadership teams.</p> <p>More teachers, assistant principals, principals, and instructional coaches will take greater roles in school improvement—working together on common goals that impact student achievement.</p> <p>Principals and superintendents will identify and build leadership capacity of others.</p>

## 5. Improve the Working Conditions of Instructional Leaders

### Recommendation Matrix

<b>Task Force Recommendation</b>	<b>Need for the Recommendation</b>	<b>Outcomes of the Recommendation</b>
<p><b>5-1:</b> Administer a survey that directly relates to collecting data about working conditions and challenges that confront educational leaders and identify barriers that may cause a leader to be ineffective in leading instructional improvement. (Recommended survey (Appendix p. ____))</p>	<p>The past survey collected data on teacher working conditions, but did not directly address working conditions of educational leaders.</p>	<p>Survey data on conditions of educational leaders will be used to inform policy decisions that can support innovative school leaders.</p>
<p><b>5-2:</b> Use new survey data and best practices found in research to recommend state and local policies, procedures, and professional development that could help district and state leaders improve their capacity to work with and support school leaders in their efforts to focus on instructional improvements.</p>	<p>No clear direction for helping leaders can currently be determined from teacher working conditions survey data.</p>	<p>New survey data will be more focused in identifying support needed for school leaders. Data-based decision can thus be made with greater confidence and certainty on impact for school leaders.</p>

<b>Task Force Recommendation</b>	<b>Need for the Recommendation</b>	<b>Outcomes of the Recommendation</b>
<p><b>5-3:</b> Provide extensive professional development for district leaders (district office, superintendent, school board) about suggested working conditions so that they can be knowledgeable about building systems and processes that enable quality job performance for school leaders.</p>	<p>Currently the roles of the state department and local districts are not clearly defined as to responsibilities for and strategies to create effective working conditions that enhance the performance of school leaders.</p>	<p>Working conditions for school leaders can be more systematically and effectively addressed once state and district roles and responsibilities are defined. Resources can be better targeted and less repetitive—serving to be both cost-efficient and more effective.</p>



# **Recommendations and Implementation Plan**

## **Blue Ribbon Committee for the Redesign of Teacher Preparation**

**September 2008**

**Mississippi Institutions of Higher Learning  
Office of Academic and Student Affairs  
3825 Ridgewood Road  
Jackson, MS 39211**

***“The measure of a teacher education program’s success is how well the students taught by its graduates perform academically.”***

***Arthur Levine***  
**Educating School Teachers**

## TABLE OF CONTENTS

Topic	Page
Table of Contents.....	3
Forward.....	4
<b>Overview of the Implementation Plan for the Redesign of Teacher Preparation</b>	
Guiding Principles.....	5
Organization for Implementation.....	5
Limitations.....	6
Historical Time Line.....	7
<b>BRC Recommendations and Outcomes</b>	
Issue 1: Meaningful Field Experiences.....	9
Issue 2: Subject Content Preparation.....	10
Issue 3: Differentiating Instruction.....	11
Issue 4: Classroom Management.....	12
Issue 5: Recruitment and Retention.....	13
Issue 6: Strong Partnerships.....	14
Issue 7: Accountability.....	15
Selected Resources.....	16
<b>Appendices</b>	
Appendix A: Glossary of Terms.....	18
Appendix B: Teacher Intern Assessment Instrument .....	20
Appendix C: INTASC Standards.....	29
Appendix D: NCATE Standards.....	30
Appendix E: Contributors to the BRC Process.....	31
BRC Full Committee Members.....	31
BRC Writing Team Members.....	32
BRC Steering Committee Members.....	32
BRC Collaborative Partners.....	32
BRC Support Staff.....	32
Notes.....	<b>334</b>
Contact Information.....	38

## **FORWARD**

### **Blue Ribbon Committee**

The Blue Ribbon Committee for the Redesign of Teacher Preparation (BRC) launched its work in November of 2006. The overarching purpose of the BRC was to increase both the quality and quantity of teachers for Mississippi's schools through a collaboratively-developed redesign initiative targeted for all teacher preparation programs. The membership of the BRC was broad-based and representative of varying viewpoints related to teacher preparation. BRC members included teachers, principals, superintendents, university administrators/faculty, and community/junior college administrators, as well as representation from the Governor's Office, Mississippi Economic Council, Mississippi Private School Association, and the legislature.

### **Process**

Over an 18-month span, the BRC received guidance from national experts; reviewed research from regional, national, and international studies; and made campus visits to explore options used in exemplary teacher preparation programs. Additionally, input was gleaned from BRC members, the general public, and a variety of stakeholder groups throughout Mississippi. As the process unfolded, it became apparent that 1) embracing the concept of shared responsibility between programs and state policy makers, 2) building strong collaboration among all stakeholders, and 3) securing financial resources were imperative if redesign efforts were to produce the desired results. All information gathered throughout the process was considered in developing the final recommendations and implementation plan.

### **Acknowledgements**

Special appreciation is extended to Mr. Charles McClelland, Vice Chairman of the MS State Board of Education, and Dr. Bettye Henderson Neely, member of the IHL Board of Trustees and Chair of the Education Policies and Programs Committee, who served as Co-Chairs of the BRC. The outstanding commitment and support of the Co-Chairs provided the leadership necessary to complete the plan for redesign. The BRC committee members and collaborative partners are also to be commended for their excellent work and dedication to this process. A detailed listing of contributors may be found in the appendices of this document.

### **Concluding Thoughts**

Research has shown that teacher quality is the primary component in the success of students. To ensure that every child has a qualified, competent, caring teacher, recommendations have been identified that will better enable preparation programs to produce teachers of the highest caliber. The recommendations may be seen as bold by some and, indeed, could be challenged by vested interest groups, but Mississippi's children deserve an excellent teacher in each and every classroom. The future of the state depends upon it.

## OVERVIEW OF THE IMPLEMENTATION PLAN FOR THE REDESIGN OF TEACHER PREPARATION

### GUIDING PRINCIPLES

1. External expert review will be used for validation of redesign.
2. Redesign efforts will be program-specific based on identified needs of each preparation program.
3. Success will be determined through performance measures based on addressing identified needs.
4. Collaboration and accountability will be expected for all partners.
5. Incentives will be provided for measurable performance of high quality.
6. The development of *Centers of Excellence* based on state needs will be encouraged and supported.
7. Redesign efforts require financial resources and committed state leadership to ensure quality.

### ORGANIZATION OF IMPLEMENTATION PLAN

- A. Redesign will occur in two phases with specific components for each phase.
- B. Primary responsibility for completion of each component will be assigned to the teacher preparation programs, state policy makers (MS Department of Education/MS Institutions of Higher Learning), or a combination of both.

### PHASE ONE

- A. TEACHER PREPARATION PROGRAM RESPONSIBILITY
  1. Meaningful field experiences that are structured and developmental, and that include sound assessment practices
  2. Subject area content alignment with P-12 and national standards
  3. Strong focus on differentiating instruction, classroom management, and impact on student learning
- B. STATE AND TEACHER PREPARATION PROGRAM RESPONSIBILITY
  1. Recruitment and retention emphasis
  2. Strong P-16 Councils and other collaborative partnerships with specific roles and responsibilities
- C. STATE RESPONSIBILITY (State Policy Makers – MS Department of Education/MS Institutions of Higher Learning)
  1. State accreditation revision
  2. Induction and mentoring implementation

## **PHASE TWO**

**Development of Phase Two will commence during the  
2008-2009 academic year, as resources allow.**

- A. STATE RESPONSIBILITY
  - 1. Streamlined, tiered certification/licensure processes
  - 2. Preparation program accountability model with a focus on student learning outcomes and data driven decision-making
  
- B. TEACHER PREPARATION PROGRAM RESPONSIBILITY
  - 1. Input to Commission on Licensure/Certification on licensure processes
  - 2. Feedback on accountability system based on pilot implementation

### **LIMITATIONS**

- A. Financial resources will be needed to fully implement the plan for redesign of teacher preparation programs in Mississippi.
  
- B. Collaboration among all stakeholders will be essential to the success of the redesign initiative.

## HISTORICAL TIME LINE

BRC Kick-off Meeting	November 2006
BRC Focused Work Meetings	January – April 2007
Writing Team Development of Preliminary Recommendations	May 2007
BRC Ratification of Preliminary Recommendations	June 2007
Town Hall Meetings/Critical Entity Review/Website Feedback	June 2007 – October 2007
Presentation of Thematic Areas and Critical Components to BRC	October 30, 2007
Writing Team Development of Initial Action Plans	November 2007 – January 2008
Presentation of Action Plans to BRC	January 24, 2008
Executive Steering Committee Development of Work Plan	March 5, 2008
Visits to Exemplary Programs at Emporia State and Alverno College	April 2008
Executive Steering Committee Retreat	May 5-6, 2008
BRC Review of Implementation Plan	June 30, 2008
Endorsement by MS Assoc. of Colleges of Teacher Education (MACTE)	September 5, 2008
Presentation to IHL/MDE Boards for Approval	September 18, 2008
Orientation Session for Preparation Program Redesign Teams	September 23, 2008
Dissemination of Implementation Plan to Collaborative Partners	September 2008
Redesign Budget/Budget Narrative Due	October 14, 2008
Redesign Work within Teacher Preparation Programs	October 2008 – February 2009
Redesign Proposals Due	March 30, 2009
Review of Redesign by External Consultants	April – May 2009
Implementation of Initial Phase of Redesign	June 2009

## **BLUE RIBBON COMMITTEE FOR THE REDESIGN OF TEACHER PREPARATION RECOMMENDATIONS AND IMPLEMENTATION PLAN**

Throughout all processes of developing the plan for redesign, seven critical issues consistently surfaced as those to be addressed during implementation. Issues are not listed in priority order but are organized for ease of presentation.

These issues include:

**ISSUE 1: MEANINGFUL FIELD EXPERIENCES**

**ISSUE 2: SUBJECT CONTENT PREPARATION**

**ISSUE 3: DIFFERENTIATING INSTRUCTION**

**ISSUE 4: CLASSROOM MANAGEMENT**

**ISSUE 5: RECRUITMENT AND RETENTION**

**ISSUE 6: STRONG PARTNERSHIPS**

**ISSUE 7: ACCOUNTABILITY**

## ISSUE 1: MEANINGFUL FIELD EXPERIENCES

### **RATIONALE**

*To ensure that qualified, well prepared teachers are entering Mississippi classrooms, practical experiences in school settings must be an integral part of all teacher preparation programs. These experiences should have adequate supervision coupled with appropriate assessment and should foster development of the knowledge, skills, and dispositions for successful teaching.*

### **NEED**

*While multiple field experiences are provided by most preparation programs, the expectations are inconsistent and often dependent upon accessibility, major, and faculty availability. Direct and appropriate supervision may or may not be provided. More work is needed to establish consistency and to ensure that P-12 schools and teacher preparation programs serve as partners in this process.*

BRC Recommendation	Outcomes of the Recommendation
<p><b>1.1:</b> Identify and implement <u>comprehensive and consistent performance expectations</u> for teacher candidates in all state teacher preparation programs.</p>	<p>Tangible evidence will include:</p> <ol style="list-style-type: none"> <li>1. Clear set of competencies with appropriate performance indicators</li> <li>2. Studies to validate alignment of preparation program curricula with P-12, state, and national standards</li> <li>3. Annual monitoring report to ensure appropriate implementation strategies</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<p><b>1.2:</b> Provide <u>adequate and appropriate supervision</u> of teacher candidates during all field placements.</p>	<p>Tangible evidence will include:</p> <ol style="list-style-type: none"> <li>1. Review of field placement/supervision strategies including training for both program faculty and teacher mentors</li> <li>2. Rigorous assessment model for field experiences including culminating evaluation of the internship</li> <li>3. Evidence of collaboration between teacher preparation program supervisors and school mentor teachers</li> <li>4. Survey of school partners regarding candidate performance and success of collaboration</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<p><b>1.3:</b> Ensure a <u>range of diverse settings</u> that reflects the reality of the P-12 classroom and represents areas in which the teacher candidate will be licensed.</p>	<p>Tangible evidence will include:</p> <ol style="list-style-type: none"> <li>1. Comprehensive field experiences placement plan for all teacher candidates</li> <li>2. Survey of teacher candidates, graduates, and principals regarding preparation for meeting student needs</li> </ol>

## ISSUE 2: SUBJECT CONTENT PREPARATION

### **RATIONALE**

*Teachers must know content in order to effectively teach in their specific subject areas. When teachers do not know the content of subject areas in which they are teaching their students are less likely to be exposed to challenging concepts or deeper meanings.*

### **NEED**

*While content mastery is improving within teacher preparation programs, additional emphasis is needed to ensure that the depth of content knowledge necessary for appropriate student learning is actually acquired by all teacher candidates. Teacher candidates should be required to complete rigorous coursework, professional development, and/or other appropriate experiences that increase their knowledge and skills in all areas in which they are licensed.*

BRC Recommendation	Outcomes of the Recommendation
<p><b>2.1:</b> Ensure adequate content of courses, professional development, and/or other appropriate experiences to master subject area content knowledge in all areas in which the teacher candidate will be licensed.</p>	<p>Tangible evidence will include:</p> <ol style="list-style-type: none"> <li>1. Studies to validate alignment of preparation program curricula with P-12, state, and national standards</li> <li>2. Review of Praxis Pass Rate Scores</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<p><b>2.2:</b> Require that candidates be provided with opportunities to demonstrate mastery in delivery of content as it relates to P-12 student developmental levels.</p>	<p>Tangible evidence will include:</p> <ol style="list-style-type: none"> <li>1. Clear set of competencies with appropriate performance indicators</li> <li>2. Assessment to include all areas in which the candidate will be licensed</li> </ol>

### ISSUE 3: DIFFERENTIATING INSTRUCTION

#### **RATIONALE**

*To meet the needs of both a complex student population and a changing global society, teachers must be able to adapt instruction by employing an arsenal of teaching tools. Recognizing when and how to differentiate the instructional environment is crucial to maximizing learning for all students.*

#### **NEED**

*While strategies in differentiating instruction are currently provided in teacher preparation programs, feedback from principals and new teachers continues to indicate that the current level of preparation is often not adequate. Varied learning styles, disabilities, and cultural differences create the need for teachers who can provide multiple learning opportunities within each classroom.*

BRC Recommendation	Outcomes of the Recommendation
<p><b>3.1:</b> Require <u>mastery of knowledge and skills</u> for effectively differentiating instruction based on a variety of factors such as learning styles, multiple intelligences, disabilities, and enrichment/remedial needs.</p>	<p>Tangible evidence will include:</p> <ol style="list-style-type: none"> <li>1. Curricular review to determine scope and sequence of instruction in and practice of effective methods of differentiating instruction to meet the needs of diverse learners and a variety of classroom settings</li> <li>2. Appropriate reinforcement and feedback from mentors</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<p><b>3.2:</b> Reinforce/revise <u>program content</u> related to differentiating instruction through collaboration with P-12 partners.</p>	<p>Tangible evidence will include:</p> <ol style="list-style-type: none"> <li>1. Clear set of competencies with appropriate performance indicators</li> <li>2. Appropriate and collaborative assessment/feedback on beginning teacher performance</li> </ol>

## ISSUE 4: CLASSROOM MANAGEMENT

### RATIONALE

*Teachers need significant guidance and practice in all aspects of classroom management – managing instructional processes such as time, instructional delivery, and assessment; meeting the physical, emotional, psychological, and social needs of students; and developing organizational capacity. Skillful management of the classroom to provide a safe/orderly environment is essential for maximizing student learning.*

### NEED

*In feedback on surveys by Mississippi principals and new teachers, lack of preparation and experience in handling an array of classroom management issues consistently surfaces as a major concern by both groups. Additionally, emerging teachers cite struggles with classroom management as reasons for choosing to leave the profession.*

BRC Recommendation	Outcomes of the Recommendation
<b>4.1:</b> Develop and assess <u>consistent expectations</u> for performance as it relates to classroom management within preparation programs.	Tangible evidence will include: <ol style="list-style-type: none"> <li>1. Clear set of competencies with appropriate performance indicators</li> <li>2. Curricular review to determine scope and sequence of instruction in and practice of effective classroom management strategies</li> <li>3. Implementation plan for assessing teacher candidate knowledge and skills</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<b>4.2:</b> Provide extensive <u>opportunities</u> for teacher candidates to <u>demonstrate appropriate expertise</u> in an array of classroom management strategies.	Tangible evidence will include: <ol style="list-style-type: none"> <li>1. Development of a series of problem-based learning simulations for use in teacher preparation programs</li> <li>2. Review of assessment outcomes from field experiences to include the culminating internship</li> <li>3. Evaluation of classroom management program components to include surveys, focus groups, and interviews of teacher candidates, graduates, parents, and principals</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<b>4.3:</b> Strengthen the <u>collaborative involvement</u> of P-12 educators with teacher preparation programs in identifying problem areas related to classroom management.	Tangible evidence will include: <ol style="list-style-type: none"> <li>1. Evidence of collaborative problem-solving with schools/school districts</li> <li>2. Feedback from new teachers, mentors, and principals (focus groups, surveys, interviews, etc.) on preparation for effective classroom management</li> <li>3. Engagement of teacher candidates with successful veteran teachers and mentors to reinforce professional dispositions as it relates to classroom management</li> <li>4. Identification of areas of improvement for programs based on the success of graduates</li> </ol>

## ISSUE 5: RECRUITMENT AND RETENTION

### RATIONALE

*Induction and mentoring programs are essential for the retention and development of teachers. Many assert that a significant portion of the teacher shortage can be addressed by increasing the retention rate. Research emphasizes the importance of induction and mentoring as a key variable in the likelihood of a teacher staying in or leaving the profession.*

### NEED

*The teacher shortage problem in Mississippi is a persistent challenge although the intensity of the problem varies from locale to locale. Induction and mentoring programs are often minimal in nature, not well-designed, and of limited quality and impact.*

BRC Recommendation	Outcomes of the Recommendation
<b>5.1:</b> Enhance <u>scholarships</u> and other pre-service incentives for teacher preparation in hard-to-fill content areas, and/or for service in hard-to-staff schools.	Tangible evidence will include: <ol style="list-style-type: none"> <li>Scholarship opportunities posted on MDE/IHL websites</li> <li>Results of recruitment strategies from teacher preparation programs and statewide initiatives</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<b>5.2:</b> Implement a program of <u>induction and mentoring</u> based upon current research and exemplary practice, requiring implementation by districts and partner programs of teacher preparation.	Tangible evidence will include: <ol style="list-style-type: none"> <li>Full implementation of legislated mentoring program with MDE and IHL facilitation</li> <li>Development of long range plan for mentor incentives</li> <li>Report of district and teacher program preparation collaboration on appropriate induction and mentoring processes</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<b>5.3:</b> Utilize the first year of teaching as a <u>year-long residency</u> with a standard license conferred upon successful fulfillment of the residency requirements.	Tangible evidence will include: <ol style="list-style-type: none"> <li>Revision of licensure standards to include residency requirements</li> <li>Documentation of supervision and support with appropriate feedback from mentors</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<b>5.4:</b> Establish <u>incentives to encourage retention</u> of the most experienced, successful teachers.	Tangible evidence will include: <ol style="list-style-type: none"> <li>Salary bonuses for designated years of successful service</li> <li>Assistance with funding for post baccalaureate study</li> <li>Additional compensation for critical shortage/critical subject areas</li> <li>Aggressive campaign to increase teacher salaries to the national average by the year 2011</li> <li>Study of incentive pay plan for teachers with high levels of student achievement</li> </ol>

## ISSUE 6: STRONG PARTNERSHIPS

### **RATIONALE**

*Formalized partnerships are needed among all entities involved in teacher preparation. In order to vertically and horizontally align all levels of education, a well defined system of collaboration that is accessible and available must be communicated to all stakeholders. This system should have liaisons from all groups represented who can analyze data, make recommendations, and serve as conduits for information sharing.*

### **NEED**

*Currently, teacher preparation partnerships exist that are often minimal and/or superficial. A lack of communication and true collaboration contributes to the inability to effectively support new teachers. As a result of this lack of communication, resources are not always used optimally. To effectively prepare teachers for Mississippi schools, all stakeholders must be more meaningfully engaged in the preparation process.*

BRC Recommendation	Outcomes of the Recommendation
<p><b>6.1:</b> Appoint <u>State P-16 Council</u> composed of representatives from P-12 and teacher preparation programs, parents, business/community, and state policy makers, with the <u>role of the council</u> to include: statewide leadership, policy making, accountability, problem solving, and serving as a liaison to the legislature.</p>	<p>Tangible evidence will include:</p> <ol style="list-style-type: none"> <li>1. Roster of P-16 Council members</li> <li>2. Documentation of meetings</li> <li>3. Goals and outcomes publicly reported on an annual basis</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<p><b>6.2:</b> Establish <u>P-16 Councils</u> within all teacher preparation programs composed of P-12 and teacher preparation program representatives, parents, and business/community, with the <u>role of the council</u> to include: curricular design and review, field experiences monitoring and improvement, collaboration, assessment, and program evaluation.</p>	<p>Tangible evidence will include:</p> <ol style="list-style-type: none"> <li>1. Roster of P-16 Council members</li> <li>2. Documentation of meetings</li> <li>3. Goals and outcomes publicly reported by each preparation program on an annual basis</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<p><b>6.3:</b> Plan <u>opportunities for collaboration</u> among representatives from P-12 educators, teacher preparation programs, and the broader community.</p>	<p>Tangible evidence will include:</p> <ol style="list-style-type: none"> <li>1. Calendar of opportunities</li> <li>2. Documentation of meetings/sessions</li> <li>3. Action plan for further collaboration</li> </ol>

## ISSUE 7: ACCOUNTABILITY

### **RATIONALE**

*Because the sole purpose of teacher preparation programs is to train teachers to have a positive impact on student development, it seems clear that a fair and appropriate accountability system should focus on student learning. A cohesive system of data linked to teacher performance can provide vital diagnostic information for review of the preparation program.*

### **NEED**

*Accountability implies that teacher preparation programs prepare graduates who can effectively teach. No existing statewide data system currently provides the needed linkage between student learning and preparation programs. An accountability model linked to effective teaching will furnish a needed communication vehicle for increasing both transparency and stakeholder confidence.*

BRC Recommendation	Outcomes of the Recommendation
<b>7.1:</b> Develop a <u>sophisticated state-wide system</u> that appropriately links preparation program graduates to P-12 student learning.	Tangible evidence will include: <ol style="list-style-type: none"> <li>1. Researched-based model for accountability</li> <li>2. Resources for implementation of the model</li> <li>3. Revised state accreditation process</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<b>7.2:</b> Establish and execute an <u>implementation plan</u> for accountability model.	Tangible evidence will include: <ol style="list-style-type: none"> <li>1. Timeline for implementation of model</li> <li>2. Accountability report showing results of pilot implementation</li> <li>3. Accountability report showing data linking preparation programs to P-12 student learning</li> </ol>

BRC Recommendation	Outcomes of the Recommendation
<b>7.3:</b> Establish <u>annual meeting</u> with policy makers and other stakeholders for review of teacher preparation program progress to determine strengths and needs regarding achievement and productivity.	Tangible evidence will include: <ol style="list-style-type: none"> <li>1. Documentation of meetings</li> <li>2. Report of information regarding each teacher preparation program including linkage to P-12 student learning, success of graduates, and program capacity</li> <li>3. Progress and enhancement plan from each teacher preparation program</li> </ol>

## SELECTED RESOURCES

- Attrition and Retention Taskforce (1998). *Quality teachers "every child's educational birthright"*. Public Education Forum of Mississippi.
- Baumgartner, F., Koerner, M., and Rust, F. (2002). Exploring roles in student teaching placements. *Teacher Education Quarterly*, 29, 35-58.
- Burns, J. (2007). *Tangible results and lessons learned in Louisiana to improve teacher quality*. Presentation to BRC for the Redesign of Teacher Preparation.
- Coble, C. (2007). *University-School partnerships: a key strategy for improving teacher and leadership preparation*. Presentation to BRC for the Redesign of Teacher Preparation.
- Cochran-Smith, M. (2003). *Teacher education's Bermuda triangle: dichotomy, mythology, and amnesia*. Thousand Oaks, CA: Journal of Teacher Education.
- Cornett, L. (2006). Resolve and resources to get a qualified teacher in every Mississippi classroom. Presentation to BRC for the Redesign of Teacher Preparation.
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco, CA: Jossey-Bass.
- Darling-Hammond, L., and Snyder, J. (2000). Authentic assessment of teaching in context. *Teaching and Teacher Education*, 16(5), 523-545.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.
- Fullan, M. (2001). *The new meaning of educational change*. NY: Teachers College Press.
- Goldhaber, D. D. and Anthony, E. (2004). *Can teacher quality be effectively assessed?* Philadelphia: Center for Policy Research in Education.
- Greenburg, J. and Walsh, K. (2008). *No common denominator: the preparation of elementary teachers in mathematics by America's education schools*. Washington, D.C.: National Council on Teacher Quality.
- Irvine, J. J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.

- Jackson, J. (2006). *Increasing accountability for teacher preparation programs*. Atlanta, GA: Southern Regional Education Board.
- Kettlewell, J. (2007). *University-School Partnerships: A Key Strategy for Improving Teacher and Leadership Preparation*. Presentation to BRC for the Redesign of Teacher Preparation.
- Levine, A. (2006). *Educating School Teachers*. Washington, DC: The Education Schools Project.
- Pecheone, R., and Chung, R. (2006). Evidence in teacher education: The performance assessment of California teachers (PACT). *Journal of Teacher Education*, 57(1), 22-36.
- Project “Ancers” (2005). *Teacher preparation Initiative: improving the recruiting, training, and sustaining of a quality teaching workforce*. Mississippi Collaborative Initiative.
- Reeves, W. (2007). *Transforming teacher preparation for enhanced teacher quality: organizational improvement through a Texas lens*. Presentation to BRC for the Redesign of Teacher Preparation.
- Teacher Quality Task Force (2003). *Teacher quality recommendations*. Public Education Forum of Mississippi.
- Walsh, K., Glaser, D., and Wilcox, D. (2006). *What education schools aren't teaching about reading and what elementary teachers aren't learning*. Washington, D.C.: National Council on Teacher Quality.
- Wiggins, G. P. and McTighe, J. (1998). *Understanding by design*. Upper Saddle River, NJ: Prentice Hall.
- Wilson, S. M., Floden, R. E., and Ferrini-Mundy, J. (2001). *Teacher preparation research: Current knowledge, gaps, and recommendations: A research report prepared for the U.S. Department of Education*. Seattle: Center for the Study of Teaching and Policy.

## APPENDIX A: GLOSSARY OF TERMS

The resources for many of the terms contained in the glossary are from either the NCATE glossary of terms (noted by a single asterisk) or the online American Heritage Dictionary of Terms (noted by two asterisks): <http://education.yahoo.com/reference/dictionary/>.

**Alternate Route Education.** (also known as **non-traditional education.**) A term that describes a number of approaches to teacher preparation other than traditional publicly- or privately-run preparation programs. \*\*

**Classroom Management.** A term that refers to all aspects of managing the learning environment, including but not limited to managing instructional time; the physical, emotional, psychological, and social climate; maintaining record keeping; daily and long-term planning; proactively managing behavior; and creating a community of learners.

**Curriculum.** Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area.\*

**Dispositions.** The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.\*

**Emerging Teacher.** New educators – those who have come from the university system as well as lateral entry teachers. Lateral entry is an “alternate” route to teaching.

**Field Experiences.** A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Early field experiences may occur in a variety of off-campus settings such as schools, community centers, or pre-school facilities. The internship, an intensive and extensive culminating activity, provides candidates the opportunities to develop and demonstrate competence in the professional roles for which they are preparing.\*

**INTASC.** The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.\*

**Licensure.** The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional.\*

**Mentor.** A veteran teacher successfully trained in all aspects of mentoring, who can give guidance, training, support, and feedback to an emerging teacher. Mentoring is a developmental relationship between a more experienced/veteran teacher and a less experienced teacher referred to as a mentee or protégé. \*\*

**NCATE.** National Council for Accreditation of Teacher Education (NCATE) is recognized by the U.S. Department of Education and the Council of Higher Education as a professional accrediting body for teacher preparation. Mississippi is an NCATE partnership state.\*

**Performance Assessment.** A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and dispositions including their abilities to have positive effects on student learning.\*

**Policymakers.** Representatives of public and governmental agencies with public education responsibility at the national, state, and local levels.\*

**Preparation Program.** A program that provides teacher candidates with the academic, professional, and personal resources needed to succeed as highly qualified educators.

**Professional Development.** Opportunities for professional education faculty to develop new knowledge and skills through inservice education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P-12 schools, etc.\*

**Residency.** A period of ongoing mentoring, professional development, and support during the first year as a licensed teacher.

**State Standards.** The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. State standards may include candidate knowledge, skills, and dispositions. Standards may also relate to the state curriculum and assessment model for P-12 students.

**Subject Area Content Preparation.** The subject matter or discipline that teachers are being prepared to teach at the elementary, middle, and/or secondary levels.

**Teacher Candidates.** Individuals admitted to, or enrolled in, programs for the initial preparation of teachers. Candidates are distinguished from “students” in P-12 schools. The term “students” indicates learners in the P-12 environment.\*

**Value-added Model.** An assessment method for measuring a teacher's effect on student performance by tracking the progress of students against themselves over the course of their school career with their assignment to various teachers' classes. Value-added modeling uses a collection of complex statistical techniques over multiple years of students' test score data to estimate the effects of individual schools or teachers.

# TEACHER INTERN ASSESSMENT INSTRUMENT

## TEACHER INTERN ASSESSMENT INSTRUMENT

Field Directors from post-secondary institutions across Mississippi, in collaboration with the Mississippi Department of Education and MS Institutions of Higher Learning, convened a taskforce to revise the *Student Teacher Assessment Instrument*, now named the *Teacher Intern Assessment Instrument (TIAI)*. A draft of the *TIAI* is included in the *Recommendations and Implementation Plan*. The taskforce will complete revisions on the instrument during the implementation of the redesign plan.

### Taskforce members include:

Dr. Camille Branton, Chair, Education Department	MS Valley State University
Dr. Daphne Buckley, Associate Superintendent	MS Department of Education
Dr. Cheryl Cummins, Director of Field Experiences	Delta State University
Dr. Jan Duncan, Director/Student Teaching and Field Experiences	Alcorn State University
Ms. Gail Gettis, Bureau Director	MS Department of Education
Dr. Jo Anne Heisterkamp, Director/Field Experience	MS Valley State University
Dr. June Hornsby, Education Faculty	William Carey University
Dr. Terry Jayroe, Director of Clinical/Field-Based Instruction	Mississippi State University
Dr. Susan P. Lee, Director of P-16 Initiatives	MS Institutions of Higher Learning
Dr. Kay Matkins, Director/Secondary Clinical Experiences	Blue Mountain College
Dr. Janet McCarra, Education Faculty	MS State University - Meridian
Dr. Germain McConnell, Director of Field Experiences	University of Mississippi
Dr. Cindy Melton, Director of Field Experiences	Mississippi College
Dr. Bisty Brown Miller, Education Faculty	William Carey University
Dr. Lillie Smith, Director of Field Experiences	Mississippi University for Women
Dr. Dorothy Stokes, Chair, Department of Education	Belhaven College
Dr. Anne Sylvest, Co-Director/Educational Field Experiences	University of Southern Mississippi
Dr. Marsha Walters, Co-Director/Educational Field Experiences	University of Southern Mississippi
Ms. Rheta Ann West, Director/Elementary Clinical Experiences	Blue Mountain College

# APPENDIX B: TEACHER INTERN ASSESSMENT INSTRUMENT

Teacher Candidate/Intern \_\_\_\_\_

Semester/Year \_\_\_\_\_

Evaluator \_\_\_\_\_

Circle One: University Supervisor    Classroom Teacher

Evaluators will rate each candidate using the rubrics below. Comments on effectiveness will be provided as needed. INTASC standards have been referenced following each indicator.

## I. PLANNING AND PREPARATION

### 1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Objectives based on state frameworks and best practices are not present OR are not stated as performance outcomes.	Objectives based on state frameworks and best practices are stated as performance outcomes and are appropriate for student learning.	Objectives based on state frameworks and best practices are stated as performance outcomes, are appropriate for student learning, and are aligned with assessments.	In addition to 2 and 3, objectives are planned for different instructional levels and individual needs (DOK Levels, Bloom's, Understanding by Design, UBD, etc.).

### 2. Plans appropriate teaching procedures. (2, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No procedures are included, OR procedures are not referenced to objectives.	Procedures are referenced to objectives and are appropriate for students.	Procedures are sequential, clearly referenced to objectives, and appropriate for students.	In addition to 3, procedures are both learner-centered and teacher-centered.

### 3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Materials and technology are not specified OR are limited to textbooks and worksheets.	Materials and technology other than textbooks and worksheets are specified and related to procedures.	Various types of materials and technology are appropriately integrated and are used effectively to enhance lessons.	In addition to 3, materials and technology show initiative and creativity in original development.

### 4. Prepares materials and procedures for assessing learner progress. (7, 8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Assessment procedures and materials are not specified in the plans OR are inappropriate for students OR are not matched to objectives.	Assessment procedures and materials in plans are related to objectives and appropriate for students.	Multiple assessment procedures and materials are included in plans where needed and assessments directly correlate to objectives.	In addition to 2 and 3, performance (informal) and formal assessments and materials are planned with rubrics/checklists included.

5. Uses assessment information (e.g., pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use assessment information to plan instruction accommodating differences in developmental and/or educational needs to students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of <b>some</b> of the students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of <b>most</b> students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of <b>All</b> students.

6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	Demonstrates some understanding of students' background, interests, experiences, and prior knowledge, but does not use the information in developing learning experiences that are relevant and meaningful.	Demonstrates understanding of students' background, interests, experiences, and prior knowledge and uses this knowledge in developing learning experiences that are relevant and meaningful.	Demonstrates a thorough understanding of students' background, interests, experiences, and prior knowledge and consistently uses this knowledge in developing learning experiences that are relevant and meaningful.

7. Integrates knowledge from several subject areas in lessons. (1, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Provides instruction that relates only to one subject and focuses on specific skills.	Instruction includes integration of content areas but lessons maintain a discipline centered focus and offer limited assistance in helping students make connections across disciplines.	Instruction includes effective integration of content areas clearly establishing connections across disciplines.	In addition to 3, creates innovative lessons which include activities that assist students in making connections across multiple disciplines.

8. Incorporates diversity, including multicultural perspectives, into lessons. (3)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not incorporate diversity or multicultural perspectives into lessons.	Incorporates diversity, including multicultural perspectives, into lessons when relevant.	Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into the lesson when relevant.	In addition to 2 and 3, consistent effort is made to involve the diversity of the community in lessons to make instruction relevant to the students.

9. **Uses a variety of strategies to introduce and close lessons. (1, 6)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No introductions and/or closures to lessons.	Inconsistently uses introductions and/or closures to lessons.	Consistently uses introductions and/or closures to lessons.	In addition to 3, strategies to introduce lessons motivates students. Closures to lessons accurately summarize the lesson for students.

**II. COMMUNICATION AND INTERACTION**

10. **Uses acceptable written, oral, and nonverbal communication. (6)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Uses non-standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with limited errors.	Demonstrates proficiency in written, oral, and nonverbal communication.	In addition to 3, relies heavily on written and nonverbal communication and cues when implementing student selected activities, independent work, and cooperative group projects.

11. **Provides clear, complete written and/or oral directions for instructional activities. (4)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague and/or confusing.	Provides clear, complete written and/or oral directions for instructional activities.	In addition to 3, uses concrete examples to model and clarify tasks and concepts.

12. **Communicates high expectations for learning to all students. (3)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate high expectations for learning to all students.	Inconsistent in communicating students that they are capable of meeting learning expectations.	Consistently provides positive feedback to encourage students to meet challenging learning expectations.	In addition to 3, provides corrective feedback to encourage students to meet challenging learning expectations.

13. **Projects enthusiasm for teaching and learning. (1, 5)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by projecting enthusiasm and interest for the content being taught.	In addition to 3, students' motivation, enthusiasm, and interest is evident through their attitude, questions, and ability to stay focused on tasks and activities.

14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not involve the students in any type of interactive activities.	Involves the students in interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	In addition to 3, frequently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.

15. Establishes opportunities for communication with parents and/or guardians (e.g., newsletters, positive notes, extracurricular activities, etc.). Include documentation. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not establish opportunities for communication with parents and guardians.	Initiates communication with parents and guardians through an introductory letter.	In addition to 2, initiates other communication with parents and guardians.	In addition to 3, consistently communicates with parents and guardians for a variety of purposes or in a variety of ways.

### III. TEACHING FOR LEARNING

16. Demonstrates knowledge of the subjects being taught. (1)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate basic knowledge of the subjects being taught.	Demonstrates adequate knowledge of the subject taught.	Evidence of thorough subject knowledge is exhibited through minimal reliance on written notes and ability to lead effective class discussions.	In addition to 3, challenging questions and/or activities relating to subject are included in lessons that demonstrate true understanding and knowledge of subject content.

17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not vary teaching strategies.	Varies teaching strategies with some used effectively.	Effectively uses various teaching strategies.	In addition to 3, purposefully uses various strategies to motivate students and encourage a deeper understanding of subject content.

18. Provides learning experiences that accommodate differences in developmental and individual needs. (2, 3, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide learning experiences that accommodate differences in developmental and individual needs.	Inconsistently provides learning experiences at multiple levels to meet the developmental and individual needs of diverse learners.	Consistently provides learning experiences at multiple levels to meet the developmental and individual needs of diverse learners.	In addition to 3, uses a variety of teaching techniques and learning experiences that accommodate different learning styles, multiple intelligences and enrichment/remedial needs.

**19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No opportunities are provided for students to apply concepts in problem solving and critical thinking.	Provides opportunities for students to recognize and identify problems.	In addition to 2, provides opportunities for students to propose and test solutions.	In addition to 3, provides opportunities for students to analyze and evaluate their solutions and to present findings.

**20. Elicits and responds to student input during instruction. (6)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not elicit or respond to student input during the unit OR uses negative words or actions to discourage students from giving responses and asking questions.	Occasionally accepts students' responses during instruction.	Elicits and responds to student input throughout instruction.	In addition to 3, incorporates student responses in current and/or subsequent lessons or activities.

**21. Probes, allows sufficient and equitable wait time, and encourages students to expand and support their responses. (2, 4)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not allow wait time with students.	Does not encourage students to expand and support their responses.	Seeks to have students extend their answers or support their responses and allows sufficient wait time before the student responds.	In addition to 3, probes and encourages students to extend and support their answers.

**22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Seldom uses questioning to engage students in analytic, creative, and critical thinking.	Asks questions at the lowest level, gathering and recalling information (knowledge and comprehension).	Asks questions which are designed to apply knowledge, analyze, compare/contrast, or classify data (application, analysis).	In addition to 3, asks questions which encourage students to think intuitively, creatively, and hypothetically, to use their imaginations, to identify a value system; or to evaluate judgments (synthesis and evaluation).

**23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use family or community resources in lessons.	Limited use of family or community resources in lessons to enhance student learning.	Teacher effectively uses family and community resources in lessons to enhance student learning.	In addition to 3, teacher encourages the students' effective use of family and community resources in lessons to enhance student learning.

#### IV. MANAGEMENT OF THE LEARNING ENVIRONMENT

##### 24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not monitor or adjust the classroom environment.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning.	Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning.	In addition to 3, monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills.

##### 25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not adjust lessons.	Adjusts lessons according to individual student cues, personal reflections, and group responses but not always successfully.	Adjusts lessons according to individual student cues, personal reflections, and group responses.	In addition to 3, takes advantage of teachable moments to enhance lessons.

##### 26. Attends to or delegates routine tasks. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Seldom attends to or delegates routine tasks.	Students attend to routine tasks in a disruptive or inefficient manner.	Attends to and delegates routine tasks.	In addition to 3, has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.

##### 27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of strategies to foster appropriate student behavior according to individual or situational needs.	Uses a limited number of strategies to foster appropriate student behavior according to individual or situational needs which meet with inadequate success.	Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	Consistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs that promote cooperation and success.

##### 28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	Demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment and attempts to promote a positive, interactive learning environment.	Demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students; Creates a positive, interactive learning environment.	In addition to 3, establishes rapport in ways that are appropriate to students' diverse backgrounds and needs.

29. Uses instructional time effectively, including delegation of routine tasks. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions.	In addition to 3, students are on-task and engaged in meaningful learning activities.

**V. ASSESSMENT OF STUDENT LEARNING**

30. Communicates assessment criteria and performance standards to the students. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate assessment criteria and performance standards to the students.	Communicates assessment criteria and performance standards to the students.	Communicates assessment criteria and performance standards to the students using rubrics and/or examples.	Communicates assessment criteria and performance standards to the students using sufficient models, rubrics and/or examples that are clearly understood by the students.

31. Develops and uses a variety of informal and formal assessments (e.g., pretests, quizzes, unit tests, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs to students.	Occasionally uses informal and formal assessments to accommodate differences in developmental and/or educational needs of <b>some</b> of the students.	Uses a variety of informal and formal assessment information to accommodate differences in developmental and/or educational needs of <b>most</b> students.	Consistently plans and uses assessment information to accommodate differences in developmental and/or educational needs of <b>all</b> students.

32. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide feedback.	Provides timely feedback on students' academic performance and occasionally discusses corrective procedures.	Consistently provides timely feedback on students' academic performance, discusses corrective procedures, and purposefully uses reinforcement and praise.	In addition to 3, encourages student conferences and reflections for self-evaluation.

33. Maintains records of student work and performance and appropriately communicates student progress. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not maintain records of student work or performance.	Maintains limited records of student work and performance and attempts to communicate student progress.	Maintains adequate records of student work and performance and communicates student progress in a timely manner.	Maintains detailed records of student work and performance, communicates student progress and helps students develop self-evaluation processes.

## APPENDIX C: INTASC STANDARDS

### INTERSTATE NEW TEACHERS ASSESSMENT AND SUPPORT CONSORTIUM - 1999 Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active learning, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based on the knowledge of subject matter, students, the community, and the curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students, learning, and well-being.

## **APPENDIX D: NCATE STANDARDS**

### **NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION – 2001 STANDARDS**

#### **Standard 1 – Candidate Knowledge, Skills, and Dispositions**

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

#### **Standard 2 – Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

#### **Standard 3 – Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

#### **Standard 4 – Diversity**

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

#### **Standard 5 – Faculty Qualifications, Performance, and Development**

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

#### **Standard 6 – Unit Governance and Resources**

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

## APPENDIX E: CONTRIBUTORS TO THE BRC PROCESS

### Blue Ribbon Committee Members:

Mr. Charles McClelland, BRC Co-Chair	MDE Board Member	Jackson, MS
Dr. Bettye H. Neely, BRC Co-Chair	IHL Board Member	Grenada, MS
Mr. Paul Barnhardt, Principal	Bankston Elementary School	Greenwood, MS
Dr. Richard Blackburn, Dean of Education	MS State University	MS State, MS
Dr. Hank M. Bounds, State Superintendent of Education	MS Department of Education	Jackson, MS
Dr. Randall Bradberry, Assoc. Exec. Director for Programs	State Board for CJs	Jackson, MS
Representative Cecil Brown	MS Legislature	Jackson, MS
Dr. Daphne Buckley, Assistant Superintendent	MS Department of Education	Jackson, MS
Dr. Tom Burnham, Dean of Education	University of Mississippi	University, MS
Mr. Mike Chaney, Commissioner of Insurance	State of Mississippi	Jackson, MS
Dr. Lula Collier, Dean of Education	MS Valley State University	Itta Bena, MS
Dr. Jason Dean, COO, Momentum MS	MS Economic Council	Jackson, MS
Dr. Earl J. Fox, Teacher	South Side Elementary School	Picayune, MS
Mr. Johnny Franklin, Education Policy Advisor	Office of the Governor	Jackson, MS
Senator Alice Harden	MS Senate	Jackson, MS
Dr. David J. Hebert, Professor of Arts and Science	Delta State University	Cleveland, MS
Dr. Lynn J. House, Assistant Commissioner Office of Academic and Student Affairs	MS Institutions of Higher Learning	Jackson, MS
Dr. Marilyn Houston-Coleman, Dean of Education	Tougaloo College	Ridgeland, MS
Dr. Leon Howard, Chair of Education	Rust College	Holly Springs, MS
Ms. Kari Johnson, Teacher	School of Arts and Sciences	Canton, MS
Ms. Beverly Johnston, Principal	Madison Station Elementary School	Madison, MS
Dr. Sue Jolly, Chair of Education	MS University for Women	Columbus, MS
Ms. Fran Kalusche, Teacher	McComb High School	McComb, MS
Mr. Jack Linton, Principal	Petal High School	Petal, MS
Dr. Don Locke, Dean of Education	Mississippi College	Clinton, MS
Mr. George Loper, Principal	Center Hill Middle School	Olive Branch, MS
Dr. Randy McCoy, Superintendent	Tupelo Public School District	Tupelo, MS
Dr. Doris McGowan, Dean of Education	Alcorn State University	Alcorn State, MS
Mr. Shane McNeill, Bureau Director	MS Department of Education	Jackson, MS
Mr. Doug McQueen, BRC Facilitator	UM School of Education's Institute for Education and Workforce Development	Oxford, MS
Dr. Thomas C. Meredith Commissioner of Higher Education	MS Institutions of Higher Learning	Jackson, MS
Ms. Liz Michael, Teacher	Kate Griffin Junior High School	Meridian, MS
Dr. Janice Nicholson, Chair of Education	Blue Mountain College	Blue Mountain, MS
Mr. Donald Pendergrast, Director	MS Private School Association	Pearl, MS
Dr. Sandra Rasberry, Dean of Education	Belhaven College	Jackson, MS
Mr. Wayne Rodolfich, Superintendent	Pascagoula School District	Pascagoula, MS
Dr. Ledora Harris, Teacher Education	Millsaps College	Jackson, MS
Dr. Reginald Sykes, Assistant Commissioner	MS Institutions of Higher Learning	Jackson, MS
Dr. Mike Ward, Education Faculty	University of Southern Mississippi	Hattiesburg, MS
Dr. Patty Ward, Dean of Education	William Carey College	Hattiesburg, MS
Dr. Daniel Watkins, Dean of Education	JSU College of Education	Jackson, MS
Dr. Earl Watkins, Superintendent	Jackson Public School District	Jackson, MS
Ms. Susan Womack, Exec. Director	Parents for Public Schools	Jackson, MS

**Blue Ribbon Writing Team Members:**

Dr. Sue Jolly, Writing Team Chair Chair of Education	MS University for Women	Columbus, MS
Dr. Earl J. Fox, Teacher	South Side Elementary School	Picayune, MS
Dr. David J. Hebert, Professor of Arts and Science	Delta State University	Cleveland, MS
Ms. Kari Johnson, Teacher	Canton School of Arts and Sciences	Canton, MS
Ms. Beverly Johnston, Principal	Madison Station Elementary School	Madison, MS
Mr. Jack Linton, Principal	Petal High School	Petal, MS
Dr. Don Locke, Dean of Education	Mississippi College	Clinton, MS
Mr. Wayne Rodolfich, Superintendent	Pascagoula School District	Pascagoula, MS
Dr. Mike Ward	University of Southern Mississippi	Hattiesburg, MS
Dr. Daniel Watkins, Dean of Education	JSU College of Education	Jackson, MS

**Blue Ribbon Steering Committee Members:**

Dr. Barry Morris, Steering Committee Chair Chair-Dept. of Education	William Carey University	Hattiesburg, MS
Dr. Earl J. Fox, Teacher	South Side Elementary	Picayune, MS
Dr. Kaye Pepper, Director of Assessment	UM School of Education	Oxford, MS
Dr. Sue Jolly, Chair of Education	MS University for Women	Columbus, MS
Mr. Jack Linton, Principal	Petal High School	Petal, MS
Dr. Daphne Buckley, Assistant Superintendent	MS Department of Education	Jackson, MS
Mr. Donald Pendergrast, Director	MS Private School Association	Pearl, MS
Dr. David J. Hebert, Professor of Arts and Science	Delta State University	Cleveland, MS
Dr. Josephine Posey, Interim Provost	Alcorn State University	Alcorn State, MS
Mr. Wayne Rodolfich, Superintendent	Pascagoula School District	Pascagoula, MS
Ms. Gail Gettis, Director Office of Teacher and Administrator Preparation	MS Department of Education	Jackson, MS
Dr. Lillie Smith, Director of Field Experiences	MS University for Women	Columbus, MS
Dr. Terry Jayroe, Director of Field Based Instruction	MS State University	MS State, MS

**BRC Collaborative Partners:**

Mr. Claiborne Barksdale, Chief Exec. Director	Barksdale Reading Institute	Oxford, MS
Ms. Cheryl Beene, 2007 Teacher of the Year	Desoto County Schools	Olive Branch, MS
Dr. Sam Bounds, Executive Director	MS Association of Schools Superintendents	Jackson, MS
Ms. Kelly Butler, Director of Program Strategy	Barksdale Reading Institute	Oxford, MS
Ms. Anna Hurt, Executive Director	MS Association of School Administrators	Jackson, MS
Ms. Judy Rhodes, Executive Director	MS Professional Educators	Jackson, MS
Dr. Mike Waldrop, Director	MS School Board Association	Clinton, MS
Ms. Frankie White, Sr. Policy Research Analyst	SERVE	Jackson, MS
Mr. Frank Yates, Executive Director	MS Association of Educators	Jackson, MS

**Blue Ribbon Committee Support Staff:**

Dr. Susan P. Lee, Director of P-16 Initiatives	MS Institutions of Higher Learning	Jackson, MS
Ms. Gloria Miller, Coordinator Student Affairs and P-16 Initiatives	MS Institutions of Higher Learning	Jackson, MS
Ms. Venetria Moore, Admin. Assistant Office of Academic and Student Affairs	MS Institutions of Higher Learning	Jackson, MS
Ms. Pearl Pennington, Director of Student Affairs	MS Institutions of Higher Learning	Jackson, MS
Dr. Alfred J. Rankins, Director of Academic Affairs	MS Institutions of Higher Learning	Jackson, MS

## NOTES

## NOTES

## NOTES

## NOTES

## NOTES

## CONTACT INFORMATION

*Lynn J. House, Ph.D.*  
*Assistant Commissioner*  
*Academic and Student Affairs*  
*Mississippi Institutions of Higher Learning*  
*(601) 432-6501*  
[\*lhouse@mississippi.edu\*](mailto:lhouse@mississippi.edu)

*Susan P. Lee, Ed.D.*  
*Director of P-16 Initiatives*  
*Academic and Student Affairs*  
*Mississippi Institutions of Higher Learning*  
*(601) 432-6522*  
[\*slee@mississippi.edu\*](mailto:slee@mississippi.edu)

*The Report of the Recommendations for the Redesign of Teacher Preparation  
was compiled by Dr. Lynn J. House and Dr. Susan P. Lee  
Office of Academic and Student Affairs*

**(2008) Mississippi Task Force on Underperforming Schools and Districts**, established by Senate Bill 2405 in the 2008 Legislative Session, developed recommendations to help underperforming schools become successful, giving the children in these districts and all Mississippians hope for a better future. The Taskforce Recommendations focused on:

#### Accountability

- The success of schools—on everything from student achievement to finances to leadership—should be transparent and reported to the public through the local newspaper and district website.
- The state should have a process and the necessary funding for early intervention as school performance begins to decline.

#### Leadership

- Superintendents and school board members form a leadership team and, as such, should face the same consequences, from additional training to removal from office, when a school district is not successful.
- Principals should also be held accountable for the success or failure of their schools; further study is needed to develop appropriate incentives and consequences for principals.
- Superintendents should prove the acquisition of knowledge and skills specific to that position by obtaining a superintendent's license.

#### Teaching

- The Legislature should consider the final recommendations from the Blue Ribbon Commission (BRC) on Teacher Preparation established in 2006.
- The Legislature should provide funds for a national and international recruitment program and a study of the Critical Needs Scholarship Program.

#### Funding

- Each school district should be audited by the state auditor once every four years and not more than three consecutive years by the same firm.
- The Legislature should establish a revolving building fund that schools can borrow against to complete renovation and repair projects.
- The cost savings available through consolidation should be studied, while balancing the impact on student performance.

#### Community Involvement

- Each county should have an education advisory council that works with all levels of education, from pre-kindergarten to university, to provide advice, training and support. The council should represent a broad spectrum of the community, including economic developers, elected officials, civic leaders, business leaders, faith-based leaders, social services, non-profit organizations, school attendance officers, law enforcements officials, health department officials, day care providers, librarians and parents.

#### Takeover Regulations

- The Mississippi Recovery School District should be established, which would include all local school districts under conservatorship and have its own superintendent.
- When the state takes over a district, the superintendent and board should be terminated immediately.

## Task Force

- The Task Force should continue to monitor underperforming schools and make recommendations for improvements

### **Task Force that were NOT included in the Children First Act of 2009 include:**

1. The Legislature study the value of school district consolidation, to include cost savings, impact on underperforming schools, and possible incentives that could be made available to districts. The study should also review any needed collaboration of services among districts, such as sharing of teachers who teach critical shortage subjects. **(\*This topic was assigned to the Underperforming Schools Task Force through Senate Bill 2288 in the 2009 Regular Session.**
2. The Legislature direct MDE to study and define incentives and consequences for principals to improve student performance in under performing schools.
3. The House Apportionment and Elections Committee and the State Senate Elections Committee examine the benefits and disadvantages requiring schools board members be elected during the general elections, and consider revising current law to require school board members elected in a county school district to receive 50% plus one(1) vote in order to avoid a run-off election.
4. The Legislature give superintendents complete hiring authority with budget limits set by the local school board.
5. The Legislature consider final recommendations regarding teacher licensure requirements from the BRC on Teacher Preparation established in 2006.
6. The Legislature provide funds to the MDE to build a National/International Teacher Recruitment effort in Mississippi
7. The Legislature provide resources to the MDE to thoroughly evaluate the current Critical Teacher Shortage Act.

**(2009) Senate Bill 2288 – Taskforce on Underperforming Schools:** allowed the Task Force to be continued for a second year to study the factors which allow "Star Schools" to excel and hold "Failing" schools back. The Task Force, originally created by Senate Bill 2405 in the 2008 Regular Legislative Session, must also study consolidation, school board governance and alternative school programs. The Task Force is co-chaired by Senate Education Chairman Videt Carmichael and House Education Chairman Cecil Brown. The purpose of this taskforce is to assist the Legislature in shaping public policy to improve student outcomes and educational opportunities for all students in the state. The taskforce is responsible for studying and reporting on three areas: 1) the status of failing schools and districts in Mississippi; 2) effectiveness measures for improvement of those schools and districts; and, 3) enhancement of accountability and sanctions imposed on those schools and districts. Additionally, the taskforce will also report on the advantages, disadvantages and feasibility of school district consolidation in Mississippi, the governance of school boards, and the operation of alternative school programs. The taskforce is comprised of several education stakeholders, representing state and local government, the business community, and the community at large.

## **SAG'S ASSISTANCE TO LOW PERFORMING SCHOOLS**

### **Program Purpose**

Mississippi Code 37-18-1, 3, 5, and 7, enacted by Senate Bill 2488, 2000 Regular Session calls for the evaluation of Priority Schools. These schools are evaluated by a team of trained evaluators made up of practicing and retired educators using nine different instruments (description below) that cover all areas of school effectiveness. The evaluation of the Priority Schools entails the recruiting and training of retired and practicing educators sent in as teams of evaluators in order to identify possible areas of weakness within the school and/or system that could be attributing to the low performance of students. Evaluation teams are equipped instruments designed to evaluate various areas. Identified weaknesses are then processed in a report that is presented to the school and the community so that a plan for improvement can be cooperatively designed and implemented.

### **Evaluation Instruments**

Teams will evaluate each of the following areas using nine validated evaluation instruments:

### **Personnel Appraisals**

The Personnel Appraisal System has been developed to evaluate the effectiveness of superintendents, principals, assistant principals (added in school year 04-05), central office administrators, and teachers in relation to the Mississippi Performance Standards in accordance with MS Code 37-18-1 – 37-18-7.

- District Personnel and the principal will be evaluated using five basic standards:
  - Standard A: An effective administrator develops and leads an organization that focuses all stakeholders on academic success for all students.
  - Standard B: An effective administrator develops a customer-focused school system.
  - Standard C: An effective administrator develops the human resources within the school system.
  - Standard D: An effective administrator manages a school system efficiently and effectively.
  - Standard E: An effective administrator manages resources prudently and to the benefit of the instructional program.
  
- Teachers will be evaluated using six standards:
  - Standard A: An effective teacher plans instruction consistent with state standards to facilitate high levels of learning for all students.
  - Standard B: An effective teacher delivers instruction that facilitates high levels of learning for all students.
  - Standard C: An effective teacher organizes and manages the learning environment and maintains student behavior that is conducive to learning.
  - Standard D: An effective teacher demonstrates knowledge and skill in assessing and facilitating student learning.
  - Standard E: An effective teacher communicates effectively with students, peers, and parents/guardians.
  - Standard F: An effective teacher is committed to continual professional growth and school improvement.

The data collection instruments and procedures are designed to collect information about the standards for each individual appraised. The sources of data collection are:

- Structured interview
- Questionnaires (to be completed by school faculty and principals, central office administrators, and local school board members within the school system)
- Portfolio/Document Review
- Pre-and-Post Observation Conferences (Teacher Appraisal)
- Classroom Observations (Teacher Appraisal)
- School Management Observations (Principal Appraisal)

### **Instructional Process/Curriculum Delivery**

- The Instructional Process/Curriculum Delivery Evaluation Instrument has been developed to evaluate effective implementation of an aligned, balanced system of curriculum and instruction.
- The Instructional Process/Curriculum Delivery Evaluation ensures that teachers and administrators are designing and implementing effective instructional processes.

### **School Management**

- School management is assessed as a part of the principal's personnel appraisal since it is assumed that the management of the school is the responsibility of the building principal.
- Four areas are assessed: management of programs, management of daily operations, and management of both human and fiscal resources.

### **Safe and Orderly School Climate**

- The Safe and Orderly School Climate Evaluation Instrument is a comprehensive school observation, review and evaluation of the entire school safety plan and the management of that plan.
- Issues are examined to ascertain how school climate, school attendance, personal safety and overall school security is affected.
- The purpose of this evaluation is to assure that security, safety and orderliness in schools are explicitly addressed so that learning may occur.

### **School Resource Allocation**

- The School Resource Allocation Evaluation Instrument attempts to document variation in school resource expenditures to determine resource balance and resource adequacy.
- The data from this instrument will provide valuable information about equity or fairness in the distribution of educational resources, both human and fiscal.

### **School-Community Involvement**

The School Community Involvement Evaluation Instrument evaluates school-community involvement in three categories:

- School-Business Involvement refers to the relationship and interactions between the school and for-profit entities.
- School-Community Group Involvement refers to the relationships and interactions between the school and not-for-profit local groups.

- School-Parent Involvement refers to the relationships and interactions between the school and parents or legal guardians of the students who attend that school.

### **Public Relations**

- The purpose of the Public Relations Evaluation Instrument is to assess the extent to which receptive and expressive forms of communication within and between district central offices, schools, classrooms, and the public are present and effective.
- It consists of a series of checklists/rating scales to be completed on the basis of document reviews, interviews, self-assessments, and observations.
- The instrument seeks documentation of in-place procedures for communication.
- Internal and external communication practices will be examined, including communication links with the community, parents, students, the media, and within the school district.

### **School Board Policy and Performance**

- The School Board Policy and Performance Evaluation Instrument has been developed to examine the extent to which a school district has in place policy and procedures to support high levels of academic achievement and the extent to which those policies and procedures are implemented.
- Policy, for the purpose of this evaluation, is defined as written material approved by the school board, which expresses the intent of the school board and directs the operation of the school district.
- In addition to the school district policy manual, documents such as the strategic plan, mission statement, core values, and goal statements may also provide useful information as to the intent of the school board with respect to its operations.

### **School Wellness**

This instrument evaluates the policy making process and the implementation of the school's Wellness Plan and School Health Council as required by Mississippi Code 37-13-134 and in accordance with the 2004 WIC Reauthorization Act.

### **Technical Assistance and Monitoring**

A Technical Assistance Specialist from the Office of Student Achievement and Growth, formerly the Office of Evaluation and Enhancement and the Office of School Improvement, was assigned to each school to aid school and district personnel by:

- Assisting with preparation for the Evaluation Team site visit;
- Assisting the team members, as well as local school and district personnel, in facilitating the evaluation process;
- Assisting with the recruitment and development of the local Parents/Citizens Advisory Council at each school site;
- Assisting in the development and implementation of each school's overall School Improvement Plan; and
- Assisting in finding relevant professional development and/or mentors for personnel placed on individual improvement plans.

Information gathered on weekly visits to the current Priority Schools and bi-weekly visits to last year's Priority Schools by staff members from the Office of Student Achievement and Growth is used to provide continual technical assistance to the school and district staff.

Staff from the Office of Student Achievement and Growth ensures that a report on the progress of improvement plans is given to local school board members and the Parents/Citizens Advisory Council during monthly local school board meetings.

### **Priority School Evaluators Selection and Training Process**

#### **Selection**

- Evaluators are selected from the Pool of Service Providers, which is updated each year.
- We select evaluators based on their area of expertise, geographic location, etc.
- People are added to the pool by choice via the website, by recommendations from other educators and/or team members, and by recruitment from the SAG office.
- They serve as contract workers and are paid \$37.50 per hour, some work for free (only charge for reimbursement of expenses).
- Teams are made up of at least one leader and one assistant leader and at least six additional team members.

#### **Training**

- New evaluators go through a four-day training on all 14 instruments in late June
- Then all evaluators, the ones we selected following the initial (June) training and the ones we invited back from the previous year, come back for Reliability checks/verification to ensure consistency among/between evaluator ratings and for a review of procedural processes.

#### **Purpose of Reliability Checks**

- Conducted to confirm inter-rater reliability between and among all the evaluators (since we are dealing with humans instead of machines)
- Serves to check for evaluator drift to ensure that they don't become "unreliable" as an evaluator
- Validates the process in case of a court challenge

## Priority School Evaluation General Timeline for Implementation

- |                                 |   |
|---------------------------------|---|
| Late June                       | - New and Veteran Evaluator Training  |
| Late July                       | - Evaluator Reliability Verification  |
| Early August                    | - Preliminary identification of Priority Schools  |
| Early August                    | - Potential priority status letter sent to principal of Priority Schools and superintendent of associated district from the Office of Student Achievement and Growth  |
| Mid August                      | - Assign MDE liaison, teams and team leaders to potential sites   |
| Late August/<br>Early September | - MDE liaison and Team Leaders visit potential sites to prepare school and central office staff for Evaluation Team visit and gather information needed by the Evaluation Team  |
| After September SBE meeting     | - Official notification of priority status sent to principal of Priority Schools and associated local board of education from the Executive Secretary of the State Board of Education (SBE)<br>– State Superintendent   |
| Mid September                   | - MDE liaison returns to assigned sites to meet with personnel to answer questions and give schedules for observation, interviews, etc.   |
| Late September                  | - Evaluation Teams begin site visits at assigned Priority School sites  |
| Mid October                     | - Evaluation reports due to MDE liaison for editing/proofing  |
| Early November                  | - Evaluation reports due to State Superintendent for approval (SBE approval not called for in MS Code §37-18-1)   |
| November                        | - After approval of report by State Superintendent, MDE liaison and Evaluation Team Leaders meet with principal of assigned Priority School and superintendent of associated district to discuss findings/data in the report<br><br>- Names and qualifications of members serving on Parents/Citizens Advisory Council due to MDE liaison |
| December                        | - MDE liaisons attend local board meetings to present information to associated local school boards of Priority Schools and answer any questions  |

- December
  - After presentation of the report to local school leaders, the Evaluation Report must be presented to the community served by the Priority School at an advertised public meeting, MDE liaisons and Team Leaders will assist local leaders in this presentation
  
- End of February
  - All Improvement Plans (School Improvement Plans and Individual Professional Development Plans) must have been written and approved by the Team Leaders, principal and majority of teachers at the Priority School and the superintendent and local school board of the associated district
  
- March SBE meeting (if necessary)
  - SBE approval of plans not approved by local personnel of Priority School
  
- February - July
  - MDE liaison provides technical assistance to Priority School and ensures that a report on the progress of improvement plan is given to local school board members and the Parents/Citizens Advisory Council during monthly local school board meetings
  
- July SBE meeting
  - Semiannual report to SBE regarding status of Priority Schools
  
- Early July
  - Report to Legislature and public at large regarding status of Priority Schools to include:
    - a) An itemized accounting of the use of state funds to provide technical, legal and financial assistance to each Priority School, and to such schools which have been designated as Priority Schools within the previous three (3) years, if such schools received such assistance at any time during the previous three (3) years;
    - b) An explanation of the problems sought to be addressed in each such school receiving this assistance and for which such expenditure of funds was undertaken;
    - c) The actions taken in each school district to utilize the funds to address the problems identified;
    - d) An evaluation of the impact of the effort to address the problems identified;
    - e) An assessment of what further actions need to be undertaken to address these problems, if such problems have not been entirely alleviated; and
    - f) An assessment of the impact that Laws, 1999, Chapter 421 and Laws, 2000, Chapter 610 are having on the educational goals that these statutes sought to address.
  
- Mid September
  - Publish addendum to legislative report from July 1 to include test data as part of sub-section (d) above.

## **SAG'S ASSISTANCE TO LOW PERFORMING SCHOOLS**

### **Program Purpose**

Mississippi Code 37-18-1, 3, 5, and 7, enacted by Senate Bill 2488, 2000 Regular Session calls for the evaluation of Priority Schools. These schools are evaluated by a team of trained evaluators made up of practicing and retired educators using nine different instruments (description below) that cover all areas of school effectiveness. The evaluation of the Priority Schools entails the recruiting and training of retired and practicing educators sent in as teams of evaluators in order to identify possible areas of weakness within the school and/or system that could be attributing to the low performance of students. Evaluation teams are equipped instruments designed to evaluate various areas. Identified weaknesses are then processed in a report that is presented to the school and the community so that a plan for improvement can be cooperatively designed and implemented.

### **Evaluation Instruments**

Teams will evaluate each of the following areas using nine validated evaluation instruments:

### **Personnel Appraisals**

The Personnel Appraisal System has been developed to evaluate the effectiveness of superintendents, principals, assistant principals (added in school year 04-05), central office administrators, and teachers in relation to the Mississippi Performance Standards in accordance with MS Code 37-18-1 – 37-18-7.

- District Personnel and the principal will be evaluated using five basic standards:
  - Standard A: An effective administrator develops and leads an organization that focuses all stakeholders on academic success for all students.
  - Standard B: An effective administrator develops a customer-focused school system.
  - Standard C: An effective administrator develops the human resources within the school system.
  - Standard D: An effective administrator manages a school system efficiently and effectively.
  - Standard E: An effective administrator manages resources prudently and to the benefit of the instructional program.
  
- Teachers will be evaluated using six standards:
  - Standard A: An effective teacher plans instruction consistent with state standards to facilitate high levels of learning for all students.
  - Standard B: An effective teacher delivers instruction that facilitates high levels of learning for all students.
  - Standard C: An effective teacher organizes and manages the learning environment and maintains student behavior that is conducive to learning.
  - Standard D: An effective teacher demonstrates knowledge and skill in assessing and facilitating student learning.
  - Standard E: An effective teacher communicates effectively with students, peers, and parents/guardians.
  - Standard F: An effective teacher is committed to continual professional growth and school improvement.

The data collection instruments and procedures are designed to collect information about the standards for each individual appraised. The sources of data collection are:

- Structured interview
- Questionnaires (to be completed by school faculty and principals, central office administrators, and local school board members within the school system)
- Portfolio/Document Review
- Pre-and-Post Observation Conferences (Teacher Appraisal)
- Classroom Observations (Teacher Appraisal)
- School Management Observations (Principal Appraisal)

### **Instructional Process/Curriculum Delivery**

- The Instructional Process/Curriculum Delivery Evaluation Instrument has been developed to evaluate effective implementation of an aligned, balanced system of curriculum and instruction.
- The Instructional Process/Curriculum Delivery Evaluation ensures that teachers and administrators are designing and implementing effective instructional processes.

### **School Management**

- School management is assessed as a part of the principal's personnel appraisal since it is assumed that the management of the school is the responsibility of the building principal.
- Four areas are assessed: management of programs, management of daily operations, and management of both human and fiscal resources.

### **Safe and Orderly School Climate**

- The Safe and Orderly School Climate Evaluation Instrument is a comprehensive school observation, review and evaluation of the entire school safety plan and the management of that plan.
- Issues are examined to ascertain how school climate, school attendance, personal safety and overall school security is affected.
- The purpose of this evaluation is to assure that security, safety and orderliness in schools are explicitly addressed so that learning may occur.

### **School Resource Allocation**

- The School Resource Allocation Evaluation Instrument attempts to document variation in school resource expenditures to determine resource balance and resource adequacy.
- The data from this instrument will provide valuable information about equity or fairness in the distribution of educational resources, both human and fiscal.

### **School-Community Involvement**

The School Community Involvement Evaluation Instrument evaluates school-community involvement in three categories:

- School-Business Involvement refers to the relationship and interactions between the school and for-profit entities.
- School-Community Group Involvement refers to the relationships and interactions between the school and not-for-profit local groups.

- School-Parent Involvement refers to the relationships and interactions between the school and parents or legal guardians of the students who attend that school.

### **Public Relations**

- The purpose of the Public Relations Evaluation Instrument is to assess the extent to which receptive and expressive forms of communication within and between district central offices, schools, classrooms, and the public are present and effective.
- It consists of a series of checklists/rating scales to be completed on the basis of document reviews, interviews, self-assessments, and observations.
- The instrument seeks documentation of in-place procedures for communication.
- Internal and external communication practices will be examined, including communication links with the community, parents, students, the media, and within the school district.

### **School Board Policy and Performance**

- The School Board Policy and Performance Evaluation Instrument has been developed to examine the extent to which a school district has in place policy and procedures to support high levels of academic achievement and the extent to which those policies and procedures are implemented.
- Policy, for the purpose of this evaluation, is defined as written material approved by the school board, which expresses the intent of the school board and directs the operation of the school district.
- In addition to the school district policy manual, documents such as the strategic plan, mission statement, core values, and goal statements may also provide useful information as to the intent of the school board with respect to its operations.

### **School Wellness**

This instrument evaluates the policy making process and the implementation of the school's Wellness Plan and School Health Council as required by Mississippi Code 37-13-134 and in accordance with the 2004 WIC Reauthorization Act.

### **Technical Assistance and Monitoring**

A Technical Assistance Specialist from the Office of Student Achievement and Growth, formerly the Office of Evaluation and Enhancement and the Office of School Improvement, was assigned to each school to aid school and district personnel by:

- Assisting with preparation for the Evaluation Team site visit;
- Assisting the team members, as well as local school and district personnel, in facilitating the evaluation process;
- Assisting with the recruitment and development of the local Parents/Citizens Advisory Council at each school site;
- Assisting in the development and implementation of each school's overall School Improvement Plan; and
- Assisting in finding relevant professional development and/or mentors for personnel placed on individual improvement plans.

Information gathered on weekly visits to the current Priority Schools and bi-weekly visits to last year's Priority Schools by staff members from the Office of Student Achievement and Growth is used to provide continual technical assistance to the school and district staff.

Staff from the Office of Student Achievement and Growth ensures that a report on the progress of improvement plans is given to local school board members and the Parents/Citizens Advisory Council during monthly local school board meetings.

### **Priority School Evaluators Selection and Training Process**

#### **Selection**

- Evaluators are selected from the Pool of Service Providers, which is updated each year.
- We select evaluators based on their area of expertise, geographic location, etc.
- People are added to the pool by choice via the website, by recommendations from other educators and/or team members, and by recruitment from the SAG office.
- They serve as contract workers and are paid \$37.50 per hour, some work for free (only charge for reimbursement of expenses).
- Teams are made up of at least one leader and one assistant leader and at least six additional team members.

#### **Training**

- New evaluators go through a four-day training on all 14 instruments in late June
- Then all evaluators, the ones we selected following the initial (June) training and the ones we invited back from the previous year, come back for Reliability checks/verification to ensure consistency among/between evaluator ratings and for a review of procedural processes.

#### **Purpose of Reliability Checks**

- Conducted to confirm inter-rater reliability between and among all the evaluators (since we are dealing with humans instead of machines)
- Serves to check for evaluator drift to ensure that they don't become "unreliable" as an evaluator
- Validates the process in case of a court challenge

## Priority School Evaluation General Timeline for Implementation

- |                                 |   |
|---------------------------------|---|
| Late June                       | - New and Veteran Evaluator Training  |
| Late July                       | - Evaluator Reliability Verification  |
| Early August                    | - Preliminary identification of Priority Schools  |
| Early August                    | - Potential priority status letter sent to principal of Priority Schools and superintendent of associated district from the Office of Student Achievement and Growth  |
| Mid August                      | - Assign MDE liaison, teams and team leaders to potential sites   |
| Late August/<br>Early September | - MDE liaison and Team Leaders visit potential sites to prepare school and central office staff for Evaluation Team visit and gather information needed by the Evaluation Team  |
| After September SBE meeting     | - Official notification of priority status sent to principal of Priority Schools and associated local board of education from the Executive Secretary of the State Board of Education (SBE)<br>– State Superintendent   |
| Mid September                   | - MDE liaison returns to assigned sites to meet with personnel to answer questions and give schedules for observation, interviews, etc.   |
| Late September                  | - Evaluation Teams begin site visits at assigned Priority School sites  |
| Mid October                     | - Evaluation reports due to MDE liaison for editing/proofing  |
| Early November                  | - Evaluation reports due to State Superintendent for approval (SBE approval not called for in MS Code §37-18-1)   |
| November                        | - After approval of report by State Superintendent, MDE liaison and Evaluation Team Leaders meet with principal of assigned Priority School and superintendent of associated district to discuss findings/data in the report<br><br>- Names and qualifications of members serving on Parents/Citizens Advisory Council due to MDE liaison |
| December                        | - MDE liaisons attend local board meetings to present information to associated local school boards of Priority Schools and answer any questions  |

- December
  - After presentation of the report to local school leaders, the Evaluation Report must be presented to the community served by the Priority School at an advertised public meeting, MDE liaisons and Team Leaders will assist local leaders in this presentation
  
- End of February
  - All Improvement Plans (School Improvement Plans and Individual Professional Development Plans) must have been written and approved by the Team Leaders, principal and majority of teachers at the Priority School and the superintendent and local school board of the associated district
  
- March SBE meeting (if necessary)
  - SBE approval of plans not approved by local personnel of Priority School
  
- February - July
  - MDE liaison provides technical assistance to Priority School and ensures that a report on the progress of improvement plan is given to local school board members and the Parents/Citizens Advisory Council during monthly local school board meetings
  
- July SBE meeting
  - Semiannual report to SBE regarding status of Priority Schools
  
- Early July
  - Report to Legislature and public at large regarding status of Priority Schools to include:
    - a) An itemized accounting of the use of state funds to provide technical, legal and financial assistance to each Priority School, and to such schools which have been designated as Priority Schools within the previous three (3) years, if such schools received such assistance at any time during the previous three (3) years;
    - b) An explanation of the problems sought to be addressed in each such school receiving this assistance and for which such expenditure of funds was undertaken;
    - c) The actions taken in each school district to utilize the funds to address the problems identified;
    - d) An evaluation of the impact of the effort to address the problems identified;
    - e) An assessment of what further actions need to be undertaken to address these problems, if such problems have not been entirely alleviated; and
    - f) An assessment of the impact that Laws, 1999, Chapter 421 and Laws, 2000, Chapter 610 are having on the educational goals that these statutes sought to address.
  
- Mid September
  - Publish addendum to legislative report from July 1 to include test data as part of sub-section (d) above.

## Tier I Schools

Schools identified as Tier I in the original guidance:

Criteria 1: The lowest achieving 5 schools in some level of improvement during the 2009-2010 school year.

<u>District</u>	<u>School</u>
Coahoma AHS	Coahoma AHS
Hazlehurst City	Hazlehurst High
Holmes County	J J McClain High
Holmes County	Williams Sullivan High
Jackson Public	Wingfield High

Criteria 2: High schools in some level of improvement during the 2009-2010 school year with cohort graduation rates less than 60% for two years.

<u>District</u>	<u>School</u>
South Pike	South Pike High School

Schools identified as Tier I in the new guidance:

Criteria 3: Title I-eligible elementary schools that have not made AYP for at least two years -AND- are no higher achieving than the schools in Criteria 1.

<u>District</u>	<u>School</u>
Sunflower County	Ruleville Middle

Criteria 4: Title I-eligible elementary schools that are no higher achieving than the schools in Criteria 1.

<u>District</u>	<u>School</u>
	-- None --

## Tier II Schools

Schools identified as Tier II in the original guidance:

Criteria 5: The lowest achieving 5% of secondary schools eligible for but not receiving Title I funds.

<u>District</u>	<u>School</u>
Clarksdale	Clarksdale High
Columbus	Columbus High
East Tallahatchie	Charleston High
Laurel	Laurel High School
Lee County	Shannon Middle School
Simpson County	Mendenhall High
Vicksburg-Warren	Vicksburg High

Criteria 6: Secondary schools eligible for but not receiving Title I funds with cohort graduation rates less than 60% for two years.

<u>District</u>	<u>School</u>
George County	George County High

Schools identified as Tier II in the new guidance:

Criteria 7: Title I-eligible secondary schools that have not made AYP for two years --AND-- are no higher achieving than the highest-achieving school in Criteria 5.

<u>District</u>	<u>School</u>
Amite County	Amite County High
Benton County	Ashland High School
Copiah County	Crystal Springs High
Covington County	Collins High
Greenville	Greenville Weston High
Hattiesburg	Hattiesburg High
Indianola	Gentry High
Jackson Public	Bailey Magnet
Kemper County	Kemper County High
Lumberton	Lumberton High
Marion County	East Marion High
Marshall County	Byhalia High
McComb	McComb High
Meridian	Meridian High
Newton City	Newton High
Noxubee County	Noxubee County High
Oktibbeha County	West Oktibbeha High
Picayune	Picayune Memorial High
Sunflower County	Ruleville Central High
Vicksburg-Warren	Warren Central High
West Point	West Point High
Wilkinson County	Wilkinson County High
Yazoo City	Yazoo City High

Criteria 8: Title I-eligible secondary schools that have not made AYP for two years --AND-- have a cohort graduation rate less than 60% for two years.

**District**                      **School**

-- None --

Criteria 9: Title I-eligible secondary schools that are no higher achieving than the schools in the schools in the lowest 20% of all schools

**District**                      **School**

Aberdeen	Shivers Jr High
Amite County	Liberty Elementary
Benoit	Ray Brooks School
Canton	Canton Public High
Choctaw County	Weir High School
Claiborne County	Port Gibson High
Clarksdale	W A Higgins Middle
Cleveland	East Side High
Cleveland	D M Smith Middle
Coahoma County	Coahoma County Jr/Sr High
Coffeeville	Coffeeville High
Covington County	Carver Middle School
Drew	Drew High
Drew	Hunter Middle
East Jasper	Heidelberg High
Greenwood	Greenwood High
Hazlehurst City	Hazlehurst Middle
Hinds AHS	Hinds County AHS
Hinds County	Raymond High
Hollandale	Simmons High
Hollandale	Chambers Middle
Holly Springs	Holly Springs High
Holly Springs	Holly Springs Jr High
Holmes County	S V Marshall High
Holmes County	Mileston Middle
Holmes County	J J McClain Middle School
Humphreys County	Humphreys Jr High
Jackson Public	Provine High
Jackson Public	Forest Hill High
Jackson Public	Jim Hill High
Jefferson County	Jefferson County High
Jefferson County	Jefferson County Jr High
Jefferson Davis County	Prentiss Sr High
Jefferson Davis County	Bassfield High
Leake County	Thomastown Attendance Center
Leake County	South Leake High
Lee County	Plantersville Middle
Leflore County	Amanda Elzy High
Leflore County	Leflore County High
Leflore County	East Elementary

Lowndes County	West Lowndes High
Madison	Velma Jackson High
(Criteria 9 continued)	
Marion County	West Marion High
Moss Point	Moss Point High
Natchez-Adams	Natchez High
North Bolivar	Broad Street High
North Panola	North Panola High
Noxubee County	B F Liddell Middle
Okolona Separate	Okolona High
Oktibbeha County	East Oktibbeha High
Quitman County	M S Palmer High
Shaw	Shaw High
Shaw	McEvans School
South Delta	South Delta High
Tate County	Independence High
Tunica County	Rosa Fort High
Walthall County	Dexter High
West Bolivar	W Bolivar District High
West Jasper	Bay Springs High
West Tallahatchie	West Tallahatchie High
Western Line	O'Bannon High

Criteria 10: Title I-eligible secondary schools that are no higher achieving than the schools in the schools in the lowest 20% of all schools --AND-- have a cohort graduation rate less than 60% for two years.

<u>District</u>	<u>School</u>
-- None --	

## Tier III Schools

Schools identified as Tier III in the original guidance:

Criteria 11: Remaining schools in some level of improvement during the 2009-2010 school year.

<b><u>District</u></b>	<b><u>School</u></b>
Brookhaven	Alexander Jr High
Canton	Nichols Middle School
Columbus	Hunt Intermediate
Copiah County	Crystal Springs Middle School
Covington County	Seminary Middle School
Covington County	Seminary High School
East Tallahatchie	Charleston Middle
Forest City	Forest High
Forest City	Hawkins Middle
Forrest AHS	Forrest County AHS
Greenville	Solomon Middle
Hattiesburg	N R Burger Middle
Hattiesburg	9th Grade Academy
Hinds County	Utica Elementary/Middle School
Indianola	Robert L Merritt Middle
Indianola	Cassie Pennington Jr High
Jackson Public	Whitten Middle
Jackson Public	Peebles Middle
Jackson Public	Chastain Middle
Jackson Public	Blackburn Middle
Jefferson County	Jefferson Upper Elementary
Leake County	Carthage High
Lincoln County	Enterprise
Lowndes County	West Lowndes Middle
Lowndes County	New Hope High
Marshall County	Byhalia Middle
Marshall County	H W Byers Elementary
Meridian	Magnolia Middle
Moss Point	Kreole Elementary
Moss Point	Magnolia Jr High
Natchez-Adams	Morgantown Elementary
Natchez-Adams	Robert Lewis Middle
Neshoba County	Neshoba Central Middle
Nettleton	Nettleton Middle
North Panola	Crenshaw Elementary
North Pike	North Pike Middle
Pascagoula	Gautier Middle
Picayune	Picayune Jr High
Smith County	Mize Attendance Center
South Panola	Batesville Middle
South Panola	Batesville Jr. High
Tunica County	Tunica Middle
Vicksburg-Warren	Vicksburg Intermediate

Yazoo City

B E Woolfolk Middle

Schools identified as Tier III in the new guidance:

Criteria 12: Title I-eligible schools that have not made AYP for 2 years.

<b><u>District</u></b>	<b><u>School</u></b>
Alcorn	Kossuth High
Clarksdale	Kirkpatrick School
Columbia	Columbia High
Corinth	Corinth High
Desoto County	Southaven Middle
Grenada	Grenada Middle
Hancock County	Hancock County High
Hinds County	Byram Middle School
Jackson County	St Martin Middle
Kosciusko	Kosciusko Sr High
Lauderdale County	NE Lauderdale High
Lee County	Guntown
Oxford	Oxford Middle School
Rankin County	Brandon High School
Starkville	Armstrong Middle
Tishomingo County	Tishomingo County High
Vicksburg-Warren	Warren Central Jr High
Vicksburg-Warren	Vicksburg Jr High
Water Valley	Water Valley High
Western Line	Riverside High

Criteria 13: Title I-eligible schools in the lowest quintile of proficiency.

<b><u>District</u></b>	<b><u>School</u></b>
Aberdeen	Prairie Elementary
Aberdeen	Aberdeen Middle
Amite County	Gloster Elementary
Attala County	McAdams Attendance Center
Brookhaven	Mamie Martin Elementary
Clarksdale	Heidelberg School
Clarksdale	George H Oliver Elementary
Clarksdale	Booker T Washington
Coahoma County	Lyon Elementary
Coahoma County	Friars Point Elementary
Coahoma County	Jonestown Elementary
Covington County	Collins Elementary
Drew	A W James Elementary
Forrest County	Earl Travillion
Greenville	Boyd Elementary
Greenville	Manning Elementary
Greenville	Darling Elementary
Greenville	Armstrong Elementary
Greenville	Akin Elementary
Greenville	Trigg Elementary
Greenwood	Davis Elementary

Greenwood	Threadgill Elementary
Hattiesburg	Hawkins Elementary
(Criteria 13 continued)	
Hinds County	Gary Road Elementary
Hollandale	Sanders Elementary
Holmes County	Williams Sullivan Elementary
Humphreys County	Ida Greene Lower Elementary
Humphreys County	Humphreys Co High
Indianola	Carver Upper Elementary
Jackson Public	Callaway High
Kemper County	West Kemper Elementary
Laurel	Mason Elementary
Laurel	Oak Park Elementary
Leake County	South Leake Elementary
Leflore County	Amanda Elzy Elementary
Madison	East Flora Elementary
Marion County	East Marion Primary
Marion County	West Marion Primary
Marshall County	Byhalia Elementary
McComb	Kennedy Elementary
Meridian	Oakland Heights Elementary
Meridian	George W Carver Middle School
Montgomery County	Montgomery County Elementary
North Panola	Como Elementary
North Panola	Greenhill Elementary
North Panola	North Panola Jr High
Oktibbeha County	East Oktibbeha Co Elementary
Oktibbeha County	West Oktibbeha Co Elementary
Quitman County	Quitman County Elementary
Sunflower County	Ruleville Central Elementary
Tate County	Coldwater Elementary
Tate County	Coldwater High
Tunica County	Tunica Elementary
Vicksburg-Warren	Sherman Avenue Elementary
Vicksburg-Warren	Dana Rd Elementary
Vicksburg-Warren	Warren Central Intermediate
Walthall County	Tylertown High
West Bolivar	W Bolivar District Middle
West Jasper	Bay Springs Middle School
West Tallahatchie	R H Bearden Elementary
Western Line	O'Bannon Elementary
Yazoo City	McCoy Elementary
Yazoo County	Yazoo County High

Mississippi Department of Education  
Federal Programs Office  
School Improvement, 1003(a) Activities and Support

In the State of Mississippi, there have been 152 schools identified for improvement based on failing to meet Adequate Yearly Progress (AYP) since the 2004-05 school year. To date, approximately 55 percent of those schools have exited improvement, with 7 percent of schools re-entering improvement. The strategies implemented to aid schools included:

- replacing the principal/instructional leader,
- development of school improvement plan to implement data-driven strategies to improve student achievement,
- extending the learning time for teachers and students,
- providing job embedded professional development opportunities for staff,
- replacing teachers of the academic content area(s) that caused the designation,
- required implementation of a new research-based curriculum or instructional program,
- significantly decreased the management level of the school, and
- approval of an outside expert to advise the school.

In addition to the aforementioned activities, the MDE has provided support to the identified schools through an established Statewide System of Support designed to provide intensive and sustained technical assistance to schools and districts. School Support Teams, consisting of highly qualified retired educators and administrators offer onsite expert assistance aiding schools in building capacity in the areas of curriculum, instruction, school management, and leadership.

## **A Historical Narrative of Major Education Reform Initiatives in Mississippi Since 1982**

Every Governor and every Regular Session of the Mississippi Legislature has promulgated education reform initiatives designed to target innumerable challenges faced by this vital function of state government since at least 1982. From organization and governance, accountability, teacher salaries, equitable and adequate funding formulas to drop out prevention, career and technical education, turning around under-performing schools, and the use of data in advancing technology programs—reformation has been a consistent annual theme in Mississippi. This narrative gives an overview of the more influential policy ideas that became law and driven change from the state level over the past 30 years. To put this in a proper historical framework, gubernatorial administrations are used to highlight substantive changes beginning with the seminal Mississippi Education Reform Act of 1982 led by the Administration of Governor William Winter and follows change to the present Barbour Administration. In addition to legislation, consideration is also given to major developments of Mississippi State Board of Education policy that weren't necessarily codified such as aligning curriculum, strengthening tests, and oversight of textbooks.

### *William Winter (1980—1984)*

Governor Winter made multiple significant contributions to the state during his term as 58<sup>th</sup> Governor of Mississippi. However, history has without question remembered him best for the passage of the Mississippi Educational Reform Act of 1982. Through deft political maneuvering, he and his advisors were able to initiate one of the first modern public will building campaigns to find the consensus needed to craft this significant legislation. The historic significance of this effort is as much about its practical changes to the educational landscape as it is that all other efforts at reform since can be traced to this beginning.

The Education Reform Act included the creation of the following major provisions:

- Universal kindergarten that included mandatory statewide kindergartens
- Implemented a professionalized training program for school administrators
- Reading aide program that placed assistants in first through third grades
- Compulsory attendance law beginning
- Increased teacher pay
- Developed the first school accreditation metrics
- State Board of Education governance reform

### *William Allain (1984—1988)*

Governor Allain's term oversaw many of the legislative changes begun with the 1982 law including the constitutional amendment that changed the organization and governance of the Mississippi State Board of Education and Mississippi Department of Education. The State Superintendent of Education would be appointed and serve at the will and pleasure of the newly

organized Board. This body would be appointed for staggered nine year terms and have nine members, five appointed by the Governor, two by the Lieutenant Governor, and two by the Speaker of the House. Other important legislative trends included addressing the teaching shortage in the state and increasing the complexity of the state's curriculum.

Below is a listing of several other important educational reform changes that took place during the Allain Administration:

- The Education Trust Fund was established from oil and gas and other sources of revenues to be invested for the benefit of education
- Chickasaw Cession Lands were funded by formula in relation to 16<sup>th</sup> section land
- Uniform School Law established auditing principles and unified educational state law
- Teacher Paperwork Reduction Act was passed
- Reformed governance structure of county supervisors who had no schools
- Mississippi School for Math and Science, a state level magnet school, was established
- Compulsory school age law changed to 17 years of age
- To address the shortage of teachers in math and science, the Critical Teacher Shortage Act was funded in 1987
- The School Nurse Program was established
- State Board increased rigor of state tests and oversight of textbooks was strengthened
- School year contracts for teachers were extended to 185 days
- Kindergarten was no longer separately funded making it permanent in school funding and transportation calculations
- Curriculum Specialists were funded at the State Board level
- Accountability of Teacher Certification was increased as the State Board of Education took ownership of the process

*Ray Mabus (1988—1992)*

Governor Mabus promoted an education reform agenda called Mississippi B.E.S.T. (Better Education for Success Tomorrow). Some examples of significant policy changes from his Administration, the Legislature, and the Board of Education include:

- School year was lengthened from 175 to 180 instructional days
- Gifted education was statutorily required in all districts
- William Winter scholarship established to address teacher shortages
- Increase teacher pay raise
- Equity funding laws passed
- Health Education Program was passed
- Voluntary consolidation of schools were outlined in law
- An accreditation plan for all schools including procedures to deal with low performing schools was established
- State Health Insurance was offered to teachers for the first time

- Administrative professional development was addressed in the creation of the Executive Management Institute
- Alternative Schools were established to support classroom management strategies
- Criminal records of school personnel oversight was strengthened by the Board

*Kirk Fordice (1992—2000)*

The eight year tenure of Governor Kirk Fordice was a busy time and set the stage for the modern era of educational reform efforts. For the first time the Mississippi State Board of Education, the Institutions of Higher Learning, and the State Board for Community and Junior Colleges working together to find common ground for progress. Many important changes to the way education was funded and the accountability system were enacted during this time.

Some major examples of reform initiatives during this time include:

- Passage of The Education Enhancement Act (SB 3120)
  - Earmark 1% sales tax increase for buildings, busses, and books
  - Fully funded the state's equity formula
  - Increased classroom supplies
  - Lowered ad valorem taxes at the local level
  - Established the Mississippi Report Card accountability reporting system
  - Capped local administrative expenditures
  - Capped the maximum school budget increase at 4% without a referendum
  - Allowed for State Board oversight of school bus program
  - Moved adult education to community colleges
- Expanded Critical teacher Shortage Act to include geographic areas
- Increased teacher certification standards in the lower grade levels
- Established the Mississippi Teacher Center in the Department of Education
- Increased teacher salaries
- Reorganized membership of the School Accreditation Commission
- Developed the expert citizen's license to allow for citizens other than trained teachers to participate in classroom instruction on a one year basis
- Established participation in the National Board Certified Teachers program
- Created the lower middle income scholarship (MTAG), Eminent Scholars, and a state 529 plan to encourage more college participation
- Strengthened conservatorship oversight of low performing schools
- Expanded the Assistant Teachers program
- Created the state's first Charter School law in 1997
- Required Reading Sufficiency Plans to be developed in every school district
- Granted explicit instructional home rule for districts
- Established the Mississippi Adequate Education Program to ensure adequate funding for all students and to make up differences in disparate property values

- The Mississippi Accountability System raised significantly the standards teachers and students were required to meet. The Mississippi Curriculum Test (MCT) and MCT2 were developed to measure student achievement, and schools are rated according to students' scores.
- Mississippi School for the Fine Arts, a state level magnet school, was established
- Developed the Mentor Teacher Program
- Expanded national Board certification to include counselors
- Teacher certification process was streamlined
- School Board Member Training was required
- Mississippi School Administrator Sabbatical Program was created to encourage teachers to become administrators
- Compulsory School Attendance Officers placed under the jurisdiction of the State Board of Education
- Mississippi Student Achievement Improvement Act required the State Board of Education to develop and administer student assessments for graduation and to establish student proficiency standards for promotion to grade levels.
- Corrective Action Plan provided that the State Board of Education shall implement a corrective action plan to turn around low performing schools

*Ronnie Musgrove (2000—2004)*

Governor Musgrove realized the importance of education reform and spent a good deal of his time in office promoting meaningful systemic change. During his term, he raised teacher salaries, focused on students with disabilities, increased school accountability, and funded the state's equity formula early in the legislative session. Other reforms that took place during the Musgrove Administration include:

- Teach Mississippi Institute was created as an alternate route program for teaching
- Education Employment Procedures Law provided accountability in the teaching profession and provided for nonrenewal of licensed employees in a timely, cost-efficient and fair manner.
- Teacher Opportunity Program established a five-year teacher pay plan that increased teacher salaries by an average of \$9,112, (30%)
- Mentor Teachers Program was expanded
- The Timely Acquisition of Braille and Large Print Textbooks Act of 2002
- Services for Persons with Disabilities required the development of a proposed comprehensive state plan for the provision of services to persons with disabilities in the most appropriate integrated setting
- Services for Children with Serious Emotional/Behavioral or Mental Disorders provided for the development and implementation of a coordinated interagency system of services and care for children and youth
- Mississippi Occupational Diploma required the State Board of Education to develop and issue criteria for students having a disability

- Special Education Services. Established provisions for special education services
- School Attendance Officer Training established the State Department of Education as the entity that furnishes a certificate of completion to school attendance officers
- New Accountability Standards were established by the State Board of Education
- Increased local school board member standards
- Established a Dual Enrollment framework with postsecondary education
- Vocational Apprenticeship Program established for high schools
- Health/Physical Education Advisory authorized local school districts to establish health/physical education advisory councils
- Authority of teachers as classroom leader recognized
- Mississippi School Safety Act to develop school safety plans

### Haley Barbour

Governor Barbour's tenure will be defined by the impact of Hurricane Katrina on the state during his first term and the national fiscal crisis of his second term. But because of the long standing spirit of educational progress first begun by Governor Winter in 1982, reform efforts were able to take place successfully despite these trying times. Below is a list of some of them:

- Expanded the alternate route system for teachers
- Upgrade: The Education Reform Act of 2006
  - Requires the Department of Education to provide a standard five-year license to any teacher from any state meeting the federal definition of highly qualified under No Child Left Behind.
  - Creates the Office of Dropout Prevention in the State Department of Education, which shall be responsible for a statewide dropout prevention program and for the Office of Compulsory School Attendance Enforcement.
  - Dual Credit Enrollment made be available for students who meet postsecondary enrollment criteria while in school
  - Mississippi Virtual Public School is authorized and funded to offer additional educational resources to students for academic achievement
  - Differentiated pay for teachers based on subjects taught
  - Required AP courses to be taught in every district
  - Provided for the creation of the Lifelong Learning Commission (P20 Council)
  - Developed a system to measure effectiveness of state's public Schools of Education
  - Early Childhood Collaborative Grant established to provide pre-kindergarten framework for the state
- Professional development increased through larger appropriations
- High School Redesign required the Department of Education to design curriculum choices within the current requirements for a high school diploma
- School Health Council and Wellness Policies directed school districts to establish a local school health council for every school

- Wellness Curriculum and Vending Machines required the State Board of Education to develop a wellness curriculum
- Developed legislation to address dyslexia in the state
- Increased state test rigor significantly (MCT became MCT2) to address disparities between state and national testing standards
- Blue Ribbon Commission on Teacher Preparation was led by IHL to ensure the state's public and private Schools of Education were effectively producing teachers
- Children's First Act of 2009 to turn around low performing schools
  - Creates a Mississippi Recovery School District that would be set up to govern school districts that are taken under conservatorship by the state.
  - Holds both superintendents and school board members accountable for underperforming districts, including possible removal if there is no progress in achievement and other accountability measures
  - Requires districts to create P-16 (Pre-kindergarten through Higher Education) Councils that include a variety of school, community and business leaders in order to get everyone engaged in finding solutions
- Mississippi New Start School Program for charter schools and turning around low performing schools

ALL EDUCATIONAL APPROPRIATIONS (Excluding IHL Agriculture Units)  
FISCAL YEARS 1998 - 2009

General, Education Enhancement, Health Care Expendable And Budget Contingency Funds Only  
(Appropriated) updated 5/21/2008

Education Appropriations:	FY98	FY99	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
<b>K - 12 Public Education</b>												
General Funds	\$ 1,162,388,004	\$ 1,230,152,953	\$ 1,368,117,338	\$ 1,442,612,178	\$ 1,491,006,940	\$ 1,518,881,763	\$ 1,519,596,940	\$ 1,703,073,546	\$ 1,858,228,647	\$ 2,004,919,911	\$ 2,234,427,600	\$ 2,258,445,881
Education Enhancement Funds	193,943,270	208,559,414	253,269,046	224,996,180	191,610,155	189,444,106	202,417,115	197,817,013	223,544,328	273,755,345	259,119,555	248,751,324
Budget Contingency	0	0	0	17,000,000	22,875,000	87,226,370	236,155,069	110,000,000	73,969,298	1,070,000	0	0
Health Care Expendable Funds	0	0	250,000	250,000	250,000	250,000	250,000	221,954	221,954	174,196	126,472	126,472
Total Funds Apprx. K -12	1,356,331,274	1,438,712,367	1,621,636,384	1,684,858,358	1,705,742,095	1,795,802,239	1,958,419,124	2,011,112,513	2,155,961,227	2,279,919,452	2,493,673,627	2,507,323,677
<b>IHL (excluding agriculture units)</b>												
General Funds	390,658,874	435,720,355	492,907,491	516,499,646	459,396,995	416,920,407	416,275,654	424,892,205	427,482,157	547,705,583	637,898,747	642,008,886
Education Enhancement Funds	47,440,582	52,031,164	69,557,836	53,640,215	39,321,191	38,971,480	42,290,703	41,454,188	48,729,492	59,748,083	57,060,819	55,050,286
Budget Contingency	0	0	0	0	28,223,573	42,558,158	62,846,614	50,300,000	48,024,698	2,150,000	2,100,000	8,071,044
Health Care Expendable Funds	0	0	0	0	400,000	400,000	200,000	4,177,563	4,177,563	3,278,678	2,380,431	2,380,431
Total Funds Apprx. IHL	438,099,456	487,751,519	562,465,327	570,139,861	527,341,759	498,850,045	521,412,971	520,823,956	528,413,908	612,882,344	699,439,997	707,510,647
<b>Junior Colleges</b>												
General Funds	117,254,498	122,304,340	141,848,397	152,877,051	129,159,534	118,693,529	118,832,888	117,243,524	128,301,903	155,991,821	188,382,516	207,004,168
Education Enhancement Funds	42,582,263	47,590,851	63,226,079	44,228,559	28,751,541	28,398,755	30,563,989	29,782,454	34,508,363	41,696,136	39,943,149	38,597,443
Budget Contingency	0	0	0	0	16,000,000	10,328,781	23,500,000	23,000,000	13,458,512	0	0	7,951,496
Health Care Expendable Funds	0	0	0	0	0	0	0	0	0	0	0	0
Total Funds Apprx. JUCO	159,836,761	169,895,191	205,074,476	197,105,610	173,911,075	157,418,065	172,896,877	170,005,978	176,268,778	197,687,957	238,325,665	253,553,107
<b>Total Funds Appropriated to Education:</b>												
General Funds	1,670,301,376	1,788,177,648	2,002,873,226	2,111,988,875	2,079,563,489	2,054,495,699	2,054,705,482	2,245,209,275	2,414,008,707	2,708,617,315	3,070,708,863	3,107,458,935
Education Enhancement Funds	283,966,115	308,181,429	386,052,961	322,864,954	289,682,887	256,814,341	275,271,807	289,033,655	306,782,183	375,199,564	356,123,523	342,599,053
Budget Contingency	0	0	0	17,000,000	67,098,573	140,110,309	322,301,683	183,300,000	135,452,506	3,220,000	2,100,000	16,022,540
Health Care Expendable Funds	0	0	250,000	250,000	250,000	650,000	450,000	4,399,517	4,399,517	3,452,874	2,506,903	2,506,903
Total GF, EEF, HCEF and BCF	1,954,267,491	2,096,359,077	2,389,176,187	2,452,103,829	2,406,994,929	2,452,070,349	2,652,728,972	2,701,942,447	2,860,643,913	3,090,489,753	3,431,439,289	3,468,387,431
<b>Total General and Education Enhancement, Budget Contingency Funds Appropriated:</b>												
Total General Funds Apprx.	2,962,114,757	3,156,165,244	3,486,888,802	3,631,972,830	3,564,801,127	3,505,528,861	3,454,176,517	3,633,938,735	4,013,754,162	4,147,080,987	5,040,366,516	4,965,017,011
Total Ed. Enhance. Funds Apprx.	290,838,039	315,518,282	394,566,495	329,128,568	284,080,133	261,020,491	279,477,957	272,847,597	310,596,125	379,013,506	359,937,465	346,198,661
Total Budget Contingency Apprx.	0	0	0	17,000,000	132,243,924	239,550,569	457,657,940	327,352,287	232,859,674	222,440,000	133,054,043	212,535,735
Health Care Expendable Funds	0	0	49,362,700	69,702,612	69,622,207	179,277,262	107,000,000	456,000,000	185,899,677	146,003,320	146,005,942	92,255,942
Total GF, EEF, HCEF and BCF	3,252,952,796	3,471,683,526	3,930,817,997	4,047,803,810	4,030,747,391	4,185,377,183	4,298,312,414	4,690,138,619	4,743,109,638	4,894,537,813	5,679,363,966	5,616,007,349
<b>Total Percent of Funds Appropriated To Education:</b>												
General Funds	56.39%	56.66%	57.44%	58.15%	58.34%	58.61%	59.48%	61.78%	60.14%	65.31%	60.92%	62.59%
General, EEF, BCF, HCEF	60.08%	60.38%	60.78%	60.58%	59.72%	58.59%	61.72%	57.61%	60.31%	63.14%	60.42%	61.76%
<b>Education Appropriation Percentage Breakdown:</b>												
K - 12 Percent of Total:												
General Funds	39.24%	38.98%	39.24%	39.72%	41.83%	43.33%	43.99%	46.87%	46.30%	48.35%	44.33%	45.49%
General, EEF, BCF, HCEF	41.70%	41.44%	41.25%	41.62%	42.32%	42.91%	45.56%	42.88%	45.45%	46.58%	43.91%	44.65%
IHL Percent of Total:												
General Funds	13.19%	13.81%	14.14%	14.22%	12.89%	11.89%	12.05%	11.69%	10.65%	13.21%	12.66%	12.93%
General, EEF, BCF, HCEF	13.47%	14.05%	14.31%	14.09%	13.08%	11.92%	12.13%	11.10%	11.14%	12.52%	12.32%	12.60%
Junior College Percent of Total:												
General Funds	3.96%	3.88%	4.07%	4.21%	3.62%	3.39%	3.44%	3.23%	3.20%	3.76%	3.94%	4.17%
General, EEF, BCF, HCEF	4.91%	4.89%	5.22%	4.87%	4.31%	3.76%	4.02%	3.62%	3.72%	4.04%	4.20%	4.51%

- Note:
- 1) Regular Session General Fund Appropriations Includes Deferments, Reappropriations, Deficits and Additional Funds, Not Including FY2009 (Budget Bulletin Schedule I).
  - 2) Fiscal Years 2001, 2002, 2003 Do Not Include Budget Reductions.
  - 3) Total BCF for FY 2004 includes \$31,965,934 of working cash stabilization reserve funds. Total BCF for FY 2006 includes \$26,200,000 of working cash stabilization funds.
  - 4) Total EEF amount is less the \$10M in PSBF EEF.

## Mississippi Adequate Education Program (MAEP)

MS Code Sections: 37-151-1; 37-151-5; 37-151-6; 37-151-79;

37-151-81; 37-151-83; and 37-151-85

### What is MAEP?

The state formula used to establish adequate current operation funding levels necessary for the programs of each school district to meet a successful level of student performance as established by the State Board of Education using current statistically relevant state assessment data.

### Purpose:

Insure that every Mississippi Child regardless of where he/she lives is afforded an adequate educational opportunity, as defined by the State Accountability System.

### MAEP FUNDING FORMULA:

1.  $ADA \times \text{Base Student Cost} + \text{At-Risk Component} - \text{Local Contribution} + 8\% \text{ Guarantee} = \text{MAEP Formula Allocation}$
2.  $\text{MAEP Formula Allocation} + \text{Add-on Programs} = \text{Total MAEP District Funding}$

## Base Student Cost Calculation

- District selection process.

Districts determined to be successful and efficient in four areas of school operations are selected for determining the base student cost.

Successful – a successful district is defined by the State Board of Education using current statistically relevant state assessment data.

Efficient - In each of the following Efficiency Components a MEAN for all school districts is determined (but only those district that meet Level III status and above are selected for the cost component calculations.)

1. Instruction – Teachers per 1,000 students
2. Administration – Administrator/Staff ratio
3. Maintenance and Operations
  - a) M&O spending per 100,000 square feet; and
  - b) Maintenance staff per 100,000 square feet

4. Ancillary – Librarians and Counselors per 1,000 students

- Districts that are one standard deviation above and two standard deviations below the mean for each component are considered efficient.
- Districts that are both successful and efficient are used to calculate the average cost for each component.
- By law, the average cost for each component is calculated using expenditure data from the second preceding year.

(Example: For the FY '09 calculation, FY '07 expenditure data is used.)

- **THE AVERAGE COST OF THE FOUR COMPONENTS ARE ADDED TOGETHER TO OBTAIN THE BASE STUDENT COST.**
- **To provide stability for appropriation and budgeting purposes, the base student cost will be calculated every four years rather than each year.**
- **An inflation adjustment is computed in the years between recalculation by multiplying 40% of the base student cost times the current inflation rate as computed by the State's economist.**
- **Example: FY 08 BSC X 40% X CPI = FY 09 Inflation Component**

$\$4,574 \times .40 \times .03$  (3% inflation rate) = \$54

In this example, for FY 09, \$54 would be added to the FY 08 BSC to arrive at FY 09 BSC of \$4,519.

Once the Base Student Cost is determined, district allocations are calculated using the following formula:

**ADA x Base Student Cost + At-risk Component - Local Contribution + 8 % Guarantee = MAEP District Allocation**

**AVERAGE DAILY ATTENDANCE:**

- **GRADES K-12 MONTHS 2-3 OF PRECEDING YEAR**
- **EXCLUDES SELF-CONTAINED SPECIAL EDUCATION ADA**
- **HIGH GROWTH COMPONENT - For any district that has a consistent growth in ADA over the 3-year period prior to the appropriation, the average percent of growth in ADA over those 3 years is added to the ADA for that district.**

#### AT RISK COMPONENT:

- 5% OF THE BASE STUDENT COST MULTIPLIED BY THE NUMBER OF FREE LUNCH PARTICIPANTS ON OCTOBER 31 OF PRECEDING YEAR.
- AS THE BASE STUDENT COST INCREASES THE AMOUNT FOR AT-RISK INCREASES
- ADDED INTO TOTAL BEFORE CALCULATION OF THE LOCAL CONTRIBUTION

#### LOCAL CONTRIBUTION:

- USES 2<sup>ND</sup> PRECEDING YEAR'S DATA
- REDUCED BY AD VALOREM TAX REDUCTION GRANTS
- YIELD FROM 28 MILLS + AD VALOREM IN LIEU PAYMENTS
- CAPPED AT 27% OF THE PROGRAM COSTS INCLUDING THE AT-RISK COMPONENT

#### 8% GUARANTEE:

- Incorporated to ensure that a district receives a formula allocation of at least what they received in 2002 plus 8%.

### Add-On Programs:

1. Transportation
2. Special Education
3. Gifted Education
4. Vocational Education
5. Alternative Education

#### TRANSPORATION:

- Determined by the ADA of transported students in a school district.
- The allowable cost per student is calculated by using a rate table approved by the State Board of Education which associates the rate allowed to the transported density of the district.
- Density is determined by dividing transported ADA by the total square miles in the district. The lower the density, the higher the rate. The higher the density, the lower the rate. The total amount of transportation funding allowed is dictated by the State Legislature. The total of all district transportation funding cannot exceed the amount appropriated for such purpose.

- Additional special education and vocational transportation allotment is administered by the Deputy Superintendent, Office of School Building and Transportation, and is interfaced with the Office of Educational Accountability, Office of School Financial Services' funding calculation.

#### SPECIAL EDUCATION:

- A teacher unit is added for each approved program for exceptional students, with funding based on certification and experience of the approved teacher. Program approval criteria and special education teacher units are administered through the Office of Instructional Programs & Services, Office of Special Services and is interfaced with the Office of Educational Accountability, Office of School Financial Services' funding calculation.

#### GIFTED EDUCATION:

- A teacher unit is added for each approved program for gifted (artistic, intellectual, academic) students, with funding based on certification and experience of the approved teacher. Program approval criteria and gifted teacher units are administered through the Office of Instructional Programs & Services, Office of Academic Education and are interfaced with the Office of Educational Accountability, Office of School Financial Services' funding calculation.
- The 1993 Legislature mandated that beginning with 1993-94 each school district will have an intellectual gifted program. The mandate begins with grade 2 and increased by one grade each year until grade 6 is mandated in 1997-98. No other programs or grades are mandated and the mandate applies to intellectual programs in grades 2-6 only.

#### VOCATIONAL EDUCATION:

- One-half (1/2) teacher unit is added for each approved vocational program, with funding based on certification and experience of approved teacher. Program approval criteria and vocational education teacher units are administered through the Office of Vocational-Technical Education and is interfaced with the Office of Educational Accountability, Office of School Financial Services' funding calculation.

#### ALTERNATIVE SCHOOL PROGRAMS:

- Three quarters of one percent (0.75%) of the district's ADA (grades 1-12, elementary and secondary special education self-contained and ungraded) or 12 students, whichever is greater, is multiplied by the statewide average per pupil expenditure in public funds for the immediately preceding school year.

<b>MAEP Formula Allocation + Add-On Programs = Total MAEP District Funding</b>
--

(b)(6)

(b)(6)

(b)(6)

# Y E A R ONE *Report*

(b)(6)

## Assessing the Impact of the Mississippi Healthy Students Act

(b)(6)



(b)(6)

(b)(6)

(b)(6)

3 - EXECUTIVE SUMMARY
5 - INTRODUCTION
9 - FIGHTING OBESITY IN SCHOOLS
10 - Impact of the Mississippi Healthy Students Act
13 - Wellness Policy Implementation
16 - Nutrition in Schools
19 - Policy Regarding Food and Fundraising
20 - School Vending Machine Regulations
22 - Physical Activity & Physical Education in Schools
22 - Fitness Testing
24 - Health Education in Schools
25 - BMI Screening in Schools
27 - POLICY-MAKERS & STATE OFFICIALS
35 - THE FAMILY & COMMUNITY
41 - SUMMARY OF FINDINGS & DISCUSSION
44 - RESEARCH TEAMS, METHODOLOGY, & ENDNOTES

(b)(6)

## **EXECUTIVE SUMMARY**

Mississippi has one of the highest rates of childhood obesity in the United States.

As a result, Mississippi children face significant negative consequences for their health status, academic performance, and future productivity. The state, in turn, faces economic costs that burden both the private and public sectors. Mississippi policy-makers recognized the need to address the issue and enacted comprehensive legislation and regulations aimed at transforming the environment of the state's schools to promote healthy eating and physical activity among the students and reduce the impact of childhood obesity.

In 2008, the Robert Wood Johnson Foundation awarded a five-year grant to the Center for Mississippi Health Policy to evaluate the impact of the Mississippi Healthy Students Act and associated regulations on childhood obesity. Using this grant and additional funding from the Bower Foundation, the Center has collaborated with three Mississippi universities – The University of Southern Mississippi, Mississippi State University, and the University of Mississippi – to conduct a comprehensive set of studies to measure the impact of the statewide policies. This report presents results of the first year of data collection under this project.

Overall, research results indicate considerable progress in implementation of school wellness policies but also point to areas where more work is needed. Most schools were reported to have implemented local school wellness committees and established school health councils; however, more emphasis needs to be placed on the work of the councils, particularly in ensuring that councils report to school boards as required. Evidence of schools making tremendous improvement in the nutritional quality of foods offered to students is confirmed by data from surveys conducted by the Centers for Disease Control and Prevention (CDC). CDC recognized Mississippi as making the greatest strides among all surveyed states in removing unhealthy foods from its schools.<sup>1</sup>

Middle schools have demonstrated the most progress toward full implementation of local school wellness policies, followed by high schools, then elementary schools. Of the 11 components, the areas with the greatest degree of implementation were food safe schools; counseling, psychological and social services; and nutrition. The areas with the lowest levels of implementation were quality staff wellness programs, marketing a healthy school environment, and family and community involvement.

While parents express strong support in general for school policies that require physical education and healthy eating, they are not widely aware of specific policies being implemented in their child's school. The fact that school superintendents and school board members report little feedback from parents on implementing the Healthy Students Act may reflect this lack of awareness. School board members also report a lower level of awareness regarding school wellness policies than principals or school superintendents.

Policy-makers at the state and district levels demonstrate a keen understanding of the impact childhood obesity has on the health of Mississippians and the state's economy. Policy-makers are also aware that childhood obesity is a complicated issue that requires a multi-faceted approach. Similarly, while policy-makers convey strong support for full implementation of the Healthy Students Act, they also express a practical and realistic perspective in recognizing the constraints that schools face in fulfilling its requirements.

On an encouraging note, statewide data showing trends in childhood obesity rates indicate that the rates may be leveling off in Mississippi after decades of steady increases. On the other hand, disparities in obesity rates between white and nonwhite students appear to be increasing.

The research conducted during this first year of the evaluation project provides the base from which changes will be measured over the next three years. Researchers will monitor changes in implementation of the various components of the Healthy Students Act as well as the health practices within students' homes. Shifts in perspectives and attitudes of parents, adolescents, and state and local policy-makers will be monitored as well. As one of the legislators interviewed for this study stated, "We need to stay aware of what's going

(b)(6)

## INTRODUCTION

Mississippi has consistently been ranked among the top states with the highest rates of children who are overweight or obese, according to both The National Survey of Children's Health and The Centers for Disease Control and Prevention's Youth Risk Behavior Survey. This is problematic for Mississippi's future in many ways. Risk factors for heart disease (such as high cholesterol and high blood pressure) and type 2 diabetes occur more frequently in obese children and obese adolescents. There are risks of overweight and obese children developing psychological problems as well, including depression, eating disorders, discrimination, stigmatization, negative self-image, passivity, and withdrawal from peers. In addition to health and psychological problems, research shows that obese children miss significantly more school days and perform less well academically than healthy weight children. Research also indicates that obese adolescents are more likely to become overweight or obese adults.<sup>2</sup>

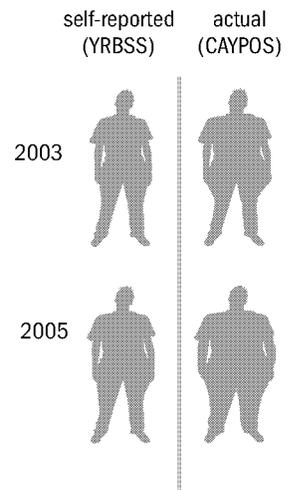
## MISSISSIPPI RESPONDS

In an effort to better understand the true nature of the problem, the Bower Foundation in Mississippi commissioned The University of Southern Mississippi in 2003 and again in 2005 to conduct a statewide body mass index (BMI) survey of Mississippi school children. In conducting the survey, researchers used school nurses to weigh and measure the children. The results revealed that the actual rates of overweight and obesity were higher than the self-reported rates from the national surveys and were increasing in almost every grade level.<sup>3</sup>

In 2006, as a means to gauge Mississippi's awareness and attitude toward obesity, The University of Southern Mississippi, funded by the Center for Mississippi Health Policy (CMHP), surveyed the public. The results demonstrated that about 95 percent of adult Mississippians considered childhood obesity to be a serious problem and 56 percent thought that government should play a significant role in addressing the issue. Mississippians obviously recognized the seriousness of the problem and supported public policies to address the situation.<sup>4</sup>

Compelled by the evidence, policy-makers in Mississippi investigated the problem and examined policies already implemented in other states. Particular attention was given to Arkansas, which had demonstrated that comprehensive action could halt the rise in childhood obesity rates. Convinced, the Mississippi Legislature took action to address the issue, and in 2007, the Healthy Students Act was created to address the state's high rates of childhood obesity by improving nutrition, physical activity, and health education in public schools.

FACT: In the past 10 years there has been a dramatic increase in the prevalence of type 2 diabetes in adolescents.



The Youth Risk Behavior Surveillance System (YRBSS) monitors the prevalence of obesity in youth nationwide through a school-based survey conducted by the Centers for Disease Control and Prevention (CDC) in collaboration with state and local education and health agencies.

The Child and Youth Prevalence of Obesity Survey (CAYPOS) monitors the prevalence of obesity among school children in Mississippi using height and weight measurements collected by school nurses under the guidance and direction of researchers from the University of Southern Mississippi.

The Robert Wood Johnson Foundation (RWJF) awarded the CMHP a five-year grant to study the impact of the Mississippi Healthy Students Act on childhood obesity. This report presents the key findings from the first year of data collection, which for most of the studies represents the baseline year.

CMHP directs this evaluation project in collaboration with three Mississippi universities: The University of Southern Mississippi, Mississippi State University, and the University of Mississippi. The CMHP uses the RWJF grant in conjunction with funding from the Bower Foundation to provide for a comprehensive evaluation of the effectiveness of state policies aimed at preventing childhood obesity. Copies of the complete reports from each of the studies may be found on the Center's web site at [www.mshealthpolicy.com](http://www.mshealthpolicy.com).

(b)(6)

#### POLICIES RELATED TO THE HEALTHY STUDENTS ACT

- 2006- The Mississippi Legislature instructed the State Board of Education to develop a wellness curriculum outlining rules and regulations to be followed by school districts in implementing the curriculum. The legislature also mandated that the Board define what products could be sold in vending machines on school campuses and when they could be sold.
- 2007- The State Board of Education began phasing in newly developed rules and regulations defining the products that may be sold in vending machines on school campuses and when they could be sold over the next two years.
- 2007- The Mississippi Legislature enacted the Healthy Students Act to address the state's high rates of childhood obesity by improving nutrition, physical activity, and health education in public schools. The act's provisions:
- Mandate minimum requirements for health education and physical education;
  - Require local school wellness plans to promote increased physical activity, healthy eating habits, and abstinence from tobacco and illegal drugs;
  - Require a physical activity coordinator at the State Department of Education;
  - Make local school health councils mandatory rather than optional;
  - Direct the State Board of Education to adopt regulations that address healthy food and beverage choices, marketing of healthy food choices to students and staff, healthy food preparation, food preparation ingredients and products, minimum and maximum time allotments for lunch and breakfast periods, the availability of food items during lunch and breakfast periods, and methods to increase participation in the Child Nutrition School Breakfast and Lunch Programs; and
  - Specify the appointment of a committee to advise the State Board of Education in developing these regulations.
- 2008- The State Board of Education adopted regulations defining nutrition standards along with physical education and health education requirements. All regulations were in effect as of the 2008-2009 school year.

The Office of Healthy Schools in the State Department of Education has been working closely with local schools to implement the new policies through its coordinated school health program. Visit [www.healthyschools.ms.org](http://www.healthyschools.ms.org) for more information.

**Mississippi's Race to the Top Application  
Implementation Plans for Transformation Goals**

**Goal 1**

- 1 = Standards and Assessments  
2 = Data Systems to Drive Instruction**

- 3 = Great Teachers and Leaders  
4 = Turning Around Low Performing Schools**

IMPLEMENTATION STEPS	RELATED REFORM AREA	TIMELINE	RESPONSIBILITY	RELATED BUDGET PROJECT NAME
<b>MS RttT Transformation Goal 1:</b> To adopt and implement the CCSSO and NGA Common Core Standards, as well as develop and implement common, high-quality assessments with a consortium of states—PARCC and the State Consortium for Board Examination Systems. (MSBoFE Goals 1-3; Strategies 1-5)				
Activity 1: Adopt Common Core State Standards (CCSS)	1	June 28 to July 16, 2010	MS Board of Education, State Superintendent of Education, Deputy Superintendent, Director of Curriculum and Instruction	Common Core Standards
Activity 2: Work with Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment Consortium to develop timeline for assessment development and implementation	1, 2	June 28 and Ongoing/Continuous	Deputy Superintendent, Office of Innovation and Reform, Director of Assessment, Director of Curriculum and Instruction	Rigorous Assessments
Activity 3: Work with NCEE State Board Examination Consortium to develop implementation timeline for State Board Examinations	1, 2, 3, 4	July 2010 and Ongoing/Continuous	Deputy Superintendent, Office of Innovation and Reform, Director of Assessment, Director of Curriculum and Instruction, K-12 and IHL Stakeholders	State Board Examinations
Activity 3: Conduct Alignment Study	1	June-July 2010	Subject Area Consultants, Deputy Superintendent, Office of Innovation and Reform, Director of Assessment, Director of Curriculum and Instruction	Common Core Standards Rigorous Assessments
Activity 5: Meet with Stakeholder Groups to review CCSS including addition of 15% and implementation timeline	1, 2	September 2010	Deputy Superintendent, Office of Innovation and Reform, Director of Assessment, Director of Curriculum and Instruction	Common Core Standards
Activity 6: Submit additional 15% for Adoption, if necessary	1	October 2010	Deputy Superintendent, Director of Curriculum and Instruction	Common Core Standards
Activity 7: With technical assistance from NCEE develop implementation process for Demonstration High Schools	1, 2, 3, 4	TBD based on NCEE Consortium	Deputy Superintendent, Director of Curriculum and Instruction, Office of Innovation and Reform	State Board Examinations

		timeline		
Activity 8: Develop new Graduation Requirements for State Board Examination Pilot High Schools	1, 2	January-March 2011	MS Board of Education, NCEE, Commissioner and Staff of Higher Education, Director of Assessment, Director of Curriculum and Instruction, Office of Innovation and Reform, K-12 Stakeholders	State Board Examinations
Activity 9: Develop CCSS implementation and PARCC Assessment Implementation	1, 2, 3	TBD based on CCSSO and PARCC timeline	Deputy Superintendent, Office of Innovation and Reform, Director of Assessment, Director of Curriculum and Instruction	Common Core Standards Rigorous Assessments
Activity 10: Mandatory training for teachers and leaders related to CCSS and PARCC (online and face-to-face), State Board Examination Pilot High Schools	1, 2, 3, 4	June 2011-July 2011	RESAs, K-12 teachers and leaders, Office of Innovation and Reform, Director of Assessment, Director of Curriculum and Instruction	Common Core Standards Rigorous Assessments State Board Examinations
Activity 11: Begin CCSS Implementation	1, 2, 3, 4	August 2011	K-12 teachers and leaders, Office of Innovation and Reform, Director of Assessment, Director of Curriculum and Instruction	No RttT funds required
Activity 12: Implementation of State Board Examination with Pilot High Schools (beginning with entering 9 <sup>th</sup> and some 11 <sup>th</sup> graders)	1, 2, 3, 4	August 2011	K-12 teachers and leaders, Office of Innovation and Reform, Director of Assessment, Director of Curriculum and Instruction	State Board Examinations
Activity 13: PARCC Assessment Process Implementation	1, 2, 3, 4	August 2011	K-12 teachers and leaders, Office of Innovation and Reform, Director of Assessment, Director of Curriculum and Instruction	Rigorous Assessments
Activity 14: Continued Support for CCSS and PARCC Assessment Implementation	1, 2, 3, 4	August 2011 and Ongoing	RESAs, K-12 teachers and leaders, Office of Innovation and Reform, Director of Assessment, Director of Curriculum and Instruction	Common Core Standards Rigorous Assessments State Board Examinations

<p><u>Note:</u> Funds from Assessment Consortia, as applicable, will be used for all activities related to rigorous assessments and the State Board Examination process.</p>				
--	--	--	--	--

**Mississippi's Race to the Top Application  
Implementation Plans for Transformation Goals**

**Goal 2**

**Reform Area Key**

- 1 = Standards and Assessments**                      **3 = Great Teachers and Leaders**  
**2 = Data Systems to Drive Instruction**                      **4 = Turning Around Low Performing Schools**

IMPLEMENTATION STEPS	RELATED REFORM AREA	TIMELINE	RESPONSIBILITY	RELATED BUDGET PROJECT NAME
<b>MS RttT Transformation Goal 2:</b> To ensure that all students exit Third Grade reading on grade level and continue that success through Twelfth Grade and beyond. (MSBoFE Goal 1-3; Strategies 1-5) Note: This includes reducing achievement gaps.				
Activity 1: Literacy Leadership Institute (1200 school leadership teams)	1, 2, 3, 4	June 2010-September 2010	Deputy Superintendent, Office of Curriculum and Instruction, RESAs	No RttT funds required
Activity 2: K-3 Teacher Foundational Literacy Training (800 teachers)	1, 2, 3, 4	June 2010-September 2010	Deputy Superintendent, Office of Curriculum and Instruction, RESAs	No RttT Funds required
Activity 3: Using Striving Readers Formula Grant Funding to create and convene the Statewide MS Literacy Team (MSLT) to develop a new MS Comprehensive Statewide Literacy Model for K-12 based on the CCSS	1, 2, 3, 4	August 2010-May 2011	Deputy Superintendent, Office of Curriculum and Instruction, MSLT	No RttT Funds required
Activity 4: With the Partnership for Assessment of Readiness for College and Careers (PARCC), develop assessment guidelines and assessments that align with the Common Core State Standards	1, 2, 3, 4	August 2010 and ongoing	Deputy Superintendent, Office of Curriculum and Instruction, Director of Assessment, Office of Innovation and Reform	Rigorous Assessments
Activity 5: Develop guidelines for the K-12 Literacy and PreK-4 Demonstration Sites and begin the Competitive RFP process	1, 2, 3, 4	October 2010-December 2010	Deputy Superintendent, Office of Curriculum and Instruction, Office of Innovation and Reform	K-12 Literacy and PreK-4 Demonstration Sites

Activity 6: Establish criteria for LEAs to appoint members, including Instructional Coaches for Literacy, to the school and district Innovation and Reform Teams, and disseminate the criteria to LEAs and schools	1,2,3,4	October 2010	Deputy Superintendent, Office of Curriculum and Instruction, Office of Innovation and Reform	No RttT funds required
Activity 7: Write RFP for technical assistance provider to assist in developing protocol and system to review literacy programs and materials for LEAs to adopt	1, 3, 4	October 2010	Deputy Superintendent, Office of Curriculum and Instruction, Office of Innovation and Reform	No RttT funds required
Activity 8: Determine publications and other resources to disseminate "best practices" for success in school to parents of children from birth to age 3.	1,2,4	October – November 2010 and ongoing	Deputy Superintendent Office of Innovation and Reform	Birth – Age 3 "Best Practices" Dissemination Project
Activity 9: Write and disseminate RFP for K-12 Literacy Demonstration Sites and review applications and notify LEAs of participation	1, 2, 3, 4	December 2010- May 2011	Deputy Superintendent, Office of Curriculum and Instruction, Office of Innovation and Reform	K-12 Literacy Demonstration Sites
Activity 10: Write RFP for vendors to submit proposals to be included on an approved list of research based service providers for literacy programs and conduct committee review of submissions for inclusion on list.	1, 3, 4	January-May 2011	Deputy Superintendent, Office of Curriculum and Instruction, Office of Innovation and Reform, MSLT, ELA Teachers	No RttT funds required
Activity 11: With Technical Assistance provider, develop and/or adopt professional development learning modules for K-12 literacy demonstration sites (literacy coaches, literacy teams, leaders, teachers, support staff)	1, 2, 3, 4	January-May 2011	Deputy Superintendent, Office of Curriculum and Instruction, Office of Innovation and Reform	MDE Office of Innovation and Reform
Activity 12: Conduct comprehensive professional development using modules developed/adopted in activity 6 utilizing the RESAs and RttT Innovation and Reform Champions (will conduct training of the trainers as needed) Other Comprehensive training modules for ALL ELA teachers and literacy coaches (face-to-face and online)	1, 2, 3, 4	Initial PD—May 2011-August 2011 AND Ongoing	Deputy Superintendent, Office of Curriculum and Instruction, Office of Innovation and Reform, K-12 Literacy Demonstration Site Administrators, Faculty, and Staff (All must attend)	Regional Innovation and Reform Team Training and Support
Activity 13: Begin implementation of CCSS and assessments,	1, 2, 3, 4	August 2011	Deputy Superintendent,	

<p>as appropriate, including training and information dissemination with parents and community.</p>				
<p>Activity 14: Begin K-12 Literacy Demonstration Sites with follow-up and expansion as appropriate after initial year)</p>	<p>1, 2, 3, 4</p>	<p>August 2011 AND Ongoing</p>	<p>Office of Curriculum and Instruction, Office of Innovation and Reform, Office of Communications, RESAs</p>	<p>K-12 Literacy Demonstration Sites</p>
<p>Activity 15: In teacher preparation, revise current process and performance review standards to include the MS Comprehensive Literacy Plan as indicated through a syllabi analysis to ensure alignment with MS Comprehensive Literacy Plan</p>	<p>1, 2, 3, 4</p>	<p>August 2010-May 2011</p>	<p>Deputy Superintendent, Office of Curriculum and Instruction, Office of Innovation and Reform, Higher Education Literacy Council (HELIC), Teacher Preparation Programs</p>	<p>No RttT funds required</p>
<p>Activity 16: Apply for the Striving Readers Competitive Grant</p>	<p>1, 2, 3, 4</p>	<p>TBD</p>	<p>Deputy Superintendent, Office of Curriculum and Instruction, Office of Innovation and Reform</p>	<p>No RttT funds required</p>
<p>Activity 17: Continue to support, build capacity, and develop sustainability for MS Comprehensive Literacy Plan</p>	<p>1, 2, 3, 4</p>	<p>Ongoing</p>	<p>Deputy Superintendent, Office of Curriculum and Instruction, Office of Innovation and Reform, MSLT, HELIC, Teacher Preparation Programs, LEA Teachers, Leaders, and Staff</p>	<p>No RttT funds required</p>

**Mississippi's Race to the Top Application  
Implementation Plans for Transformation Goals**

**GOAL 3**

**Reform Area Key**

**1 = Standards and Assessments**

**2 = Data Systems to Drive Instruction**

**3 = Great Teachers and Leaders**

**4 = Turning Around Low Performing Schools**

IMPLEMENTATION STEPS	RELATED REFORM AREA	TIMELINE	RESPONSIBILITY	RELATED BUDGET PROJECT NAME
<p><b>MS RttT Transformation Goal 3:</b> To improve mathematics and science achievement on state and national assessments with an emphasis on reducing achievement gaps and promoting STEM engagement. (MSBoFE Goals 2-3; Strategies 1-5)</p> <p>Activity 1: Identify specific areas of weakness in science student performance using student level state assessment data, national assessment data, and international trends</p>	1, 2, 3, 4	August 2010	Deputy Superintendent of Education, Director of Assessment, Director of Curriculum and Instruction, Director of Research and Statistics	No RttT funds required
<p>Activity 2: Implement the 2010 MS Science Framework</p>	1, 3	August 2010	Deputy Superintendent of Education, Director of Curriculum and Instruction	No RttT Funds required
<p>Activity 3: Develop teaching strategies for the 2010 MS Science Framework that mirror international methods for rigor and student success</p>	1, 3, 4	August – October 2010	Deputy Superintendent of Education, Director of Curriculum and Instruction	Regional Innovation and Reform Team Training and Support
<p>Activity 4: Develop the STEM Academy Demonstration Site Guidelines and release the RFP for Site Selection</p>	1,2,3,4	September, 2010	Deputy Superintendent Director of Curriculum and Instruction Office of Innovation and Reform	STEM Academy Demonstration Sites

Activity 5: Select schools to be demonstration sites for Middle/High School STEM Academies	1,2,3,4	November 2010	Deputy Superintendent Director of Curriculum and Instruction Office of Innovation and Reform	STEM Academy Demonstration Sites
Activity 6: Provide content improvement training for science teachers based on international standards	1, 3, 4	October – December 2010	Deputy Superintendent of Education, Director of Curriculum and Instruction	Regional Innovation and Reform Team Training and Support
Activity 7: Provide item writing training to help teachers develop formative assessments for science	1, 3, 4	November 2010	Deputy Superintendent of Education, Director of Assessment Director of Curriculum and Instruction Innovation and Reform Offices	Regional Innovation and Reform Team Training and Support
Activity 8: Develop and disseminate NAEP practice test using released items	1, 2, 3, 4	November 2010	Deputy Superintendent of Education, Director of Assessment and NAEP Coordinator Innovation and Reform Offices	Regional Innovation Team Training and Support
Activity 9: Provide training on the NAEP Questions Tool in classroom across the state.	1, 2, 3, 4	November 2010	Deputy Superintendent of Education, Director of Assessment and NAEP Coordinator Innovation and Reform Offices	Regional Innovation Team Training and Support
Activity 10: Implement a more rigorous and relevant science assessment for grades 5, 8 and Biology I	1, 2, 3, 4	March and April 2011	Deputy Superintendent of Education, Director of Assessment, Director of Curriculum and Instruction Innovation and Reform Offices	Rigorous Assessments

Activity 11: Collaborate with other states to develop content improvement training for mathematics teachers based on the CCSS for mathematics	1, 3, 4	TBD based on collaboration	Deputy Superintendent of Education, Director of Curriculum and Instruction Innovation and Reform Offices	Common Core Standards
Activity 12: Collaborate with other states to develop formative assessments in mathematics based on the CCSS for mathematics	1, 3, 4	TBD based on collaboration	Deputy Superintendent of Education, Director of Assessment, Director of Curriculum and Instruction Innovation and Reform Offices	Common Core Standards
Activity 13: Finalize revisions to the MS Curriculum Framer System for Mathematics to align with the CCSS for Mathematics	1, 2, 3, 4	August 2011	Deputy Superintendent of Education, Director of Curriculum and Instruction, Director of Assessment	Common Core Standards
Activity 14: Work with LEAs to incorporate STEM integration across the curriculum with emphasis in grades 5-8.	1,2,3,4	August 2011 – June 2012	Deputy Superintendent of Education, Director of Curriculum and Instruction	Regional Innovation and Reform Team Training and Support

**Mississippi's Race to the Top Application  
Implementation Plans for Transformation Goals**

**Goal 4**

**Reform Area Key**

**1 = Standards and Assessments**

**3 = Great Teachers and Leaders**

**2 = Data Systems to Drive Instruction**

**4 = Turning Around Low Performing Schools**

IMPLEMENTATION STEPS	RELATED REFORM AREA	TIMELINE	RESPONSIBILITY	RELATED BUDGET PROJECT NAME
<b>MS RttT Transformation Goal 4:</b> To increase the number of high school graduates (reduce the number of dropouts) and postsecondary graduates, decrease the achievement gap between groups of learners, adopt state board standards and examinations. (MSBoFE Goals 2-3; Strategies 1-5)				
Activity 1: Select and train College and Career Navigators to work with Institutions of Higher Learning, Community Colleges, and high schools in assisting students in the transition from high school to college and careers.	2,4	September 2010	Deputy Superintendent Office of Reform and Innovation	College and Career Navigators
Activity 2: Select school sites for Drop-Out Prevention Pilots based on need and capacity and begin implementation	2,4	September 2010 and ongoing	Deputy Superintendent Office of Reform and Innovation	Dropout Prevention Pilots
Activity 3: Conduct training for teachers to support remediation sessions for students who have not passed the assessments required for graduation	1, 2, 3, 4	Aug & Nov 2010 March 2011	Director of Assessment, Director of Curriculum and Instruction Office of Reform and Innovation	Regional Innovation and Reform Team Training
Activity 4: Provide technical assistance to help school districts with the implementation of credit recovery programs	1, 2, 4	August 2010 and ongoing	Director of Curriculum and Instruction	Regional Innovation and Reform Team Training and Support

<p>Activity 5: Meet with Stakeholder Groups (K-12, Community College, and IHL) to determine a systematic process for students to take dual credit/dual enrollment courses</p>	<p>1, 2</p>	<p>September 2010</p>	<p>Director of Curriculum and Instruction, Community College Faculty, Commissioner and Staff of Higher Education, K-12 Stakeholders</p>	<p>No RttT funding required</p>
<p>Activity 6: Work with the Office of Healthy Schools to sponsor a Student Leadership Development Conference to focus on student engagement</p>	<p>2,3,4</p>	<p>September 2010</p>	<p>Office of Healthy Schools Office of Innovation and Reform</p>	<p>No RttT funding required</p>
<p>Activity 7: Provide training on Response to Intervention (Rti) Tier 3 (Training has already been provided for Tier 1 and Tier 2)</p>	<p>1, 2, 3, 4</p>	<p>September 2010</p>	<p>Director of Curriculum, Rti Coordinator Office of Innovation and Reform</p>	<p>Regional Innovation and Reform Team Training and Support</p>
<p>Activity 8: Develop new graduation requirements for State Board Examination Pilot High Schools</p>	<p>1, 2</p>	<p>Jan – Mar 2011</p>	<p>MS Board of Education State Superintendent of Education NCEE Commissioner and Staff of Higher Education Deputy Superintendent Director of Curriculum and Instruction Office of Innovation and Reform K-12 Stakeholders</p>	<p>State Board Examinations</p>
<p>Activity 9: Meet with Accreditation Commission to review graduation policies</p>	<p>1, 2</p>	<p>June 2011</p>	<p>Director of Accreditation, Director of Curriculum and Instruction, Accreditation Commission Members</p>	<p>No RttT funding required</p>

**Mississippi's Race to the Top Application  
Implementation Plans for Transformation Goals**

**Goal 5**

**Reform Area Key**

**1 = Standards and Assessments**

**3 = Great Teachers and Leaders**

**2 = Data Systems to Drive Instruction**

**4 = Turning Around Low Performing Schools**

IMPLEMENTATION STEPS	RELATED REFORM AREAS	TIMELINE	RESPONSIBILITY	BUDGET PROJECT NAME/NUMBER
<p><b>MS RttT Transformation Goal 5:</b> To develop with other state agencies and other states a fully functional statewide longitudinal data system. (MSBoFE Goals 1-3; Strategies 1-5)</p>				
<p>Activity 1: Develop and Adopt MDE Business rules/Data dictionary to align key elements and information tracking requirements with those established by SLDS</p>	1, 2, 3, 4	June 2010	MDE CIO and MDE Project Director of PK16/PK20 LDS	NOTE: All project activities funded through other federal SLDS grants
<p>Activity 2: Perform Data Base Analysis of MSIS and all critical systems in operation at MDE; produce / schematic of MDE's organizational business processes</p>	1, 2, 3, 4	September 2010	MDE CIO and MDE Project Director of PK16/PK20 LDS	
<p>Activity 3: : Establish Data Export, Data Integration, Data sharing Policy</p>	1, 2, 3, 4	November 2010	Director of Education Accountability, MDE CIO and MDE Project Director of PK16/PK20 LDS	
<p>Activity 4: Design MDE' (Data Model); creating real time Workflow Process Model which will incorporate SLDS info sharing requirements along with MDE criteria for multiple stakeholder use</p>	1, 2, 3, 4	November 2010	MDE CIO and MDE Project Director of PK16/PK20 LDS	
<p>Activity 5: Facilitate Joint Development Team meetings: determine reports needed, SLDS/MDE reporting criteria, and methods for data gathering</p>	1, 2, 3, 4	December 2010	Director of Education Accountability, MDE CIO and MDE Project Director of PK16/PK20 LDS	

Activity 6: Design data reports / Design agency documentation templates	1,2,3,4	January / March 2011	Director of Education Accountability, MDE CIO and MDE Project Director of PK16/PK20 LDS	
Activity 7: Provide professional development for key MDE leadership to finalize communication system for districts and schools, the general public, and other constituency groups	1,2,3,4	February/July 2011	Executive / Management Staff	
Activity 8: Conduct joint development meetings with Key MDE stakeholders to finalize the design of the organization and scope of MDE's Data Mart	1,2,3,4	April 2011	Director of Education Accountability, MDE CIO, MDE Project Director of PK16/PK20	
Activity 9: Implement data mining tools, and configure ad hoc reporting software	1,2,3,4	May 2011	MDE CIO	
Activity 10: Begin EdFacts system staging, analysis, design, development and testing	1,2,3,4	April 2011 thru June 2011	MDE CIO	
Activity 11: Conduct Dashboard and Decision Tool Meeting with all education program areas and partners and a focus group of their customers.	1,2,3,4	July 2011	Director of Education Accountability, MDE CIO, MDE PK16/PK20 Project Director	
Activity 12: MDE SLDS Portal and Website Full Launch	1,2,3,4	September 2011	MDE CIO	
Activity 13: Continual testing and modifying of the quality assurance of dashboard and decision tools for educational purposes	1,2,3,4	October 2011 thru June 2012	MDE CIO	

**Mississippi's Race to the Top Application  
Implementation Plans for Transformation Goals  
GOAL 6**

**Reform Area Key**

**1 = Standards and Assessments**

**2 = Data Systems to Drive Instruction**

**3 = Great Teachers and Leaders**

**4 = Turning Around Low Performing Schools**

IMPLEMENTATION STEPS	RELATED REFORM AREA	TIMELINE	RESPONSIBILITY	RELATED BUDGET PROJECT NAME
<b>MS RttT Transformation Goal 6:</b> To develop a formative assessment system and professional learning communities to foster continuous data-based, instructional decision-making, as well as overall district and school improvement. (MSBoFE Goals 1-3, Strategies 1-5)				
Activity 1: Establish a statewide committee on formative assessments with stakeholder groups (K-12 and IHL)	1, 3, 4	June 2010 – November 2010	Deputy Superintendent, Director of Curriculum and Instruction, Director of Student Assessment	No RttT funding required
Activity 2: Develop training modules, including webinars, on utilizing formative assessments within the scope of the instructional improvement system	1, 3, 4	November 2010 – May 2011	Deputy Superintendent, Director of Curriculum and Instruction, Director of Student Assessment	MDE Office of Innovation and Reform
Activity 3: Conduct regional meetings for diverse stakeholder groups across the state explaining how to utilize formative assessments through the instructional improvement system	1, 3, 4	February 2011 – April 2011	Deputy Superintendent, Director of Curriculum and Instruction, Director of Student Assessment, RESAs	MDE Office of Innovation and Reform  Regional Innovation and Reform Team Training and Support

<p>Activity 4: Conduct mandatory training for all local school districts (teachers and leaders) on formative assessments utilizing a community of learners for professional enhancements</p>	<p>1, 3, 4</p>	<p>June 2011 – August 2011 and Ongoing</p>	<p>Deputy Superintendent, Director of Curriculum and Instruction, Director of Student Assessment, State and Regional Offices of Innovation and Reform</p>	<p>Regional Innovation and Reform Team Training and Support</p>
<p>Activity 5: Revise State Board of Education Policy 4300 to require local school districts to implement formative assessments as an integral component of the instructional improvement system effective 2011-2012 school year</p>	<p>1, 3, 4</p>	<p>April 2011–June 2011</p>	<p>Deputy Superintendent, Director of Curriculum and Instruction, Director of Student Assessment</p>	<p>No RttT funds required</p>
<p>Activity 6: Utilize the statewide longitudinal data system to monitor and report overall district and school improvement (See Transformation Goal 5)</p>	<p>1, 2, 3, 4</p>	<p>July 2011 and Ongoing</p>	<p>Deputy Superintendent, Director of Accountability, Director of MIS, Director of Research and Statistics</p>	<p>SLDS funding from other grant sources</p>
<p>Activity 7: Provide targeted technical assistance to local school districts that fail to demonstrate overall district and school improvement based on annual data analysis</p>	<p>2, 3, 4</p>	<p>August 2011 and Ongoing</p>	<p>Deputy Superintendent, Director of Curriculum and Instruction, Director of Student Assessment, State and Regional Offices of Innovation and Reform</p>	<p>Regional Innovation and Reform Team Training and Support</p>

**Mississippi's Race to the Top Application  
Implementation Plans for Transformation Goals**

**Goal 7**

**Reform Area Key**

**1 = Standards and Assessments**

**3 = Great Teachers and Leaders**

**2 = Data Systems to Drive Instruction**

**4 = Turning Around Low Performing Schools**

**MS RttT Transformation Goal 7:** To provide comprehensive teacher and leader recruitment, preparation, induction, mentoring, and support in ways that improve teacher and leader effectiveness as measured by a value-added model (MSBoFE Goals 1-3; Strategies, 2, 3, 4)

IMPLEMENTATION STEPS	RELATED REFORM AREA	TIMELINE	RESPONSIBILITY	RELATED BUDGET PROJECT NAME
Activity 1: Conduct research with focused teacher and administrator groups to receive feedback on state standards for performance.	1,2,3,4	May 2010	Deputy State Superintendent Office of Quality Educators	No RttT Funds Required
Activity 2: Determine the multiple measures to be included in the educator evaluation process	1,2,3,4	June 2010	Deputy State Superintendent Office of Quality Educators	No RttT Funds Required
Activity 3: Identify the entity to assist with developing design and implementation of a value-added system of educator evaluation linked to student performance	1,2,3,4	August 2010	Deputy State Superintendent Office of Quality Educators	Statewide Educator Evaluation System
Activity 4: Disseminate information to all constituencies regarding the evaluation process and timeline	1,2,3,4	August- September 2010	Deputy State Superintendent Office of Quality Educators	Statewide Educator Evaluation System
Activity 5: Develop evaluation system and conduct field trials and develop training for district and school personnel on the evaluation system	1,2,3,4	October - December 2010	Deputy State Superintendent Office of Quality Educators	Statewide Educator Evaluation System
Activity 6: Provide training for MDE staff to build capacity for implementing the evaluation system	1,2,3,4	December 2010	Deputy State Superintendent – Office of Quality Educators	Statewide Educator Evaluation System

<p>Activity 7: Conduct training on the evaluation system for district and school personnel and other stakeholder groups</p>	<p>1,2,3,4</p>	<p>January – June 2011</p>	<p>Deputy State Superintendent – Office of Quality Educators</p>	<p>Statewide Educator Evaluation System Regional Innovation and Reform Team Training and Support</p>
<p>Activity 8: Conduct additional follow-up training sessions with district and school personnel on implementation of the evaluation system</p>	<p>1,2,3,4</p>	<p>July-August 2011</p>	<p>Deputy State Superintendent – Office of Quality Educators</p>	<p>Statewide Educator Evaluation System Regional Innovation and Reform Team Training and Support</p>
<p>Activity 9: Work with evaluation system contractor to ensure all aspects of the evaluation system are ready for Phase I launch</p>	<p>1,2,3,4</p>	<p>July-August 2011</p>	<p>Deputy State Superintendent Office of Quality Educators</p>	<p>Statewide Educator Evaluation System</p>
<p>Activity 10: Launch Phase I implementation of the Statewide Educator Evaluation System.</p>	<p>1,2,3,4</p>	<p>September 2011</p>	<p>Deputy State Superintendent Office of Quality Educators</p>	<p>Statewide Educator Evaluation System</p>
<p>Activity 11: Refinement and maintenance of the evaluation system and associated training for using results</p>	<p>1,2,3,4</p>	<p>On-going 2011-2014</p>	<p>Deputy State Superintendent Office of Quality Educators</p>	<p>Statewide Educator Evaluation System</p>

**Mississippi's Race to the Top Application  
Implementation Plans for Transformation Goals  
Goal 8**

**Reform Area Key**

**1 = Standards and Assessments**

**3 = Great Teachers and Leaders**

**2 = Data Systems to Drive Instruction**

**4 = Turning Around Low Performing Schools**

IMPLEMENTATION STEPS	RELATED REFORM AREA	TIMELINE	RESPONSIBILITY	RELATED BUDGET PROJECT NAME
<p><b>MS RttT Transformation Goal 8:</b> To ensure that all students have opportunities to learn in schools where effective teachers and leaders are employed, no matter the location or past achievement of the school. (MSBoFE Goals 1-3; Strategies 1-5)</p> <p>Activity 1: Amend state accreditation standards to require that all school districts providing appropriate training to teachers and leaders to effectively implement a three tier instructional management system that meets the needs of all students, including students with disabilities</p>	1, 3	August 2010	MS Board of Education, Commission on School Accreditation, State Superintendent of Education, Deputy Superintendents for Instructional Programs and Accountability, Director of Curriculum and Instruction, Director of Accreditation	No RttT funding required
<p>Activity 2: Assist schools and districts in developing recruitment and retention strategies for teachers and principals in low-performing schools, including utilization of incentive pay plans</p>	1, 2, 3, 4	September 2010	Deputy Superintendent Office of Quality Educators	Innovation and Reform Team Training and Support
<p>Activity 3: Conduct regional meetings for diverse stakeholder groups (K-12 and IHL) and mandatory training for district teachers and leaders on how to implement the three tier instructional management system</p>	3, 4	September 2010 – June 2011	Deputy Superintendent, Director of Curriculum and Instruction	Innovation and Reform Team Training and Support
<p>Activity 4: Utilize the statewide longitudinal data system to monitor and report student performance per school by</p>	2, 3, 4	July 2011 – ongoing	Deputy Superintendent, Director of Accountability, Director of MIS, Director of Research and Statistics	Innovation and Reform Team Training and Support
<p>Activity 5: Provide targeted technical assistance to local</p>	2, 3, 4	August 2011 -	Deputy Superintendent,	Regional

<b>MS RttT Transformation Goal 8: To ensure that all students have opportunities to learn in schools where effective teachers and leaders are employed, no matter the location or past achievement of the school. (MSBoFE Goals 1-3; Strategies 1-5)</b>				
IMPLEMENTATION STEPS	RELATED REFORM AREA	TIMELINE	RESPONSIBILITY	RELATED BUDGET PROJECT NAME
school districts based an annual data analysis system		ongoing/continuos	Director of Accountability, Director of Curriculum and Instruction	Innovation and Reform Champions
Activity 6: Conduct a Study of Need/Access/Equity regarding teacher and principal placement in Mississippi	3,4	September, 2010	Deputy Superintendent Office of Quality Educators	Statewide Educator Evaluation System
Activity 7: Utilize results of the study to develop and implement initiatives to address inequities in staffing and access to effective teachers and principals for all students	1,2,3,4	October 2010- June 2011	Deputy Superintendent Office of Quality Educators	Statewide Educator Evaluation System
Activity 9: Continue the cycle of planning, implementation, and evaluation to build capacity and sustainability for reform.	1,2,3,4	September 2010 and ongoing	All MDE Professional Staff and the staff of the RESAs	Across all projects

**Mississippi's Race to the Top Application  
Implementation Plans for Transformation Goals**

**Goal 9**

**Reform Area Key**

**1 = Standards and Assessments**

**2 = Data Systems to Drive Instruction**

**3 = Great Teachers and Leaders**

**4 = Turning Around Low Performing Schools**

**MS RttT Transformation Goal 9:** To expand the MS healthy schools efforts via the Office of Healthy Schools (MSBoFE Goals 1-3; Strategies, 1-5)

IMPLEMENTATION STEPS	RELATED REFORM AREA	TIMELINE	RESPONSIBILITY	RELATED BUDGET PROJECT NAME
Activity 1: Coordinate monitoring and implementation efforts with other MDE Offices (Federal Programs, School Improvement, Curriculum and Instruction, SPED, Drop Out Prevention, etc.) to align resources and ensure a system of support for school districts to best meet the needs of children	1,2,3,4	Ongoing	Deputy State Superintendent, MDE Professional Staff Offices of Innovation and Reform	No RttT funding required
Activity 2: Maintain and establish partnerships with non-profit foundations, community-based organizations and other state agencies to coordinate services and provide resources that support the implementation of quality school health programs in MS schools	3, 4	Ongoing	Office of Healthy Schools Staff Office of Innovation and Reform	No RttT funding required
Activity 3: Sponsor educational related conferences for Superintendents, Principals, and School Health Staff to deliver training for the implementation of school health programs and to further support the relationship between the health of students and academic achievement	1,2,3,4	Ongoing	Office of Healthy Schools Staff	No RttT funding required
Activity 4: Conduct training and provide resources for schools to successfully meet the coordinated school health (CDC Model) implementation benchmarks developed by the MDE	2, 3, 4	August 2010/Ongoing	Office of Healthy Schools Staff	Healthy Schools Pilots
Activity 5: Develop/Issue an RFP for pilot healthy school programs in those schools illustrating need and capacity	1,2,3,4	September 2010	Office of Healthy Schools Staff	Healthy Schools Pilots

Activity 6: Select Healthy School Pilot demonstration schools, provide training and begin program implementation	1,2,3,4	September 2010/ongoing	Office of Healthy Schools Staff Office of Innovation and Reform	Healthy Schools Pilots
Activity 7: Conduct HEAP of Books training and provide resources for schools to support the link between health and literacy	1, 3,4	September 2010/Ongoing	Office of Healthy Schools Staff Office of Innovation and Reform	Healthy Schools Pilots
Activity 8: Pilot policy priorities in selected school districts for potential statewide implementation	4	September 2010/Ongoing	Office of Healthy Schools Staff	No RttT funds required
Activity 9: Sponsor a Youth Development Leadership Conference	4	September 2010	Office of Healthy Schools Staff And Partners	No RttT funds required
Activity 10: Conduct training and provide resources to selected school districts for the implementation of an anti bullying program	2, 4	October 2010/Ongoing	Office of Healthy Schools Staff	No RttT funds required
Activity 11: Maintain school health communication plan to highlight school district successes	4	Ongoing	Public Relations Staff Office of Healthy Schools Staff	No RttT funds required
Activity 12: Conduct regional meetings in collaboration with each RESA on existing school health policy	2, 4	January 2011/Ongoing	Office of Healthy Schools Staff Office of Innovation and Reform	No RttT funds required
Activity 13: Revise the MS Physical Education and Comprehensive Health Frameworks, based on the current cycle, to maintain alignment with national standards and provide additional opportunities for student engagement	1, 3	January 2011	Stakeholders Office of Healthy Schools Staff Office of Curriculum and Instruction	No RttT funds required
Activity 14: Seek additional funding to expand the services and resources available to support the implementation of quality school health programs	4	Ongoing	Office of Healthy Schools Staff	No RttT funds required
Activity 15: Provide technical assistance to school health councils on conducting a school health needs assessment and to encourage involvement between families, communities, and schools	2, 4	Ongoing	Office of Healthy Schools Staff/Partners Office of Innovation and Reform	No RttT funds required
Activity 16: Provide training and support to ensure efficient and effective operations of child nutrition programs (USDA)	4	Ongoing	Office of Healthy Schools Staff	No RttT funds required
Activity 17: Adopt school health policy to advance school health implementation efforts	4	July 2012	State Board of Education, State Superintendent, Deputy State Superintendent, Office of Healthy Schools Staff	No RttT funds required



**Mississippi's Race to the Top Application  
Implementation Plans for Transformation Goals**

**Integrated Goals**

**Reform Area Key**

**1 = Standards and Assessments**

**3 = Great Teachers and Leaders**

**2 = Data Systems to Drive Instruction**

**4 = Turning Around Low Performing Schools**

<b>MS RttT Transformation Goal – ALL:</b>					
IMPLEMENTATION STEPS	RELATED REFORM AREA	TIMELINE	RESPONSIBILITY	RELATED BUDGET PROJECT NAME	
Activity 1: Staff the Office of Innovation and Reform	All	September 2010	State Superintendent Deputy Superintendent	MDE Office of Innovation and Reform	
Activity 2a: Issue an RFP for evaluation services	All	September 2010	Deputy Superintendent	Project Evaluation	
Activity 2b: Select entity for award of contract.		October 2010	Office of Innovation and Reform		
Activity 3a: Issue an RFP for the Development and Implementation of Statewide Communications Plan	All	October 2010	Deputy Superintendent	Communications Plan	
Activity 3b: Select entity for award of contract.		November 2010	Office of Innovation and Reform	Development and Implementation	
Activity 4a: Determine the process and select lead staff for utilizing the Delivery Unit Approach to manage the accountability for all aspects of the RttT	All	October 2010	Deputy Superintendent	Delivery Unit Approach for Project Management	
Activity 4b: Begin implementation of Delivery Unit Approach.		November 2010	Office of Innovation and Reform		
Activity 5: Determine the procurement process for purchasing "ThinkPad" type devices for all 9 <sup>th</sup> graders in the 49 schools of highest poverty for use in connecting families to resources unbounded by geography.	All	October 2010	Deputy Superintendent Office of Innovation and Reform Office of Management Information Systems	LDS/Data Management Development and Enhancement	

Activity 6: Develop and implement strategies to allow teachers to become engaged in a Community of Learners approach to professional development.	All	November 2010	Deputy Superintendent Office of Innovation and Reform	Innovation and Reform Team Training and Support
---	-----	---------------	--	--

CREATE FOUNDATION

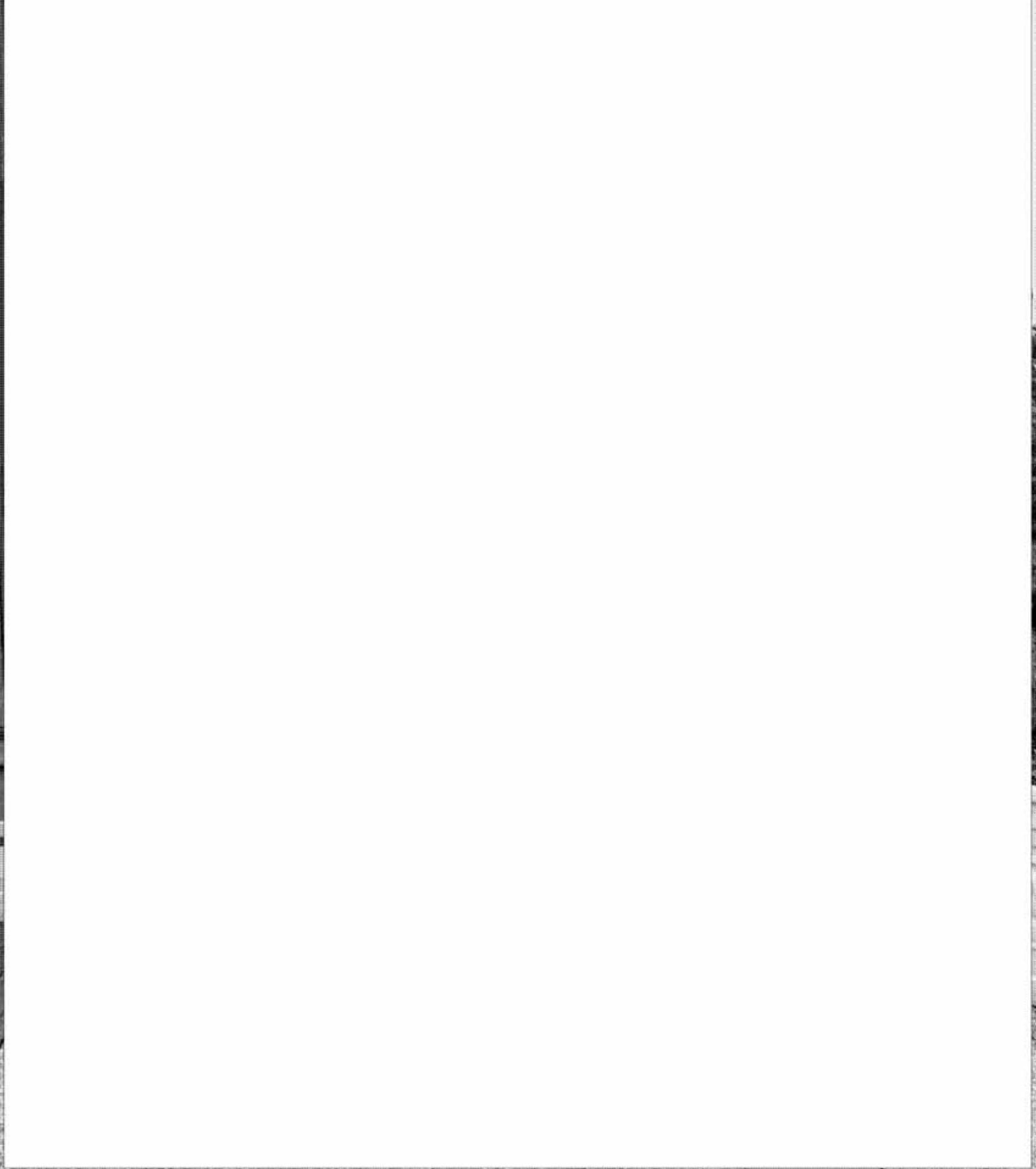


*"I can do something  
and light a candle,*

2009 AN



(b)(6)



George McLean, CREATE Foundation's founder, believed that each person in the community had the responsibility to help raise the education and economic level for all citizens of this region. When one person lights a candle, it often inspires others to do the same. George McLean lit a candle of hope with the CREATE Foundation and has inspired many years of charitable giving and philanthropy for northeast Mississippi. We believe that Mr. McLean would be very proud of all that has been accomplished through CREATE Foundation.

-Mike Clayborne, *President*

Our community has been blessed with many people who are willing to do what it takes to help raise the economic and education levels of this region. For the last 37 years, thousands of individuals, families, and businesses in northeast Mississippi have partnered with CREATE Foundation to help make life better for others. Since our founding in 1972, our donors have made charitable gifts totaling more than \$59 million. Through more than 500 grant-making funds, our donors are significantly impacting the quality of life for all northeast Mississippi residents. Together we can create a better tomorrow for all.

-Larry Kirk, *Chairman*

## Do you care about meeting the most pressing needs of the community?

You can make a gift or leave a bequest to funds that are unrestricted or focused on a specific field of interest such as education, the arts, churches, school playground equipment, leadership development, etc.

## Do you care about giving back to the community?

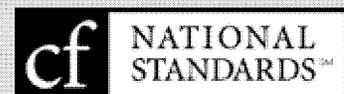
Donor-advised funds are an easy-to-establish, no cost, flexible fund for charitable giving as an alternative to direct giving or creating a private foundation. Donors enjoy administrative convenience, cost savings and tax advantages by conducting their grantmaking through the fund. Donor advised funds are an excellent way to give back to the community.

## Do you care about providing perpetual support for a particular nonprofit agency?

Designated funds and organization endowments maintain gifts for one or more organizations in perpetuity. CREATE Foundation provides many easy, inexpensive, and effective options for your charitable giving, plus the flexibility to tailor these options in ways that suit your needs. Please check our website for a full description and minimum gift requirements. Donations may be conveniently made online at [www.createfoundation.com](http://www.createfoundation.com).

## National Standards Compliance

During 2009, the CREATE Foundation was confirmed in compliance with the Council on Foundations National Standards. The National Standards Seal shown below signifies that CREATE Foundation has met rigorous National Standards and has demonstrated its commitment to financial security, transparency, and accountability. "When people use CREATE Foundation to make a charitable bequest, establish a fund, or make a contribution, they do it knowing that we have met standards for donor services, investment management, grantmaking, and administration. The National Standards Seal says this house is in order. It is excellent validation of the work we do on behalf of our donors and our community," said Mike Clayborne, President.



# create foundation board of directors

**T**he men and women who serve on the Board of Directors of the CREATE Foundation bring a wealth of professional and personal assets to their work. All are community leaders with keen insight into regional needs and opportunities. Many share experience and expertise in financial and legal matters. Many are donors themselves demonstrating that their commitment extends to sharing their own financial resources. The caliber of CREATE's leadership is often a key reason for donor confidence in the foundation.

## CREATE Founders

George A. McLean  
1904-1983

Anna Keirseay McLean  
1906-2000

## Directors Emeritus

Felix Black  
1917-2003

Jim Ingram  
1930-2006

James Hugh Ray  
1927-2007

J.C. Whitehead  
1921-2004



**David L. Beckley, Ph.D.**  
President, Rust College  
Holly Springs



**Grace Clark**  
Community Volunteer  
Tupelo



**Bettye R. Coward, Ph.D.**  
President  
Blue Mountain College  
Blue Mountain



**Johnny L. "Chip" Crane**  
President  
F.L. Crane & Sons  
Fulton



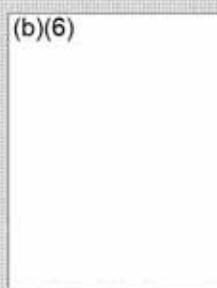
**Billy Crews**  
Chairman & CEO  
Journal, Inc.  
Tupelo



**Ormella Cummings, Ph.D.**  
Chief Strategy Officer  
North Mississippi Health Services  
Tupelo



**Kenny Dill**  
Retired  
West Point



**Hassell H. Franklin**  
CEO  
Franklin Corporation  
Houston



**Lisa Hawkins**  
Owner  
Room to Room Furniture  
Tupelo



**John Heer**  
President & CEO  
North Mississippi Health  
Services  
Tupelo



**W. G. "Mickey" Holliman**  
Retired Chairman  
Furniture Brands International  
Tupelo



**Gloria Kellum, Ph.D.**  
Retired Vice Chancellor  
for University Relations  
University of Mississippi  
Oxford

## CREATE Staff

**Michael K. Clayborne**  
President

**Jan Eastman**  
Director of Development

**Juanita Gambrell Floyd**  
Vice President of Finance  
& Administration

**Jennie Hannah**  
Administrative  
Assistant & Director of  
Communications

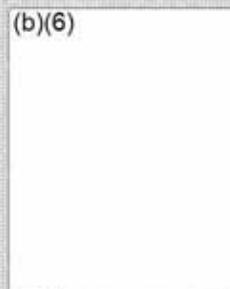
**Mary Alice McLaurin**  
Commission  
Administrative  
Assistant

**Lewis Whitfield**  
Senior Vice President

**Beverly Williams**  
Assistant Director of  
Finance & Administration



**Larry Kirk**  
Retired CEO  
Hancock Fabrics, Inc.  
Tupelo



**Bobby P. Martin**  
Chairman of the Board,  
President & CEO  
The Peoples Bank  
Ripley



**Denotee Martin**  
President  
Denotee Martin  
Contractors, Inc.  
New Albany



**Robin McCormick**  
Partner  
Watkins, Ward & Stafford,  
PLLC  
West Point



**Robin McGraw**  
President & CEO  
Renasant Bank  
Tupelo



**Guy Mitchell, III**  
Attorney  
Mitchell, McNutt & Sams, P.A.  
Tupelo



**Buddy Montgomery**  
President  
First National Bank  
of Pontotoc  
Pontotoc



**Aubrey Patterson**  
Chairman & CEO  
BancorpSouth  
Tupelo



**Greg Pirkle**  
Attorney  
Phelps Dunbar, LLP  
Tupelo



**Eddie Prather**  
Consultant  
The Excellence Group  
Tupelo



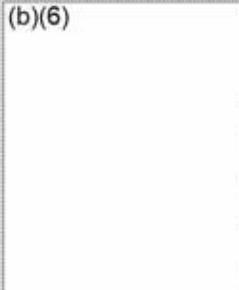
**Melvin C. Ray, Ph.D.**  
Associate Vice President for  
Economic Development  
Mississippi State University  
Starkville



**Jack Reed, Sr.**  
Chairman  
Reed's  
Tupelo



**Ronny Rowland**  
Manager  
Prentiss County Electric  
Power Association  
Booneville



**David Rumbarger**  
President & CEO  
Community Development  
Foundation  
Tupelo



**Tommy Tomlinson**  
Regional President  
Cadence Bank  
Starkville



**H.L. "Sandy" Williams, Jr.**  
President  
Coca Cola Bottling Works  
Corinth

The Library Garden at the Lafayette County Library

for library patrons. The Garden was funded by a grant from the Lafayette/Oxford Foundation for Tomorrow

(b)(6)

(b)(6)

(b)(6)



(b)(6)

(b)(6)

(b)(6)

# create quality

## Community Affiliates

Established in 1997, the Community Affiliate program provides quality support for individual counties in our region that want to start their own community foundation. To help affiliates get started CREATE provides a \$100,000 matching grant for foundations raising \$200,000 in unrestricted endowed funds. Affiliates also enjoy the advantages of financial management and staff support to help fulfill their local goals. There are currently eleven Community Affiliates in the program. Fund balances as of December 2009:

<b>Alcorn County--CARE</b>	<b>\$1,101,399</b>
Corinth-Alcorn Reaching for Excellence	
<b>Calhoun County</b>	<b>\$148,583</b>
Calhoun County Endowment Fund	
<b>Chickasaw County--PACE</b>	<b>\$336,697</b>
Partners in Achieving Community Excellence	
<b>Clay County</b>	<b>\$927,426</b>
West Point Community Foundation	
<b>Itawamba County--FIRST</b>	<b>\$392,781</b>
Friends of Itawamba Responding to Secure Tomorrow	
<b>Lafayette County--LOFT</b>	<b>\$531,456</b>
Lafayette/Oxford Foundation for Tomorrow	
<b>Monroe County</b>	
North Monroe County Community Fund	<b>\$54,480</b>
South Monroe County Community Fund	<b>\$89,747</b>
<b>Oktibbeha County--SOAR</b>	<b>\$259,417</b>
Starkville-Oktibbeha Achieving Results	
<b>Tippah County--TARGET</b>	<b>\$275,192</b>
Tippah and Ripley Growing Excellent Together	
<b>Union County--UNITE</b>	<b>\$441,836</b>
Union County/New Albany Initiative to Excel	

**Top:** Corinth-Alcorn Reaching for Excellence (CARE) presents the CARE Honor Garden to downtown Corinth. It provides the perfect space for outdoor community events such as symphony performances, children's activities, and even weddings.

**Middle:** The world famous Four Tops performing in Oxford at LOFT's fall fundraising event. Over \$58,000 in charitable funds was raised to benefit Oxford and Lafayette County.

**Bottom:** GED graduates in Oktibbeha County receive cash awards from Starkville-Oktibbeha Achieving Results (SOAR).

# create help

## *John and Frances Marchbanks Endowment Fund*

John B. Marchbanks, a native of Shannon, Mississippi, maintained a deep love for the area where he grew up, although he had not lived there for more than 60 years. John and his wife Frances desired to help people overcome their problems, misfortunes, and handicaps, thereby assisting them to help themselves achieve a better life and become productive citizens. The Marchbanks left a gift of \$8.5 million to benefit the region. In 2009, more than \$244,000 in grants was awarded from the John and Frances Marchbanks Endowment Fund.

### **Helping Hands Scholarships to Shannon High School Students**

The Helping Hands Scholarship provides a financial incentive for students in the Shannon School District to be good citizens, perform well in the classroom, graduate from high school, and pursue additional educational opportunities. More than \$168,000 has been given in scholarships to Shannon High School students.

### **Community Grants**

More than \$675,000 has been given in community grants from the Marchbanks Endowment Fund. Tupelo's Regional Rehabilitation Center received a Marchbanks Community Grant to help fund a much needed renovation. The Regional Rehab Center provides services free of charge to individuals with disabilities.

(b)(6)

**John B. Marchbanks**

(b)(6)

**Frances Marchbanks**



(b)(6)

Kay Mathews, Director of the Regional Rehabilitation Center, provides hope to individuals with disabilities through occupational and speech therapy.

(b)(6)

(b)(6)

(b)(6)

West Corinth Symphony Orchestra  
Corinth Theatre Arts  
Crestwood Program  
(Learn Inspire Nurture Kids)  
LINK Foundation

(b)(6)

(b)(6)

(b)(6)

First graders at West Corinth Elementary School learn to play rhythms with the help of Drum Cafe, a percussion group from the west coast that seeks to enhance energy, health, and social harmony through drumming. This event was made possible by a Pierce Foundation grant to LINK (Learn Inspire Nurture Kids) of Alcorn County.

# create support

## Supporting Organizations

Without the annual tax reporting, audit, and administrative costs of maintaining a private foundation, supporting organizations of CREATE can put even more of their dollars to work for charity and education enhancement to improve the quality of life for northeast Mississippi residents.

### The Henry Mize Foundation

The Henry Mize Foundation was established in 2003 in memory of Mr. Mize. His nephew, Paul "Buzzy" Mize, said it was his uncle's wish to establish the charitable foundation to provide funding to the organizations his uncle loved. "By establishing this foundation, my uncle was certain that these meaningful institutions would continue to receive his support," said Paul Mize.

**Mission:** To provide ongoing support to Northeast Mississippi Community College, Mississippi State University and the United Methodist Church.

### The Pierce Foundation

The Pierce Foundation was established by Corinne Pierce in memory of her husband, Benjamin, to commemorate his commitment to community and to honor his civic leadership. The 2009 Pierce grants exceeded \$280,000 making the total investment by the Pierce Foundation in Alcorn County more than \$2.8 million.

**Mission:** To improve the physical, intellectual, economic and spiritual quality of life for the people of Alcorn County.

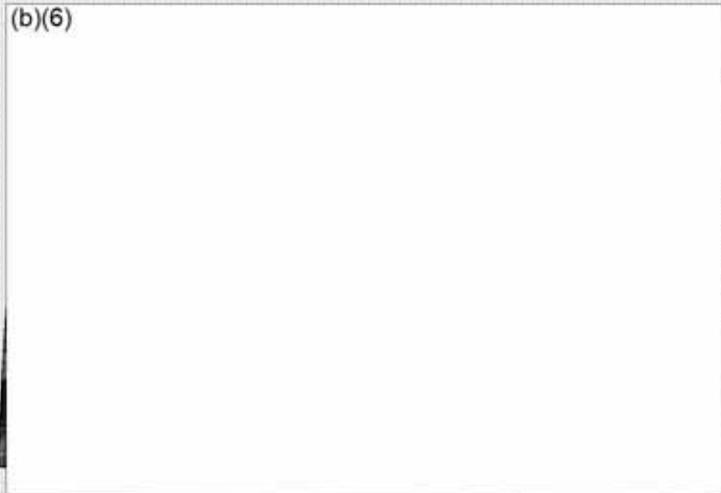
#### 2009 Mize Foundation Grants

Good Samaritan Health Services  
Mississippi State University Bulldog Club  
Northeast Mississippi Community College  
United Way of Northeast Mississippi

#### Mize Foundation Board of Directors

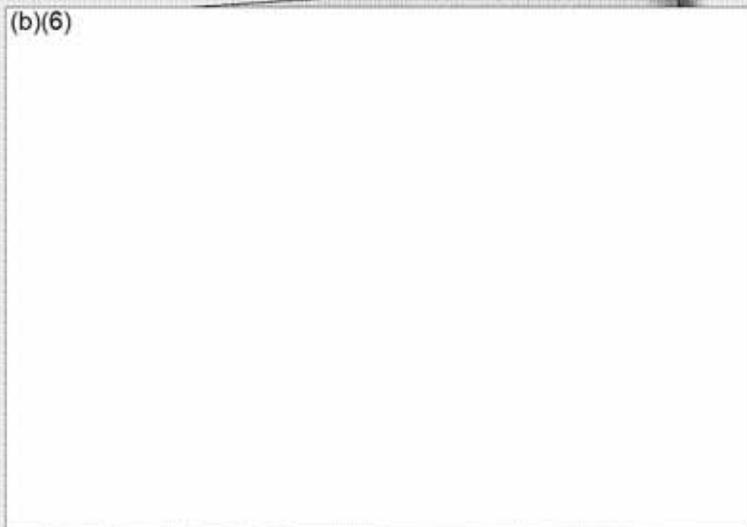
Buzzy Mize, President  
Mike Clayborne  
Guy Mitchell, III, Secretary  
Jack Reed, Sr.

(b)(6)



**Henry Mize and his nephew, Paul "Buzzy" Mize**

(b)(6)



**Corinne and Benjamin Pierce**

#### Pierce Foundation Board of Directors

Mary Jones, President  
Mike Clayborne,  
Secretary/Treasurer  
Nan Green  
Benjamin Pierce  
Hoot Wilder  
Randy Long  
Bill Davis  
Corinne Pierce  
Wendell Trapp, Jr.

# create honor

## *Scholarship Funds*

Scholarship funds may be designated for any level of education, a particular field of study, a specific institution, or a specific county or area. CREATE has more than 50 scholarship funds. Three of these funds are highlighted here.

### **John Paul Frerer Scholarship**

Family members established this scholarship fund to honor John Paul's enthusiasm for life. He loved cycling, Wave Connection (THS show choir), his church, and his friends.

### **John Todd Scholarship Fund**

Established to honor John's life, this college scholarship fund was created for deserving children of Southern Motion employees. John was a wonderful father, husband, son, and friend who was very much a part of the Southern Motion family.

### **Kayla Sue Mize Scholarship**

To honor her passion for life and the performing arts, family and friends of Kayla Sue Mize established this endowment. Its primary purpose is to award scholarships to further the education of high school seniors who have demonstrated excellence in performance, on stage and off.

(b)(6)

### **John Paul Frerer**

(b)(6)

### **John Todd**

(b)(6)

# create a legacy

## *McLean Legacy Society*

The McLean Legacy Society honors those forward-thinking individuals who have let the Foundation know that they plan to leave a gift to the community through a bequest, trust, life insurance policy, or retirement plan. CREATE extends its gratitude to them for making northeast Mississippi a better place now and in the future. Since gifts are usually entrusted to CREATE at the end of a donor's life, we generally have little or no opportunity to demonstrate the recognition and appreciation that such meaningful acts deserve. Now, however, the McLean Legacy Society provides a way for CREATE to thank donors and ensure their gifts will be recognized during their lifetime.

### MEMBERS

Anonymous (4)

John and Frances Burt

Tom and Carol Byrne

Dr. and Mrs. Douglas E. Clark, Jr.

Mike and Julie Clayborne

LTC and Mrs. Jack Dalton

Jan Elizabeth Eastman

Clinton H. Graves, Jr.

Barbara and Chester McKee

J. Mark Merritt

Ann B. Mitchell

Mr. and Mrs. Jack R. Reed, Sr.

Mr. and Mrs. David P. Rumbarger, Jr.

Anne J. Stephens

Sara A. Stephens

Nellah F. Taylor

Heywood Washburn

Charles E. Weatherly

Ellen R. Weatherly

Martha F. Wells

Lewis Whitfield

Sandy and Rosemary Williams

(b)(6)

**John and Frances Burt**  
**Calhoun City, Mississippi**  
**McLean Legacy Society Members**

(b)(6)

**Mr. and Mrs. Jack R. Reed, Sr.**  
**Tupelo, Mississippi**  
**McLean Legacy Society Members**



(b)(6)

Anne J. Stephens  
New Albany, Mississippi  
McLean Legacy Society Member

(b)(6)

Kenneth and Sandy Williams outside Coca-Cola Bottling Works in 1988.

(b)(6)

(b)(6)

# create leadership

## *McLean Awards*

CREATE Foundation recently presented the McLean Award for Philanthropy to four well-known community leaders. The McLean Award was established to honor individuals and organizations that exemplify CREATE founders George and Anna McLean's spirit in charitable giving. It recognizes the extraordinary leadership of people working to improve the quality of life in their communities and in our region.

This year's winners are Rosemary & Sandy Williams and Nancy Ann & Kenneth Williams, all of Corinth. Each of these community leaders have made significant contributions in Corinth, Alcorn County, and our region as well as having demonstrated a genuine spirit of philanthropy.

# create Impact

## *Community Partner Awards*

The Community Partner award recognizes organizations which have given extraordinary support to the Commission on the Future of Northeast Mississippi in accomplishing its mission.

This year's recipients are three of our region's community colleges whose partnership with CREATE has significantly impacted the region—East Mississippi Community College, Itawamba Community College, and Northeast Mississippi Community College.

All of these colleges have collaborated openly and effectively with CREATE and its other partners on the Tuition Guarantee Program, dropout prevention and recovery, and on workforce development issues. These initiatives are building our region's education attainment level and improving our ability to create more and better jobs.

(b)(6)

Rosemary & Sandy Williams and Nancy Ann & Kenneth Williams receive the 2009 McLean Award for Philanthropy.

(b)(6)

**2009 Community Partner Award**  
**Northeast Mississippi**  
**Community College**  
Dr. Johnny Allen  
President

(b)(6)

**2009 Community Partner Award**  
**Itawamba Community College**  
Dr. David Cole  
President

(b)(6)

**2009 Community Partner Award**  
**East Mississippi**  
**Community College**  
Dr. Rick Young  
President

# create purpose

## *Donor Advised Funds*

Hassell Franklin of Houston, Mississippi is a purpose driven man. Charitable giving through his donor advised fund at CRE-ATE Foundation gives him the opportunity to make a difference in the lives of others. Helping raise the economic and education level of our region is a responsibility we can all share.

Donor advised funds are an effective tool for making charitable donations. Simply establish the fund, then make contributions and grant recommendations at

you

de  
ma  
di  
fu  
re  
sin  
do

(b)(6)

(b)(6)

# DONOR ADVISED FUNDS

ANONYMOUS

ANNA MIZE ADAMS AND PAUL LOUIS ADAMS ADVISED FUND

SAM AND SALLEY AGNEW ADVISED FUND

JOHN R. AND MARY FICKLIN ARNOLD ADVISED FUND

AT&T ADVISED FUND

MR. AND MRS. ALAN BANK ADVISED FUND

BECKLEY FAMILY ADVISED FUND

ALFORD AND SHELIA BELL ADVISED FUND

SARA AND MONTGOMERY BERRY ADVISED FUND

BIRTHDAY CLUB ADVISED FUND

ROBERT AND JANE BLACK ADVISED FUND

MRS. CAROLYN BOGGAN ADVISED FUND

JAN BOTTS ADVISED FUND

DR. AND MRS. DAN BRASFIELD ADVISED FUND

MRS. ELIZABETH ANN BROWN ADVISED FUND

THE LARRY BROWN ADVISED FUND

ROBERT L. AND ELIZABETH S. BUCHBERGER ADVISED FUND

MR. AND MRS. JOHN G. BURT ADVISED FUND

CARL BUSH ADVISED FUND

FRED BUSH, JR. FAMILY ADVISED FUND

THE BYRNE CPA CHARITABLE ADVISORY FUND

CAROL BYRNE CHILDREN'S ADVISED FUND

LOUISE CAMPBELL ADVISED FUND

CARDIOLOGY RESEARCH LLC CARE FUND

CHAD AND MARY MARGARET CASE ADVISED FUND

DR. AND MRS. DOUG CLARK ADVISED FUND

MR. AND MRS. MIKE CLAYBORNE ADVISED FUND

DR. AND MRS. JOHN DAVID CREWS ADVISED FUND

MR. AND MRS. WILLIAM L. CREWS ADVISED FUND

CUMMINGS FAMILY ADVISED FUND

DALRYMPLE FAMILY ADVISED FUND

MR. AND MRS. WILLIAM HULL DAVIS ADVISED FUND

FRANK AND AMY DAVIS ADVISED FUND

JUDY AND BOB DAVIS ADVISED FUND

MR. AND MRS. WILLIAM H. DAVIS, JR. ADVISED FUND

MR. AND MRS. ALBERT DELGADILLO ADVISED FUND

KENNY AND ANNA DILL ADVISED FUND

JOE AND KIM ESTESS ADVISED FUND

MR. AND MRS. BARRY FORD ADVISED FUND

JACK AND DANA FOSTER ADVISED FUND

JACK AND MARY LIB FRANCIS ADVISED FUND

HASSELL H. FRANKLIN ADVISED FUND

FRANKLIN CORPORATION ADVISED FUND

FREEMAN FAMILY ADVISED FUND

FUTURE EDUCATORS OF AMERICA (Rutledge) SCHOLARSHIP  
ADVISED FUND

ALBERT AND BILLIE GREEN ADVISED FUND

BETSEY AND TOM HAMILTON ADVISED FUND

RUBY DEL HARDEN ADVISED FUND

JOHN AND SARA FRANCES HARDY ADVISED FUND

JIM AND LISA HAWKINS ADVISED FUND

DAVID HENSON ADVISED FUND

SARA M. AND HOWARD R. HINDS ADVISED FUND

HUNSBERGER/ADKINS JOY ADVISED FUND

NANCY INGRAM ADVISED FUND

ITAWAMBA GOOD WORKS FUND -

MR. AND MRS. MICHAEL WALDORF

CHARLES AND JOYCE JOHNSTON ADVISED FUND

JO ANN R. JONES ADVISED FUND

MRS. E.L. JOYNER ADVISED FUND

MR. AND MRS. ERNIE JOYNER, III ADVISED FUND

MR. AND MRS. LARRY KIRK ADVISED FUND

LANE FURNITURE INDUSTRIES ADVISED FUND

HOWARD AND SYLVIA LENHOFF FAMILY TRUST  
ADVISED FUND

PHIL AND VICKIE LITTLE ADVISED FUND

ZELL LONG ADVISED FUND

M AND A FAMILY ADVISED FUND

TERRY G. MANN ADVISED FUND

BOBBY P. AND BARBARA M. MARTIN ADVISED FUND

MR. AND MRS. DENOTEE MARTIN ADVISED FUN

ROBIN AND MIMI MCGRAW ADVISED FUND

REV. BARBARA S. AND J. CHESTER MCKEE ADVISED FUND

ANN PHILLIPS AND HUGHES MILAM ADVISED FUND

SUSAN AND GUY MITCHELL ADVISED FUND

TFI/ANN B. MITCHELL ADVISED FUND

MITCHELL, MCNUTT AND SAMS ADVISED FUND

CATHERINE AND PAUL MIZE ADVISED FUND

## DONOR ADVISED FUNDS (CONTINUED)

MR. AND MRS. THEODORE S. MOLL ADVISED FUND  
MARSHALL AND DAPHNE MONTGOMERY ADVISED FUND  
BOBBY MOONEYHAM ADVISED FUND  
JENNIFER MOONEYHAM ADVISED FUND  
BOBBY J. AND MINERVA MOORE ADVISED FUND  
PHIL AND SUSAN MORRIS ADVISED FUND  
MARY AND SAM PACE ADVISED FUND  
DAVID M. PALMER ADVISED FUND  
RAYBURN PARKS ADVISED FUND  
MR. AND MRS. AUBREY B. PATTERSON ADVISED FUND  
GREG AND LISA PIRKLE ADVISED FUND  
JOYCE AND HAL POLK ADVISED FUND  
EDDIE AND PRISCILLA PRATHER ADVISED FUND  
MELVIN AND VALERIE RAY ADVISED FUND  
DAKIN REED ADVISED FUND  
JACK AND LISA REED ADVISED FUND  
MR. JACK REED, SR. ADVISED FUND  
LILLA REED ADVISED FUND  
R.W. REED COMPANY ADVISED FUND  
SCOTT AND ANNETTE REED ADVISED FUND  
SARAH DILL REILY ADVISED FUND  
MR. AND MRS. ROBERT RICE, JR. ADVISED FUND  
JOE K. ROBBINS, JR. ADVISED FUND  
MR. AND MRS. BRITT ROGERS, III ADVISED FUND  
MR. AND MRS. JOHN JAMESON ROGERS ADVISED FUND  
DOROTHY D. AND GEORGE H. RUFF FOUNDATION  
ADVISED FUND  
DAVID AND DONNA RUMBARGER (GRACE ADVISED FUND)  
JOE RUTHERFORD ADVISED FUND  
MRS. MARY P. SCOTT ADVISED FUND  
MR. ROBERT H. SCOTT ADVISED FUND  
ROBERT W. AND KATHLEEN SEYMOUR ADVISED FUND  
CROFTON AND CAMILLE SLOAN ADVISED FUND  
JANE SPAIN ADVISED FUND  
ALICE STAFFORD ADVISED FUND  
STAGGERS ADVISED FUND  
KATY AND CLAYTON STANLEY ADVISED FUND

THOMAS L. STENNIS ADVISED FUND  
MRS. ANNE J. STEPHENS ADVISED FUND  
SARA STEPHENS ADVISED FUND  
MARTHA SWINDLE ADVISED FUND  
GEORGE M. AND BETTY B. TAYLOR ADVISED FUND  
NELLAH TAYLOR AND J. MARK MERRITT ADVISED FUND  
PAUL S. THOMAS, III ADVISED FUND  
SANFORD AND SUSAN THOMAS ADVISED FUND  
MRS. BILLIE H. WADLINGTON ADVISED FUND  
HARRY AND ELLEN WALKER ADVISED FUND  
DR. AND MRS. RICHARD WARRINER ADVISED FUND  
MR. AND MRS. HEYWOOD WASHBURN ADVISED FUND  
CHARLES WEATHERLY ADVISED FUND  
MARY AND CHARLES WERNER ADVISED FUND  
LEWIS WHITFIELD ADVISED FUND  
DR. AND MRS. FAYETTE WILLIAMS ADVISED FUND  
MR. AND MRS. H.L. (SANDY) WILLIAMS ADVISED FUND  
MR. KENNETH WILLIAMS ADVISED FUND  
MR. AND MRS. W.T. WILLIAMS, III ADVISED FUND

*Donor Advised Funds*  
*2009 Disbursements*  
*\$ 626,741*

# SCHOLARSHIP FUNDS

AMORY ROTARY FOUNDATION SCHOLARSHIP FUND  
C.C. AUGUSTUS SCHOLARSHIP ENDOWMENT FUND  
PEBBLES EAST AULDS SCHOLARSHIP FUND  
DR. AND MRS. WALTER BOURLAND  
SCHOLARSHIP ENDOWMENT  
COACH JOE BRIGANCE SCHOLARSHIP FUND  
LARRY BROWN CREATIVE ARTS SCHOLARSHIP ENDOWMENT  
BYRNE-FIELD SCHOLARSHIP ENDOWMENT FUND  
M. GLEN AND LORA H. DAVIDSON  
SCHOLARSHIP ENDOWMENT FUND  
RUSSELL DORMAN SCHOLARSHIP FUND  
EVA ANN BEASLEY DORRIS SCHOLARSHIP FUND  
DOUGHERTY SCHOLARSHIP ENDOWMENT FUND  
PATRICIA "ROBIN" DOWS MEMORIAL SCHOLARSHIP FUND  
DARREN FENTON NAYC SCHOLARSHIP FUND  
JOHN PAUL FRERER FUND  
ALLIENE GIBENS SCHOLARSHIP ENDOWMENT  
KIM GREEN SCHOLARSHIP ENDOWMENT  
THE MARY KIRKPATRICK HASKELL  
SCHOLARSHIP ENDOWMENT FUND  
EMILY WRIGHT HORNE MEMORIAL FUND  
KELLEY ELIZABETH HUMPHREYS NURSING SCHOLARSHIP  
ENDOWMENT FUND  
M & F BANK - JIM AND NANCY INGRAM SCHOLARSHIP FUND  
ROWLAND JOYNER LEARNING SKILLS ENDOWMENT  
JUNIOR AUXILIARY OF TUPELO SCHOLARSHIP FUND  
JORDAN LINDSEY CHRISTIAN CHARACTER  
SCHOLARSHIP ENDOWMENT  
SAMUEL N. LOGGAINS NURSING SCHOLARSHIP  
FRANCES MALLORY SCHOLARSHIP ENDOWMENT FUND  
MCCARTY COMPANY SCHOLARSHIP FUND  
J.C. MCDANIEL MEMORIAL SCHOLARSHIP FUND  
EMILY MCDONALD MEMORIAL  
SCHOLARSHIP ENDOWMENT FUND  
MISSISSIPPI FEDERATION OF MUSIC CLUBS SCHOLARSHIP  
ENDOWMENT FUND  
MISSISSIPPI PROFESSIONAL EDUCATOR SCHOLARSHIP  
KAYLA SUE MIZE SCHOLARSHIP ENDOWMENT FUND

BOB AND MARILYN MONROE SCHOLARSHIP  
ENDOWMENT FUND  
TAYLOR MOORE MEMORIAL SCHOLARSHIP  
ENDOWMENT FUND  
CHARLIE NELMS SCHOLARSHIP FOR ENGLISH MAJORS  
MR. AND MRS. B.L. RIEVES SCHOLARSHIP  
ENDOWMENT FUND  
WINIFRED AND MAYFIELD RILEY TRAVEL SCHOLARSHIP  
MR. AND MRS. TOM ROBINSON SCHOLARSHIP FUND  
GEORGE H. SCHULTZ SCHOLARSHIP ENDOWMENT FUND  
DAVID SKINNER SCHOLARSHIP FUND  
STUBBS SCHOLARSHIP ENDOWMENT FUND  
JOHN N. TODD MEMORIAL SCHOLARSHIP FUND  
TUPELO LUNCHEON CIVITAN SCHOLARSHIP  
ENDOWMENT FUND  
PRESLY WALLACE/CASON LING SOCCER SCHOLARSHIP  
CLAY WAYCASTER MEMORIAL SCHOLARSHIP  
ENDOWMENT FUND  
OWEN B. WHITEHURST SCHOLARSHIP ENDOWMENT FUND  
WHITESIDE SCHOLARSHIP ENDOWMENT FUND  
VALERIA MORGAN WHITFIELD SCHOLARSHIP FUND

*Scholarship Funds*  
*2009 Disbursements*  
*\$ 148,836*

# SPECIAL PROJECT FUNDS

ALSA MISSISSIPPI FRIENDS GROUP  
AMORY CHILDREN'S SYMPHONY  
AMORY COMMUNITY PLAYGROUND PROJECT  
AMORY DANCE COMPANY  
AMORY MEALS ON WHEELS SPECIAL PROJECT  
ANTONE TANNEHILL GOOD SAMARITAN HEALTH SERVICES  
(FREE CLINIC)  
ASSOCIATION FOR EXCELLENCE IN EDUCATION  
AUTISM CENTER OF TUPELO  
BILL RASPBERRY'S BABY STEPS SPECIAL PROJECT  
CITIZENS FOR TUPELO PUBLIC SCHOOLS  
COMMITTEE FOR KING SPECIAL PROJECT  
COPS AND KIDS (PAL)  
DOWNTOWN PLACE SPECIAL PROJECT FUND  
EASOM OUTREACH FOUNDATION SPECIAL PROJECT FUND  
EDUCATION POLICY FELLOWSHIP PROGRAM  
ELVIS PRESLEY FESTIVAL  
ELVIS PRESLEY FOUNDATION SPECIAL PROJECT  
ELVIS PRESLEY YOUTH FUND  
EXPECT  
FAMILIES AND COMMUNITIES TOGETHER  
FELLOWSHIP CHRISTIAN RETREAT, INC.  
FIRST FRIENDS SPECIAL PROJECT FUND (ALZHEIMER'S)  
FOR KIDS SAKE SPECIAL PROJECT FUND  
FRIENDS OF BATTLE OF OKOLONA  
FULTON GRAMMAR SCHOOL SPECIAL PROJECT  
FULTON PARKS PROJECT  
FUTURE FOCUS CAMPAIGN (CDF)  
HAVEN ACRES COMMUNITY DEVELOPMENT PROJECT  
HELPING HANDS OF UNION COUNTY SPECIAL PROJECT  
HHS MEMORIAL PLAZA SPECIAL PROJECT  
HONOR AIR OF MISSISSIPPI  
HOUSTON SOLAR CAR SPECIAL PROJECT  
ITAWAMBA COUNTY SHERIFF SPECIAL PROJECT  
JOHN PAUL FRERER BICYCLE SAFETY FUND  
LINK CENTRE CAPITAL CAMPAIGN (Girl Scout, Link Centre,  
Salvation Army)  
MARINE GARDEN AT VETERAN'S PARK

MASRO Special Project  
MILL VILLAGE HISTORIC REVITALIZATION AND RENOVATION  
MISSISSIPPI HILLS DEVELOPMENT ASSOCIATION  
SPECIAL PROJECT  
MONROE COUNTY VETERAN'S MONUMENT SPECIAL  
PROJECT FUND  
MOOREVILLE SPORTSPLEX SPECIAL PROJECT FUND  
NE MS WOMEN'S FUND SPECIAL PROJECT FUND  
NEWMS SPECIAL PROJECT  
NEWMS SUCCESS SKILLS SEMINAR  
NEWSPAPERS & EDUCATION SPECIAL PROJECT  
NORTHEAST MS BIRTHING PROJECT  
NORTHEAST MS DOWN SYNDROME SOCIETY  
OKOLONA DEVELOPMENT FOUNDATION CHARITIES  
ONE PRAISE ONE PEOPLE FUND  
OREN DUNN CITY MUSEUM  
OXFORD HIGH SCHOOL THEATRE ARTS GUILD  
OXFORD PATHWAYS SPECIAL PROJECT  
OXFORD SKATE PARK SPECIAL PROJECT  
POLICE ATHLETIC LEAGUE SPECIAL PROJECT  
PRESERVING ITAWAMBA HERITAGE/GAITHER HOUSE  
PROJECT HOPE  
RED HILL COMMUNITY DEVELOPMENT ASSOCIATION  
REGIONAL REHAB CAPITAL CAMPAIGN SPECIAL PROJECT  
RESIDENT LEADERSHIP COMMITTEE/TEAM TUPELO  
SALTILLO WOMEN'S CLUB SPECIAL PROJECT  
STARKVILLE KIWANIS AED SPECIAL PROJECT  
STOP THE HURT PROJECT  
SYMPHONY SOCIETY OF ITAWAMBA SPECIAL PROJECT FUND  
THE PEOPLES BANK CHARITIES' SPECIAL PROJECT FUND  
THE SANCTUARY HOSPICE HOUSE FUND  
THS BOYS SOCCER BOOSTER CLUB  
THS CROSS COUNTRY TRAIL SPECIAL PROJECT  
TPD NORTH MS TRAINING ACADEMY  
TPSD PARENT COUNCIL SPECIAL PROJECT  
TUPELO COMMUNITY THEATRE BUILDING FOR THE  
2ND CENTURY  
TUPELO HIGH SCHOOL ALUMNI ASSOCIATION  
SPECIAL PROJECT

*“CREATE Foundation  
has been a  
life-saver for our  
organization.  
They have truly  
been there  
when we  
needed them.”*

**Tom Booth, Executive Director  
Tupelo Community Theatre  
CREATE Special Project**

### **SPECIAL PROJECT FUNDS (CONTINUED)**

TUPELO POLICE DEPARTMENT RESOURCE  
OFFICER/DARE FUND  
TUPELO POLICE DEPARTMENT TRAFFIC SAFETY FUND  
TUPELO PUBLIC SCHOOLS COMCAST SPOTLIGHT  
TUPELO VISION - CENTER OF LIFE LONG LEARNING  
TUPELO VISION - A JOB FOR EVERY TUPELOAN  
TUPELO VISION - MS HEALTHIEST CITY  
TUPELO VISION - NEIGHBORHOOD TASK FORCE  
A WAY OUT SPECIAL PROJECT (FULTON)  
WESTON REED AED SPECIAL PROJECT FUND  
WESTON REED CARDIOVASCULAR CONFERENCE  
SPECIAL PROJECT  
WORLD CHANGERS EXCELLENCE IN CITY GOVERNMENT  
YOCONA INTERNATIONAL FOLK FESTIVAL SPECIAL PROJECT

## **ORGANIZATION ENDOWMENTS**

ALPHA HOUSE AGENCY ENDOWMENT FUND  
BIG BROTHERS BIG SISTERS OF NORTHEAST MISSISSIPPI  
BOY SCOUTS OF AMERICA ENDOWMENT FUND  
BOYS AND GIRLS CLUB ENDOWMENT FUND  
BOYS AND GIRLS CLUB OXFORD FACILITY ENDOWMENT FUND  
FORTNIGHTLY MUSICALE AGENCY ENDOWMENT FUND  
GARDNER-SIMMONS HOME FOR GIRLS AGENCY  
ENDOWMENT FUND  
GARDNER-SIMMONS BUILDING ENDOWMENT FUND  
GOOD SAMARITAN FREE CLINIC ENDOWMENT FUND  
GUMTREE MUSEUM OF ART ENDOWMENT FUND  
HOPE FAMILY MINISTRIES ENDOWMENT FUND  
LINK CENTRE  
LOUISIANA-MISSISSIPPI-TENNESSEE KIWANIS  
FOUNDATION FUND  
MISSISSIPPI ACADEMY OF FAMILY PHYSICIANS  
FOUNDATION FUND  
NEW ALBANY BOYS AND GIRLS CLUB ENDOWMENT FUND  
NEW BEGINNINGS AGENCY ENDOWMENT FUND  
NEWMS ENDOWMENT FUND  
OXFORD-LAFAYETTE HUMANE SOCIETY  
ENDOWMENT FUND  
PROJECT HOPE ENDOWMENT FUND  
REGIONAL REHABILITATION ENDOWMENT FUND  
SANCTUARY HOSPICE HOUSE ENDOWMENT FUND  
STARKVILLE KIWANIS CLUB ENDOWMENT FUND  
TOUCHED BY AN ANGEL MINISTRIES  
TUPELO/LEE COUNTY HUMANE SOCIETY  
ENDOWMENT FUND  
TUPELO SYMPHONY ORCHESTRA ENDOWMENT FUND  
UNION COUNTY HERITAGE MUSEUM AGENCY  
ENDOWMENT FUND  
UNITED WAY ENDOWMENT FUND  
UNITED WAY OF OXFORD-LAFAYETTE COUNTY  
YOKNAPATAWPHA ARTS COUNCIL AGENCY  
ENDOWMENT FUND

# ENDOWMENT FUNDS

BOOTH FAMILY ENDOWMENT FUND  
BILLY & CATHERINE CREWS SONJA JENKINS EDUCATIONAL  
ENDOWMENT FUND  
ARLAND A. AND GRACE DIRLAM ENDOWMENT FUND  
ELAINE DUNDY AND ROY TURNER ENDOWMENT  
FOR THE ARTS  
EVERGREEN DESIGNATED ENDOWMENT FUND  
FPC-CORINTH SPECIAL MISSIONS ENDOWMENT FUND  
THE BERNICE GAMBRELL ENDOWMENT FUND  
CAROLINE BRYAN HARRELL EDUCATION ENDOWMENT FUND  
INNOVATIONS IN EDUCATION ENDOWMENT FUND  
FRANCES ELKIN JOYNER ENDOWMENT FUND  
LQC LAMAR HOUSE ENDOWMENT FUND  
ALICE LITTLE ENDOWMENT FUND  
BETH MCAULEY MUSIC ENDOWMENT FUND  
SUSAN N. AND THOMAS J. MCDONALD  
ENDOWMENT FOR THE TUPELO SYMPHONY ORCHESTRA  
SARA FRANCES MITCHELL EDUCATIONAL  
ENDOWMENT FUND  
MONROE EDUCATION ENDOWMENT FUND  
PIRKLE LIBRARY ENDOWMENT FUND  
THE DEAN PROVENCE ENDOWMENT FOR  
EXCELLENCE IN EDUCATION  
JAMES HUGH RAY MEMORIAL ENDOWMENT FUND  
REED FAMILY TRUST FUND  
RUTH AND CLAUDE ROEBUCK ENDOWMENT FOR SALTILLO  
FIRST UNITED METHODIST CHURCH  
TOYOTA ENDOWMENT FUND FOR EDUCATION  
HARRY AND ELLEN WALKER ENDOWMENT FUND  
WHITFIELD LEADERSHIP FUND  
JIMMY WILLIAMS MEMORIAL EDUCATION  
ENDOWMENT FUND  
(CARE) HARRY LEE WILLIAMS, SR. ENDOWMENT FUND  
(CARE) KENNETH AND NANCY ANN WILLIAMS  
ENDOWMENT FUND

# COMMUNITY AFFILIATE BOARDS

## **ALCORN (CARE)**

Hull Davis  
Dr. Thomas L. Sweat  
Fred Joe Vann, Jr.  
Gus Whisenant  
H. L. "Sandy" Williams  
Kenneth Williams  
Mona Lisa Grady,  
Executive Director

## **CALHOUN**

Randy Baker  
Jim Blue  
John G. Burt  
Martha Martin  
Joel McNeece  
Lorna Reifers  
Melany Shankle  
Michael Watkins  
Eric Weeks  
Bill Williams

## **CHICKASAW (PACE)**

Frank Alford  
Alford Bell  
Tom Byrne  
Hassell Franklin  
Bobby Mooneyham  
Rayburn Parks  
Harry Robinson  
Bob Scott  
Bill Smith  
Gary Staten  
Hope Stantz,  
Executive Director

## **CLAY**

Dewel Brasher  
Jimmy Bryan  
Kenny Dill  
Robin McCormick  
Louise Campbell,  
Executive Director

## **ITAWAMBA (FIRST)**

Catherine Adams  
Adam Armour  
Patti Davis Bennett  
Roosevelt Blackmon  
David Brown  
B.J. Canup  
Brad Chatham  
Harvey Clements  
Joey Cox  
Chip Crane  
Richard Davis  
Greg Deakle  
Laken Dobbs  
Romona Edge  
Bob Franks  
Gary Franks  
Shannon Graham  
Julia Grimes  
Tina Harris  
Jan Holley  
Drew Homan  
Sam Hooper  
Ginger Howell  
Johnnie Kelso  
Sid Kirksey  
Barbara Lann  
George Marquis  
Teresa McNeece  
Michelle Milner  
Luke Montgomery  
Chip Prestage

Brian Quinn  
Jeffrey Strunk  
Laura Summerford  
Johnny Tucker  
Jason Wallace  
Bryan Wilson  
Cindy Wilson

**LAFAYETTE (LOFT)**

Ben Bolton  
Judy Bruce  
Martha Burnett  
Walt Davis  
Richard DeVoe  
Anne Fair  
Julie Field  
Teresa Flautt  
Richard Howorth  
Jacqui Lear  
Jodie Marsalis  
Campbell McCool  
Mike Mitchell  
Bob Nance  
Ken Parkinson  
Roy Percy  
Mary Sharp Rayner  
Ken Rutherford  
Lisa Spragins  
Molissia Swaney  
Sherry Wall  
Geoffrey Yoste  
Caroline Mayo,  
Executive Director

**NORTH MONROE**

John Clingan  
Mary Lib Francis  
Curtis French  
Steve Greenhaw  
Gene & Dottie Haney

Jeff King  
Larry Palmer  
Dr. Len Pinkley  
Tony Poss  
H.L. Robinson  
Sam Stevens  
Kevin Trautman

**SOUTH MONROE**

Rev. Preston Belle  
Dr. Doris Blanchard  
Virgie Buckingham  
Patsy Claxton  
James Edwards, Jr.  
Dr. Lavon Fluker-Reed  
Leon Manning  
Greg Miller  
Emory Morgan  
Kathy Seymour  
Debbie Stubblefield  
Wellman Works  
Betsy Kahl,  
Executive Director

**OKTIBBEHA (SOAR)**

John Robert Arnold  
Omis Avant  
Dr. Joe Brown  
Dr. Dora Herring  
Pat Lane  
Chance McDavid  
Dr. Fenton Peters  
Buddy Staggers  
Nellah Taylor  
Charles E. Weatherly  
Martha Wells  
Ross Williams  
Latasha Hill,  
Executive Director

**TIPPAH (TARGET)**

Dean Caviness  
Taj Colom  
Yvonne Coombs  
Bob Glover  
Melissa Harrison  
Jim Jackson  
Beverly Moffitt  
Arnold Witt  
Duane Bullard,  
Executive Director

**UNION (UNITE)**

Mike Alef  
Willie Blake  
Jack Brown  
Chuck Cooper  
James (Bo) Collins  
Jean Dillard  
Matt Harris  
Jay Herrington  
James Huffman  
Varnell F. Kimmons  
Bobby Moore  
Phil Morris  
Elizabeth Skinner  
Bill Smallwood  
Britt Smith  
Anne J. Stephens  
Bethany Dalton,  
Executive Director

*“CREATE  
is a valuable  
partner for our  
foundation.”*

Mona Lisa Grady,  
Executive Director,  
CARE  
Corinth-Alcorn Reaching  
for Excellence

(b)(6)

# create leadership

## *Northeast Mississippi Youth Foundation*

The Youth Foundation is a youth directed leadership program offered to 11<sup>th</sup> and 12<sup>th</sup> graders in northeast Mississippi. Students have the opportunity to learn about philanthropy and community involvement by building their own endowment fund and awarding grants. Now in its eighth year, NEMYF is a thriving and dynamic youth organization that encourages the members to look outside their own neighborhood, school, and circle of friends to make a difference in the lives of others.

(b)(6)

(b)(6)

**2009-2010 NEMYF Officers**

**Senior Officers**

Chair - Danielle Franks  
Secretary - Lizzie Brevard  
Treasurer - Paris Crawford  
Historian - Hannah Humphrey

**Junior Officers**

Asst. Chair - Jordan Wilson  
Asst. Secretary - Shaquille Moore  
Asst. Treasurer - Davis Richardson  
Asst. Historian - Hannah Hathorn

(b)(6)

Shaquille Moore makes a speech seeking the office of Assistant Secretary of NEMYF at the fall retreat at Crow's Neck Environmental Center.

**BOARD OF DIRECTORS**

**Alcorn**

Sara Windham

**Benton**

Jordan Wilson

**Calhoun**

Paris Crawford

**Clay**

Jordan Armstrong

William Shirley

**Chickasaw**

Amber Jenkins

Nori Moore

Shaquille Moore

**Itawamba**

Amanda Bryant

John Reed Christian

Candace Davis

Danielle Franks

Dalton McMillen

Collin Minga

Carli Reeder

**Lafayette**

Norma Barksdale

Kamri S. Gaillard

Lucas O'Neill

Brandee Smith

Anna Wells

**Lee**

Stephen Amann

Miale Billingsley

Lizzie Brevard

Jessica Catledge

Wells Hannah

John McMullan

Jane Alice Moore

Stephen Stone

Hannah Waycaster

Chloe Weibel

Hannah Wilson

Anne Williams

Lauren Williams

**Monroe**

Katie Beth Dahlem

Hannah Hathorn

Nasheka Willis

**Oktibbeha**

Abigail Cathcart

Laura Kathryn Lindsay

Davis Richardson

Kernisha Shelton

Collin Whitten

**Pontotoc**

Brea Klair Browning

Catherine Holcomb

Eddie Mac Huddleston

Whitney Ray

**Tishomingo**

Mylan Brewer

Charlie Dean

Hannah Humphrey

**Union**

Emily Carol Alef

Drew Davis

Sheridan Parks

**2009 Grant Awards**

Chickasaw County Soccer Association: \$250

Itawamba County United Methodist Food Pantry: \$500

Lafayette County & all CREATE Counties North Mississippi Regional Center: \$350

Lee County El Centro: \$400

Pontotoc County Bible Teachers' Fund: \$300

Union County Good Samaritan Food Pantry: \$500

2009-2010

**Commission Members**

Dr. Gloria Kellum,  
*Chairperson*

Glenn McCullough, Jr.,  
*Vice Chairman*

**Alcorn**

Gary Chandler  
John Mercier  
Clayton Stanley

**Benton**

Senator Bill Stone  
Patrick Washington

**Calhoun**

John Burt  
Lisa McNeece

**Chickasaw**

Patsy Gregory  
Bill Smith

**Clay**

Kenny Dill  
Eddie Longstreet

**Itawamba**

B.J. Canup  
Dr. David Cole, Jr.

**Lafayette**

Dr. Judith Thompson

**Lee**

Grace Clark  
Billy Crews  
Guy Mitchell, III  
Judge Rickey Thompson

**Marshall**

Dr. Gemma Beckley  
Andre DeBerry  
Del Stover

**Monroe**

Steve Brandon  
Dr. Lavon Fluker-Reed  
Jean Pinkley

**Oktibbeha**

Rhonda Keenum  
Terry Kemp  
Vernon West

**Pontotoc**

Phyllis Ford High  
Judge James L. Roberts, Jr.

**Prentiss**

Dr. Johnny Allen  
Ronny Rowland

**Tippah**

Duane Bullard  
Kyle Smith

**Tishomingo**

Charlotte Crick  
Bob Yarber

**Union**

Betsy Hamilton  
Phil Morris

**At Large**

Hassell H. Franklin  
Bobby Martin  
Denotee Martin  
Eddie Prather  
Bill Renick

**Emeritus**

Jack Reed, Sr.  
Sandy Williams

(b)(6)

(b)(6)

Thanks to the work of the Commission, this group of Lee County seniors is among the first graduating class to have the opportunity to attend college tuition-free.

## create dreams

### *Commission on the Future of Northeast Mississippi*

Dreams do come true. The dream of a college education is now a reality for graduating seniors in 28 northeast Mississippi school districts. In 1996, CREATE's Commission on the Future of Northeast Mississippi began to envision higher education for all high school graduates. That vision has now become a reality through the Tuition Guarantee Program. The Commission helps provide funding for the Lee County program through a grant from the Marchbanks Endowment Fund. The fund is named for John and Frances Marchbanks. John, a native of Shannon, Mississippi and his wife, Frances, left a legacy of hope for northeast Mississippi. Mr. & Mrs. Marchbanks donated a gift of \$8.5 million to benefit the region. We believe they would be very pleased with the impact their gift is making in our region. The Commission designated \$60,000 in Marchbanks grants to three of our area community colleges. Itawamba Community College, Northeast Mississippi Community College, and East Mississippi Community College each received a \$20,000 grant to help implement the Tuition Guarantee Program.

The Commission studies regional data and recommends solutions to key issues affecting our region. Its 47 volunteer members are from the 16-county region that CREATE serves.

(b)(6)

As part of its dropout recovery initiative, the Commission provides financial support through CREATE's Marchbanks Fund for the GED program at Itawamba and Northeast Community Colleges. The dream of high school completion is now a reality for many dropouts in our region.

## create art

### *Elaine Dundy and Roy Turner Endowment for the Arts*

Author Elaine Dundy left more than \$600,000 to the CREATE Foundation to establish an endowment fund for the arts. Dundy came to Tupelo in 1981 to research her book, *Elvis & Gladys*. Roy Turner, a local Tupelo/Elvis historian, assisted Dundy in her research on Elvis and his mother. The two formed a lasting friendship. Dundy said her experience in Tupelo was a pivotal point in her life, and she wanted to give something back to the community that helped save her life. Upon her death, Turner set up the Elaine Dundy and Roy Turner Endowment for the Arts. This Field of Interest fund supports the arts in Tupelo. It also serves to preserve the literary and artistic works of Elaine Dundy. CREATE Foundation's Field of Interest Endowment Funds allow donors to provide a permanent stream of income to support designated areas of interest both now and in the future.

(b)(6)

Roy Turner

(b)(6)

(b)(6)

Elaine Dundy and Roy Turner in 1981 in Tupelo.



(b)(6)

**Toyota  
Education Enhancement  
Advisory Committee**

**Tom Burnham**  
State Superintendent  
of Education  
Jackson

**James Byers**  
New Albany

**Reggie Collum**  
Pontotoc County  
Chancery Clerk  
Pontotoc

**David Copenhaver**  
Vice President of  
Administration  
Toyota Motor  
Manufacturing  
Mississippi  
Tupelo

**Greg Pirkle**  
Partner  
Phelps Dunbar LLP  
Tupelo

**David Rumbarger**  
President/CEO  
Community  
Development Foundation  
Tupelo

**Committee Advisors**

**Dr. Larry Anderson**  
Founder/Director  
National Center for  
Technology Planning  
Tupelo

**Mike Clayborne**  
President  
CREATE Foundation

Student chefs learn to  
prepare gourmet dishes at  
the Culinary Academy at  
the Career and Technical  
Education Center in  
Frisco, Texas.

(b)(6)

(b)(6)

# create opportunity

## *Toyota Education Enhancement Endowment Fund*

CREATE Foundation will serve as administrator of Toyota Motor Manufacturing Company's \$50 million endowment fund. The fund will support valuable learning opportunities for students in Pontotoc, Union, and Lee Counties. Payments will be \$5 million for ten years and are scheduled to begin in 2010.

An advisory committee was formed in 2008 to develop a plan for utilizing the funds. After months of study, the advisory committee, in collaboration with the eight area school superintendents, has identified a high school level advanced learning center as a key project. The committee has studied over a dozen facilities across the country, including the Frisco ISD Career and Technical Education Center in Frisco, Texas. This facility has been chosen as a model for the Toyota-funded advanced learning center that will be located near the Wellspring project area in the heart of the three PUL Alliance counties.

The center will expose students in the PUL Alliance counties to professional careers through innovative teaching and a hands-on learning environment. Students will attend the center only for their specific academy classes.



The Career and Technical Education Center in Frisco, Texas is serving as a model for the Toyota-funded advanced learning center that will be located near the Wellspring project area in the heart of the three PUL Alliance counties.

(b)(6)

Greg Pirkle, a member of the Toyota Advisory Committee, looks on as students at the Frisco, Texas Career and Technical Education Center learn about computer animation. The Animation Academy is one of many opportunities offered for students to gain valuable hand-on experience for future careers.

# INVESTMENT PERFORMANCE

## LETTER FROM HASSELL H. FRANKLIN

Chair of the Investment Committee, CREATE Foundation

Dear Friends,

In 2009, the market began the process of rebounding from the worst economic season in seventy years. For the year, the CREATE portfolio was up 26.57%. Our managers performed well as the portfolio bested the composite index benchmark by 200 basis points. There was \$700,000 contributed to our pooled endowment fund and over \$3,000,000 in gains from investments.

Our investment committee meets quarterly with our investment advisors to review performance. We take our fiduciary responsibilities seriously as we work to maximize investment returns through a prudent investment process.

Sincerely,  
Hassell H. Franklin



### CHARITY NAVIGATOR CERTIFICATION

This year CREATE Foundation earned its fifth consecutive 4-star rating for the ability to efficiently manage and grow its finances. Only 5% of the charities rated have received 5 consecutive 4-star evaluations, indicating that CREATE Foundation consistently executes its mission in a fiscally responsible way, and outperforms most other charities in America. "This 'exceptional' designation from Charity Navigator differentiates CREATE Foundation from its peers and demonstrates to the public it is worthy of their trust," reported Ken Berger, President & CEO, Charity Navigator.

## AUDIT

The CREATE Foundation annually engages the services of an independent accounting firm to perform an audit of the Foundation's financial statements. As part of their audit, the firm also reviews the internal controls and various policies and procedures to ensure the Foundation staff is adhering to the most current accounting practices. The Foundation's auditor, Nail McKinney Professional Association has issued an unqualified opinion on the financial statements for the year ended December 31, 2009.

Complete audited financials are available at [www.createfoundation.com](http://www.createfoundation.com) or may be obtained by calling the CREATE office at 662.844.8989.

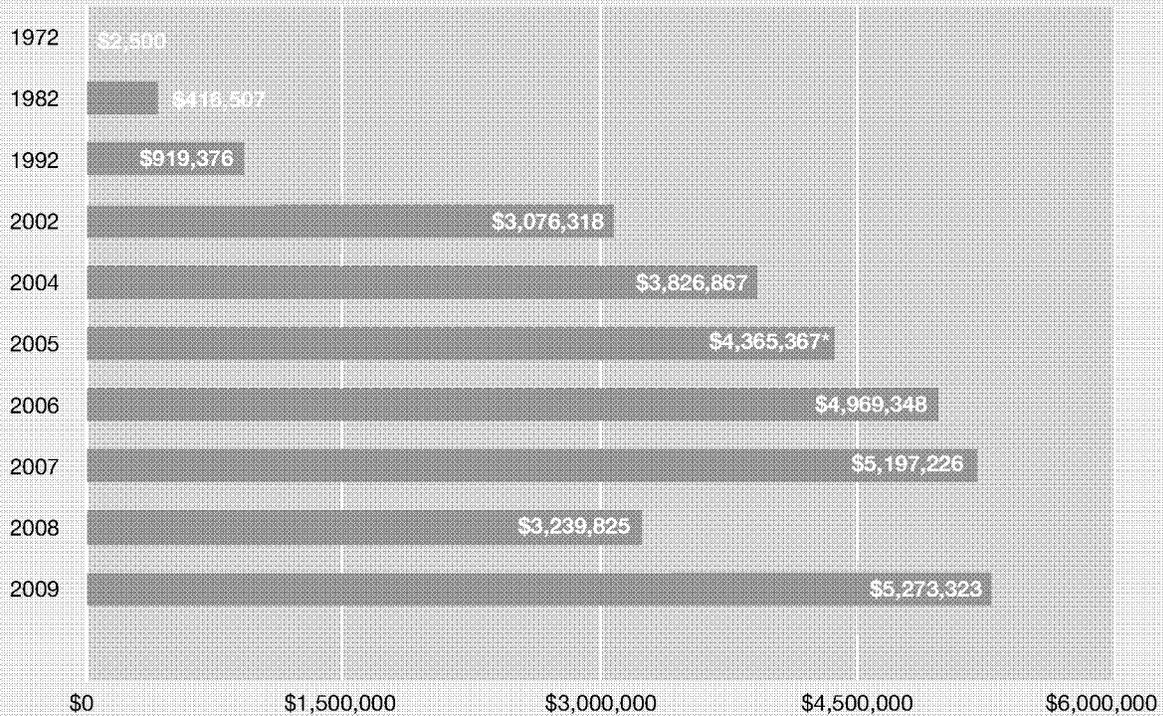
## FINANCIAL MILESTONES

		2004	2005	2006	2007	2008	2009	Change from 2004
<b>Net Assets</b>		\$33,290,149	\$43,717,455	\$48,460,874	\$50,880,684	40,095,185	\$44,144,391*	33%
<b>Contributions</b>		\$3,826,887	\$16,544,250	\$4,969,348	\$5,197,226	\$3,239,825	\$5,273,323	38%
<b>Grants</b>		\$2,754,564	\$3,575,193	\$6,298,653	\$4,265,769	\$3,733,403	\$3,917,225	42%
<b>Endowment Funds</b>	Number	55	66	74	82	96	113	105%
	Amount	\$7,349,754	\$13,942,897	\$16,490,800	\$18,205,435	\$12,895,971	\$16,968,692	131%
<b>Donor Advised Funds</b>		72	86	156	164	163	182	153%
<b>Special Projects</b>		66	73	97	125	143	136	106%

**Additional**

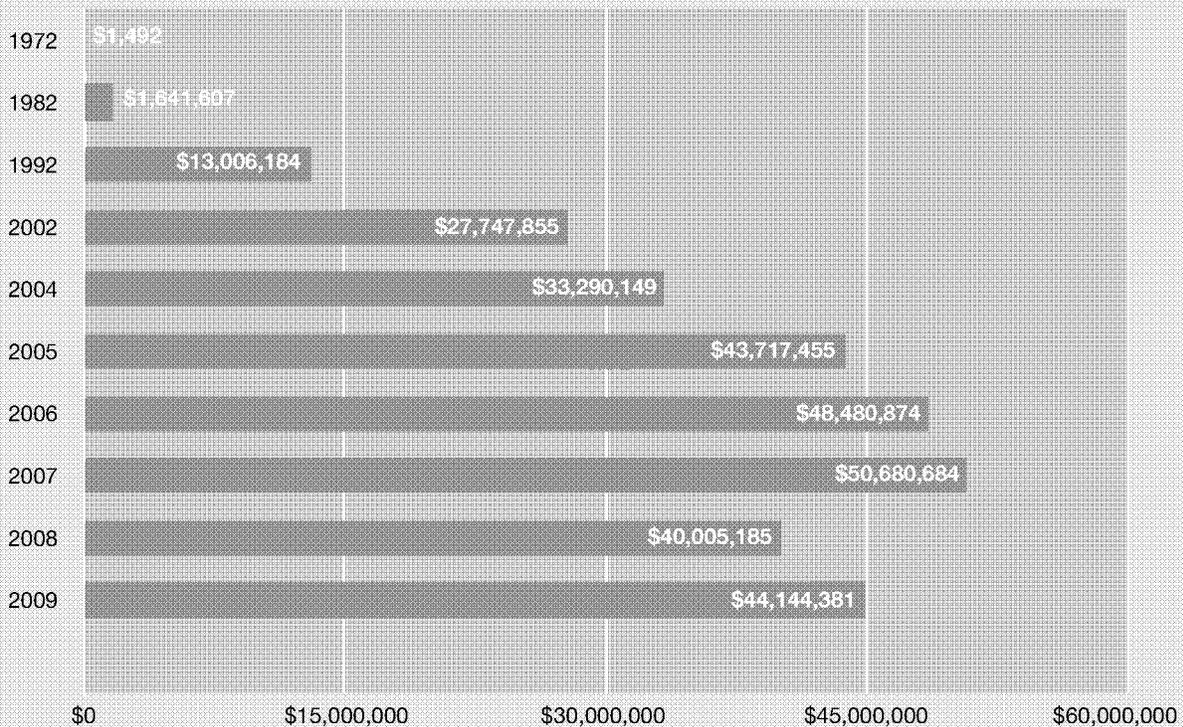
\*Does not include \$13.6 million Pierce and Mize Supporting Organizations  
Includes Journal, Inc. assets of \$22,544,362 for 2009

## CONTRIBUTIONS



\*Total contributions for 2005 were \$16.5 million which included special gifts from Marchbanks and Pentair.

## NET ASSETS



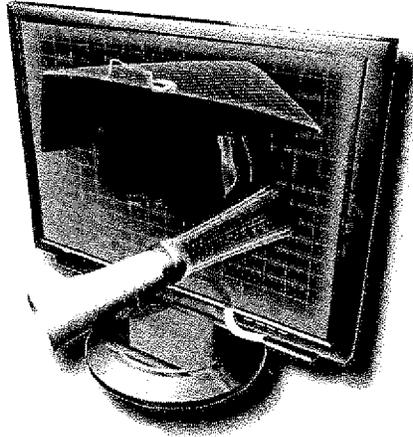
CREATE Foundation is committed to

- 
- 
- 
- 
- 
- 

through gifts and targeted grant-making

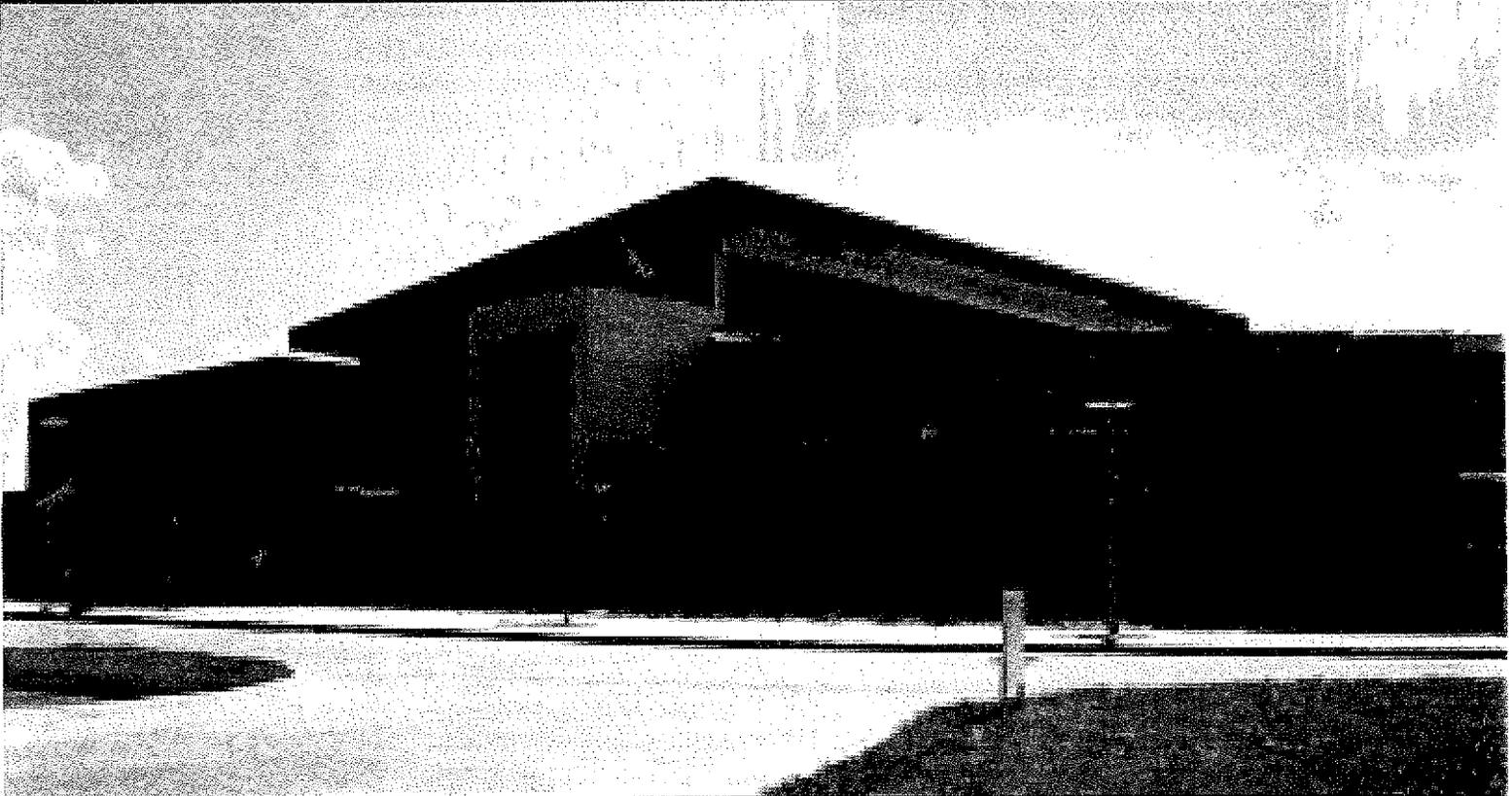


# Center For Professional



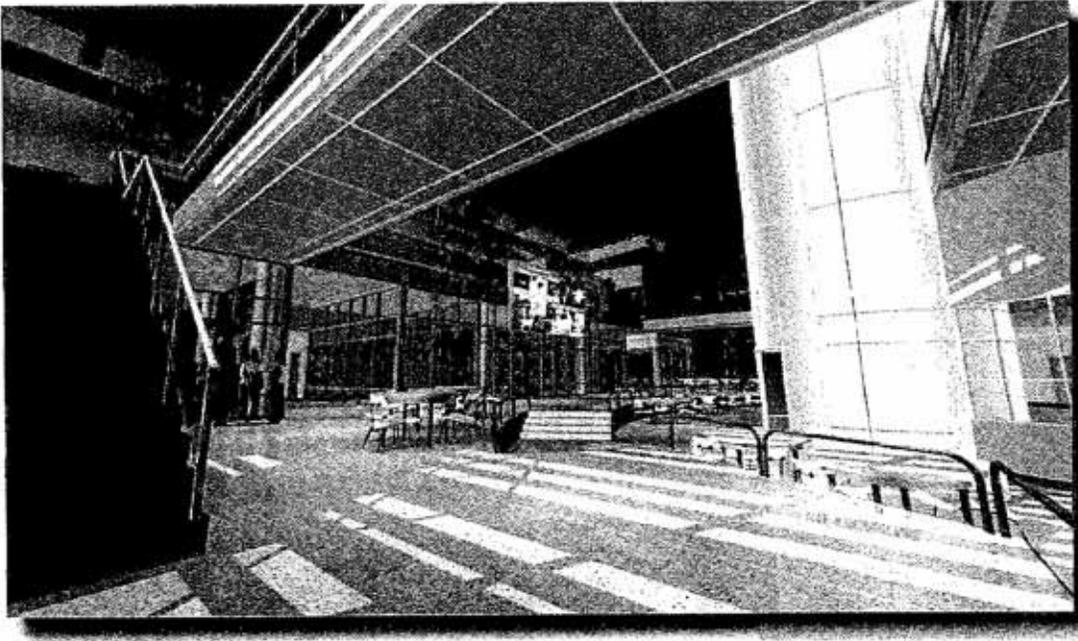
# FUTURES

**Now is the time to share this exciting project that will**



**ensure a bright future for the PUL Alliance counties!**

# CENTER FOR PROFESSIONAL FUTURES



The center is an education center that will expose students in the eight school districts in Pontotoc, Union, and Lee counties to professional careers for their future through high performance teaching and a modern learning environment.

- ◆ Innovative Learning through Innovative Approaches
- ◆ Real World Learning Spaces and Equipment
- ◆ Collaborative Effort to Enable Unique Opportunities
- ◆ Enhancement to the Public Education System in the PUL region

## BACKGROUND

- Toyota pledged \$ 50 million spread over ten years to enhance the public education system in the PUL Alliance counties.
- The CREATE Foundation was selected as the fiscal agent for the fund.
- An endowment fund will be established to ensure sustainability of the enhancements.
- A six member advisory committee (Toyota Education Endowment Fund Advisory Committee) is charged with advising CREATE on how the endowment will be best utilized for the intended purpose.
- The committee consists of six individuals, one appointed by each county, one by CREATE, one by Toyota and the MS State School Superintendent.

## CURRENT SITUATION

After months of study, the advisory committee, in collaboration with the eight area school superintendents, has identified the Center for Professional Futures as a key project. The committee studied and benchmarked over a dozen facilities across the U.S., including:

Woodward Career Technical High School, Cincinnati, OH  
George Stone Technical Center, Pensacola, FL  
Thomas Jefferson High School for Science & Technology, Alexandria, VA  
Lennox Math, Science and Technology Academy, Lennox, CA  
Frisco ISD Career and Technical Education Center, Frisco, TX  
Full Sail University, Winter Park, FL  
Florida Virtual School, Orlando, FL

(b)(6)

# CENTER FOR PROFESSIONAL FUTURES CONCEPT

The facility will be located in the Wellspring project area at the confluence of the three PUL Alliance counties.

After completing some introductory programs at their home high schools, students will make application to attend the Center to take advanced offerings in a variety of professional career academies.

Students only attend the Center for Professional Futures for their specific academy classes.

All other classes and extracurricular activities take place at the students' home high school.

A typical day at the Center for Professional Futures involves students traveling from their home campus to the Center to take part in advanced courses with hands-on innovative learning opportunities and returning to their home campus for the remainder of the school day.

(b)(6)

## A FEW ACADEMY EXAMPLES

### **I. Computer Graphics & Animation**

Courses include classes in two-dimensional and three-dimensional manipulation, computer animation and state-of-the-art web design. Students have access to industry-standard software and facilities, and they are eligible to take national-level certification exams after course completion.

(b)(6)

### **II. Pre-Engineering & Architecture**

Classes are offered from the Project Lead the Way program that is designed to prepare students for the full scope and rigor of the engineering discipline. These are project-based, hands-on classes that combine advanced science and mathematics with the fundamental skill required in engineering. Students have the opportunity to discover for themselves the many exciting areas of engineering and architecture.

### **III. Legal Studies Academy**

Courses that include classes for students interested in legal services, criminal justice and forensic investigation careers. Students have access to a campus courtroom that allows them to observe our legal system and provides an authentic mock-trial atmosphere. Students also learn in a forensic-science laboratory on campus to experience real world crime scene investigations.

### **IV. Health Science Technology**

Courses that are healthcare related such as pharmacology, medical microbiology, pathophysiology, and health science, as well as work-based learning classes. Students have access to areas designed to replicate hospital bays, nursing homes, and other healthcare environments.

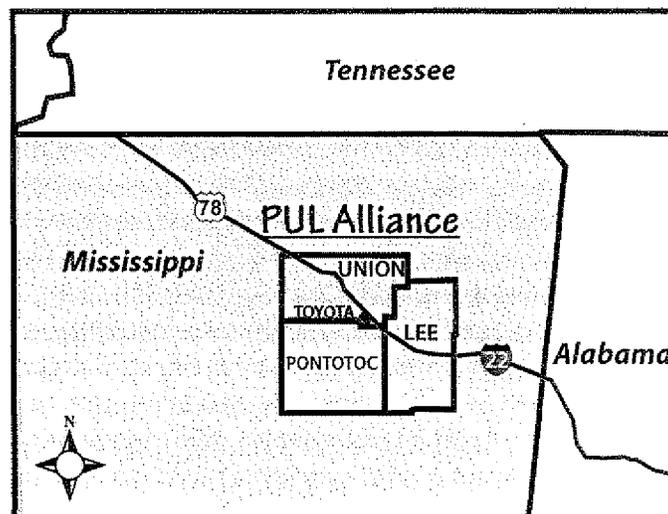
(b)(6)

Note: Academy examples are from Frisco CTE and were observed by the Toyota Education Endowment Fund Committee and area superintendents during a go-and-see visit in 2009.

## NEXT STEPS

- Identify specific site location near Wellspring site.
- Secure capital funding (approximately \$ 35 million) for the Center for Professional Futures – facility & equipment
- Toyota endowment will be used for future operating funding that will provide long term sustainability.
- Develop the proforma for annual expenses and maintenance.
- Establish governance board and administration strategy.
- Coordinate academy curriculum with high school and college curriculums.

**HELP US REALIZE THE VISION!**



### Advisory Committee

Greg Pirkle- CREATE Foundation  
David Copenhaver- Toyota Motor  
Manufacturing of Mississippi  
Tom Burnham- State of Mississippi

CREATE Foundation  
Mike Clayborne, President/CEO  
213 West Main St., P.O. Box 1053  
Tupelo, Mississippi 38802  
662.844.8989  
[www.createfoundation.com](http://www.createfoundation.com)

### County Appointees

Reggie Collums- Pontotoc County  
James Byers- Union County  
David Rumbarger- Lee County

SENATE BILL NO. 2667  
(As Sent to Governor)

1 AN ACT TO AMEND SECTION 37-21-51, MISSISSIPPI CODE OF 1972,  
2 TO ENACT "THE EARLY LEARNING COLLABORATIVE ACT OF 2007," TO  
3 AUTHORIZE AND DIRECT THE DEPARTMENT OF HUMAN SERVICES TO IMPLEMENT  
4 A VOLUNTARY EARLY CARE AND EDUCATION GRANT PROGRAM BY  
5 SUBCONTRACTING WITH HEAD START, LICENSED CHILD CARE CENTERS AND  
6 LICENSED PUBLIC AND PRIVATE SCHOOL PREKINDERGARTEN PROGRAMS, TO  
7 PROVIDE FOR THE ALLOCATION OF FUNDS, TO PROVIDE A GRANT  
8 APPLICATION PROCESS, TO PROVIDE FOR A GRANT APPLICATION OVERSIGHT  
9 COMMITTEE, TO PROVIDE CERTAIN CONDITIONS ON APPROVED PROGRAMS, AND  
10 TO PROVIDE THAT THE GRANTS ARE SUBJECT TO LEGISLATIVE  
11 APPROPRIATION; AND FOR RELATED PURPOSES.

12 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

13 **SECTION 1.** Section 37-21-51, Mississippi Code of 1972, is  
14 amended as follows:

15 37-21-51. (1) As used in Sections 37-21-51 through  
16 37-21-55, the term "preschool or prekindergarten children" means  
17 any children who have not entered kindergarten.

18 (2) To ensure that all children have access to quality early  
19 childhood education and development services, the Legislature  
20 finds and declares the following:

21 (a) Parents have the primary duty to educate their  
22 young preschool children;

23 (b) The State of Mississippi can assist and educate  
24 parents in their role as the primary caregivers and educators of  
25 young preschool children; and

26 (c) There is a need to explore innovative approaches  
27 and strategies for aiding parents and families in the education  
28 and development of young preschool children.

29 (3) (a) This subsection shall be known and may be cited as  
30 the "Early Learning Collaborative Act of 2007."

31           (b) The Mississippi Department of Human Services shall  
32 implement a voluntary early care and education grant program,  
33 which shall be a collaboration among the entities providing  
34 prekindergarten programs including Head Start, licensed child care  
35 facilities and licensed public, parochial and private school  
36 prekindergarten programs. Enrollment in the preschool or  
37 prekindergarten program shall be coordinated with the Head Start  
38 agencies in the local areas and shall not be permitted to cause a  
39 reduction in children served by the Head Start program. Under  
40 this program, eligible entities may submit an application for  
41 funds to (i) defray the cost of additional teaching staff,  
42 appropriate educational materials and equipment and to improve the  
43 quality of educational experiences offered to four-year-old  
44 children in existing licensed early care and education programs,  
45 and/or to (ii) extend developmentally appropriate education  
46 services at such existing licensed programs currently serving  
47 four-year-old children to include practices of high quality  
48 instruction, and to (iii) administer, implement, monitor and  
49 evaluate the programs. Grant funds shall be provided on a local  
50 entity matching fund basis to be determined by the Department of  
51 Human Services.

52           (c) The Department of Human Services shall contract  
53 with an appropriate early care and education program entity to  
54 serve as the fiscal agent for the program. All grant applicants  
55 shall be required to collaborate with other early care and  
56 education programs, provide a local community match to the grant  
57 award, designate one (1) entity as fiscal agent for the grant, and  
58 meet teacher qualifications.

59           (d) The early care and education program grants shall  
60 be awarded to successful applicants who meet the criteria  
61 developed by a committee appointed by the Governor, consisting of,

64 Head Start Association, the Mississippi Head Start Collaboration  
65 Office, the Mississippi Department of Education, the Mississippi  
66 State Department of Health Child Care Licensure Division and  
67 licensed child care facilities, one (1) of which must have a  
68 majority low-income population, in the state. The committee shall  
69 meet upon call of the Governor and shall organize for business by  
70 electing a chairman. Administrative and clerical support for the  
71 committee shall be provided by the Department of Human Services.  
72 The committee shall establish grant application criteria,  
73 procedures and deadlines. The criteria must include all  
74 conditions prescribed in paragraph (c), and shall include, but not  
75 be limited to: voluntary enrollment of children, qualifications  
76 for teachers and assistant teachers, allowed expenses, children  
77 with special needs, use of a research-based curriculum aligned  
78 with the learning objectives/milestones in the Mississippi Early  
79 Learning Guidelines for Four-Year-Old Children, teacher/child  
80 ratios, child care facility licensure requirements, and  
81 collaboration with other early childhood programs.

82 (e) Any teacher, assistant teacher or other employee  
83 whose salary and fringe benefits are paid from early care and  
84 education grants under this act shall not be deemed to be  
85 classified as state or local school district employees and shall  
86 not be eligible for state health insurance benefits or membership  
87 in the Public Employees' Retirement System.

88 (f) Subject to the availability of funds appropriated  
89 therefor, the Department of Human Services shall administer the  
90 implementation, monitoring and evaluation of the early care and  
91 education grant program including the awards and the application  
92 process. The State Department of Education, Office of Reading,  
93 Early Childhood and Language Arts, in partnership with the  
94 Mississippi Department of Human Services, Office for Children and

97 developmentally appropriate educational services. Funding shall  
98 be provided subject to appropriation beginning with the 2008  
99 fiscal year. The department shall make an annual report to the  
100 Legislature and the Governor regarding the effectiveness of the  
101 program.

102 (g) This subsection (3) shall stand repealed on July 1,  
103 2010.

104 **SECTION 2.** This act shall take effect and be in force from  
105 and after July 1, 2007.

# **Mississippi Building Blocks**

## **Executive Summary**

The overall aim of Mississippi Building Blocks is to improve school readiness of children being served in child care centers that participate in the program. Additionally, the program is designed to increase the number of centers that participate in the Mississippi Child Care Quality Step System (MCCQSS) program. Participating centers will receive a higher reimbursement rate by providing higher quality care. The program will serve a random sampling of child care centers throughout Mississippi and include centers who currently serve families with children who qualify for Child Care Development Fund and TANF child care certificates.

In order to meet and achieve the goals set forth by the program, incentives will be offered to child care centers for participation. In addition to the participation guidelines set forth by the MCQSS program, participating MBB centers will receive the following incentives:

### **1. On-site Mentors**

- The mentors will work in the classrooms of participating centers for 20 consecutive days to assist teachers in implementation of strategies that are described through the indicators in the Early Childhood Environment Rating Scale-R (ECERS-R) and the Infant Toddler Environment Rating Scale-R (ITERS-R) and in compliance with Mississippi Child Care Licensing Regulations.
- The mentors working in the classroom will also assist on implementing strategies learned through college courses and in the CDA training.

### **2. Classroom materials**

- Materials and resources that are cognitively stimulating and age-appropriate will be provided for all participating classrooms.

### **3. CDA Scholarships**

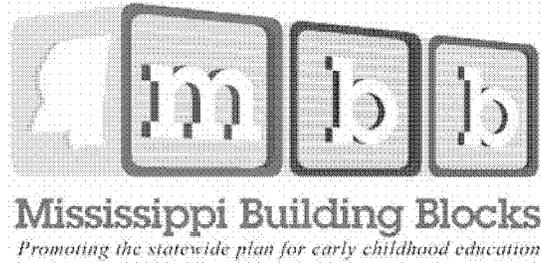
- Scholarships for professional development training will be offered to participating centers. CDA staff will assist participating teachers in completing the process. The overall goal is to help enable preschool teachers to obtain the CDA certification and possible AS degree in child development technology.
- Upon receipt of the CDA, teachers will receive a \$2,000 bonus (Bonus will be paid in \$500 installments over 2 years).

### **4. Business Consulting**

- Business advisors will work with participating center staff to counsel center directors/bookkeepers on best practices for financial management of the center.

### **5. Parent Education**

- Parent advocates will work with families of participating centers to educate parents about appropriate developmental stages for their children and engage parents in their children's early education
- Home visits and monthly meetings for parents will be offered for participating centers to provide assistance to parents



## **EARLY LEARNING COLLABORATION GRANT**

### **What does the term “collaboration” mean?**

This is generally a term used to describe how local school districts, licensed childcare facilities in those districts, and the local Head Start agencies can coordinate their resources to help prepare pre-kindergarten aged children to start school ready to learn.

### **Is there legislation already passed?**

Yes. In 2007, the Mississippi Legislature passed SB 2667 which was signed into law by Governor Barbour. According to language in the bill a voluntary application program will be created for eligible programs to apply for state funding to: 1) defray the cost of additional teaching staff, appropriate educational materials and equipment and to improve the quality of educational experiences offered to four-year-old children in existing licensed early care and education programs, and/or to 2) extend developmentally appropriate education services at such existing licensed programs currently serving four-year-old children to include practices of high quality instruction, and to 3) administer, implement, monitor and evaluate the programs. A copy of the bill and more information can be found at the following location: <http://billstatus.ls.state.ms.us/documents/2007/pdf/SB/2600-2699/SB2667SG.pdf>

### **Who leads and what is the legislative priority?**

While 2009 promises to be a tight budget year, there are efforts underway to fund a pilot program for the Early Learning Collaboration Grant. Because of the very nature of this collaborative approach, there are many key decision makers working together. While the Mississippi Department of Human Services is the lead state agency for licensed childcare centers, they have sub-contracted the authority contained within enabling legislation to the Mississippi Department of Education. According to the Mississippi Department of Education's website, the Early Learning Collaboration Grant will be a Legislative priority in 2009:

*“The mental development of children from birth to age 5 is a critical component of success in school. A recent study of Reading First programs in Mississippi found that some children enter kindergarten with a vocabulary of a one year old child. The early Learning Collaborative Act of 2007 passed by the Legislature authorizes a voluntary Early Care and Education Grant Program, which would foster collaboration among schools, Head Start Centers and child care facilities. (FY 10 Request: \$3,000,000).”* (<http://www.mde.k12.ms.us/>)

### **What are some examples of resources that can be used in shared collaboration?**

Buses, buildings, classroom space, materials, teachers, and approved curricula among others



## OVERVIEW OF THE STATE EARLY CHILDHOOD ADVISORY COUNCIL'S 2008 REPORT

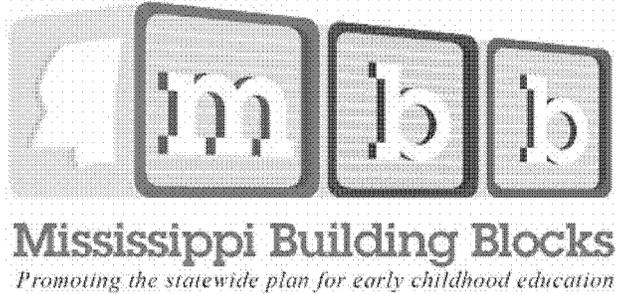
**Purpose of Council:** The purpose of a State Early Childhood Advisory Council is to bring together agency/program administrators to think collectively about how to better coordinate services so young children have the comprehensive supports in place that they need. The State Early Childhood Advisory Council is committed to the vision of one coordinated system of quality care and education for Mississippi's children birth to five.

**Council Recommendations:** Council findings revealed that progress in advancing Mississippi early childhood education over the past twenty years has been minimal (i.e., early childhood education task forces, committee reports, planned early childhood initiatives and commissions). In 2008 the Mississippi Legislature appropriated \$3M for the Mississippi Child Care Quality Step System and the Mississippi Child Care Resource and Referral System. After careful review of the current system, the Council determined that the state does not have an infrastructure in place at the recommended level necessary to generate the maximum positive impact on the care, education and general health and well-being of children from birth to school entry.

1. The Governor will appoint an Executive Director for the State Early Childhood Advisory Council through which programs and services related to the education, health, mental health and social services for children (and their families) prior to birth through age eight will be better coordinated. (Position to be housed in Office of Governor and funded through DHS.)
2. Develop a family/child-centered information/data system and sharing process that will ensure significant improvement in the delivery of high quality early care and education services. The process will be built around a logic model whereby information collected will serve to improve the system or service(s) in question.
3. Develop and implement a work force development plan for individuals seeking to be employed as early childhood educators
4. Develop a process by which early childhood services and management occurs for the purpose of supplying communities with information and coordinated service models for replication across the state
5. Review and revise the existing registry requirements related to family child care homes
6. Develop and implement a process by which health access issues are addressed for children ages zero to five.

### **FY 10 Appropriation Requests**

- Funding in the amount proposed by the Mississippi Department of Human Services for the Mississippi Quality Child Care Step System.
- Funding in the amount proposed by the Mississippi Department of Human Services for The Mississippi Child Care Resource and Referral **System**.
- Funding in the amount proposed by the Mississippi Department of Education for The Early Learning Collaboration Grant Program.
- Funding in the amount proposed by the Mississippi State Department of Health for the Child Care Facilities Licensure Division.



Colleges and universities are among Mississippi's greatest assets. Community colleges have a close working relationship with early care and education centers and universities are producing world-class research on the subject. One of "Mississippi Building Blocks" breakout sessions will be specifically set aside to further explore this relationship. Some of the state's leading postsecondary education policy experts will lead a discussion on what these institutions have and where they need to go in the near and long term on the issue of early childhood education.

Focus will be given to answering the following guiding questions:

1. What are some next steps that can be taken by institutions of higher learning to address the upcoming teacher shortage in early childhood education?
2. How can university resources be better utilized to address the staff requirement per MDE program guidelines (teachers with an elementary education degree, K-3, K-8 ..certification are required to complete 6 hours in early childhood education) for programs serving four year old children when the program becomes state funded?
3. Community colleges in the state have a state-wide core for each course taught in the child development technology program to bring about consistency in what is taught. Should university programs utilize the community college approach in designing courses in child development/early childhood education degree course work?
4. Is it feasible for one or more universities to seek NCATE accreditation in early childhood teacher preparation or should the majority of degrees for pre-k teachers be granted through the accredited family and consumer sciences programs?
5. Can more progress be made in bringing course articulation between child development technology degree programs in community colleges and child development programs in 4 year institutions a reality?

# Delta Promise Schools Evaluation Report

Sarah Catledge Howard, M.S.

# 2009

(b)(6)

(b)(6)

# **Delta Promise Schools Evaluation Report**

## ***Executive Summary.***

The Delta Health Alliance (DHA) collaborated with the Early Childhood Institute (ECI) at Mississippi State University to create Delta Promise School (DPS) sites in Washington and Sunflower Counties in the Mississippi Delta which helps prepare children from impoverished or rural neighborhoods develop the basic language skills needed to significantly enhance their chances of success in kindergarten. The data contained in this report indicates that this mission was successfully realized in these counties at these sites.

Program fidelity was measured through the sustained use of teacher observation instruments and training of staff in each of the sites. These observations reveal that there was a high degree of fidelity in the level and integrity of implementation within and across sites. Additionally, attendance data was collected to determine the level of impact on the children within the community. Attendance was justifiably a major focus and concern for all staff and stakeholders in order to ensure that as many children as possible were served and provided with a high quality experience in every classroom in the DPS. Even though this was an area where there were issues in current collection methods and recommendations for improvement, there was an obvious effort to collect this data and record it daily. Despite some issues with the attendance data, there was enough reliability and relevance to indicate that even in the summer, when there is much mobility of students' and their families, this program filled a need for students and parents of students who attended this program in June and July.

The nature of the program and the highly scripted routines left little to chance in terms of these students' opportunities to learn which is essential to their future success. Buy-in from the children's instructors and parents is pivotal for successful implementation. For teachers, many

must leave their comfort zone and prior knowledge behind to follow the rigorous schedule required for as intended DPS execution. Data indicates that ECI staff and program managers were successful in securing that buy-in. Positive mind-sets of both teachers and staff and of the parents toward the DPS curriculum, goals, and objectives were evident in data provided via the surveys distributed and collected by the DPS staff.

Perhaps the most telling indications of the success of this program are provided by the product outcome measures that were used by DPS to determine growth and development of students from the time they entered the program (pre-assessments) to the end of the program (post-assessments). The PALS instrument was used to measure children's recognition of both upper and lower case letters which is an essential prerequisite for their preparedness for kindergarten. In each of the sites, t-tests of the pre and post assessments indicated **statistically significant increases** in scores from pre to post assessment. Developmental and social/emotional checklists were used to determine each child progress toward developmental level required to succeed in a school environment. The triangulation of data provided by these checklists provides additional evidence that these children improved significantly over the life of the program.

While this program was a monumental effort for all involved, it is apparent the children in this program made significant gains in their preparedness for kindergarten. All indications are that this program provides a great model for the addition of sites and schools in other counties in the Delta and the state of Mississippi for 4-year-olds preparing to enter kindergarten.

## **EXCEL BY 5 - "The Story"**

Several years ago, kindergarten teacher Debby Renfroe told her husband Steve about the problems many kindergarteners face when they start school—they just aren't developmentally ready to grasp the material. Debby asked her husband Steve what could be done to better educate parents on children's developmental stages from birth to five years old. Steve, a Chevron Public and Governmental Affairs Manager for Mississippi, suggested Chevron put an ad in the local newspaper listing these critical stages. To get the information for the ad, Steve contacted Dr. Cathy Grace of the Mississippi State Early Childhood Institute and the rest was history.

In 2001, Chevron began working with a group of early childhood experts, such as notable leaders Dr. Grace and Claiborne Barksdale. The group consisted of representatives from Mississippi State University's Early Childhood Institute, the Barksdale Reading Institute (founded by Jim Barksdale, former CEO of Netscape), the Mississippi Department of Education, the Mississippi Department of Health, the Mississippi Department of Human Services, the Mississippi Legislature, the Mississippi Governor's office, Mississippi Community College Board, Mississippi State University Extension Service, Head Start, the Mississippi Commission for Volunteer Service, Mississippi Public Broadcasting, and several non-profit organizations.

This group met for the purpose of discovering the best way to use existing knowledge and resources for the greatest benefit of Mississippi's pre-K children. The group developed the basis of a standard for "child-friendly" communities, referring to it as "the program" at that time. Essentially, the group designed a standard certification program whereby communities that choose to become part of the program can be formally recognized as "child-friendly," but it doesn't stop there. The program identifies gaps in community resources, encourages community collaboration and volunteerism, promotes economic development, and addresses children's needs with regard to education, health care, safety, childcare, and daycare. Over all, children in the program will be healthier and better prepared to begin their formal education at age 5.

In 2004, Mississippi's First Lady Marsha Barbour joined early childhood development experts and Chevron representatives to launch EXCEL BY 5. The community based educational program is designed to improve a child's overall well being by age five. Funded with a \$650,000.00 grant from Chevron, the program is currently underway in Biloxi, Cleveland, Hattiesburg, Hollandale, Mid-Jackson, Monroe County, Moss Point, Oktibbeha County, Pascagoula, Petal and West Point, MS.

# **The State Early Childhood Advisory Council**

## **Report to Governor Haley Barbour**

### *Launching a System of Early Care and Education for Mississippi's Preschool Children*



**December 2008**

This report was prepared by the  
State Early Childhood Advisory Council  
Dr. Cathy Grace  
Council Chair  
Publication Date: December 2008

The report was printed with funds from the  
Mississippi Head Start Collaboration Office Grant Award

**The State Early Childhood Advisory Council**

**Report to Governor Haley Barbour**

**December 2008**

*Launching a System of Early Care and Education for  
Mississippi's PreSchool Children*

**TABLE OF CONTENTS**

INTRODUCTION	PAGE 1
FORMATION OF THE COUNCIL	PAGES 1-2
RESPONSIBILITIES OF THE COUNCIL	PAGES 2-3
COUNCIL ACTIVITIES FOR 2008	PAGE 3
COUNCIL VISION	PAGE 4
COUNCIL RECOMMENDATIONS FOR 2009	PAGES 4-9
COUNCIL APPROPRIATION REQUESTS FOR 2010	PAGE 9
COUNCIL RECOMMENDATIONS BEYOND FY 2010	PAGES 9-10
CONCLUSION	PAGES 10-11
APPENDIX	PAGES 12-23

# **The State Early Childhood Advisory Council**

## **Report to Governor Haley Barbour**

**December 2008**

### ***Launching a System of Early Care and Education for Mississippi's PreSchool Children***

#### **INTRODUCTION**

Many advances have taken place in early care and education settings across the nation since the ground breaking book *From Neurons to Neighborhoods-The Science of Early Childhood Development* was published in 2000 by the National Research Council Institute of Medicine. Two of the most important findings from this publication were restated in a report written and published in 2007 by the National Center for Children in Poverty in State Early Childhood Policies. The findings were:

- (1) Compelling research supports the lifelong importance of early childhood development.
- (2) There is hard economic evidence that smart investments in early childhood education yield long term gains.

The science of how young children best learn has been reported in numerous publications and is widely reflected in various state early childhood policy and legislation. A National Snap Shot of State Level Early Childhood Programs and Conditions is provided in Appendix A.

*The State Early Childhood Advisory Council's Report 2008: Launching A System of Care and Education for Mississippi's Preschool Children* makes sensible and responsible recommendations to the Governor and the State Head Start Collaboration Director for their response and subsequent action. Some of the recommendations have been made before but appear in this report in a different context. The implementation strategies provided for each of the six recommendations reflect best practices and are affordable – even in these serious financial times. The report's overarching message is that Mississippi's preschool children need access to a coordinated system of care and education.

#### **FORMATION OF THE COUNCIL**

The Improving Head Start for School Readiness Reauthorization Act, signed by the President on December 12, 2007, requires the governor of each state to designate or establish a council to serve as the State Early Childhood Advisory Council on early childhood education and care for children from birth to school entry, and designate an individual to coordinate activities of the Council. In most states, the early care and education programs that provide support to young children are spread across government

agencies, funded through different sources, and delivered through multiple public and private providers in communities. The purpose of a State Early Childhood Advisory Council is to bring together agency/program administrators to think collectively about how to better coordinate services so young children have the comprehensive supports in place that they need.

In April 2008, Governor Haley Barbour established the State Early Childhood Advisory Council by Executive Order. The Governor appointed Dr. Cathy Grace, Director of the Mississippi State University, Early Childhood Institute, to serve as the Council Chair and members to include, to the extent possible, the following representatives as described in the Head Start Act as amended {42 USC 9801 et seq.}, *the Improving Head Start for School Readiness Act 2007(Public Law 110-134)*:

- Representative of the State Agency Responsible for Child Care
- Representative of the State Educational Agency
- Representative of Local Educational Agencies
- Representative of Institutions of Higher Education in the State
- Representative of Local Providers of Early Childhood Education and Development Services
- Representative from Head Start Agencies Located in the State Including Migrant and Seasonal Head Start Programs and Indian Head Start Programs
- The State Director of Head Start Collaboration
- Representative of the State Agency Responsible for Programs under Section 619 or Part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.)
- Representative of the State Agency Responsible for Health or Mental Health Care
- Representatives of Other Entities Determined to be Relevant by the Governor of the State

The State Early Childhood Advisory Council Membership List is included in Appendix B.

## RESPONSIBILITIES OF THE COUNCIL

According to the Head Start Act as amended {42 USC 9801 et seq.}, *the Improving Head Start for School Readiness Act 2007 (Public Law 110-134)*, the State Early Childhood Advisory Council, in addition to any responsibilities assigned to the Council by the Governor of the State, shall be responsible for facilitating the following activities:

- Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in the State.
- Identify opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among State agencies responsible for administering such programs.

- Develop recommendations for increasing the overall participation of children in existing Federal, State, and local child care and early childhood education programs, including outreach to underrepresented and special populations.
- Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the State.
- Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State.
- Assess the capacity and effectiveness of 2 and 4-year public and private institutions of higher education in the State toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or pre kindergarten program.
- Make recommendations for improvements in State early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.
- The State Early Childhood Advisory Council shall hold public hearings and provide an opportunity for public comment on activities.
- The State Early Childhood Advisory Council shall submit a statewide strategic report to the State Director of Head Start Collaboration and the Governor of the State.
- After submission of a statewide strategic report, the State Early Childhood Advisory Council shall meet periodically to review any implementation of the recommendations in such report and any changes in State and local needs.

## COUNCIL ACTIVITIES FOR 2008

After the Governor's appointment of the members of the State Early Childhood Advisory Council, several meetings were held during 2008 to conduct activities and gather information that would lead to the development of the required statewide report. Some of the Council's activities included the review of the following:

- *2004 State of Mississippi Policy Domain Framework Report*
- *Highlights of the Mississippi Child Care Survey 2004*
- *National Governor's Association's: Early Childhood Systems-Building and Governance 2008*
- *National Governor's Association's: A Governor's Guide to Children's Cabinet*

The Council also collected data from various state agencies and other entities regarding services currently provided to the state's young children from birth to age five and their families. A summary of the data is included in Appendix C.

## COUNCIL VISION

The State Early Childhood Advisory Council is committed to the vision of **one coordinated system of quality care and education for Mississippi's children birth to**

**five.** Mississippi's young children and their families deserve a system that provides equal access to quality care and education and one that ensures quality services and supports needed for school success and lifelong learning. The State Early Childhood Advisory Council is committed to building on the existing early care and education system while striving to develop a stronger infrastructure to support collaboration, coordination and easy access to quality services and supports.

## RECOMMENDATIONS FOR 2009

The 2009 Recommendations are based on the Council's study of current early childhood best practices. Council findings revealed that progress in advancing Mississippi early childhood education over the past twenty years has been minimal (i.e., early childhood education task forces, committee reports, planned early childhood initiatives and commissions). Since the passage of funding for public kindergarten in 1985, only two state early childhood initiatives have been funded. In 2008 the Mississippi Legislature appropriated \$3M for the Mississippi Child Care Quality Step System and the Mississippi Child Care Resource and Referral System. After careful review of the current system, the Council determined that the state does not have an infrastructure in place at the recommended level necessary to generate the maximum positive impact on the care, education and general health and well-being of children from birth to school entry. In an effort to advance the early care and education agenda for the state's young children and their families, the Council submits the following Recommendations for the consideration of Governor Haley Barbour.

**RECOMMENDATION #1:** The Governor will appoint an Executive Director for the State Early Childhood Advisory Council through which programs and services related to the education, health, mental health and social services for children (and their families) prior to birth through age eight will be better coordinated.

**Suggested Implementation Strategies:** The Council's Executive Director will guide activities by which programs and services for preschool children and their families will be better coordinated.

- The Council's Executive Director will be housed in the Office of the Governor and report directly to the Governor and work in collaboration with the Governor's policy staff, State Head Start Collaboration Director, as well as, entities in and outside of state government to develop and implement the most efficient and far reaching comprehensive plan for the state's young children.
- The Executive Director's position will be funded through the Mississippi Department of Human Services
- The Executive Director will work with the Council to reach the goal of having all children ready to enter school with the skills necessary for them to succeed.
- The Executive Director will use the recommendations provided in this report as the State Early Childhood Advisory Council's objectives for 2009 – 2010.

Rationale: After much discussion, the Council voted to preface all other recommendations with Recommendation #1; and for that reason, it is the first and most important recommendation in this report. Currently there is no guiding governance structure within Mississippi's early care and education system. To move the early childhood agenda forward, there is a need for an Executive Director for the State Early Childhood Advisory Council. The Executive Director will expedite the coordination and efficiency of services to young children and their families. Recognizing the fact that the State Early Childhood Advisory Council was recently established by the Governor, the Council under the leadership of an Executive Director will be charged with organizing and facilitating the work proposed in this report. The Mississippi Department of Human Services has the ability to fund the position within the Governor's Office. The Governor's State Early Childhood Advisory Council will serve as a collaborative governance structure to promote coordination across state agencies and improve the well-being of children and families. According to the National Governor's Association, a strong governance structure can improve coordination and efficiency across state departments and local levels of government; mobilize resources around the governor's priorities for children; facilitate a holistic approach to serving children; and strengthen partnerships with the non-profit and private sectors. The Council will merge the fundamental responsibilities mandated by Public Law 110-134 with those duties of a Children's Cabinet as defined in the National Governors Association's 2004 document, *A Governor's Guide to Children's Cabinets*. At least sixteen states have such a structure and all indications suggest that many other states are likely to follow. Though many features vary from state to state, Children's Cabinets or designated Councils typically involve senior state officials, including cabinet executives from a range of state agencies (i.e., health, mental health, education, child care, income supports, child and family services, youth development, labor, and juvenile justice services). Many Children's Cabinets or Governor's Councils also include representatives of key stakeholders from the private sector. Further explanation of the need and duties of a Children's Cabinet or Governor's Council is provided in the National Governor's Association's Checklist included in Appendix D.

**RECOMMENDATION #2:** Develop a family/child-centered information/data system and sharing process that will ensure significant improvement in the delivery of high quality early care and education services. The process will be built around a logic model whereby information collected will serve to improve the system or service(s) in question.

**Suggested Implementation Strategies:**

- Convene representatives of Information Technology and programmatic units from the Mississippi State Department of Health, Mississippi Department of Human Services, Mississippi Department of Education, Mississippi Department of Mental Health, the Mississippi Head Start Agencies and any other pertinent data collection entities to develop Memoranda of Understanding regarding their respective program(s) serving children from birth to age five and to implement the following activities:
- Develop a process to capture information regarding young children, from the family's perspective, as to what is appropriate in regard to school readiness.

- Identify how data related to early care and education services is currently collected within agencies and across agencies
- Identify how data can be more efficiently collected and by what agencies or entities
- Determine common points of data currently collected, the time frame under which it is collected and how often it is updated
- Submit a report to the Governor outlining the current system of reporting and make recommendations including cost (if needed) and possible funding source for implementing and maintaining a family/child-centered information/data system and sharing process that will significantly improve the delivery of high quality early care and education services

**Rationale:** A family centered information/data system and sharing process will significantly improve the delivery of high quality early care and education services for the following reasons:

- More informed decisions will be made regarding funding of early care and education programs across the state and in counties and towns
- More accountability of programs in how they impact a child's readiness for school entry
- Better leverage of existing funds in eliminating duplication of services and in providing more targeted services to young children in communities where children are scoring low on state required assessments and schools are not meeting state accountability standards

*Note: An example of how data is needed to drive quality early childhood program development, implementation and funding decisions as well as accountability is as follows: Currently the number of unregistered family child care homes is in the thousands. The exact number is not known due to the lack of a requirement that all family child care home providers who serve children not related to them by the third degree register with the state. Without this information children in the circumstance are subject to the possibility of adults overseeing them not being educated as to the best educational practices they could offer for the children in their care. Also, in the case of the nonregistered family home providers who serve children not related to them by the third degree, there is no way for their location to be known to emergency responders in the event of a tornado or earthquake. Without this knowledge the children could be at greater risk than those in licensed early care and education centers since the address is known at the local and state level.*

**RECOMMENDATION #3:** Develop and implement a work force development plan for individuals seeking to be employed as early childhood educators.

**Suggested Implementation Strategies:** A work force development plan for individuals seeking to be employed as an early childhood educator could be accomplished through the implementation of the following activities:

- Convene representatives of the Work Force Investment Board, Work Force Development Board, early childhood teacher educators and the Temporary Assistance to Needy Families (TANF) Work Force Development Program at the

Mississippi Department of Human Services to develop and implement a training program for individuals interested in teaching in the early childhood field that will lead to a viable credential at the completion of their training and serves to recruit individuals into the field.

- Convene representatives of the Mississippi Head Start Agencies, Child Care Facilities Licensing Division at the Mississippi Department of Health, Teacher Certification/Licensure at the Mississippi Department of Education, Office for Children and Youth at the Mississippi Department of Human Services, public and private post secondary institutions and directors and teachers of public and private early care and education programs to investigate the possibility of state recognition of national credentials for early care and education educators.

Rationale: The development and implementation of a work force development plan for individuals seeking employment as early childhood educators will impact the quality of early care, education and general well being of children prior to school entry. Currently there is a critical shortage of educators in licensed and unlicensed early care and education (in non-public school) settings that hold a current teaching credential that certifies certain national or state competencies required for an early childhood educator.

RECOMMENDATION #4: Develop a process by which early childhood services and management occurs for the purpose of supplying communities with information and coordinated service models for replication across the state

Suggested Implementation Strategy: The State Early Childhood Advisory Council will convene a group of state and local representatives of early childhood resource centers and community service agencies with the charge of locating model communities or programs in which optimal early childhood management and services occur. Lessons learned from the various models will be made available throughout the state. The agencies represented will include, but not be limited to, family resource centers, Families First Resource Centers, school-based parent centers, community-based parent centers, WIC programs, Community Action Agency Programs, Mississippi Head Start programs and the Mississippi Child Care Resource and Referral Network.

Rationale: The development of a process by which early care and education services and management occurs for the purpose of supplying communities with information and coordinated service models for replication across the state will impact the education and general well being of children prior to school entry for the following reasons:

- Parents are a child's first teacher. Regardless of family income or abundance of resources, all families need information to support them in providing necessary experiences for their child to achieve optimal brain development
- Families need information provided at the local level regarding best practices for health care, educational and mental health services for their child to develop without delays or serious health issues that could affect their ability to thrive and grow
- Healthy and typically developing children cost local communities and the state less money to educate than those with unaddressed health and cognitive issues

- that often require costly remedial programs for the child to avoid becoming a school dropout
- Community coordination of services for young children and their families would result in savings to the state and possibly reduce duplication of monitoring services and other program administrative requirements

**RECOMMENDATION # 5:** Review and revise the existing registry requirements related to family child care homes

**Suggested Implementation Strategy:** Convene a task force with representatives of the Child Care Facilities Licensing Division at the Mississippi State Department of Health and the Licensing Advisory Council, Mississippi Child Care Resource and Referral Network and family home providers to review and revise the current registry process.

**Rationale:** Currently family child care homes serving five children or less that are not related to the provider by the third degree are not required to be registered or licensed. The need for a review and revision of the existing registry requirements related to family child care homes is based on the following information:

- Lack of a registry or licensing requirement makes it difficult to identify individuals currently working in family child care homes who could benefit from staff development training in early childhood best practices. With this lack of opportunity for professional development, the program quality is likely to suffer and children in these settings will most likely not receive the highest quality services possible.
- Lack of a registry or licensing requirement prevents emergency first responders from checking on the family child care home as a priority location where children are housed in the event of a natural disaster, such as a tornado.

**RECOMMENDATION #6:** Develop and implement a process by which health access issues are addressed for children ages zero to five.

**Suggested Implementation Strategies:**

- Division of Medicaid ensures that all children 200% below the poverty level receive health care and that enrollment barriers be removed
- The use of the Early And Periodic Screening and Diagnostic Treatment (EPSDT ) battery be made mandatory for children 5 years of age in order to enter public school kindergarten
- Division of Medicaid provides monetary incentives to health care providers to serve eligible children
- Provision of dental and mental health care for children 5 years of age and younger

**Rationale:** Children's health is critical to the overall and on-going improvement of the well-being and education of Mississippi's young children. The strategies listed serve as a means to guide the thinking and planning for future years. Young children in Mississippi can not learn if they are not healthy. The overarching health concern addressed in this

report is that equal access to services for all children is a critical element related to school readiness and lifelong productivity.

#### APPROPRIATION REQUESTS FY2010

The Council's FY2010 state appropriation requests are submitted as follows:

- Funding in the amount proposed by the Mississippi Department of Human Services for the Mississippi Quality Child Care Step System **be passed** by the Mississippi Legislature
- Funding in the amount proposed by the Mississippi Department of Human Services for The Mississippi Child Care Resource and Referral **System be passed** by the Mississippi legislature
- Funding in the amount proposed by the Mississippi Department of Education for The Early Learning Collaboration Grant Program **be passed** by the Mississippi Legislature
- Funding in the amount proposed by the Mississippi State Department of Health for the Child Care Facilities Licensure Division **be passed** by the Mississippi Legislature.

#### RECOMMENDATIONS FOR CONSIDERATION BEYOND FY2010

The Recommendations for Consideration Beyond 2010 build on those presented in this report and are critical to the overall and on-going improvement regarding the health and education of Mississippi's young children.

#### RECOMMENDATIONS RELATED TO CHILDREN'S CARE AND EARLY EDUCATION:

More than 80% of children under the age of five with mothers in the work force are in some form of non-parental care, with almost 60% being in full-time care (Snyder and Adams, 2001). Numerous research studies have clearly connected the quality of the experiences children receive in home early care and education settings as directly linked to their preparation for school entry. For that reason the following recommendations are made in the context of supporting the child's movement toward readiness for school and as a first step in preventing school drop outs.

- Provision of resources to early care and education programs in order for them to meet Mississippi Child Care Quality Step System standards at a minimum of a step three of the five step rating system
- Increase opportunities for children birth to three years of age of low-income families to participate in high quality community based in-home early childhood education programs such as but not limited to Parents as Teachers
- Establishment of early learning standards by the Mississippi Department of Education for children birth through age 4 years that are aligned with the early learning standards for kindergarten–grade 12
- Increase funding for the technical assistance for family child care homes such as, but not limited, to *Nurturing Homes* which is a program funded by the Mississippi Department of Human Services and provides technical assistance to teachers in

- non-licensed family child care homes for the purpose of improving the educational quality of the program offered to children in those settings
- Develop and implement a plan that would eventually require all licensed early care and education centers to participate in the Mississippi Child Care Quality Step System
  - Develop a plan for dissemination of a parent information packet that would be made available to all parents upon the birth of their baby for the purpose of providing them with developmental milestones and other information that would be helpful to them as their child's first teacher

*NOTE: A separate study is being conducted by the Council on the current status of early childhood teacher educators and teacher capacity in the state and will be released later. A Council recommendation to the Mississippi State Department of Health related to revision of the approval process for individuals providing training to early care and education teachers for professional development credit has been implemented by the Child Care Facilities Licensure Division as of September 2008.*

#### RECOMMENDATIONS RELATED TO EARLY CHILDHOOD EDUCATION: KINDERGARTEN AND ELEMENTARY GRADES (K-3):

As young children enter public school their school lives are just beginning and for that reason the Council makes the following recommendations in the context of supporting the child's movement toward school success and as a step in preventing school drop outs.

- Increase evidence-based training for school administrators in early childhood education, especially elementary principals
- Re-evaluation of the transition practices followed when children enter kindergarten from early childhood education programs or from the child's home to ensure a seamless transfer for the child that will not interrupt or interfere with learning
- Implementation of an age appropriate assessment of children in kindergarten through grade three across the state by 2010 to determine the progress children are making in reading and math skill acquisition
- Development of a consistent state-wide skill-based progress report form for parents of children in grades pre-k through grade 3

#### CONCLUSION

The State Early Childhood Advisory Council has succinctly crafted a plan by which early care and education services are anchored at the local level and connected community by community through the statewide systems that focus on young children and their families. This plan is ready for launch and is defined so that the individuals and agencies charged to bring life to the words are not left with questions. For over 20 years Mississippi's youngest children have waited while other constituencies have been given their deserved support through policy decisions, funding and/or resource allocations. With talk of dropout prevention programs, work force development and economic uncertainty this report has even greater meaning and urgency. Since Hurricane Katrina,

Mississippi has been recognized nationally as a state that even in the worst of times takes care of its own. Regardless of the current financial situation, now is the time for the efficient and effective use of Mississippi intelligence and spirit to move the early childhood agenda forward. With the implementation of the recommendations submitted in this report, the quality of life for current and future generations of preschool children and their families will be greatly improved. It is not just the right and smart thing to do it is the **only** thing that will ensure we leave our children the legacy they deserve.

# APPENDIX A

## A National Snap Shot of State Level Early Childhood Programs and Conditions

- 14 states are fully engaged in a quality rating system whereby early care and education programs are rated to determine the quality of program components when compared to standards based on state assigned criteria (Child Care Bulletin, Issue 32 Winter 2007)
- 7 states are piloting a quality rating system in the state (Child Care Bulletin, Issue 32 Winter 2007)
- 41 states have some type of pre-kindergarten program (Funding the Future: States' Approaches to Pre-K Finance, Pre-K [Now] February 2006)
- 80% of states provide access to public health insurance for young children in low income families (State Early Childhood Policies, National Center for Children in Poverty, 2007)
- 19 states have early learning guidelines/standards or developmental guidelines for infants and toddlers (State Early Childhood Policies, National Center for Children in Poverty, 2007)
- 41 states do not require family child care providers to complete any training in early childhood before beginning to work (Quality Child Care Makes A Difference, NACCRRA, 2008)
- 39 states do not require staff in licensed child care facilities to complete any training in early childhood education before beginning work (Quality Child Care Makes A Difference, NACCRRA, 2008)
- Across the country three out of four working mothers work more than 30 hours per week. Over 90 percent of their families use some kind of child care (Working Mothers Need Child Care, NACCRRA, 2008)
- About 30 % of children under the age of 5 with working mothers across the country are in the care of their grandparents for some period of time every week (Grandparents : A Critical Child Care Safety Net, NACCRRA, 2008)

## APPENDIX B

### State Early Childhood Advisory Council Appointments By Governor Haley Barbour April 2008

#### **Council Chair**

Cathy Grace, Ed.D  
Director, Early Childhood Institute  
Mississippi State University  
46 Blackjack  
P.O. Box 6013  
Mississippi State, MS 39762  
Phone: 662-325-4954  
Fax: 662-325-5436  
Email: [cgrace@colled.msstate.edu](mailto:cgrace@colled.msstate.edu)

#### **Representative of State Agency Responsible for Child Care**

Mr. Richard Berry  
Deputy Administrator for Programs  
MS Department of Human Services  
750 North State Street  
Jackson, MS 39202  
Phone: 601.359.4458  
Email: [richard.berry@mdhs.state.ms.us](mailto:richard.berry@mdhs.state.ms.us)

#### **Representative of State Educational Agency**

Dr. Kristopher Kaase  
Associate State Superintendent of Education  
MS Department of Education  
P.O. Box 771  
Jackson., MS 39205  
Phone: 601.359.3768  
Email: [kkaase@mde.k12.ms.us](mailto:kkaase@mde.k12.ms.us)

#### **Representative of Local Educational Agency**

Ms Nadine Coleman  
Director, Center for Families and Children  
Petal School District  
33 South Beech Lane  
Petal, MS 39465  
Phone: 601.584.4704  
Email: [ncoleman@petal.k12.ms.us](mailto:ncoleman@petal.k12.ms.us)

**Representatives of Institutions of Higher Education in the State**

Dr Lynn House  
Associate Commissioner of Higher Education  
3825 Ridgewood Road  
Jackson, MS 39211

Louise E. Davis, Ph.D.  
Extension Professor  
Child & Family Development  
Mailstop 9745  
RM 325 Lloyd-Ricks Bldg  
Mississippi State 39762  
Phone: 662-325-3083  
Fax: 662-325-1805  
Email: [louised@ext.msstate.edu](mailto:louised@ext.msstate.edu)

**Representatives of Local Providers of Early Education and Developmental Services**

Ms Margarette Davenport  
Clay County Day Care Center, Inc.  
P.O. Box 771  
539 Brame Ave.  
West Point, MS 39773  
Phone: 662.494.4405  
Email: [claycoda@yahoo.com](mailto:claycoda@yahoo.com)

Ms. Lori Maderos  
Hancock County Human R & R Agency  
9930 Hwy 603  
Bay St. Louis, MS 39520  
Phone: 228.466.4334  
Fax: 228.466.5154

**Representatives from Head Start Agencies Located in the State Including the Indian Head Start Programs**

Ms Nita Norphlet-Thompson  
Executive Director  
Mississippi Head Start Association  
Jackson, MS  
921 N. Congress Street  
Jackson, MS 39202  
Phone: (601) 969-6979  
Fax: 601.969.6928  
Email: [nthomps@bellsouth.net](mailto:nthomps@bellsouth.net)

Ms Tanya Tullos  
Director, Early Childhood Education  
Mississippi Band of Choctaw Indians  
Head Start/Early Head Start  
P.O. Box 6010  
Philadelphia, MS 39350  
Phone: 601.650.1722

**The State Director of Head Start Collaboration**

Ms Laura Beth Hebbler  
MS Head Start Collaboration Director  
Office of Governor Haley Barbour  
P.O. Box 139  
Jackson, MS 39201  
Phone: 601.576.2021  
Fax: 601.576.2791  
Email: [lhebbler@governor.state.ms.us](mailto:lhebbler@governor.state.ms.us)

**Representative of the State Agency Responsible for Programs Under Section 610 or Part C of the Individuals with Disabilities Education Act (20U.S.C. 1419, 1431 et seq.)**

Katherine Culpepper  
Mississippi State Department of Health  
First Steps Early Intervention Program O-200  
570 East Woodrow Wilson  
P.O. Box 1700  
Jackson, MS 39215-1700  
Phone: 601-576-7427  
E-mail: [Katherine.Culpepper@msdh.state.ms.us](mailto:Katherine.Culpepper@msdh.state.ms.us)

**Representatives of the State Agencies Responsible for Health or Mental Health Care**

Ms Gay Logan  
Division Director 1  
Child Care Facilities Licensure Division  
Mississippi State Department of Health  
143 LeFleur's Square  
P.O. Box 1700  
Jackson, MS 39215-1700

Ms Lisa Romine  
Director  
Bureau of Interdisciplinary Programs  
MS Department of Mental Health  
239 North Lamar Street  
1101 Robert E. Lee Bldg  
Jackson, MS 39201  
Phone: 601.359.1288  
Email: [Lisa.Romine@dmh.state.ms.us](mailto:Lisa.Romine@dmh.state.ms.us)

**Representatives of Other Entities Determined to be Relevant by the Governor of the State**

Mr. Johnny Franklin  
K-12 Education Policy Advisor  
Office of the Governor  
P.O. Box 139  
Jackson, MS 39201  
Phone: 601.576.2012  
Email: [jfranklin@governor.state.ms.us](mailto:jfranklin@governor.state.ms.us)

Ms Rhea Williams-Bishop  
SPARK Executive Director  
Children's Defense Fund  
P.O. Box 11437  
Jackson, Mississippi 39283  
Phone: (601) 321-1966  
Fax: (601) 321-8736  
Email: [rbishop@childrensdefense.org](mailto:rbishop@childrensdefense.org)

Karen C. Fox, Ph.D.  
Delta Health Alliance  
435 Stoneville Road  
Stoneville, MS 38776  
Phone: 662.686.3520  
Email: [KFox@deltahalliance.org](mailto:KFox@deltahalliance.org)

Mr. Steve Renfroe  
Manger  
Chevron  
Policy, Public and Government Affairs, Mississippi  
P.O. Box 1300, Pascagoula, MS 39568-1300  
250 Industrial Road, Pascagoula, MS 39581  
Tel 228 938 4548 Fax 228 934 7226  
Cell 228 219 9589  
Email: [steverenfroe@chevron.com](mailto:steverenfroe@chevron.com)

Ms Oleta Fitzgerald  
Executive Director  
Children's Defense Fund  
P.O. Box 11437  
Jackson, Mississippi 39283  
Phone: (601) 321-1966  
Fax: (601) 321-8736  
Email: [ofitzgerald@childrensdefense.org](mailto:ofitzgerald@childrensdefense.org)

# APPENDIX C

## 2008 Summary Mississippi Early Care and Education Information

(Birth to Age 5)

Program(s)	Lead Agency	Funding Partner(s)	Current Expenditures	Additional Funds to Implement	Birth to Age 2	Three Year Olds	Four Year Olds	Five Year Olds
Mississippi Child Care Resource and Referral Network 12 Sites w/14 Trainers	Mississippi State University Extension Services	Mississippi Department of Human Services <i>Early Learning Guidelines</i> State of MS Phil Hardin Appalachian Regional Commission	\$500,000 \$300,000  \$1,000,000 \$217,179 \$616,041	\$150,000 for each additional site  \$833,220 needed to continue for next year				
Nurturing Homes Initiative	Mississippi State University Extension Service	Mississippi Department of Human Services	\$450,000					
MS Power Early Learning Project	Early Childhood Institute	Mississippi Power Educational Foundation	\$160,000.00 8/07-10/08	\$290,000 10/08-9/10	342	242	302	100 Approx

Program(s)	Lead Agency	Funding Partner(s)	Current Expenditures	Additional Funds to Implement	Birth to Age 2	Three Year Olds	Four Year Olds	Five Year Olds
Partners for Quality Child Care	Early Childhood Institute	Mississippi Department of Human Services (OCY)	\$400,578 10/08-9/09		440	803 3-5 years		
Leaders in Literacy-Phase II	Early Childhood Institute	Barksdale Reading Institute	\$700,000 Annually	\$700,000		750	500	350
Delta Early Learning Program (DELP)	Early Childhood Institute	W.K. Kellogg Delta Health Alliance	\$750,000 over 3 years with state date 2008	\$100,000	60 plus families		90 each year	90
Mississippi Early Literacy Corps	Early Childhood Institute	W.K. Kellogg	\$349,793 for 18 month period		320 0-5 years			
Horizon Program	Early Childhood Institute	Gilmore Early Learning Institute	\$412,136 Annually		500	400	500	300
Mississippi Child Care Quality Step System <i>*Includes Head Start &amp; Early Head Start</i>	Early Childhood Institute	Mississippi Department of Human Services (Office for Children and Youth)	\$1,000,000 July 2008-June 2009		72,929 0-5 years			
Bureau of Maternal/Child Health	Division of Medicaid		\$431,103,904		191,833 0-5 years			

Program(s)	Lead Agency	Funding Partner(s)	Current Expenditures	Additional Funds to Implement	Birth to Age 2	Three Year Olds	Four Year Olds	Five Year Olds
Office of Special Education	Mississippi Department of Education				8,472 0-5 years Child Count			
Office of Reading, Early Childhood and Language Arts Even Start Program	Mississippi Department of Education	U.S. Department of Education Title I, Part B, Subpart 3	\$751,954 (awarded for 2008-2009)		220 served at 12 sites			
Pre-Kindergarten Programs	Public School Districts						2,666	
Pre-Kindergarten Programs- Special Needs Students	Public School Districts	IDEA, Pre-School	\$4,160,483		50	1310	2598	4514
Pre-Kindergarten Programs	Private Schools						618	209
Pre-Kindergarten Programs	Parochial Schools						1,829	617
Mississippi Head Start /Early Head Start Program	22 Grantees		\$169M Federal		922 <i>Early Head Start</i>	10,703 <i>Head Start</i>	15,634 <i>Head Start</i>	1,390 <i>Head Start</i>
Office for Children and Youth/Division of Economic Assistance	Mississippi Department of Human Services				15,994 0-5 years			
Supporting Partnerships To Assure Ready Kids (SPARK) 800 children started at ages 3 and 4 and were tracked through 2 <sup>nd</sup> (320 children) and 3 <sup>rd</sup> grade (330 children)	Children's Defense Fund Southern Regional Office	W. K. Kellogg Foundation	\$5M for five years 2003 - 2008	\$350,000 9/1/08 - 2/28/09				

Program(s)	Lead Agency	Funding Partner(s)	Current Expenditures	Additional Funds to Implement	Birth to Age 2	Three Year Olds	Four Year Olds	Five Year Olds
Bureau of Community Mental Health Services/Division of Children and Youth Services	Mississippi Department of Mental Health				405 served in preschool	Day Treatment Programs		
Bureau of Intellectual/Development Disabilities/Division of Early Intervention Program	Mississippi Department of Mental Health				1,681 0-5 years			
Child Care Licensure Facilities Division	Mississippi State Department of Health	17 Additional programs affecting ages 0-5 years	1,855 Licensed Child Care Facilities					
Supplemental Food Program for Women and Children (WIC)	Mississippi State Department of Health				110,437 clients served per month			
Early Intervention Program	Mississippi State Department of Health		4.2 M from USDE/OSEP		approx. 2,000 served an IFSP 0-3 years at any given time			
Parents as Teachers	16 Mississippi Sites				826 2-5 years			
Excel by Five Community-Based Programs	Early Childhood Institute	Chevron Corporation	\$150,000 Annually					
Delta Health Alliance	Multiple Community-Based Programs				15,994 0-5 years			

Program(s)	Lead Agency	Funding Partner(s)	Current Expenditures	Additional Funds to Implement	Birth to Age 2	Three Year Olds	Four Year Olds	Five Year Olds
Between the Lions Programming	Mississippi Public Broadcasting	WGBH – Boston, MA			Approx. 237,000 from 2-5 years			
Between the Lions Library Project		Jim Barksdale of the Barksdale Reading Institute			12,000 0-12 years			
Between the Lions Literacy Project		Corporation for Public Broadcasting						
MPB Kids Club Day		U.S. Department of Education (Ready to Learn)	\$552,000			750 3-4 years		
Fossil Road show		State of Mississippi						
Between the Lions Preschools Metro-Jackson Area		Rotary District #6820						
Rotary Club Sponsored Between the Lions Classrooms Statewide		Delta Revitalization Task force						
Delta Revitalization Sponsored Classrooms in 18 Delta Counties								
Face Program	MS Band of Choctaw Indians							

# APPENDIX D

## The National Governors Association Governor's Guide to Children's Cabinets

### CHECKLIST

<b>Why is a Children's Cabinet Needed?</b>
<ul style="list-style-type: none"><li>• Develop and implement a shared vision across agencies for improving child and family outcomes.</li></ul>
<ul style="list-style-type: none"><li>• Improve the state's economy and prospects for competition in the global marketplace by investing in the education and skills of children, the state's future workforce.</li></ul>
<ul style="list-style-type: none"><li>• Foster public awareness of major children's issues.</li></ul>
<ul style="list-style-type: none"><li>• Engage new partners in public efforts to serve children and their families</li></ul>
<ul style="list-style-type: none"><li>• Build a long-term commitment to children's issues in the state.</li></ul>
<b>Cabinet Duties</b>
<ul style="list-style-type: none"><li>• Creating strategic plans around children's issues and policies for the state.</li></ul>
<ul style="list-style-type: none"><li>• Setting goals with measurable outcomes for their member agencies to achieve.</li></ul>
<ul style="list-style-type: none"><li>• Making funding and policy recommendations to their governor.</li></ul>
<ul style="list-style-type: none"><li>• Pooling diverse funding streams to improve service delivery across agencies or even leveraging new resources to support children's initiatives.</li></ul>
<ul style="list-style-type: none"><li>• Setting policies, tracking outcomes and providing technical assistance to local government, and/or distributing and overseeing grants to local initiatives or organizations</li></ul>

@NGA

## References

Child Care Bureau (2007) Child Care Bulletin Systematic Approaches to Improving Quality of Care Issue 32, Winter/Spring. Washington, D.C., United States Department of Health and Human Services, Administration for Children and Families.

National Association of Child Care Resource and Referral Agencies (2008) Grandparents: A Critical Child Care Safety Net. Arlington, VA: National Association of Child Care Resource and Referral Agencies.

National Association of Child Care Resource and Referral Agencies (2008) Working Mothers Need Child Care. Arlington, VA: National Association of Child Care Resource and Referral Agencies.

National Association of Child Care Resource and Referral Agencies (2008) Quality Child Care Makes A Difference. Arlington, VA: National Association of Child Care Resource and Referral Agencies.

National Governor's Association's (2004) A Governor's Guide to Children's Cabinet: NGA Center For Best Practices: 444 North Capitol Street, suite 267, Washington, D.C.

National Governor's Association's (2008): Early Childhood Systems-Building and Governance. NGA Center For Best Practices: 444 North Capitol Street, suite 267, Washington, D.C.

National Research Council and Institute of Medicine (2000) From Neurons to Neighborhoods: The Science of Early Childhood Development: Committee on Integrating the Science of early Childhood Development. Jack P. Shonkoff and Deborah Phillips, eds., Board on Children, Youth and Families, Commission on Behavioral and Social Sciences and Education Washington, D.C., National Academy Press.

State Child Care Profile for Children for Children with Employed Mothers: Mississippi (2001): Snyder, K. and Adams, G Washington, DC: The Urban Institute.

State Early Childhood Policies (2007): New York, NY. National Center for Children in Poverty MAILMAN SCHOOL OF PUBLIC HEALTH. Stebbins, H. and Knitzer, J. Columbia University.

Stone, D. Funding the Future: States' Approaches to Pre-K Finance (2006). Washington, DC: Pre-K Now.

The Head Start Act as amended {42 USC 9801 et seq.}, the Improving Head Start for School Readiness Act 2007(Public Law 110-134):