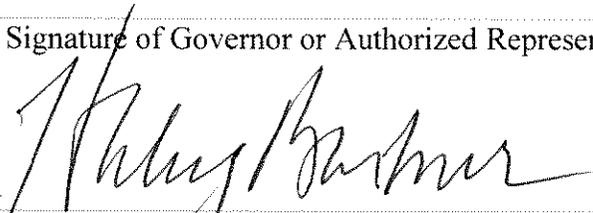


**III. RACE TO THE TOP APPLICATION ASSURANCES  
(CFDA No. 84.395A)**

|  |  |
|--|--|
| Legal Name of Applicant (Office of the Governor):<br><b>Governor Haley Barbour</b>   | Applicant's Mailing Address:<br><b>P.O. Box 139<br/>Jackson, MS 39205</b>                                  |
| Employer Identification Number:<br>640897726   | Organizational DUNS:<br>809399694  |
| State Race to the Top Contact Name:<br>(Single point of contact for communication)<br><b>Lynn J. House, Ph.D.</b>  | Contact Position and Office:<br><b>Mississippi Department of Education<br/>Deputy State Superintendent</b> |
| Contact Telephone:<br><b>601-359-3077</b>  | Contact E-mail Address:<br><b>lhouse@mde.k12.ms.us</b>   |
| <p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> |  |
| Governor or Authorized Representative of the Governor (Printed Name):<br><b>Governor Haley Barbour</b>   | Telephone:<br><b>601-576-2565</b>  |
| Signature of Governor or Authorized Representative of the Governor:<br>   | Date:<br><i>5/24/10</i>  |
| Chief State School Officer (Printed Name):<br><b>Tom Burnham, Ed.D.</b>  | Telephone:<br><b>601-359-1750</b>  |
| Signature of the Chief State School Officer:<br>  | Date:<br><i>5/27/10</i>  |
| President of the State Board of Education (Printed Name):<br><b>William Jones</b>  | Telephone:<br><b>601-359-1750</b>  |
| Signature of the President of the State Board of Education:<br>   | Date:<br><i>5/27/10</i>  |

**State Attorney General Certification**

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

*(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)*

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

Telephone:

Jim Hood

MICHAEL LANFORD  
DEPUTY ATTORNEY GEN.

601-359-3680

Signature of the State Attorney General or Authorized Representative:

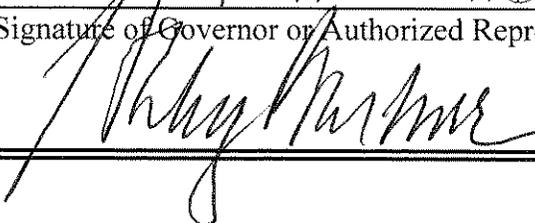
Date:



5-27-10

Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

|  |                  |
|--|------------------|
| Governor or Authorized Representative of the Governor (Printed Name):<br>HAYEY R. BARBOW   |                  |
| Signature of Governor or Authorized Representative of the Governor:<br> | Date:<br>5/26/10 |

**Race to the Top**  
**Application for Phase 2 Funding**  
CFDA Number: 84.395A



U.S. Department of Education  
Washington, D.C. 20202  
OMB Number: 1810-0697  
Expiration Date: 06/30/2010  
Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0697. The time required to complete this information collection is estimated to average 681 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Race to the Top, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118



**I. RACE TO THE TOP APPLICATION ASSURANCES  
(CFDA No. 84.395A)**

|  |                              |
|--|------------------------------|
| Legal Name of Applicant (Office of the Governor):  | Applicant's Mailing Address: |
| Employer Identification Number:  | Organizational DUNS:         |
| State Race to the Top Contact Name:<br>(Single point of contact for communication)   | Contact Position and Office: |
| Contact Telephone:   | Contact E-mail Address:      |
| <p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> |                              |
| Governor or Authorized Representative of the Governor (Printed Name):  | Telephone:                   |
| Signature of Governor or Authorized Representative of the Governor:  | Date:                        |
| Chief State School Officer (Printed Name):   | Telephone:                   |
| Signature of the Chief State School Officer:   | Date:                        |
| President of the State Board of Education (Printed Name):  | Telephone:                   |
| Signature of the President of the State Board of Education:  | Date:                        |

**State Attorney General Certification**

I certify that the State’s description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

*(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)*

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

|   |            |
|---|------------|
| State Attorney General or Authorized Representative (Printed Name):   | Telephone: |
| Signature of the State Attorney General or Authorized Representative: | Date:      |

## II. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

### Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
  - the uses of funds within the State;
  - how the State distributed the funds it received;
  - the number of jobs that the Governor estimates were saved or created with the funds;
  - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
  - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to [www.Recovery.gov](http://www.Recovery.gov). A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

## **Other Assurances and Certifications**

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL**

|   |       |
|---|-------|
| Governor or Authorized Representative of the Governor (Printed Name): |       |
| Signature of Governor or Authorized Representative of the Governor:   | Date: |

### III. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

#### **Eligibility Requirement (a)**

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

*The Department will determine eligibility under this requirement before making a grant award.*

#### **Eligibility Requirement (b)**

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

*The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.*

#### IV. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

##### (A) State Success Factors (125 total points)

###### (A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)<sup>1</sup> or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
  - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
  - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
  - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

---

<sup>1</sup> See Appendix D for more on participating LEA MOUs and for a model MOU.

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State’s goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

*Recommended maximum response length: Ten pages (excluding tables)*

## **Mississippi Race To The Top: Transcending the Past, Transforming the Future**

### **Introduction**

The Mississippi Board of Education (MSBoE) vision statement creates the context for Mississippi’s (MS) Race to the Top (RttT) application. This 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”—provides the foundation for designing these innovative and aggressive plans that will propel Mississippi’s students forward in our state. **(See Appendix A1 for MSBoE Vision Graphic.)** MS’s RttT application is about helping MS students compete in the global community, as well as breaking the engrained generations of poverty in our state as MS transcends the past. MS stakeholders have united to overcome a myriad of challenges to allow all children in MS to learn and grow productively, and this united effort will move MS forward in a way that is unparalleled in the state’s history as MS embarks on the RttT journey to transform the future. In a National Council of Teachers of English report, *The Genteel Unteaching of America’s Poor*, Kylee Beers (2009) describes how some educators believe that certain kids can not handle high expectations. **(See Appendix A2 for copy of document.)** The educators Beers encountered used the phrase “those kids” when discussing the students they taught, and these educators did not believe that their students could handle high expectations,

engaging instruction, or school activities that allowed flexibility. In her report, Beers (2009) describes *those kids* as 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” (p. 2). The educators with whom Beers interacted at high-poverty, high-needs schools didn’t think *those kids* deserved an education that looked the same as kids “whose lives are lived in the security of abundance, or if not abundance, then at least the security of enough” (Beers, 2009, p. 2). Beers uses the phrase “segregation by intellectual rigor” to describe the culture at those high-poverty, high-needs schools. It is this segregation of “intellectual rigor” that MS will no longer tolerate. The MSBoE has issued a challenge to all educators in MS to instill in the state a culture that values education. To accomplish this strategy, MS has engaged education leaders, business leaders, policy makers, and community leaders to move the reform agenda forward to continue embracing higher standards in MS using a powerful but improved data system with effective teachers and leaders working in schools across this state. In MS, *all kids* deserve the same intellectually rigorous education that will change their lives in powerful ways. RttT will provide the impetus and funding to accelerate the educational reform agenda in MS so that “*all kids*” in this state are provided rigorous and engaging educational opportunities. MS reform efforts have a long history beginning in 1982 when Governor William Winter stated, “the needs of education and the relationship of those needs to our future growth and progress cannot be put aside any longer . . . . Per capita income is tied directly, unequivocally, and irrefutably to education. Unless we take some very specific actions to improve our educational system, it will never be adequate to move our state out of last place in per capita income. It’s time to act now.” Governor Winter signed the Education Reform Act of 1982 that significantly changed education in MS. Moving forward, MS’s current governor, Haley Barbour, has been a strong advocate for educational reform. Governor Barbour signed the *Education Reform Act of 2006* (MS Code §37-19-7) and continued reform in 2007 with his support of the *MS Dropout Prevention Plan* (MDPP) (MS Code §37-13-80). The MDPP provides a structure that more effectively monitors dropout numbers in

MS. Combining the MDPP and the MSBoFE's 2008 "On The Bus" campaign, various stakeholder groups in the state worked together to make a difference in lives of Mississippians. "On the Bus" is a public awareness campaign to support the MSBoFE's dropout prevention program. The campaign is funded by a \$1.5 million grant from State Farm<sup>®</sup>, in partnership with the MSBoFE and the Public Education Forum of Mississippi. **(See Appendix A3 for information related to the "On The Bus" campaign.)** Also in 2007, the MS legislature passed and Governor Barbour signed into law the *Mississippi Healthy Students Act* (MS Code §37-11-8) that requires public schools to provide increased amounts of physical activity and health education instruction for K-12 students. As a result of this legislation and with funding from the Bower Foundation, the MSBoFE created the Office of Healthy Schools that assists and enhances the services and support provided to local school districts in making the connection between student wellness and high academic achievement. This effort will transcend MS's current status as the most obese state in the nation as well as reducing the rate of diabetes, heart disease and infant mortality. In fact in February 2010, First Lady Michelle Obama visited MS to promote her "Let's Move" campaign and to recognize the progress MS has made in the area of healthy schools. Further reform efforts continued when Governor Barbour signed *The Children First Act of 2009* (§37-152-3) that authorizes the placement of underperforming school districts in conservatorship. In the current legislative session, Governor Barbour supported the *New Start School Program and Conversion Charter School Act of 2010*, (MS Code §37-9-103 and §37-9-3) which creates a new process for transforming failing state public schools into "New Start Schools" and "Conversion Charter Schools." **(See Appendix A4 for a copy of all MS Code §37-152-3, §37-11-8, §37-9-103 and §37-9-3)**

MS is poised to transform the educational system in this state using the core reform areas set forth in the RttT application as an opportunity to ensure the educational, economic, and social well being of MS citizens. All MS children deserve the best and most rigorous educational opportunities, and they will receive the best as effective teachers and leaders utilize a world-class data and assessment system designed to ensure *all children in MS* meet internationally competitive standards, particularly in those schools where recent success has been minimal. The MSBoFE vision, mission, goals, and strategies will provide the foundation as the state

transforms the future of education.

### **Mississippi's Vision, Mission, Goals, and Strategies**

#### **Mississippi's (MS) Broad Vision**

As noted earlier, the vision established in 2006 by the MSBoFE is “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 achieve that vision, the Board's mission is “to provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.”

#### **Goals**

MSBoFE set forth three primary goals:

1. To mobilize resources and supports that help ensure that all students exit Third Grade reading on grade level by 2020
2. To reduce the dropout rate to 13% by 2013.
3. To reach the national average on national assessments by 2013.

#### **Five Strategies**

To accomplish these goals, the MSBoFE outlines five basic strategies:

1. Implement ongoing, comprehensive reform in the areas of instruction, curriculum, assessment design, and accountability systems for all grade levels, from early education through graduation.
2. Increase the quantity and quality of teachers.
3. Increase the quantity and quality of administrators.
4. Create a culture in Mississippi that understands the value of education
5. Redesign education for the 21<sup>st</sup> Century workforce in Mississippi. (See **Appendix A5 for MSBoFE Strategic Plan with Mission, Vision, Goals and Strategies Graphic Organizer on page 3 of the Strategic Plan Document** )

In comparing the vision, mission, goals, and strategies as defined by the MSBoFE and the four-core education reform areas imperative to RttT as defined in the application, three of the four areas are explicitly addressed. The final core reform area—“turning around our lowest achieving schools”—is seen across all goals and strategies. In addition, this final reform area is specifically addressed in the *Children First Act of 2009* (§37-152-3) and the *New Start School Program and Conversion Charter School Act of 2010* (§37-9-103 and §37-9-3). **(See Appendix A4 for MS Code §37-152-3, §37-9-103 and §37-9-3.)**

The conditions in MS are favorable to further statewide educational reform. While MS has made considerable strides in educational progress, Mississippians understand that much work is left to undertake. In 2004-2005, MS began the process of revising the language arts and mathematics curriculum frameworks and assessment instruments because considerable gaps existed between the state assessment (MS Curriculum Test, MCT) results and the National Assessment of Educational Progress (NAEP) results. The state realized that in order for MS students to perform at the national average, the state curriculum and assessment must more closely align with NAEP. In 2007-2008, the second edition of the MCT (MCT2) was administered for the first time and results were more closely aligned with NAEP results. However, MS fully recognizes much work must occur so that both state and NAEP assessment results improve rapidly. MS understands what it takes to make our students competitive on the national level, and the reform agenda set forth in the RttT application will assist MS in continuing to make longer and more progressive strides in educational achievement that more closely resembles international expectations.

### **Transcending The Past: Transforming the Future**

As stated previously, MS’s reform agenda was strengthened in 2006 with Governor Barbour’s “*Upgrade for Education Reform.*” This progressive reform act provides the foundation for educational reform in MS and actually meshes with the four reform areas included in the RttT application criteria. Since 2006, various legislative pieces and other initiatives have strengthened the reform agenda in MS. Upon signing the 2006 legislation, **Governor Barbour stated, “We must constantly pursue innovative, creative policies that help us achieve greater increases in learning.”** Governor Barbour’s statement captures the essence of educational reform efforts in MS. Using this as a foundational piece, MS’s reform agenda consists of the following progressive

efforts made manifest through technology and an emphasis on global engagement. **(Please see Appendix F1 for a history of MS Educational Reform Since 1982.)**

### *Common Standards and Assessments*

#### **Internationally Benchmarked Standards and Assessments**

##### *Past Reform*

MS has already addressed the importance of implementing higher standards that more closely align with the NAEP assessment. As stated previously, MS began the task of aggressively moving MS standards and assessment instruments closer to NAEP in the 2004-2005 school year to promote more demanding and rigorous student learning. **(See Appendix A6 for MS Curriculum Framework Assessment Revision History.)** In 2007, college and career readiness goals were implemented with a major high school redesign effort, *Redesigning Education for the 21<sup>st</sup> Century Workforce in MS* with an emphasis on STEM-related pathways. **(See Appendix A7 for information regarding Redesigning Education for the 21<sup>st</sup> Century Workforce in MS.)** Since 2007, thirty-two high schools have served as demonstration sites for the high school redesign. In addition, MS's dropout prevention program and campaign, *On The Bus*, focuses on the academic, financial and social impact of dropping out of school and the importance of obtaining a high school diploma for preparation for success in college and careers. This campaign also served to develop and strengthen partnerships at the state and community levels among business leaders, local community organizations, faith-based leaders and parent groups. MS has completed groundbreaking work in the area of standards and assessments that earned MS a B<sup>+</sup> on the Standards, Assessments, and Accountability Scale in the Quality Counts 2010 Report Card with a past grade of D<sup>-</sup>. **(Please see Appendix A8 for Data Quality Counts Report)**

### Future Reform

MS is ready to move the bar higher by further increasing the intellectual rigor demanded of MS students. As a result, MS will adopt the CCSSO and NGA Common Core State Standards (CCSS) and aligned assessments by participating in Partnership for Assessment of Readiness for College and Career (PARCC). In fact, to move the bar even higher and to further increase the rigor, MS will partner with the National Center for Education and the Economy (NCEE) State Consortium for Board Examination Systems along with eight other states to use the world's best instructional systems and examinations to dramatically increase the number of students who leave high school ready to succeed in college. MS's plan for adopting these sets of standards, working through the timeline to implement the standards and aligned assessments, ensuring that all MS teachers and leaders have the requisite training and continued professional support for implementing the standards and assessments is described in Section B. Section D of the application explains MS's plan to use a rigorous evaluation system centered around student progress to ensure that these standards are implemented effectively. **(See Appendix A9 for CCSS, PARCC, and NCEE MOAs)**

MS is committed to embracing intellectual rigor to create a world-class educational system for all MS students. To accomplish this task, MS will adopt higher standards and aligned assessments with an emphasis on providing the professional support for educators in the state to ensure that all MS students are competent, creative, innovative and ready for the 21<sup>st</sup> Century workforce.

### **Ensuring Higher Graduation Rates**

#### Past Reform

As previously described, the “*On the Bus*” campaign addresses the high school dropout rate in MS. MS has also experienced tremendous success with Jobs for MS Graduates (JMG) with a 90% graduation rate for students participating in this program. Once MS students exit the K-12 system, MS has worked to reform and strengthen the transition to college and careers in ways that facilitate stronger college enrollment, retention, and graduation. The Graduation Rate Task Force (GRTF) was established in 2009 for the sole purpose of determining current state levels of college degree attainment and to make recommendations to guide public policy. In the final report, the task force recommends goals for promoting college enrollment, retention, and graduation with collaboration between

and among institutions of higher learning, community and junior colleges, as well as the K-12 community. **(See Appendix A10 for GRTF Report)** To foster college enrollment, the state allows students to dually enroll in high school and postsecondary institutions. **(See Appendix A11 for information related to Dual Enrollment and Credit.)** The Board of Trustees of Institutions of Higher Learning assists students and families in planning for college enrollment and retention by providing a collaboratively developed website (<http://www.mississippi.edu/>) that offers different portals: *Rise Up!* for current high school students, and *Think Higher Mississippi!* for current college, transfer, and other adults with information about college and financial aid opportunities. In addition, the last portal, *Parent Guide 2 College* provides information for parents. The website provides links to all public and private, 2- and 4- year institutions in MS and serves as a guide to students and families about college and career opportunities. In Section B of this application, MS's plan for increasing college- and workforce-ready students is described. Section D describes MS's plan for a rigorous growth/projection model, which can be used to assess the likelihood of individual students' attaining various levels of college readiness.

#### *Future Reform*

MS is committed to providing a world-class educational system that will promote college enrollment with an emphasis on retaining students in postsecondary education efforts to increase the number of Mississippians who obtain a postsecondary degree, as well as to prepare Mississippians for various career pathways.

#### ***Data Systems to Support Instruction***

##### *Past Reform*

MS has made significant progress toward a statewide longitudinal data system (SLDS). The current MSBoE student-level data system meets all of the Data Quality Counts State Elements; however, MS does not yet meet all of the Data Quality Counts State Actions. Since 2004, Mississippi has made considerable progress toward the development and establishment of a statewide-integrated education and workforce longitudinal data system. The NGA recognized Mississippi's model as one of the most innovative and effective data systems in the country. From the outset, Mississippi recognized that establishing links between data systems is not

enough to create a coherent, effective, and SLDS. The current system has limited interoperability in that data can be made available on request from the data warehouse upon receiving written permission from the owner of the data. In Section C of the application, MS explains how other funding has been secured to build and sustain a world-class SLDS where educators will be provided with professional learning to enable them, researchers, and other state professionals to use the data for making important educational and policy decisions. **(See Appendix A8 for Data Quality Counts Report and Appendix A12 for the SLDS History and Description)**

#### *Future Reform*

MS is committed to building and sustaining a world-class educational system that includes an SLDS using new grant sources and legislative funding that is designed with the capability to link PK-12 with post-secondary to meet all of the America COMPETES requirements. The SLDS will ensure successful transitions within the PK-20 system using data for decision-making so that all MS students meet and exceed intellectually rigorous standards and are competent, creative, innovative—ready for the 21<sup>st</sup> Century workforce.

#### ***Great Teachers and Leaders***

##### *Past Reform*

MS has worked to support multiple pathways into educational professions and to support other areas for ensuring effective teachers and leaders provide intellectually rigorous learning opportunities for all students in MS. Traditional educator preparation programs are located in public and private IHLs across the state. All public educator preparation programs, as well as some private programs are NCATE-accredited. Several alternate route programs exist in MS: Teach for America, Mississippi Teacher Corps, MS Alternate Path to Quality Teachers, and Teach Mississippi Institute and the Master's of Art in teaching. **(For a description of each Alternate Route Teacher Program, see Appendix A13.)** Other areas of reform include the teacher preparation redesign effort facilitated by the MS Executive Office of The Institutions of Higher Learning. In the fall of 2006, the Mississippi Board of Trustees of State Institutions of Higher Learning (IHL) joined forces with the Mississippi Department of Education (MDE), the Governor's office, state legislators, and the Mississippi Economic Council to appoint a ***Blue Ribbon Committee for the Redesign of Teacher***

**Preparation** (BRC). The BRC worked collaboratively to identify its core beliefs, outline expected outcomes from the redesign process, and suggest recommendations for directly addressing a number of issues related to assessment and accountability, partnerships, program content implementation, and recruitment and retention. Program monitoring and review of implementation will take place during Spring, 2010. Monitoring will be ongoing for teacher preparation programs, with a mid-year progress report due in Spring, 2010 and campus visits during April and May of 2010. Additionally, preparation is underway for a fall meeting of the full BRC and an opportunity for programs to share best practices that are being implemented in each of the teacher preparation programs. In 2005, MS became one of few states to require all elementary education majors to complete 15-hours in reading or language arts methods courses. Within those 15 hours, six must be early literacy instruction with the goals established with MDE and the Higher Education Literacy Council (HELIC).

MS also has traditional and alternate route programs for administrator licensure. The license is a three-tier process: non-practicing administrator, entry-level administrator, and career administrator. Traditional preparation programs are located at public and private IHLs with the alternate route program located within the Community and Junior College (CJC) Foundation—MS Alternate Path to Quality School Leaders. **(See Appendix A14 for information related to Alternate Route School Leader Program.)** Following the BRC Teacher Redesign efforts, MDE facilitated a BRC Leadership Redesign. 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. Additionally, Mississippi has an *Administrator Sabbatical Program* that allows participants to retain full-time teacher pay and benefits while completing an administrator preparation with intensive internship if the participant agrees to work for 5 years in the sponsoring district once certification is awarded. In addition, MS is committed to the National Board Certified Teachers (NBCT) program. MS ranks 7<sup>th</sup> in the nation with a total of 2,897 Mississippi teachers who are nationally board certified with the number of Mississippi teachers more than doubling in the last five years. In 2008-2009, MS expended \$22 million on the different components of the MS NCBT program. To assist school districts in areas where it is difficult to attract teachers, different incentives exist to provide teachers with financial or educational options. The *Mississippi Critical Teacher Shortage Act of 1998 (MCTSA of 1998)* provides educational opportunities for students who wish to become classroom teachers and addresses Mississippi's teacher shortage by providing a constant source of qualified classroom teachers for our public schools. The *Mississippi Teacher Center (MTC)* was designed to recruit and retain quality teachers for MS classrooms. **(See Appendix A15 for MS Teacher Center information.)**

MS does have a system in place for teacher and leader evaluation in schools that are low performing and will build on this effort to build a statewide system that also links to student achievement. With the many positive and effective reform measures related to teacher and leader effectiveness, MS does not currently have in place a *statewide teacher and leader evaluation system* improving teachers and principal effectiveness based on their performance. Section D describes MS's plan to enhance current evaluation tools and launch a statistically robust and reliable evaluation system of districts, schools, and teachers.

#### *Future Reform*

MS is ready to take a strong and aggressive stance in preparing, training, and measuring the effectiveness of teachers and leaders because MS believes, and research supports, that the most important variable in affecting student achievement is committed, competent, and caring teachers and leaders. All students in MS, regardless of achievement levels, deserve the best teachers and leaders, and MS is preparing the structures necessary to ensure that all students receive the most effective, intellectually rigorous

learning opportunities by making sure that appropriate policies, standards, and support systems are in place. In this application, MS explains how MS plans to adopt standards for effective teachers and leaders; to expand the already strong alternate route pathways; to build on the teacher/administrator redesign efforts for recruiting and training effective teachers and leaders who understand and demonstrate the standards set forth by MDE; to create evaluation instruments for measuring teacher and leader progress in meeting those standards; to develop a value-added career model where performance and incentives are linked to students' achievement and progress; to provide professional learning for teachers, leaders, and teacher/administrator preparation programs about the standards, evaluation system, and value-added career model where these programs are also held accountable; and to use all resources available to ensure that all MS students have access to effective teachers and leaders regardless of school location, community economic level, or subject area (including and specifically targeting STEM areas).

MS is committed to developing a world-class educational system that embraces developing structures to ensure effective teachers and leaders are equitably distributed throughout school districts in the state and to reward the teachers and leaders who are effective as measured with a fair, statistically robust, and reliable evaluation system linked to student performance. Further, MS is committed to providing the support systems necessary to assist teachers and leaders in being successful for the sole purpose of guaranteeing that MS students meet and exceed intellectually rigorous standards and are competent, creative, innovative—ready for the 21<sup>st</sup> Century workforce.

### ***Support for Low-Achieving Schools***

#### ***Past Reform***

MS's aggressive new laws, *Children First Act of 2009* (§37-152-3) and *New Start School Program and Conversion Charter School Act of 2010* (§37-9-103 and §37-9-3), assist in providing support and intervention in underperforming school districts. **(See Appendix A4 for MS Code.)** The *Children First Act* (§37-152-3) established the state Recovery district and provided the MSBoE the legal authority to intervene in failing schools and districts through the state Recovery District. In the *New Start School Program and Conversion Charter School Act* (§37-9-103 and §37-9-3), schools can become “New Start” or “Conversion Charter” schools. In

schools or districts where the above two laws do not apply, MDE evaluates lowest performing schools, districts, and associated personnel under the MS Accountability Public School Standards to assess areas needing improvement and to plan for improving those identified areas on an annual basis. The target population consists of schools labeled as “Failing” in the first year and those labeled as At-Risk of Failing and Low-Performing for two years in a row (under the MS Accountability Public School Standards) along with the associated school district. MDE intervenes in the lowest performing schools and LEAs for the purpose of improving student achievement and school climate/culture. The process changed during the 2009-2010 academic year due to the adoption of a new MS School and District Accountability System. Currently, MS has six school districts under conservatorship and managed by MDE. **(See Appendix A4 for MS Code §37-152-3, §37-9-103 and §37-9-3, and A16 for MS Accountability Standard 2009)**

### **Future Reform**

MS is committed to using any means necessary to intervene in schools to ensure that all MS students meet and exceed intellectually rigorous standards and are competent, creative, innovative—ready for the 21<sup>st</sup> Century workforce. The full implementation of the Children First Act and New Start School Program and Conversion Charter School legislation, the better use of school-level data, a more transparent accountability system, and the structures for Innovation and Reform outlined in the RttT application will drive systemic change that is sustainable in those schools and districts that have a history of underachieving.

### ***Conclusion***

While MS has made significant progress in educational reform, the landscape in MS is set for a more comprehensive, innovative, and sustainable change in that transcends MS’s past inadequate educational performance. “*Those kids*” in MS will forever be altered as all political, educational, business, and private foundation groups, as well as other entities in MS, come together to forge fresh and novel ways to meet the needs of every student in MS—no longer will the mentality of “*those kids*” pervade the educational culture in our state. In this application, MS defines how the state will build upon the reform foundation by adopting internationally benchmarked and intellectually rigorous standards, aligning assessments to ensure that all students meet those rigorous standards, expanding and sustaining a statewide longitudinal data system to assist making data-informed decisions, creating multiple pathways to

teaching and leading professions where all entities are held accountable through a progressive evaluation system, and intervening in those low-performing schools to ensure that all MS students are ready for the 21<sup>st</sup> Century. The goals set forth in the RttT application will inform other efforts *“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.”*

**Transforming the Future: Goals For Reforming  
Mississippi’s Educational System**

MS is on the brink of making significant progress in its educational reform efforts. The success of MS’s past reform agenda serves as a strong foundation on which to develop comprehensive, aggressive, and innovative future reforms to ensure MS students receive the world-class education that they deserve and need.

***Alignment with MSBoFE Goals and Strategies***

**MSBoFE Three Goals**

1. To mobilize resources and supports that help ensure that all students exit Third Grade reading on grade level by 2020
2. To reduce the dropout rate to 13% by 2013.
3. To reach the national average on national assessments by 2013.

**MSBoFE Five Strategies**

1. Implement ongoing, comprehensive reform in the areas of instruction, curriculum, assessment design, and accountability systems for all grade levels, from early educational through graduation.
2. Increase the quantity and quality of teachers
3. Increase the quantity and quality of administrators.
4. Create a culture in Mississippi that understands the value of education
5. Redesign education for the 21<sup>st</sup> Century workforce in Mississippi.

**(See Appendix A5 for MSBoFE Strategic Plan)**

Building on the vision, mission, goals, and strategies set forth by the MSBoFE, the following **TRANSFORMATIONAL GOALS** have been identified as necessary for MS to develop a world-class educational system. All goals and reform work will be made possible through a commitment to more advanced technology infused across the state. Technology will be utilized more dynamically to prepare teachers, leaders, and students for the 21<sup>st</sup> Century and to embrace the necessity of global engagement. It is no longer satisfactory for teachers, leaders, or students to continue using outdated and antiquated technology in ways that are ineffective and/or unengaging. Effective technology use and engagement with the international arena is the future, and MS classrooms will be transformed and students more fully involved with learning through the use of technology in creative and innovative ways, as well as exposed to a variety of global phenomena. As Vivien Stewart (2010) explained, MS envisions “a day when our students’ education is not bound by the four walls of a school but can be as wide as the world.”

**TRANSFORMATIONAL GOAL 1:** 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)

**TRANSFORMATIONAL GOAL 2:** To ensure that all students exit Third Grade reading on grade level and continue that success through Twelfth Grade and beyond which ensures that achievement gaps are closed. (MSBoFE Goal 1-3; Strategies 1-5)

**TRANSFORMATIONAL GOAL 3:** To improve mathematics and science achievement on state and national assessments with an emphasis on reducing achievement gaps. (MSBoFE Goals 2-3; Strategies 1-5)

**TRANSFORMATIONAL GOAL 4:** To increase the number of high school graduates (reduce the number of dropouts) and postsecondary graduates, decrease the achievement gap between groups of learners, and adopt the NCEE State Board Examinations System. (MSBoFE Goals 1-3; Strategies 1-5)

**TRANSFORMATIONAL GOAL 5:** To develop with other state agencies and other states a statewide longitudinal data system that provides accessibility, usability, and transparency. (MSBoFE Goals 1-3; Strategies 1-5)

**TRANSFORMATIONAL GOAL 6:** To develop a formative assessment system and professional learning community to foster continuous

data-based, instructional decision-making, as well as overall district and school improvement (MSBoFE Goals 1-3; Strategies 1-5)

**TRANSFORMATIONAL 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 of evaluation (MSBoFE Goals 1-3; Strategies, 2, 3, 4)

**TRANSFORMATIONAL 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)

**TRANSFORMATIONAL GOAL 9:** To destroy barriers to achievement related to health and wellness of students, as well as their families and communities. (MSBoFE Goals 1-3; Strategies 1-5)

**(A)(1)(ii)**

**a) Terms and conditions that reflect strong commitment by the participating LEAs to the State’s plans**

LEAs have shown tremendous commitment to participating in MS RttT reform areas. Statewide support includes 142 of the 152 LEAs, which is **93%** of all school districts in MS, have agreed to participate in the MS RttT process. These LEAs have signed a MOU that delineates the responsibilities the LEAs have within the state RttT reform agenda. The terms and conditions to which the LEAs agreed demonstrate the commitment the LEAs have to implement MS’s plan for reform. **(The LEA MOU is included in Appendix A17.)**

**b) Scope-of-work descriptions require participating LEAs to implement all or significant portions MS RttT plans**

MS has complete confidence in its ability to implement the RttT reform agenda. As provided in Evidence Table 1 and Evidence Table 2, the LEAs are also dedicated to the reform agenda. **(The LEA Sample Scope of Work Document can be found in Appendix A18.)**

**c) Signatures from LEAs**

All appropriate signatures have been garnered (See Evidence Table 3). Since MS is a right-to-work state, the signature of the teachers’ union leader is not applicable. However, letters of support from various teacher and leader organizations with the leaders of

these organizations served as the RttT Advisory Committee. **(Please see Appendix A19 for Letters of Support from MS Teacher and Leader Organizations.)**

**(A)(1)(iii) Broad Statewide Impact**

The overall goal of the MS RttT application is to transform the educational system in this state to one that is truly world-class and that ensures that all MS students meet and exceed intellectually rigorous standards and are competent, creative, innovative—ready for the 21<sup>st</sup> Century workforce. Because of 93% participation in the MS RttT plan, the work will translate into broad statewide impact where state goals are achieved because districts have committed to implement MS’s progressive reform agenda included in the RttT application.

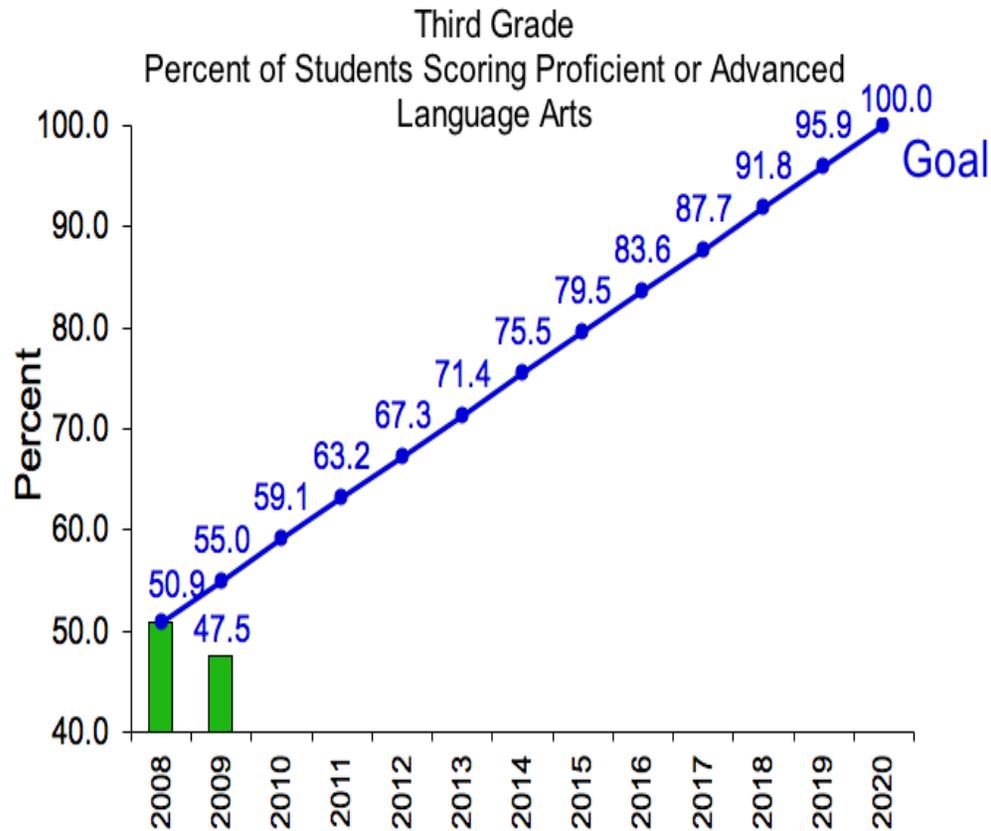
**Please see Summary Table for (A)(1)(iii)** regarding the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty, student subgroup).

MS has made the scope of work very clear in that each LEA will be held accountable for meeting all goals included in the application. Because MS is steadfast in the approach and structures to meeting and/or exceeding the goals as set forth in the RttT application, MS fully expects real reform to be sustainable due to the participation of all LEAs in the state. The actual execution of the reforms included in the application will require keen oversight to ensure the highest fidelity of implementation. MS is committed to a bold leadership structure that does not waver, a meticulous evaluation plan to determine what works and what doesn’t work, and a systematic approach for accountability that will deny funding to those districts that do not implement with fidelity. MS is excited about the opportunities to use RttT as an extension of the past and current school reform efforts and as an impetus to carry this stated reform agenda to LEAs across the state.

**a) Impact of LEA Participation on Increasing Student Achievement for Reading/Language Arts and Mathematics**

The MS goal related to the state assessment, MCT2, is that all students will be reading on grade level when they exit third grade. In addition, included in the RttT application is a commitment that all students will significantly improve math and science achievement and will desire to enter those fields of study in college and career pathways. The MS goal related to NAEP is to reach

the national average by 2013 on all national assessments. Since NAEP only reports results by state, MS has a statewide goal, not LEA goals. With the adoption of the CCSS, Common Core Assessments, and the NCEE State Board Examinations System, MS expects that state and national assessment scores at each level will initially decrease somewhat because research related to the change process indicates that when change is initiated achievement levels initially drop only to recover some time after the introduction of change. However, MS does expect that the state assessment and NAEP results will increase significantly with 100% LEA participation and stands ready to move from current levels of under performance to higher levels of performance that will better situate MS students for global competitiveness. Value-added modeling will show how effective educators are in teaching the new standards that are aligned with the new state assessments and evaluation structures for educators, as well as preparation programs, to provide the impetus for whole scale improvement.



**b) Impact of LEA Participation on Decreasing Achievement Gaps**

MS is committed to decreasing the achievement gaps between subgroups (race/ethnicity, poverty, and students with disabilities [SWD]) in reading/language arts and mathematics on state (MCT2) and national assessment measures (NAEP). While specific LEA targets for NAEP are not included, MS expects NAEP achievement gaps to decrease with the increased focus on LEAs submitting specific growth goals for decreasing the achievement gaps on the state assessment, MCT2. Additionally, MS’s emphasis on utilizing school-level data to improve instruction will allow school to more closely monitor the progress of student achievement and growth.

**c) Impact of LEA Participation on Increasing High School Graduation Rates.**

Building on the *High School Redesign* and the *On the Bus* initiatives, MS has made progress in meeting the MSBoFE goal to reduce the dropout rate to 13% by 2013 and an 85% graduation rate by 2018-2019. In addition, MS's participation in the State Board Examination Project will serve to increase graduation rates and decrease dropout rates in the state by helping students successfully navigate college and career paths at high levels of competence. MS currently calculates graduation rate using the adjusted cohort model. In fact, state legislation requires calculation and reporting of cohort dropout and/or graduation rates (Appendix § 37-3-53, § 37-21-9, § 37-13-80, and § 37-13-85). One of the benefits of having a statewide student level database is the ability to track individual students over time. Cohort graduation rates calculated by tracking individual students are more accurate than rates based on annual counts of all students, and the rates can be disaggregated by student demographic characteristics. With the added benefit of a robust/growth model, identifying students who have a low probability of passing future assessments and who are thus at-risk of dropping out in high school so that educators can develop intensive supports around those students and increase their projected proficiency is enhanced. With a current graduation rate of 72% for the 2004-2005 cohort of first-time ninth graders, MS projects an increase in overall high school graduation rate to 79.9% by the end of 2014-2015 academic year.

**d) Impact of LEA Participation on Increasing College Enrollment and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.**

Building on the Graduation Rate Task Force (GRTF), the IHL admission standards and high school graduation standards, and the retention efforts at community colleges and IHLs in the state, MS will increase the number of students pursuing postsecondary education and will increase the likelihood of those students' success at achieving credential of value. MS IHLs have new admission requirements that begin with the IHL freshmen class of 2012; thus, high school graduation requirements have been changed to reflect those admission requirements beginning with the high school freshmen class of 2008-2009. (See **Appendix A20 IHL Benchmarks For College Enrollment.**)

**Conclusion**

While statewide goals exist, participating LEAs will use the state goals and current LEA data to establish individual LEA goals for each area in the final *LEA Scope of Work* that will include increasing student achievement, decreasing the student achievement gap, increasing graduation rates, and increasing college enrollment and persistence with a concerted effort to increase global exposure and to infuse technology into all aspects of the system. To accomplish this very broad goal, MS will continue to adopt more intellectually rigorous standards and aligned assessments; continue to develop a world-class data system that will support data-driven decision making; recruit, train, induct, and support effective teachers and leaders; and intervene in low-performing schools. The state has set bold but achievable goals that will transform MS education into a world-class system that benefits MS students, as well as the entire state. Even in the face of no RttT funding, MS will pursue the educational reforms and goals included in the RttT application because MS is committed to using all available resources *“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.”*

**Summary Table for (A)(1)(ii)(b)**

| <b>Elements of State Reform Plans</b>   | <b>Number of LEAs Participating (#)</b> | <b>Percentage of Total Participating LEAs (%)</b> |
|---|---|---|
| <b>B. Standards and Assessments</b>   |   |   |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments | 142                                     | 100%  |
| <b>C. Data Systems to Support Instruction</b>                                       |   |   |
| (C)(3) Using data to improve instruction:   |   |   |
| (i) Use of local instructional improvement systems                                  | 142                                     | 100%  |
| (ii) Professional development on use of data  | 142                                     | 100%  |
| (iii) Availability and accessibility of data to researchers                         | 142                                     | 100%  |
| <b>D. Great Teachers and Leaders</b>  |   |   |
| (D)(2) Improving teacher and principal effectiveness based on performance:          |   |   |
| (i) Measure student growth  | 142                                     | 100%  |

|   |     |      |
|---|-----|------|
| (ii) Design and implement evaluation systems  | 142 | 100% |
| (iii) Conduct annual evaluations  | 142 | 100% |
| (iv)(a) Use evaluations to inform professional development                          | 142 | 100% |
| (iv)(b) Use evaluations to inform compensation, promotion and retention             | 142 | 100% |
| (iv)(c) Use evaluations to inform tenure and/or full certification                  | NA  | NA   |
| (iv)(d) Use evaluations to inform removal   | 142 | 100% |
| <b>(D)(3) Ensuring equitable distribution of effective teachers and principals:</b> |     |      |
| (i) High-poverty and/or high-minority schools                                       | 142 | 100% |
| (ii) Hard-to-staff subjects and specialty areas                                     | 142 | 100% |
| <b>(D)(5) Providing effective support to teachers and principals:</b>               |     |      |
| (i) Quality professional development  | 142 | 100% |
| (ii) Measure effectiveness of professional development                              | 142 | 100% |
| <b>E. Turning Around the Lowest-Achieving Schools</b>                               |     |      |
| (E)(2) Turning around the lowest-achieving schools                                  | 142 | 100% |

[Optional: Enter text here to clarify or explain any of the data]

**Summary Table for (A)(1)(ii)(c)**

|  |  |  |   |
|--|--|--|---|
| <b>Signatures acquired from participating LEAs:</b>            |  |  |   |
| Number of Participating LEAs with all applicable signatures    |  |  |   |
|  | <b>Number of Signatures Obtained (#)</b> | <b>Number of Signatures Applicable (#)</b> | <b>Percentage (%) (Obtained / Applicable)</b> |
| LEA Superintendent (or equivalent)                             | 142                                      | 152  | 93%   |
| President of Local School Board (or equivalent, if applicable) | NA                                       | NA   | 93%   |
| Local Teachers' Union Leader (if applicable)                   | NA                                       | NA   | NA  |

[Optional: Enter text here to clarify or explain any of the data]

**Summary Table for (A)(1)(iii)**

|                            | Participating LEAs (#) | Statewide (#)  | Percentage of Total Statewide (%)<br>(Participating LEAs / Statewide) |
|----------------------------|------------------------|----------------|---|
| <b>LEAs</b>                | <b>142</b>             | <b>152</b>     | <b>93%</b>  |
| <b>Schools</b>             | <b>861</b>             | <b>912</b>     | <b>94%</b>  |
| <b>K-12 Students</b>       | <b>466,096</b>         | <b>492,105</b> | <b>95%</b>  |
| <b>Students in poverty</b> | <b>272,341</b>         | <b>287,488</b> | <b>95%</b>  |

**Detailed Table for (A)(1)**

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

| Participating LEAs | LEA Demographics |                               |                               | Signatures on MOUs        |   |                                | MOU Terms<br>Uses Standard Terms & Conditions?<br><small>PRESENT OR LACKING</small> | Preliminary Scope of Work – Participation in each applicable Plan Criterion |                |                |                |                |                |                |                |                |                |                |                |                |                |                |                |                |   |
|--------------------|------------------|-------------------------------|-------------------------------|---------------------------|---|--------------------------------|---|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---|
|                    | # of Schools     | # of K-12 Students in Poverty | # of K-12 Students in Poverty | LEA Supt. (or equivalent) | President of local school board (if applicable) | Teachers Union (if applicable) |   | (B)(3)  | (C)(3)(i)      | (C)(3)(ii)     | (C)(3)(iii)    | (D)(2)(i)      | (D)(2)(ii)     | (D)(2)(iii)    | (D)(2)(iv)(a)  | (D)(2)(iv)(b)  | (D)(2)(iv)(c)  | (D)(2)(iv)(d)  | (D)(3)(i)      | (D)(3)(ii)     | (D)(5)(i)      | (D)(5)(ii)     | (E)(2)         |                |   |
| Name of LEA here   |                  |                               |                               | Y/<br>N/<br>NA            | Y/<br>N/<br>NA                                  | Y/<br>N/<br>NA                 | Yes/<br>No  | Y/<br>N/<br>NA  | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA |   |
| Aberdeen           | 6                | 1468                          | 1331                          | Y                         | Y   | NA                             | Yes   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y |
| Alcorn             | 10               | 3579                          | 1559                          | Y                         | Y   | NA                             | Yes   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y |
| Amite County       | 3                | 1209                          | 1209                          | Y                         | Y   | NA                             | Yes   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y |
| Amory              | 4                | 1864                          | 901                           | Y                         | Y   | NA                             | Yes   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y |

|                  |    |      |      |   |   |    |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------|----|------|------|---|---|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Attala County    | 4  | 1197 | 861  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Baldwyn          | 3  | 895  | 528  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Bay St. Louis    | 5  | 1691 | 1691 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Benoit           | 1  | 286  | 286  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Benton County    | 3  | 1283 | 1112 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Biloxi           | 9  | 4862 | 2545 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Booneville       | 3  | 1242 | 479  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Calhoun County   | 8  | 2611 | 1706 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Canton           | 5  | 3408 | 3153 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Carroll County   | 3  | 969  | 792  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Chickasaw County | 1  | 633  | 419  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Choctaw County   | 5  | 1603 | 913  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Claiborne County | 3  | 1727 | 1727 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Clarksdale       | 9  | 3530 | 3190 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Clay County      | 1  | 163  | 151  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cleveland        | 10 | 3545 | 2516 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Clinton          | 7  | 4635 | 1453 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Coahoma AHS      | 1  | 261  | 219  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Coahoma County   | 5  | 1566 | 1566 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Coffeeville      | 2  | 613  | 538  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                   |    |      |       |   |   |    |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------------|----|------|-------|---|---|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Columbia          | 4  | 1836 | 1136  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Columbus          | 8  | 4481 | 3454  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Copiah County     | 4  | 2925 | 1972  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Corinth           | 5  | 2098 | 1056  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Covington County  | 8  | 3213 | 2244  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| DeSoto County     | 36 | 1228 | 10330 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Drew              | 3  | 580  | 509   | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Durant            | 1  | 531  | 531   | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| East Jasper       | 3  | 1028 | 908   | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| East Tallahatchie | 3  | 1332 | 1054  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Enterprise        | 3  | 911  | 328   | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Forest City       | 3  | 1548 | 1159  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Forrest AHS       | 1  | 583  | 274   | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Forrest County    | 6  | 2477 | 1487  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| George County     | 8  | 4237 | 2092  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Greene County     | 5  | 2045 | 1321  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Greenville        | 13 | 6726 | 6214  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Greenwood         | 6  | 2921 | 2444  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Grenada           | 4  | 4424 | 2573  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Gulfport          | 10 | 5688 | 3279  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                  |    |      |       |   |   |    |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------|----|------|-------|---|---|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hancock County   | 6  | 4424 | 2263  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Harrison County  | 20 | 3364 | 6335  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hattiesburg      | 9  | 4466 | 3637  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hazlehurst City  | 2  | 1486 | 1229  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hinds AHS        | 1  | 194  | 166   | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hinds County     | 9  | 6575 | 3105  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hollandale       | 3  | 770  | 697   | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Holly Springs    | 4  | 1564 | 1563  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Holmes County    | 9  | 3283 | 3143  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Humphreys County | 4  | 1786 | 1657  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Indianola        | 5  | 2338 | 2039  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Itawamba County  | 6  | 3598 | 1577  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Jackson County   | 13 | 9173 | 3349  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Jackson Public   | 56 | 617  | 24044 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Jeff.Davis Co.   | 4  | 1712 | 1401  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Jefferson Co.    | 4  | 1465 | 1400  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Jones County     | 9  | 8297 | 4137  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kemper County    | 3  | 1191 | 1004  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kosciusko        | 5  | 2276 | 1248  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lafayette Co.    | 4  | 2496 | 1194  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                 |    |      |      |   |   |    |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|----|------|------|---|---|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lamar County    | 13 | 8616 | 2877 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lauderdale Co.  | 12 | 6738 | 2793 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Laurel          | 6  | 3095 | 2597 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lawrence Co.    | 5  | 2173 | 1228 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Leake County    | 7  | 3354 | 2302 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lee County      | 14 | 6861 | 3453 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Leflore County  | 6  | 2798 | 2539 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Leland          | 3  | 1028 | 880  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lincoln County  | 4  | 3042 | 1271 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Long Beach      | 5  | 2778 | 888  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Louisville      | 6  | 2697 | 1810 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lumberton       | 2  | 749  | 596  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Madison         | 20 | 1575 | 3059 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Marion County   | 6  | 2512 | 1817 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Marshall County | 8  | 3332 | 2619 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| McComb          | 5  | 2844 | 2185 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Monroe County   | 3  | 2292 | 933  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Montgomery Co.  | 2  | 418  | 352  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Moss Point      | 8  | 2923 | 2100 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mound Bayou     | 2  | 556  | 556  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                  |    |      |      |   |   |    |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------|----|------|------|---|---|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Natchez-Adams    | 6  | 3953 | 3364 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Neshoba County   | 3  | 3199 | 1531 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Nettleton        | 3  | 1367 | 800  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| New Albany       | 3  | 2200 | 1080 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Newton County    | 2  | 1931 | 806  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Bolivar    | 3  | 717  | 717  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Panola     | 5  | 1681 | 1502 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Pike       | 3  | 2365 | 1073 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Tippah     | 4  | 1349 | 785  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Noxubee County   | 5  | 1923 | 1565 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Ocean Springs    | 6  | 5423 | 1156 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Okolona Separate | 2  | 657  | 517  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oktibbeha Co.    | 4  | 912  | 818  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oxford           | 6  | 3452 | 1416 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pascagoula       | 17 | 7015 | 4354 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pass Christian   | 4  | 1629 | 819  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pearl            | 5  | 3785 | 1850 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pearl River      | 4  | 3138 | 1356 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Perry County     | 4  | 1278 | 809  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Petal            | 5  | 3954 | 1529 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                 |    |       |      |   |   |    |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|----|-------|------|---|---|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Philadelphia    | 3  | 1205  | 871  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Picayune        | 8  | 3644  | 2078 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pontotoc City   | 5  | 2236  | 1037 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pontotoc County | 6  | 3343  | 1539 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Poplarville     | 4  | 2151  | 1266 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Prentiss County | 3  | 2338  | 1233 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Quitman         | 4  | 2042  | 1394 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Quitman County  | 3  | 1319  | 1319 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Rankin County   | 26 | 18634 | 5383 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Richton         | 2  | 720   | 414  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Scott County    | 7  | 3719  | 2282 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Senatobia       | 3  | 1919  | 872  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Shaw            | 2  | 573   | 511  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Simpson County  | 7  | 4218  | 2785 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Smith County    | 4  | 3031  | 1602 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| South Delta     | 3  | 1073  | 954  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| South Panola    | 6  | 4654  | 3061 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| South Pike      | 5  | 1999  | 1602 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| South Tippah    | 5  | 2753  | 1497 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Starkville      | 6  | 4128  | 2412 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                   |    |      |      |   |   |    |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------------|----|------|------|---|---|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Stone County      | 4  | 2892 | 1331 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sunflower County  | 7  | 1631 | 1496 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Tate County       | 6  | 3027 | 1055 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Tishomingo Co.    | 6  | 3249 | 1515 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Tunica County     | 5  | 2270 | 2047 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Tupelo            | 13 | 7457 | 3553 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Vicksburg-Warren  | 14 | 8878 | 5543 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Walthall Co.      | 6  | 2527 | 1644 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Water Valley      | 2  | 1316 | 805  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wayne County      | 6  | 3709 | 2523 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Bolivar      | 3  | 891  | 795  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Jasper       | 4  | 1593 | 1114 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Point        | 6  | 3369 | 1996 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Tallahatchie | 2  | 921  | 869  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Western Line      | 4  | 1978 | 1495 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Winona            | 2  | 1162 | 689  | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Yazoo City        | 4  | 2727 | 2481 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Yazoo County      | 4  | 1764 | 1258 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

**(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)**

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher

associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

*Recommended maximum response length: Five pages (excluding budget and budget narrative)*

**(A)(2)(i)(a) Providing strong leadership and dedicated teams to implement the statewide plans the state has proposed**

To assist in implementation, MS will create an Office of Innovation and Reform (OIR) that will consist of the following staff members (at a minimum): Innovation and Reform Director, Regional Coordinators (one for the North half of the state and one for the South), and an Office Manager. The OIR Director will work with existing departments in the MDE, including the Office of Communications, to structure the Innovation and Reform Team at the SEA level to develop a public awareness/education campaign. At each Regional Education Service Agency (RESA) (six in the state), one Innovation and Reform Champion will coordinate the RttT reform agenda activities with districts, schools, regional postsecondary institutions, business and community leaders and other entities in each RESA's region. At the LEA level, each LEA will be given parameters on the composition of the LEA Innovation and Reform Team with the following required representation of individual skills (based on need): Data use and management Coach, Instructional Delivery Coach, Transition Coach, and Parent Coach. In each school within each LEA, the

following individuals, at a minimum, must be named as members of the School Innovation and Reform Team: Team Captain, Communications Manager, Community Liaison, Reading/Literacy Coach, Numeracy Coach, Data Use Coach, Intervention Coach, Transitions Coach, and Parent Coach.

The MDE OIR Director will take the lead for utilizing the Delivery Unit Approach (DUA) developed by Sir Michael Barber who has partnered with The Education Trust. This approach will be utilized by the OIR, the RESA Champions, the LEA Innovation and Reform Team (LEA IRT), and the School Innovation and Reform Team (School IRT) to ensure effective implementation and appropriate accomplishments. Once the MDE OIR staff is trained in the DUA, the Captains of the LEA IRT and School IRT will be trained in the DUA, as well as the RESA Champions. The LEA and School Captains will then return to the LEAs and schools as trainers for the LEA and School Innovation and Reform Team LEA staff and school faculty/staff. The DUA is an approach that develops the foundation for delivering on accomplishment of goals, identifies the delivery challenges, determines the plan for delivery, drives the delivery, and creates an irreversible delivery culture for getting the RttT reform efforts and agenda completed in a way that produces sustainable reforms in education in MS. **(Please see Appendix A21 for Delivery Unit Approach information.)** In addition to the OIR, MS will utilize the P-16 Council of the IHL which includes key MDE staff, IHL Commission staff, state political leadership, business leaders, private foundation leaders, key LEA teachers and leaders, and other stakeholders, to assist in the RttT efforts. **(Please see Appendix A22 for P-16 Council information.)** The MDE OIR will drive required reform efforts through each of the six RESAs who will act as hubs for supporting the RttT work. Each RESA will host an Innovation and Reform Team (I&R) Manager that be responsible to the MDE OIR for effective implementation of RttT. The LEAs and schools will have an I&R Team with the same configuration as OIR at the SEA level.

The OIR is responsible for overseeing all aspects of the RttT application goals and activities with ultimate authority for the application resting with the MSBoFE and the State Superintendent of Education. In addition to comprehensive oversight, the OIR will be responsible for the evaluation of the RttT application plans based upon data collected by asking essential questions; reviewing data; making decisions around the data for holding LEAs accountable for revising reform plans/goals or for moving more

rapidly toward the reform plans/goals. MDE will use several national agencies and/or individuals for improving the state's capacity to implement, scale up, and sustain its RttT application plans/goals. To name but a few, MS has is partnered with NCEE, NISL, CCSS Consortium, CCSS Assessment Consortium, the RAND Group, and the RMC Research Corporation. To assist with statewide implementation, MS will utilize the six RESAs to deliver embedded professional development that transforms LEAs, schools and will work with I&R to provide technical assistance to LEAs and schools. The OIR will contract with an external research and evaluation group to provide vital pertinent data on a continuous basis to assist the oversight team in making course-corrections based on data-driven decisions. **(See Appendix A23 for Grant Leadership Team Organizational Chart, including the OIR.)**

**(A)(2)(i)(b) Supporting participating LEAs**

**Structure and organization for support.** As discussed in the prior section, the OIR will provide the oversight for the RttT reform efforts while ultimate authority and responsibility for RttT implementation rests with the MSBoFE and the State Superintendent of Education. The primary means of disseminating information will be completed using the six RESAs located throughout the state. **(See Appendix A24 for more specific information about the structure and organization of how MS will provide support to all LEAs.)**

**Identifying and disseminating best practices.** MS will partner with an external research and evaluation group to assist the OIR in evaluating MS reform efforts to conduct an overall evaluation of progress, to identify best practices, to identify ineffective practices to end, and to determine which practices are worthy of replication. The MS OIR will analyze data delivered by the research and evaluation partner (chosen through an RFP process) to make data-driven decisions to ultimately improve the effectiveness of MS RttT reform areas and goals.

**Accountability, and if needed, intervention.** In addition to the statewide accountability model MS will also use the data collected through the evaluation process to hold districts accountable for fidelity of implementation. This data will also be utilized to develop an intervention plan for LEAs that are not implementing the RttT LEA Scope of Work appropriately.

**(A)(2)(i)(c) Providing Effective and Efficient Operations and Processes for Implementing RttT Grant**

**Grant administration and oversight.** MS OIR will oversee the RttT grant along with CJC, IHL, and teams dedicated to RttT implementation. Additionally, the RttT advisory committee will meet regularly to review progress and provide input for improvement.

**Budget reporting, monitoring, and fund disbursement.** MS budget and other information can be found in Section F. Funds will be disbursed via the State-required procurement and accounting process at MDE. Multiple points of oversight exist currently will be utilized to ensure appropriate distribution and use of RttT funds.

**Performance Measure Tracking and Reporting.** MS currently has a reporting mechanism for the state accountability model. By utilizing the SLDS, specific RttT evaluation measures, and the teacher/leader evaluation system, performance measures specific for RttT will be tracked and reported in ways that are transparent and available to the public. MDE currently operates a Web site dedicated for openness and transparency for ARRA reporting and this functionality will be enhanced with SLDS improvements.

**Public Relations/Communication Plan.** To ensure RttT success and to build on the MSBofE strategy to create a culture in Mississippi that understands the value of education, MS will contract with a communications firm to work with OIR and the MDE Office of Communications to design the reform areas and goals communication plan for MDE/RttT using different delivery systems and report results that include building an awareness for high expectations for students. Also, each LEA will have individuals within the LEA and school-level Innovation and Reform Team whose duties include the responsibility of building strong community relationships between the LEA and/or school and the entities within the community. Initial communication will include building awareness about the importance of the RttT reform areas and goals by reporting economic impact of high school and college graduation specific to MS and to a better understanding of the global marketplace.

**(A)(2)(i)(d) Using All Funding Sources to Meet MS RttT Goals and Targets**

MS will use all funding sources to meet and align with the RttT goals and targets. Other federal sources of funding include

the School Improvement Grant (1003(g)), Title funds, Career and Technical, Phase II ARRA, and SLDS Funds. In addition, the six RESAs have submitted a Leadership grant proposal where National Institute of School Leaders (NISL) Executive Development training will be provided to participating LEAs. Also, the RESAs have partnered with NISL and other states to submit an I3 grant to implement the NISL Executive Development training. The RESAs submitted a state grant for using the remainder of Reading First funding to begin the process of NISL MS Literacy Leadership Institute training with 1,200 LEA leaders in leadership teams of four from LEAs statewide. In addition, 900 teachers in teams of four from the same LEAs participating in the literacy leadership training will be involved in the LETRS Foundation Module for rigorous professional development. This LETRS Foundation professional learning will form the underpinning on which to build future sessions involving the other LETRS modules. It should be noted that the six RESAs are providing the structure and organization for delivering the LEA professional development.

MS was one of 20 states awarded funds of 7.6 million dollars for the SLDS to build and sustain a data system that will align with the RttT application requirements and MS RttT goals. Previously, MS had received \$3.4 million in federal funding for the SLDS. In addition, MS plans to submit an application on July 16, 2010, for the Teacher Incentive Fund grant to fund incentive programs to equitably distribute teachers in high-poverty, high-needs schools and in STEM subject areas. Finally, MS has already received \$8.3 million via the US Department of Education's Ed Tech program (Enhancing Education Through Technology). State funding sources will also be utilized to meet the RttT goals and targets. The MS legislature dedicates 62.59% of the state budget to education (K-12, CJC, IHL) with 45.49% of that funding channeled to K-12 education. **(See Appendix A25 for state funding information.)** *MDE has received a block of education funding for the 2010-2011 fiscal year that will assist in utilizing state funds for purposes as deemed appropriate by the State Superintendent of Education.*

MS will undergo an external review of funding sources to more efficiently and effectively utilize all those sources to align with the RttT reform areas and goals. In addition, MS completed a reorganization of MDE to ensure that the organization functions more effectively and efficiently. This reorganization began in February 2010 under the direction of Dr. Tom Burnham who began his tenure as State Superintendent of Education on January 4, 2010. MDE's focus is on building capacity to serve and support the

LEAs in MS with a more streamlined, effective, and efficient organizational structure that leads to higher levels of achievement across the state.

**(A)(2)(i)(e) Utilizing All Resources to Continue RttT Reforms**

MS is committed to utilizing all fiscal, political, and human capital resources to sustain the successful components of the RttT reform agenda after RttT funding ends. The successful components will be sustained based upon evaluation of the practices; for those components that were unsuccessful, MS will not continue and will determine possible reasons the practices were unsuccessful. Again, MS is planning an evaluation of current allocation structure to develop a strategic plan for resource reallocation based upon effectiveness and efficiency. As previously stated, MDE has undergone a reorganization to function in a more streamlined manner. The majority of all funding sources will be invested in MS's human capital while infusing technology and global exposure. In building the state's capacity, MS's plan includes all the components necessary to make the RttT reforms so embedded in districts and schools that the reforms become the "default" operational funds on permanent basis. **(Please see Appendix A26 for Past and Present MDE Organizational Chart.)**

**(A)(2)(ii) Support From Broad Base of Stakeholder Groups**

**Superintendents.** All superintendents from participating LEAs have participated or will participate in eight regional meetings across the state to emphasize the need for reform. Dr. Tom Burnham, State Superintendent of Education and/or Dr. Lynn House, Deputy Superintendent of Education, have met with superintendents to provide information and solicit feedback regarding MS RttT application.

**Other critical stakeholders.** MS has sought feedback and garnered support from LEA superintendents on the MS RttT Critical Review Team **(See Appendix A27 for List of Critical Review Team Members)**, the MS RttT Advisory Committee comprised of almost 50 leaders from various agencies and entities across MS **(See Appendix A28 for List of Advisory Committee Members)**, the IHL Commissioner, the Director of CJC, many political leaders, and other critical stakeholders throughout MS. **(Letters of support are included in Appendix A19)**

**(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)**

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)
  - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
  - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
  - (c) Increasing high school graduation rates.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

*Recommended maximum response length: Six pages*

**A)(3)(i) Progress in the Four Education Reform Areas and Use of ARRA, Other Federal, and State Funding**

MS has used ARRA, other federal, and state funding to make substantial improvements in the four reform areas over the past several years. Growth in the reform agenda places MS in the unique position to accelerate school reform; increase student achievement, graduation rates, and college enrollment/completion; decrease the gap in the areas of student achievement, graduation rates, and college enrollment by ensuring quality teachers and leaders who utilize a data system designed to support instructional decision-making.

**Agency alignment, state initiatives, and state legislation that supports MS Transcending the Past, Transforming the Future RttT application.** With visionary leadership at the state level from political leaders, the State Higher Education Commissioner Hank Bounds, MS State Superintendent of Education Tom Burnham and SBCJC Executive Director Dr. Eric Clark, MS is poised to continue past state reform efforts in a manner that is bold and aggressive and that will forever change MS's educational culture and landscape. The state has utilized federal, state, and private foundation resources to move the past reform agenda. While state funding has been maintained at the beginning of each fiscal year, some cuts to funding have occurred due to the current national financial crisis. It is important to note that all state agencies were cut in the 2009-2010 fiscal year so the decrease to education funding was no more than others. However, MS Code §37-19-7 provides a stipulation that every other state agency must experience a 5% cut before K-12 funds can be cut. Also important to note is that funding actually increased from 2008 to 2009. **(See Appendix A25 for Funding Source Information, Appendix A29 Agency Information, and Appendix A4 for MS Code §37-19-7).**

**MS reform progress: College ready standards and aligned assessments.** Reform efforts began most recently with Governor 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 MS. 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 that more closely align with NAEP

assessments. 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. **See Appendix A30 Standards and Assessments Revision History.**

**MS reform progress: Data systems to support instruction.** MS has made significant progress toward the statewide longitudinal data system (SLDS). As stated previously, MS earned a B+ on the Standards, Assessments, and Accountability Scale in the Quality Counts 2010 Report Card. The current MDE student level data system meets all of the Data Quality Counts State Elements but does not meet all of the Data Quality Counts State Actions. 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. In 2009, MS was awarded a \$3.4 million IES SLDS grant and received \$7.6 million in May 2010 for SLDS development. With current and future funding, MS will be able to solve current problems with data collection and reporting in ways that facilitate alignment across agencies and that facilitate the use of data for making student instructional decisions and teacher/leader effectiveness decisions. MS is a data-rich state but accessibility, usability and transparency for all stakeholders will be addressed across RttT and the MDE reform efforts. **See Section C and Appendices C for more extensive information related to reform progress in the area of data systems.**

**MS reform progress: Great teachers and leaders.**

*Teachers.* MS allows several pathways into the teaching profession—*traditional teacher preparation programs* that are required to be NCATE or MS-NCATE process accredited; and several *alternate route programs*: Teach for America (TFA) (Delta State Teach for America Training Site); Mississippi Teacher Corps (IHL program where candidates are placed in high or critical needs areas for two years and complete a masters of art degree while in the program); MS Alternate Path to Quality Teachers (a CJC Foundation program); Teach Mississippi Institute (various IHLs via the institution's outreach mechanism). MS is implementing a Blue Ribbon Teacher Preparation Committee redesign of teacher preparation programs. MS requires 15 hours of reading methods

courses for all elementary education majors with six hours required in Early Literacy. MS diligently monitors traditional teacher preparation programs each Spring using the MDE Process and Performance Review. In fact, two programs are currently on the “watch” list and subject to serious consequences if problems are not rectified. MS also conducts a first year teacher and principal survey where teachers and their current principals rate the teacher preparation programs from which the 1<sup>st</sup> year teachers graduated. **(See Appendix A31 MDE Process and Performance Review Information.)**

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*. A total of 2,897 Mississippi teachers now hold this title with the number more than doubling in the last five years. Legislative support has provided NBC teachers with an additional \$6,000 for the 10-year certification and reimburses the \$2,300 fee regardless of successful completion. In addition, legislation provides funding of the World Class Teacher Program that is housed at 8 IHLs which assists teachers in preparing for NBC. **See Appendix A32 for more information about MS NBCT.**

MS state legislators have funded TFA and the MS Teacher Corps alternate route programs as a means for ensuring equitable distribution of teachers in high-needs schools and STEM subject areas. To assist school districts in areas where it is difficult to attract teachers, several incentives exist to provide teachers with money or educational options. The MS Legislature established the *MS Teacher Center (MSTC)* in 1994 to recruit and retain quality teachers for MS classrooms (MS Code §37-149-1). Realizing the potential for a teacher shortage crisis, the Mississippi Legislature passed House Bill 609 that became MS Code § 37-159-3, The *MS Critical Teacher Shortage Act of 1998*. 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. **(See Appendix A4 for MS Code §37-149-1, § 37-159-3.)**

MS has provided two major research documents related to teachers—*MS Project Clear Voice* and *Teacher Recruitment, Preparation, and Retention in Mississippi: Issues and Solutions*. MS has a history of conducting research to design more appropriate teacher-related policy to inform practice for developing more effective teachers in the state. **(See Appendix A33 for**

***MS Project Clear Voice and Appendix A34 for Teacher Recruitment, Preparation, and Retention in Mississippi: Issues and Solutions.)***

Building on existing standards, MS is also working to adopt standards for effective teaching to more accurately reflect research for effective teaching. These standards will provide the foundation for the extensive teacher evaluation system that MS is currently developing. This evaluation system will use a statistically robust and reliable modeling approach to link district, school, and teacher effectiveness to student performance, which can also be used to evaluate the effectiveness of teacher preparation programs in preparing beginning teachers.

Leaders. 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, MS Alternate Pathway to Quality School Leaders—a CJC Foundation program, for educators with a masters degree in an education field and 3 years of teaching experience to receive entry-level administrator licensure. Mississippi also 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. This program has a significant internship which provides leadership candidates with jobs to better prepare them. **(See Appendix A35 for MS Standards for Leaders)**

Other Information. To provide support to teachers and leaders, MDE hosts or contracts with the six RESAs to provide professional learning opportunities related to MDE initiatives (RtI, Curriculum Framework, best practice in content area instruction, research-based literacy practices, etc.) and other important educational topics. MDE is also a member of the E-Learning for Educators Initiative that involves 10 states and provides online professional development. In addition, LEAs are able to utilize federal and state funding to provide professional learning that most closely matches school and/or school district needs.

**MS reform progress: Turning around the lowest achieving schools.** The *Children First Act of 2009* (MS Code §37-152-3) is an aggressive law in MS to assist in providing support and intervention in failing school districts. With this act, the MSBoFE has legal authority to intervene in failing schools and district. As a result, MDE now has a Deputy State Superintendent in the office of School Improvement, Oversight, and Recovery. This office includes the School Improvement, Safe Schools, and Conservatorship departments. **(See Appendix A4 for MS Code §37-152-3.)**

The development and evaluation of sixteen separate pilot growth models as described in *MS Accountability Model 2009* presents statistical information for each pilot prediction equation and summary statistics for the growth statuses and Quality Distribution Index (QDI) ranges that are used to determine final accountability labels within the approved accountability system. The QDI is a measure of a school's distribution of student performance across the four proficiency levels – minimal, basic, proficient, and advanced. 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. MSBoFE adopted the model that produces robust predictions and is the easiest to explain and interpret. Mississippi's 2009 Accountability System provides for (1) Accountability designation for schools and districts, (2) Moves the State toward national average performance, and (3) Includes an achievement component, a growth component, and a graduation/dropout component. **(See Appendix A16 for the MS Accountability Standards 2009.)**

Prior to the enactment of the Children First Act, MS did not have a very powerful charter school law. While discussions were conducted in the past, MS finally was able to work collaboratively with various constituencies and with wide support, Governor Barbour signed the *New Start School Program and Conversion Charter School Act of 2010* (§37-9-103 AND §37-9-3), which creates a new process for transforming some failing state public schools into “New Start Schools” and “Conversion Charter Schools.” Charter schools, as envisioned by SB 2293, are independent of traditional school districts in some rules and regulations, with their own independent boards elected by parents, instead of appointed by a city council or mayor. In addition, the law allows the Mississippi Recovery School District to act as a state body to take over habitually failing schools. The district can turn the

failing school into a school sharing some charter characteristics, upon approval of more than 50 percent of parents or guardians of students attending the school. While this law is seen as only a first step in providing more choices for parents, we do feel this is a positive first step. (See Appendix A4 for MS Code §37-9-103 AND §37-9-3.)

**A)(3)(ii) Improved Student Outcomes Overall and By Subgroup**

**a) Increasing Student Achievement Overall and by Student Subgroups.**

Using the robust student growth/projection modeling described in Section D, MS can and will evaluate student outcomes. More specifically, this reporting will provide reporting on students—as individuals, by achievement level, and by subgroup—to ensure that they are on trajectories to be proficient in high-stakes assessments, such as NAEP and CCSS assessments, in future years. MS has increased overall student performance as evidenced by NAEP scores in reading in grades 4 and 8 but MS realizes that additional work remains if all MS students are to perform at high levels. **A summary of student achievement is provided below.**

**Grade 4 NAEP Reading**

Overall since 2003, the percentage of students performing at the basic and proficient levels in grade 4 has progressively increased from 30% basic and 15% proficient in 2003 to 33% basic and 18% proficient in 2009. In addition, the average score has progressively increased from 205 in 2003 to 211 in 2009. MS's goal to reach the national average score, currently 220, is a reasonable goal because in 6 years MS students gained 6 points on the average score. However, MS must accelerate student learning to gain 9 points on the average score in two years.

**Grade 8 NAEP Reading**

Overall and since 2003, the percentage of students scoring basic and proficient in grade 8 has not changed dramatically. While the percentage of students scoring above the basic or proficient levels increased by two percentage points from 2007, this percentage has declined since the 2003 high of 65% scoring above the basic and proficient levels. In addition, the average score for eighth grade students in MS was 255 in 2003 but declined to 251 in 2009. Unfortunately, MS has much ground to gain in reaching the national average score on the grade 8 NAEP reading assessment. MS knows it is possible because in 2003, eighth grade students'

average score was 255, which is only 7 points below the current national average of 262. With the goal of having students reading on grade level at third grade, students will have the foundational reading and language arts skills needed for success. However, research documents that early reading success must be maintained with diligence in intermediate, middle, and high school grades for the foundational success to continue to impact student achievement. During the summer of 2010, MS will utilize a state literacy team to develop a K-12 literacy plan for reforms in reading instruction. This plan will be implemented through the I&R teams.

**Important Note:** In 2008, MS began administration of the MCT2 statewide assessments. MCT2 increased the expectations for student achievement with more rigorous cognitive demands that are more closely aligned with NAEP.

#### MCT/MCT2 Reading/Language Arts

Since 2003, the percentage of students performing at proficient or advanced was quite high until the MCT2 was administered in 2008 for the first time. For example, 90% of students in grade 4 scored advanced and proficient on the MCT in 2007; however, 50% of students in grade 4 scored advanced and proficient on the MCT2 in 2008 when it was given for the first time. In 2009, the percentage increased by 2% with 52% of fourth graders scoring at the advanced or proficient levels on the MCT2. This dramatic change is due to the alignment work done to better correlate MCT with NAEP standards in development of the MCT2.

#### Grade 4 NAEP Mathematics

In 2003 fourth grade students' average score was 223, and the average score for 2009 was 227 which shows that some progress is being made in this area. In addition, 62% of fourth grade students scored at basic or above in 2003 with 70% scoring at proficient or above in 2009. The current national average score is 239; thus, MS must gain 8 points in the next several years to reach the national average. With the progress that has been made and with the planned reform efforts, MS should be able to meet the goal.

#### Grade 8 NAEP Mathematics

Eighth grade students' average score in 2003 was 261 with the score increasing to 265 in 2009. In addition, 47% of students scored at basic or above in 2003 with 55% of students scoring at basic or above in 2009. The current national average score is 239; thus, MS has quite a challenge to reach the national average. However, progress has been made which will provide the foundation for

more aggressive work in accelerating mathematics achievement.

**Important Note:** In 2008, MS began administration of the MCT2 statewide assessment. MCT2 increased the expectations for student achievement with more rigorous cognitive demands that are more closely aligned with NAEP.

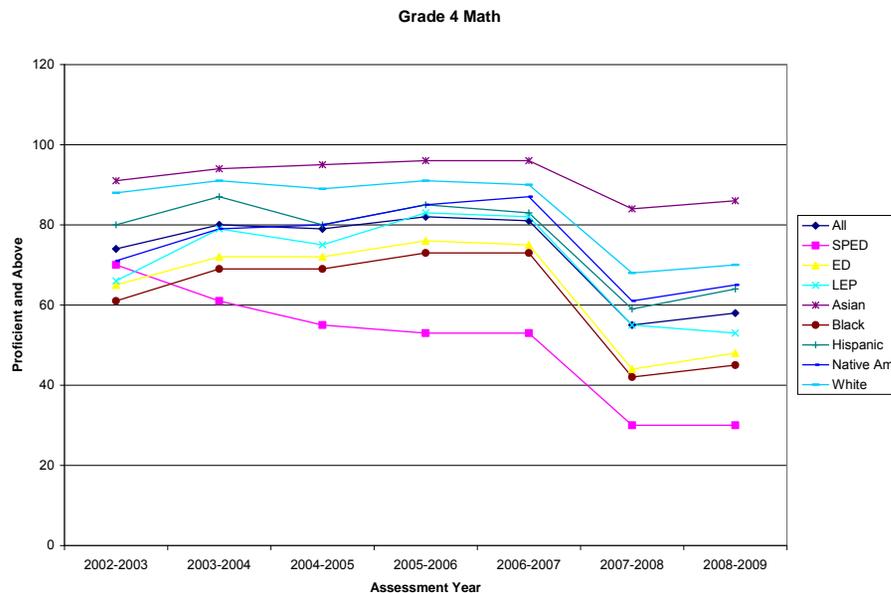
MCT/MCT2 Mathematics

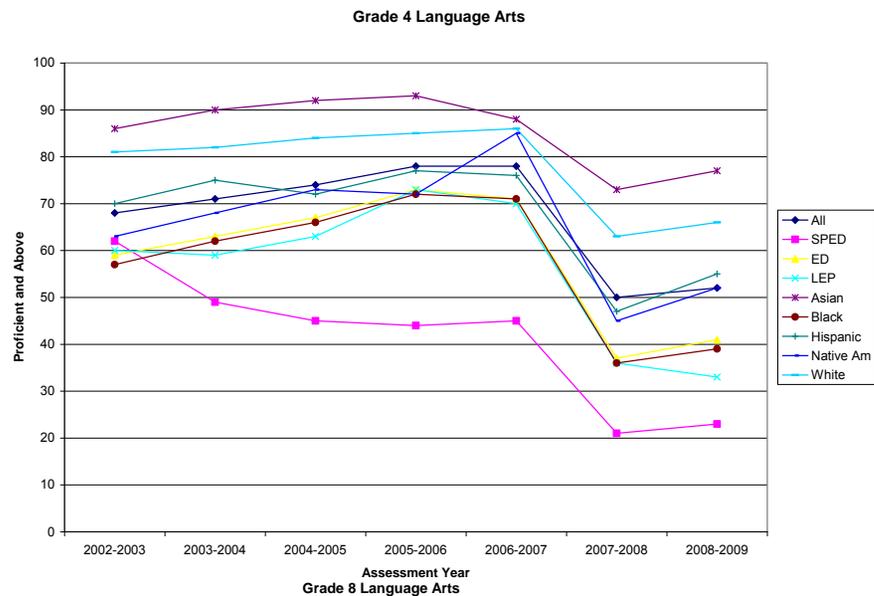
As is the case with the reading/language arts MCT/MCT2 scores, the percentage of students scoring at the proficient or advanced levels was quite high until the administration of the MCT2 for the first time in 2008. For example, 91% of third graders in MS scored at the proficient or advanced levels in 2007. On the more rigorous MCT2, 58% of third graders scored at the proficient or advanced levels in 2008.

**b) Decreasing Achievement Gaps Between Subgroups in Reading/Language Arts and Mathematics.**

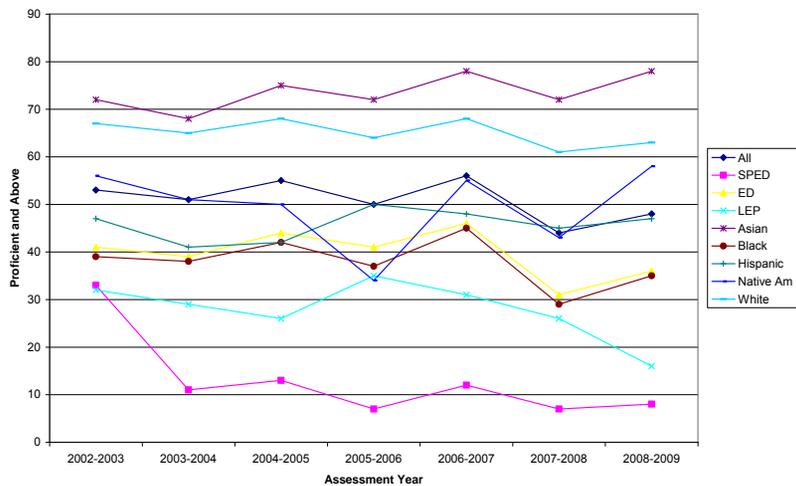
Achievement gaps among Mississippi's student population are fairly consistent across grades and subjects. Black and white subgroups have consistently represented over 95% of the student population. The Hispanic subgroup represents about two percent

of the population, Asian students about one percent, and Native American students less than one percent of the student population. Since these groups are fairly small, there is more inconsistency in their performance, and therefore in gaps, from year to year. The same is true for Limited English Proficient (LEP) students who represent less than one percent of the population.

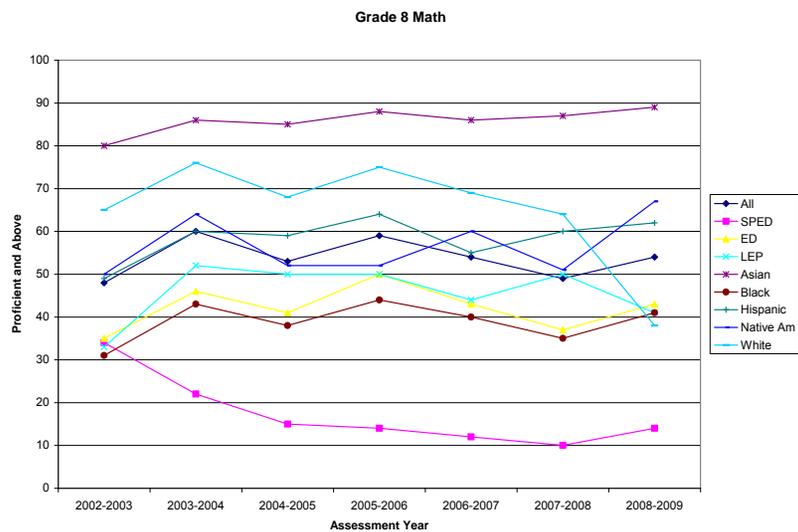




In grade four language arts and mathematics, Asian and White students have been the highest performing groups and Black, Economically Disadvantaged, and Special Education students the lowest performing. Special Education students' achievement initially decreased significantly with the implementation of the *No Child Left Behind Act* due to the ending of instructional level (off-grade) assessment. The achievement of all subgroups decreased in 2007-08 when Mississippi implemented a more rigorous and nationally-aligned curriculum and assessment system.



grade eight were the same as for grade 4 with Asian and White students the highest performing groups and Black, Economically



Disadvantaged, and Special Education students the lowest performing.

These same patterns hold for English II and Algebra I performance. There has been some slight closing of achievement gaps in Algebra I over the last few years with Hispanic, LEP, and Native American students increasing performance at a faster rate than Asian and White students.

Across all grade levels, Special Education students are consistently the lowest performing and the gaps between these students and the higher performing Asian and White students is significant. While

this condition is not desirable, the transition for Special Education students from an instructional level model to a grade level model was significant and many anecdotal reports from Mississippi's educators indicate that Special Education students are learning more as a result of exposure to the grade level curriculum.

**c) Increasing High School Graduation.**

With MS's *On The Bus* campaign and high school redesign—*Redesigning Education for the 21<sup>st</sup> Century Workforce in MS*, the high school graduation rate has increased. MS uses the adjusted cohort calculation rate.

Overall

Beginning with the graduating class of 2006, MS's four-year cohort rate has increased from 70.8% to 72.4%. MS is confident that this percentage will continue to climb as more students experience the High School Redesign efforts and as the Jobs for MS Graduates Program and other dropout prevention initiatives are expanded throughout the state. MS also anticipates that the State Board Examination Program will help to increase the graduation rate in MS as MS thinks boldly and innovatively about meeting the

needs of all students in the state.

Subgroups

Beginning with the class of 2006, MS’s graduation rate for all student groups has progressively increased. Asian students outperform all students, rising from 85.1% to 88.3% with white students graduating the second highest percentage.

| 4-Year Graduation Rates for the Cohort of First-Time 9 <sup>th</sup> Graders in the Indicated Year |              |                            |                           |                            |       |       |          |                 |       |
|--|--------------|----------------------------|---------------------------|----------------------------|-------|-------|----------|-----------------|-------|
| Year   | All Students | Students with Disabilities | English-Language Learners | Economically Disadvantaged | Asian | Black | Hispanic | Native American | White |
| 2004-05  | 72.0         | 27.8                       | 72.7                      | N/A                        | 88.3  | 66.5  | 71.0     | 64.4            | 77.4  |
| 2003-04  | 73.8         | 25.5                       | 83.8                      | N/A                        | 85.2  | 68.9  | 67.4     | 74.0            | 78.7  |
| 2002-03  | 70.8         | 27.5                       | 69.6                      | N/A                        | 85.1  | 64.9  | 72.3     | 55.1            | 76.8  |

**Conclusion**

Recognizing that the state assessment, MCT, did not mirror the rigor on the NAEP assessment and would not prepare MS students to be competitive in the international workforce, MS increased the expectations and rigor for students with the revision of the state curriculum framework and the revision of the MCT in 2008. MS recognizes that the implementation of the MCT2 has only begun to impact student achievement, but MS is ready to move to even more rigorous Common Core Standards and aligned assessments. With the experience in revising standards and assessments, MS is ready to meet this challenge. Additionally, MS already calculates graduation rates using the adjusted-cohort method, so the current rate is depicted in an accurate manner. MS intends to use this as a foundation to build upon to meet the challenge to graduate more MS students who will be competitive in a global economy.

The assessment and accountability goals for NAEP, MCT2, and graduation are high but attainable. MS has a bright future

ahead that builds upon the accountability model set forth in the past several years and that will *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.*”

**(B) Standards and Assessments (70 total points)**

**State Reform Conditions Criteria**

**(B)(1) Developing and adopting common standards (40 points)**

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State’s participation in a consortium of States that— (20 points)

(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) — (20 points)

(a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made

significant progress, and its commitment to implementing the standards thereafter in a well-planned way.<sup>2</sup>

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

*Recommended maximum response length: Two pages*

**(B)(1)(i) Development and Adoption of Common Set of K-12 Standards**

**Participation in Common Core Standards:** MS is committed to using standards that are internationally benchmarked to fulfill the MSBoFE's vision and mission to prepare MS students for college and careers in the 21<sup>st</sup> Century and to be competitive in the global

---

<sup>2</sup>Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

economy. To ensure that students in MS are prepared for college and careers, MS signed a memorandum of agreement (MOA) to participate in the Common Core State Standards (CCSS) initiative led jointly by the Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA). **(See Appendix A9 for a copy of the CCSS MOA signed by MS officials and Appendix B1 for CCSS Draft Version.)** MS will adopt at the July Board Meeting pending CCSS are ready for adoption.

MS has worked diligently to revise standards and curriculum frameworks to more closely align with the NAEP assessment. 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 by the MSBoFE in May 2008. In August 2008, a revision of the foreign language framework began, as well as the science framework. In February 2009, the MSBoFE approved the adoption of the US History only framework because US History is included in the MS Subject Area Testing Program (SATP2). The remaining social studies framework is in the current revision process. **(See Appendix A6 for a History of MS Curriculum Framework Assessment Revision.)**

In addition, the MS High School Redesign effort is a comprehensive initiative that allows students to select classes based on specific pathways to better prepare MS students for college and career in order to meet the employment needs of businesses in MS and across the country. STEM-related areas comprise many of these pathways. 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. In addition to the High School Redesign, MS developed a dropout plan and campaign, *On The Bus*, a public awareness campaign to support the Mississippi Department of Education's dropout prevention program. The campaign is funded by a \$1.5 million grant from State Farm<sup>®</sup>, in partnership with MDE and the Public Education Forum of Mississippi. **(See Appendix A7 for Redesigning Education for the 21<sup>st</sup> Century Workforce in MS Information)**

**Participation in NCEE State Board Examination Standards)** MS proposes a practical approach to dramatically improving the performance of its students by adopting the kinds of powerful instructional systems that are based on the highest international standards that the most successful countries have used for many years. MS is a member of the State Consortium for Board Examination Systems, the members of which will offer state board examination systems to their freshman and sophomore year high school students. These instructional systems, selected from the best in the world, consist of entire core programs of courses, each of which is supported by a syllabus, instructional materials, very high quality examinations, professional scoring and teacher training. Courses will be offered in English, social studies, mathematics, science and technology, and the arts and design. These systems will be modified to reflect the CCSS being developed by the CCSSO and the NGA. They will have a common pass score, set to the level of literacy required to succeed in the initial credit bearing courses in open admissions colleges. Students who pass these exams will be able to enroll the following fall in credit-bearing courses at state open admissions institutions without having to take remedial courses. Students who pass will also have the option of staying in high school to enroll in demanding board examination programs preparing them for admission to selective colleges. Those who do not pass the lower division board exams will receive a customized program of assistance keyed to the examination areas in which they did not do well, so that they can succeed in a subsequent attempt. **(See Appendix A9 for NCEE State Board Examination MOA.)**

**(B)(1)(ii) High-Quality Plan to Adopt and Implement CCSS**

**Adoption:** Governor Barbour and Superintendent of Education Tom Burnham signed a MOU to join the CCSS Initiative led by the CCSSO and NGA. The CCSS Initiative will publish standards in mathematics and language arts, including a set of college and career standards. MS will adopt these standards no later than July 2010—dependent upon the final draft publication date. All states except for Alaska and Texas are members of the initiative. **(See Appendix A9 for copy of CCSS MOA.)**

Because MS is participating with the NCEE State Consortium On Board Examination Systems, MS will be afforded the opportunity to begin adoption and implementation of international standards immediately. Governor Barbour and State Superintendent of Education Tom Burnham have signed an MOU to participate in the NCEE State Consortium On Board

Examination Systems. NCEE has a long track record of analyzing and benchmarking the highest performing education systems around the world. Over the years, it has found that in countries where the majority of students perform at high levels, two factors stand out. One is that teachers are recruited from the top-third of college students, and the other is that Board Examination Systems are used to drive learning to high levels.

Board Examination Systems are currently in place in Australia, Denmark, England, Finland, France, Ireland, the Netherlands, Scotland, Singapore, parts of Canada and Germany, and other countries and they typically consist of a core program of courses, a well-designed syllabus, instructional materials matched to the syllabus, high-quality exams also matched to the syllabus and professional development for teachers with a tremendous emphasis on STEM areas. MS students will be prepared to compete within a global marketplace with the adoption of the CCSS and the State Board Examination System.

The MS P-16 Council will provide invaluable support for this initiative. As part of the work of the Blue Ribbon Committee (BRC) for the Redesign of Teacher Preparation, the Mississippi P-16 Council has been expanded to include educators, legislators, parents, non-profit organizations, 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 represents Mississippi's demographic diversity as well as the state's various perspectives on education. **(See Appendix A22 for P-16 Council Information.)**

**Implementation:** Due to MS's participation with NCEE State Consortium, NCEE will serve as technical assistance coordinators and will provide the necessary support to fully implement the high school international standards. In addition, MS's participation in the CCSS effort and the Partnership for Assessment of Readiness for College and Career (PARCC) will further assist MS in developing appropriate timelines and procedures that are common across the partner states. MS is particularly dedicated to building the capacity of teachers and leaders to implement rigorous standards and appropriate assessments. **(See Appendix G for Implementation Plan to Adopt and Implement CCSS and Assessments.)**

***Professional Learning***—In coordination with NCEE, MS will begin the process of designing professional learning opportunities for MS education professionals. This training will be developed by contracted technical assistant agencies and will include training of the trainers’ sessions for systematically moving the professional development throughout MS. These professional development opportunities will be mandatory and will be delivered through the state’s six RESAs. CCSS and State Board Examination training sessions will be conducted during the Summer of 2011 with implementation of the new standards beginning Fall 2011 for the 2011-2012 academic year. These training sessions will include CCSS and State Board Examination information, high-quality delivery of the CCSS and State Board Examination, use of meaningful assessment data to ensure student success, and resources available for educator use to facilitate implementation fidelity. In addition, this training will be coordinated with the assessment training to ensure consistency between standards and the assessment tools.

***Teacher and Leader Preparation Programs***—Also in coordination with NCEE, MDE will require teacher and leader preparation programs (tradition and alternate) to attend professional learning sessions. The preparation programs must include the CCSS into the preparation program curriculum and success with the inclusion of these standards will be monitored by the MDE via the State Process and Performance Review standards with visits occurring during the spring semester of each academic year to ensure program compliance. Particularly, secondary educator candidates will also be required to participate in requirements to support the State Board Examination system process with appropriate rigor.

***Curriculum Materials and Resources***—To support educators, MS will develop curriculum materials and resources, including a selection of lesson and unit plans aligned with the standards, formative assessment/benchmarking assessment items aligned to the framework, and other resources to support high-quality instruction and implementation. Acknowledging that standards and assessments are extremely important, MS intends to utilize findings from research that indicates the corresponding importance of a sound instructional system (Tucker, 2010). The curriculum materials used will be continuously refined and developed. In addition, MS fully expects to collaborate with other states and with consortia to develop materials and resources. MS will especially work with STEM-course teachers to further develop appropriate materials and resources for implementing the CCSS and the State Board

Examination curriculum to foster the acquisition of high levels of competence among teachers and students.

**(See Appendix G for goals, activities, timelines, and responsible parties for projects within the Implementation Plan to Adopt and Implement CCSS and Assessments.)**

**(B)(2) Developing and implementing common, high-quality assessments (10 points)**

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

*Recommended maximum response length: One page*

**(B)(2) Development and Implementation of Common, High-Quality Assessments**

In addition to MS’s dedication to adopting and implementing CCSS, MS is equally committed to developing and implementing common, high-quality assessments. An assessment system of high quality is a natural next step to measure student outcomes that are aligned to the CCSS to ensure that the CCSS framework is taught effectively to all students throughout the state. Because MS believes in the collaborative venture in the development of common assessments, MS has entered into agreement with Achieve-led consortium of states—Partnership for Assessment of Readiness for College and Career (PARCC). The current assessment system in MS, the MCT2 and SATP2 (Subject-Area Testing Program), has been strengthened to more closely match the rigor found within NAEP; however, MS is aware that these assessments are not challenging enough, nor are they internationally benchmarked. MS will participate as a member of the PARCC Consortium and will utilize those efforts for making current MS assessments (MCT2 and SATP2) workable until PARCC assessments are developed. In addition, SATP2 will be phased-out to be replaced by the NCEE State Board Examinations. **(See Appendix A9 for the PARCC MOA and Appendix B2 for Partner State List.)**

As previously stated, MS has also entered into the NCEE State Consortium on Board Examinations System that will implement a full range of assessment tools including state board examinations for high school students to ensure college and career ready Mississippians. Since the common assessments for the NCEE State Consortium International Standards already exist, MS will be further ahead of the assessment process and can begin implementation much more quickly. Again, the use of assessment tools that are aligned with international standards facilitates a much faster implementation of a fully integrated standards and assessment system.

**(See Appendix G for goals, activities, timelines, and responsible parties for Implementation Plan to Adopt and Implement**

**CCSS and Assessments.)**

**Reform Plan Criteria**

**(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

*The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Eight pages*

**(B)(3) Transition to CCSS and Common, High-Quality Assessment**

**Key Components for CCSS Transition:** MS has a recent and continuing history of developing and implementing changes to the MCF beginning in 2004 with the revision of the ELA and mathematics framework. This work is currently continuing with revisions to the social studies and science frameworks. MS understands the keys to successful transition from old to new standards include appropriate communication and sound training, targeted followup, and a keen focus on LEA support. **(See Appendix A6 for MS**

**Curriculum Framework Assessment Revision History.)**

As noted previously, MS is member of the Achieve-led consortium of states—Partnership for Assessment of Readiness for College and Career (PARCC). The Partnership will work to develop a transition plan that will be consistent among the state member participants.

**Key Components for NCEE State Consortium on Board Examinations System Transition:** NCEE has a long history of benchmarking the countries with the best education systems, and NCEE knows of no case in which a country’s educational success can be attributed to implementation of internationally benchmarked student achievement standards accompanied by matching American-style tests.

NCEE’s work, many papers by John Bishop of Cornell University; the best research using the PISA data (now the world’s largest data base on the effects of national education systems), and recent work by others all point in another direction. What drives success in those systems is a combination of two key factors: the presence of a highly aligned national instructional system and the decision to recruit the nation’s teachers from the top third of the distribution of college students.

The indispensable elements of these instructional systems are: 1) high school programs consisting of a logical ordering of courses in the core curriculum, typically their native language, mathematics, the sciences, history and the arts; 2) well designed courses described by a detailed syllabus; 3) high quality examinations (typically dominated by essay questions to which the students must write extended responses) that are designed to assess the extent to which the student has command of the material described in the syllabus and can apply it to unfamiliar problems; 4) professional scoring of the examinations; and 5) high quality training of the teachers who will teach the courses, training that is explicitly designed for this purpose.

Sometimes all of this comes with explicit statements, in narrative form, of what students are expected to know and be able to do, sometimes not. When they are not explicitly stated, the standards are made evident to all by the syllabi, the annually released exam questions, and examples of the kind of student work that earned a top grade. No one is in any doubt as to what the standards are, but no one imagines that the students would do well on the examinations without the entire apparatus just described. The experts in

these other countries would be deeply puzzled at the idea that a country could produce high achievement simply by publishing a narrative statement of standards and administering tests that rely mainly on multiple-choice, computer-scored tests. This system with the components just described is known as the Board Examination Systems.

Instead of creating a costly and time-consuming MS version of Board Examinations with all of the necessary components, MS has opted to use the best exams already in existence within the NCEE State Consortium On Board Examination Systems. Using the best of the exams that are already available makes consummate sense. A state that does this benefits from many years and many millions of dollars of development and field-testing, all done at someone else's expense. By adopting these exams, a state would leap right through national standards to international standards. Universities in the United States, as well as universities all over the world, recognize these exams. Much more important than either of these arguments, these exams have all the power that comes from fully integrated, highly aligned, very powerful instructional systems, something no state currently has the capacity to produce for itself, even if we were not in the midst of an economic crisis.

NCEE has identified three board examination systems that are suitable and ready to use at the end of sophomore year level: the Pearson/Edexcel International General Certificate of Secondary Education Examinations, the University of Cambridge International General Certificate of Secondary Education Examinations, and the ACT's new QualityCore program. With just a few alterations (with the British exams, there are matters of British vs. American English, for example, and the substitution perhaps of novels in a syllabus that are more American for others that are less so, for another example), these systems could be up and running in a state very quickly. Pilot high schools in MS must offer at least one board examinations systems approved for this purpose to lower division students. If those students get a passing grade, they would be ready for admission to any public open-admissions institution in the state with no further questions asked. If they pass, they also have the option of staying in high school and taking one of the approved upper division board examination programs. Advanced Placement courses, the International Baccalaureate Diploma Program, the Pearson-Edexcel "A" Level program, the University of Cambridge AICE Program, or the ACT QualityCore program (upper division) are among those selected. Students who take these state-approved upper division board examinations and

get sufficiently high grades on them will qualify for state scholarships at any college or program they wish to attend. Schools implementing these programs would have to ensure that their teachers participate in the teacher training offered by the organizations providing the examination systems. MS plans to implement the courses in multiple ways to allow access for all students in MS particularly in areas where it is difficult to recruit teachers. Students who don't pass the initial exam will have the assistance and support they need in order to pass the exam on a subsequent attempt. School officials and staff will develop individualized plans for support for those students in the specific areas in which they have challenges. Students will then be given multiple opportunities to score appropriately on the exam. **(See Appendix B3 for State Board Examination Systems.)**

**Other Components:**

Assessments

To further assist in the transition to CCSS and common assessments, MS will develop a plan for formative and benchmarking assessments that align with the CCSS if PARCC does not develop these types of assessments although PARCC is expecting to collaborate with other states and/or agencies. These assessment components will provide educators with useful data to be used for instructional decision-making and for determining students' current achievement level along a progression to proficiency.

Professional learning will be developed around these assessment tools that further assist educators in providing effective instruction that meets the needs of all students.

Educator Preparation Programs

All preparation programs will be required to include the CCSS PARCC information. In addition, programs will show evidence that candidates can effectively address these items during the State Process and Performance Review. Effective teachers and leaders must understand the standards and how to assess those standards. Preservice education is the key to impacting change in MS and plans to increase the rigor in such programs are already underway.

| <b>Performance Measures</b><br>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided. | Actual Data:<br>Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|--|---|---------------------|---------------------|---------------------|---------------------|
| (Enter measures here, if any.)   |   |                     |                     |                     |                     |
|  |   |                     |                     |                     |                     |

**(C) Data Systems to Support Instruction (47 total points)**

**State Reform Conditions Criteria**

**(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)**

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

*In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.*

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

*Recommended maximum response length: Two pages*

**(C)(1) Fully implementing a statewide longitudinal data system**

The key component of MDE's database is referred to as MSIS (MS Student Information System). Other databases maintained by MDE include those for Teacher Licensure, MS Online Technology Evaluation, Migrant Information System, Special Education, English Language Learners, Homeless, and Student Assessment. MDE currently administers several statewide databases that package data at the student, teacher, administrator, school, district, and state levels.

With its Oracle database, MSIS provides for the electronic collection and storage of comprehensive data on public school teachers, administrators, students (PK-12), and school board members beginning in the 2001-2002 academic year. MSIS enables electronic transfer of student records from one school district to another with data collected on a daily and monthly basis. MSIS is designed to gather specific student and personnel data elements from a district with monthly basis reports generated from school districts across the state. At MDE, data integrity is critical, thus a rigorous quality management process is in place to assure that field data is checked for accuracy and levels of completeness. Upon completion of all checks, a quality report is produced for each MSIS district to review and approve. When the report is approved, MSIS transmits data from the virtual holding area to the MSIS database. Through funds awarded to MDE in 2009 from a USDE Institute for Education Sciences (IES) grant, MDE's Longitudinal Data System is inventorying and mapping related MDE data for integration into MSIS. Similarly, the Governor's office has further supported the development of the Statewide Longitudinal Data System to improve overall data quality within MSIS and facilitate the linkage of MSIS with postsecondary and workforce data throughout the state. MS is the recipient of two major grants for the establishment of a SLDS. The first grant was received in 2009, and the most recent was received as a part of ARRA funding. Both grants include activities that will lead to the establishment and full implementation of a system designed to address the four major areas of RttT. The grant was funded for \$7.6 million with MS's application ranking eighth among the 53 applications.

The following information is provided as evidence regarding the current status to each of the America COMPETES Act elements defined in RttT.

**Element 1: A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law):** The State of MS decided early on to use a Sequential Student Identifier. A Sequential Identifier is a general number that is generated and assigned sequentially on a first student created basis. This is a nine-digit number that is unique to each student and follows the student throughout his/her Pre K to 12 school years. The state also developed an algorithm that uses Social Security numbers to generate a ten-digit unique identifier that is used to link the PK-12 with postsecondary and workforce data.

**Element 2: Student-level enrollment, demographic, and program participation information:** MSIS collects and maintains student-level enrollment and demographic data. This same information is available for postsecondary and workforce data.

**Element 3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs:** MSIS currently collects the required data for K-12 students. Mississippi's interoperable statewide longitudinal data system will provide for the vertical and horizontal linkage of MSIS data to CJC and IHL student level data to provide information about the points at which high school graduates enter, exit, transfer in, transfer out, drop out, or complete programs in MS's community colleges and institutions of higher learning. In March 2009, MDE was awarded a USDE Institute for Education Sciences grant for this purpose. The overall objective is to inventory and map MDE data for integration with MSIS to improve overall data quality within MSIS and facilitating the linkage of MSIS with postsecondary and workforce data, through the state's longitudinal data system. Also, beginning with 2009-10 seniors, MDE will contract with the national student clearinghouse to track the number of students that enter within 16 months of graduation, other public and private college programs in the nation.

**Element 4: The capacity to communicate with higher education data systems:** While some sharing of data occurs now, this capacity will be available through the state's longitudinal data system that will be fully operable by September 2011. The SLDS will improve overall data quality within MSIS and facilitate the link of MSIS with postsecondary and workforce data.

**Element 5: A state data audit system assessing data quality, validity, and reliability:** MSIS is designed to accept student and personnel data elements from a school/district-level administrative software package. To insure the integrity of the data, certain

procedures and data checks have been instituted to verify the quality of the data before its acceptance as opposed to checking the data once it is received. On a monthly basis, each of the districts within the public education arena build an XML file using data entered on a daily basis into the district's/school's administrative package. That file is then submitted to a "holding area" where MSIS runs a series of edit checks against the file and districts are able to print reports that presents the data in the file to the user in readable, user-friendly format. Once the edit checks insure that the data follows established business rules, the reports are made available to the districts/schools so that they can insure that the data not only follows the established format but is accurate as well. Once the edit checks insure that the data is formatted correctly and the district runs the reports and insures that the quality of the data is acceptable, the data submission personnel passes the reports to their superior, generally the superintendent or his/her designee. Once that person is satisfied that the data accurately represents the activities of the district, the data is "approved" in the holding area. At that point, MSIS automatically picks up the data during a nightly procedure that moves the data from the virtual holding area into the MSIS database. At that point, the data is available to anyone with proper security clearance to view and/or report as necessary.

**Element 6: Student-level test records with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965:** MSIS collects information on all assessments associated with ESEA of 1965. The data elements are included in the attached Table Structures.

**Element 7: Information on students not tested, by grade and subject:** With respect to K12 education, by moving test data back into the MSIS system, MDE has the ability to determine which students are tested and not tested. While it is currently possible to collect the data, the SLDS will incorporate a specific field to more easily extrapolate this information.

**Element 8: A teacher identifier system with the ability to match teachers to students:** MSIS links unique student identifiers with unique teacher identifiers within its course scheduling.

**Element 9: Student-level transcript information, including information on courses completed and grades earned:** MSIS collects this information for each student.

**Element 10: Student-level college readiness test scores:** MDE has requested from ACT, student level data on students that have taken the ACT. Prior to 2009, MS only received data aggregated at the school level. With over 90% of MS students take the ACT. MS's IHLs have asked ACT to provide them with student level data for students tested in 2008-09 to be incorporated into the SLDS system.

**Element 11: 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:** While data is available from MSIS, additional work is needed to provide a seamless link with all postsecondary institutions in the state. This data will be available through the state's longitudinal data system that will be fully operable by September 2011. The SLDS will improve overall data quality within MSIS and facilitate the link of MSIS with postsecondary and workforce data.

**Element 12: Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education:** This data is not readily available in distinct fields despite the availability of the data within the system. This limitation of MSIS is due to its originally intended purpose, to collect data from local school districts to meet reporting requirements at the state and federal levels, and those requirements have changed and continue to change. MSIS was never envisioned as a longitudinal data system, but it is a great feeder system for the state's interoperable longitudinal system that will be fully developed by September 30, 2011 to efficiently track progress and outcomes over time.

## Reform Plan Criteria

### **(C)(2) Accessing and using State data (5 points)**

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>3</sup>

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Two pages*

Mississippi is developing and implementing 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 below). 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 completing postsecondary degrees?
4. Do Mississippians who receive training and degrees meet the education and job skill demands of business and industry?

<sup>3</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

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 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**

| <b>Time Period</b> | <b>Accomplishments</b>  |
|--------------------|---|
| 2001               | Data sharing agreement established between the Mississippi Department of Human Services and nSPARC to research welfare use and workforce development. 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. |
| 2004               | Mississippi Comprehensive Workforce Training and Education Act is passed<br>State Workforce Investment Board (SWIB) charged with governance and oversight of an integrated state education and workforce data warehouse.<br>nSPARC charged with designing and managing the data warehouse.                                      |
| 2004-2006          | Memorandums of Understanding established with all workforce partners.<br>Administrative records from partners transferred to the data warehouse.  |
| 2007               | Workforce component of data warehouse is completed.   |
| 2007-2009          | Memorandums of Understanding established with all education partners.<br>Administrative records from education agencies transferred to the data warehouse.  |

|       |  |
|-------|--|
| 2009  | 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.<br>Children First Act passed, with the goal of improving education through using a data driven system. |
| 2010  | Education component of data warehouse is completed.  |
| 2011- | Development of a relational database for an online one-stop portal to allow partners to quickly access information and generate custom reports.  |

**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. . **(Please See Appendix C1 for complete SLDS Plan and Information.)**

| <b>Performance Measures</b><br>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided. | Actual Data:<br>Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|--|---|---------------------|---------------------|---------------------|---------------------|
| (Enter measures here, if any.)   |   |                     |                     |                     |                     |
|  |   |                     |                     |                     |                     |
|  |   |                     |                     |                     |                     |

**(C)(3) Using data to improve instruction (18 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data

system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.*

*Recommended maximum response length: Five pages*

**(C)(3) Using data to improve instruction**

MS will work diligently to increase the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness. While some schools in MS currently utilize instructional improvement systems, MS will develop a systematic plan to address high-quality instructional improvement systems throughout the state. To make this goal a reality, MS will develop methods to encourage and support increased adoption and use of local instructional improvement systems as a means of increasing educator capacity in learning to access, understand, and use information in the SLDS and local instructional improvement systems to facilitate student success and achievement. To achieve this goal, MS will meet three major objectives:

- 1) engage in a campaign to create a data-driven culture so that LEAs understand the benefits of such systems for students, teachers, and administrators.
- 2) develop a general framework that outlines the major principles for establishing instructional improvement systems in ways that provide LEA flexibility to tailor the system to LEA-specific needs.
- 3) continue training and professional development aimed at using instructional improvement systems in the most appropriate and effective ways.

With the implementation of the teacher and leader evaluation system that includes ties to student performance, it behooves teachers and leaders to understand how to use data to improve and differentiate instruction for all students. To assist this effort, the RttT application includes a Data Team Coach for each school that will ensure that the data are analyzed and used for impacting student

learning. These individuals will serve on the LEA and School I&R Teams and will provide the expertise needed to use data in a myriad of ways to make instructional, data-driven decisions that best serve MS students, teachers, and leaders.

**(C)(3)(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness**

MS will require all LEAs to acquire, adopt, and use local instructional improvement systems. These instructional improvement systems will inform and improve instructional practices, decision-making, and overall effectiveness because teachers and leaders will develop the capacity for using such systems. All LEAs in MS will learn how to use data to make decisions in ways that improve and facilitate student learning. The RMC Research Corporation (currently under contract with MDE) and MDE will work to evaluate instructional improvement systems for an “MDE Approved List” and to provide a fundamental system for implementing instructional improvement systems at the local level and which can be used as a beginning point for LEAs that wish to extend these efforts with local funding. Finally, an approved list of vendors will be posted by MDE for local instructional systems that align with the MDE/SLDS data system. MDE will also assist LEAs in using Open Source platforms, such as Moodle, to facilitate collaboration, lesson plan development, and best practice distribution. Moodle is an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It has become very useful for educators around the world as a tool for creating online dynamic web sites for their students.

**(C)(3)(ii) Support participating LEAs and schools that are using instructional improvement systems**

Many LEAs in the state have already adopted local instructional improvement systems. However, to achieve systemic and aggressive reform and to meet the goals outlined in the RtT application, MS is committed to training all teachers and leaders in the state about the use of data to inform instructional decision-making to impact student learning. In addition, MS is committed to increasing the capacity of MDE staff in this training effort. The six RESAs will be used for delivering the consistent and concerted professional development modules. In addition to training related to the use of data, teachers and leaders will be trained on the use of

the SLDS to take full advantage of the system for impacting student achievement and promotes access to and usability of data across all stakeholder groups. General guidelines include the following.

- Require LEAs to adopt an instructional improvement system
- Provide support via professional learning opportunities that assist educators in using technology to access and use data to improve instruction and LEA/school decision-making
- Provide a rapid access interim assessment system using web-based capabilities
- Develop instructional resources that promote evidence-based practice
- Develop professional learning opportunities and tutorials utilizing various delivery systems related to analysis, interpretation, and use of data; developing formative assessment tools; using performance-based learning tasks and assessment tools;
- Require LEAs to designate a district and school-based Data Coach to provide schools with expertise in analyzing, interpreting, and using data to make informed instructional decisions
- Require training in data analysis, interpretation, and use for making instructional decisions as a component of the educator recertification process which will also tie the evaluation system to professional learning plans
- Require training in data analysis, interpretation, and use for making instructional decisions as a component in teacher and administrator preparation programs which should improve teacher and leader capacity for novice-level data use in making instructional decisions and use of data systems
- Require LEAs to provide at least 90 minutes per week of scheduled, collaborative, and facilitated planning for all teachers and leaders devoted to instructional improvement systems via appropriate small groups (e.g. all 4<sup>th</sup> grade teachers, all literacy teachers, etc.). I&R Team Coaches must be involved in this planning time.
- Tie the LGA plan to the state's Response to Intervention (RtI) Model.
- Utilize technology as a tool for training and implementation of instructional improvement systems.

**(C)(3)(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers.**

MS is committed to making the SLDS data and the instructional improvement systems available and easily accessible to to all stakeholders, including researchers. MS is aware that researchers are important to the data analysis process so that the data is mined and analyzed to answer critical policy and evaluation systems questions. Several Research I universities, as well as research centers and institutes, exist in MS. These entities are important in the data analysis and evaluation process within the SLDS. In fact, MS has a strong partnership with the National Strategic Planning and Analysis Research Center (nSPARC) at MS State University in designing and establishing the SLDS. Since nSPARC will be a major partner in completing the SLDS, nSPARC will also have a major role in preparing data for different research projects and disseminating information derived from scientific research. MS will encourage and potentially partner with state-level agencies and interstate agencies to conduct purposeful data analysis that will serve to inform decision-making and improve student performance. For example, potential areas for research are school-level implementation comparisons that identify those practices that dramatically impact student achievement, educator preparation program effectiveness, practices that dramatically improve high-poverty school achievement, successful strategies for closing gaps, decreasing dropout rates, athe impact of global and technological initiatives. The public and researchers will have readily available access to MS data through the SLDS.

**\*\*The goals, activities, timelines, and responsible parties are included in Appendix G.**

| <b>Performance Measures</b><br>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided. | Actual Data:<br>Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|--|---|---------------------|---------------------|---------------------|---------------------|
| (Enter measures here, if any.)   |   |                     |                     |                     |                     |
|  |   |                     |                     |                     |                     |

**(D) Great Teachers and Leaders (138 total points)**  
**State Reform Conditions Criteria**

**(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)**

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State’s alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State’s alternative routes to certification (as defined in this notice), and for each:
  - The elements of the program (as described in the alternative routes to certification definition in this notice).
  - The number of teachers and principals that successfully completed each program in the previous academic year.
  - The total number of teachers and principals certified statewide in the previous academic year.

*Recommended maximum response length: Two pages*

**(D)(1) Providing High-Quality Pathways for Aspiring Teachers and Principals**

MS has traditional and alternate pathways for aspiring teachers and principals. MS has 15 traditional teacher preparation programs and administrator preparation programs. In addition to the traditional preparation programs, the state is aggressively providing other pathways for aspiring teachers and leaders. During the 2008-2009 academic year, MS licensed 1,380 alternately prepared teachers and 202 alternately prepared administrators. The alternate pathways to licensure have been limited to grades 7-12 other than Teach for America candidates; however, MS IHL Commissioner Dr. Hank Bounds and MS State Superintendent of Education Dr. Tom Burnham have created a pathway for alternate route elementary licensure. This program will also require a 1-year supervised internship. In addition, the legislature funds Teach for America training and MS Teacher Corps program implementation to support highly effective alternate pathways to licensure. MS is proud of its past work in the area of alternate route educator preparation, but MS also understands that bolder efforts are needed to ensure that students in MS have access to “**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.**” (See Appendix D1 for Licensure Commission)

**(D)(1)(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education. MS**

supports both traditional and alternate pathways into teacher and principal professional licensure. *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 MSBoFE 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, the Commission on Teacher and Administrator Education, Certification and Licensure and Development and the MSBoFE have approved guidelines for licensure. **(See Appendix A4 for MS Code §37-3-2)**

MS has four alternate route preparation programs not housed in schools or colleges of education and one administrator alternate program offered by the non-profit CJC Foundation in MS. In addition, MS supports the Teach for America program with 227 Teach for America teachers in 27 school districts and 96 schools. MS has requested more TFA members for the next academic year with 375-400 anticipated TFA membership in 28 school districts. In fact, Delta State University in Cleveland, MS has been selected to partner with Teach for America to host a training site for the delta regions of MS, LA, and AR. Finally, MS will become more aggressive in the area of teacher alternate route programs by supporting elementary teacher alternate route training pathways.

The following elements are defined in the RttT application for alternate route preparation programs in MS. MS has responded to each element.

Element 1: Can be provided by various types of qualified providers, including both institutions of high education and other providers operating independently from institutions of higher education—MS does allow different entities to provide alternate route programs.

Element 2: Are selective in accepting candidates—MS has particular admission standards for all programs.

Element 3: Provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching—MS requires school-based experiences.

Element 4: Significantly limit the amount of coursework required or have options to test out of courses—MS has different

requirements for different types of programs with some programs having as few as 4 weeks of specific coursework.

Element 5: Upon completion, award the same level of certification that traditional preparation programs award upon completion—MS has different options depending upon preparation program, but all ultimately receive the same level of certification as traditional preparation programs.

**(Please see Appendix D2 for supporting evidence as specified for (D)(1)(ii).)**

**(D)(1)(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.** The MS Institutions of Higher Learning Board of Trustees has set high goals for MS colleges and universities based upon the Graduation Rate Task Force Report related to overall 2-year and 4-year college graduation rates that will favorably impact education major graduation rate. However, each IHL in the state will submit individual goals for each degree program area housed, and those goals have yet not been submitted to the Board of the IHL.

The most recent study of MS teacher supply and demand, *Teacher Recruitment, Preparation, and Retention in Mississippi: Issues and Solutions*, was conducted in 2002. To update this important information, MS will contract with an evaluation entity to conduct a statewide study of teacher/leader issues related to supply/demand/and equity impacted by recruitment and retention. In addition, MS completed a study in 2008 entitled *Project Clear Voice* that assists MS in taking specific steps to address shortage, retention, and preparation issues. **(See Appendix A33 and A34 for the reports.)**

The Barksdale Reading Institute (BRI) was established in 2000 when Jim Barksdale and his late wife, Sally, gifted \$100 million to the state of MS to improve early reading achievement. BRI will begin a program in fall 2010 where principals will be placed in Barksdale-selected schools. These principals were heavily recruited from across the nation in an effort to place in these schools principals who have realized tremendous success in high-needs schools. Currently, one principal was hired from New York, one from Alabama, and two are currently in MS but not native Mississippians—these two are from Florida and Illinois. BRI will employ these principals in four high-needs schools. Once the results from this effort have been solidified through strong evaluation, MS will consider investing resources into the same type of program.

In addition, MS has two different programs to better prepare principal candidates to serve in shortage areas — MS Principal Corps developed with the assistance of Vanderbilt University and MS Turnaround Leadership Academy. Jim Barksdale via the Barksdale Foundation also funds the MS Principal Corps. The MS Turnaround Leadership Academy is modeled after the Darden–Curry Partnership at the University of Virginia. Additionally, the Leadership Preparation Program at Delta State University was recently featured in a publication as one of 8 effective leadership programs. **(See Appendix D2 for information about MS Principal Corps and MS Turnaround Leadership Academy.)**

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)* 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*. A major component of this bill was the *Critical Needs Teacher Loan/Scholarship (CNTP)* to provide educational 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 are made available, to the extent of appropriated funds, to persons seeking a bachelor’s degree in teacher education at one of MS’s 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 provides incentive funds (reimbursement of moving expenses, graduate scholarships, home loans/grants). The CSA also assists in tracking hard-to-fill schools and hard-to-fill subject areas to determine the number of scholarships to be offered and to determine the impact of the CNTP on these hard-to-fill areas. The *William F. Winter Teacher Scholar Loan Program* also provides MS students with incentives for entering the teaching profession, through both traditional and alternate routes. MS also administers the AmeriCorps Teacher Assistant Program. Participants must be currently employed by a school district or Head Start agency as a Teacher Assistant. AmeriCorps Education Award Program is a federally funded initiative designed to give members the opportunity to earn an Education Award in exchange for a year of community service. **(Please see Appendix G for other supporting evidence.)**

In addition to these programs, MS encourages alternate preparation programs that recruit and train teachers to teach in high-needs schools and subjects. As mentioned previously, both Teach for America and MS Teacher Corps send teachers into schools where it is difficult to recruit effective teachers. Currently, these two programs have 278 teachers in 45 high-needs school districts throughout the state.

MS is also committed to expand the alternate route leader preparation program. With one such program in MS, discussion to offer an alternate program using the National Institute for School Leadership (NISL) executive development model is occurring. This model requires an 18-month program that is available as an in-the-field professional development. The requirements for admission will be extremely competitive as individuals will be allowed to serve as principals or assistant principals as they progress through the program. MS is expecting a proposal to be submitted to *The Commission on Teacher and Administrator Education, Certification and Licensure and Development*. **(See Appendix D3 for information related to NISL Executive Development Model.)**

As part of MS's efforts to ensure students' access to effective teaching, MS will evaluate the effectiveness of teacher training programs, both traditional and alternative pathways, using the teacher value-added reporting described in Section (D)(2)(ii). By linking the teacher effectiveness results back to these pre-service programs, MS can identify which programs are most successful at preparing beginning teachers to meet the academic needs of all their students, regardless of achievement level, and use this information to develop best practices for teacher teaching programs, thus improving the overall effectiveness of all beginning teachers.

## Reform Plan Criteria

### **(D)(2) Improving teacher and principal effectiveness based on performance** *(58 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*
  - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
  - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
  - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
  - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals,*

*activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Ten pages*

**(D)(2) Improving teacher and principal effectiveness based on performance**

**(D)(2)(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student.** MS has the means for measuring growth at the school and district level. In the current accountability system, MS calculates a Quality Distribution Index (QDI) score for each school and district. The QDI can also be calculated for individual teachers, but this is not as reliable as the school and district level score. **(Please see Appendix A16 for the evidence related to the Accountability Standards and Appendix D4 for the QDI information.)** Building on this first effort, MS will utilize a more sophisticated student growth/gain model to better inform decision-making around effective teachers and leaders.

There are two methods being considered for use in MS for measuring academic progress using each student's longitudinal data on an assessment instrument: value-added models and growth/projection models.

- A value-added model that uses multivariate, longitudinal test data to provide summative measures of the impact of districts, schools and teachers on the rate of its students' academic progress.
- A growth or projection model that uses data from the current completer cohort to estimate the coefficients for a model to be used to make projections to future attainment levels for students who have not yet reached the grade level for which the projections are to be made.

The assessment instruments used for these methods must have high reliability and validity at the standard necessary to determine whether or not the student is on track for college or career readiness and be sufficiently sophisticated to measure high levels of achievement above the standard established for each grade level.

Because simplistic models lack the reliability and precision necessary to provide policymakers and educators with the information

they need, the following principles will be included in the methodology for either a value-added or growth/projection model.

### **Principles for a Value-Added Model**

The value-added measure will be based on all of a student's previous years' performance data on an assessment instrument to determine the teacher, school or district's estimated impact on its students' academic progress. The inclusion of multiple years of data from multiple subjects for each individual student adds to the protection of an educational entity from misclassification in the value-added analyses. Additional protection for educators is provided through robust and sophisticated modeling. The robustness is necessary because sometimes students underperform on a single test and because more low achieving students are likely to miss tests than high achieving students. The value-added measure will:

- Apply to all students, regardless of achievement level;
- Be sophisticated enough to match performance from differently-scaled assessments; and
- Accommodate different classroom practices such as team teaching and self-contained classrooms.

The value-added model will show whether, *on average*, the students in that educational entity fell below, met, or exceeded the state's expectation for improvement in a particular grade and subject. Using the statistically robust and reliable model described above, MS will provide value-added reporting at the district, school, and teacher levels.

### **Principles for a Growth/Projection Model**

The growth or projection estimate for an individual student will be based on all of that student's previous performance data on an assessment instrument for students with at least three prior test scores to determine the student's likelihood of meeting future academic standards. This measure will:

- Accommodate students with missing test scores
- Use all test data over grades and subjects for each student in the analyses without adjustment for race and poverty
- Not require that test scores be vertically linked or make assumptions about the overall shape of the growth curve is provided for the future regarding testing options

As part of the accountability system, the system will report that projected proficiency level and incorporate this measure into the school accountability system as a way for schools to meet the state's expectation for annual improvement. The model will report whether, *on average*, the students in the school or district fell below, met, or exceeded the necessary target for improvement.

This growth/projection reporting will include results for individual students, results by specific test, results disaggregated by the subgroups required by federal law, and results disaggregated by the highest and lowest-performing quartile of students by school and grade. If any of the disaggregated subgroups or grades contains data for less than 10 students, then the state will not report the results publicly to protect student privacy.

The growth/projection model will incorporate data systems to permit the reporting of results disaggregated by individual teacher and individual classroom or subject level, matching teachers with students, but the growth/projection model will not be used as a summative teacher measure. Rather, the teacher value-added report will be used for that purpose.

Both kinds of information, value-added measures and student projections to future performance, will be obtained from the same longitudinal data structures. Both can and will be linked to other information for program evaluation or institutional research. Both kinds of metrics provide meaningful information for educators for school improvement. Results of the value-added and projection modeling will be available to educators and policymakers through a web-based, secure-access, drill-down system of reporting.

With these robust and reliable metrics available to educators, highlighted features of the plan are listed below.

1. The model will give teachers and leaders access to students' probabilities for future performance using the growth/projection modeling described above, as well as effectiveness reporting at the district, school and teacher levels.
2. The model will have the capability to monitor and track use of the data system.
3. MDE will provide professional learning modules and coaching for all teachers and leaders utilizing the six RESAs throughout the state, as well as technology. More specifically, online modules will reinforce the state's plan for school improvement by teaching educators how to find and interpret the reporting appropriate for evaluating students' academic opportunity and educators' success. These modules will assist teachers and leaders in utilizing the data system to its full

potential for impacting all students' learning.

4. Districts will be allowed flexibility in using the value-added and growth/projection models to recruit, retain, compensate, and develop teachers and leaders.
5. MDE will require that all teacher and leader preparation programs train preservice educators about the value-added and growth/projection models using an MDE module. To hold teacher/leader preparation programs accountable, the teacher and leader evaluation system will tie individual student achievement data back to the programs where teachers/leaders are prepared, as described in Section (D)(1)(iii). Programs will be required to publish and disseminate this information.
6. The district and school uses of the value-added reporting will be monitored regularly to target specific professional development where necessary. The intermediate goal is that educators would be assessing the value-added results and designing student-level interventions to improve students' progress rates. Thus, the changes in student achievement over time will be monitored to ensure that students in MS are learning more.
7. Innovation and Reform Teams at SEA, LEA and school level to support teachers and leaders.
8. Data Coaches to assist teachers and leaders in analyzing data for making important decisions.

**(D)(2)(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, (b) are designed and developed with teacher and principal involvement.** With the goals of having great teachers and leaders and because MS acknowledges the tremendous research base that supports the belief that effective teachers and leaders make the difference in student learning, MS will communicate that teachers and leaders are important to this state and that effective teachers and leaders will be rewarded appropriately. MS currently has as a part of MS Code § 37-19-7 that teachers and leaders may be rewarded for student achievement and value-added effectiveness if the MS Adequate Education Program is fully funded. **(See Appendix A4 for a copy of this MS Code § 37-19-7.)** With this law in place, MS is able to impact current teachers and leaders and believes that this will also impact recruitment of future teachers and leaders. In addition, rewards

and respect for the profession will grow as more MS students graduate college and career ready. In addition to providing rewards, the system will also facilitate more effective professional development because the evaluation system will be used to pinpoint teachers' and leaders' challenge areas with an emphasis on continuous improvement. If that improvement doesn't occur, then the evaluation system will provide solid data to effectively exit those teachers and leaders who are ineffective in impacting student learning and who continue to perpetuate the cycle of school failure in this state. The expectations will be high, but MS teachers and leaders will rise to the increased levels of expectations in ways that will change students' life trajectories.

MS currently has a comprehensive educator evaluation requirement; however it allows LEA flexibility in the type of system enacted at the LEA level. In failing schools, MDE does have an observation and interview protocol for teachers and administrators. MS will develop a consistent statewide system that includes the value-added model described in Section (D)(2)(i) where students' progress contributes to the overall evaluation of teachers and leaders in MS.

MS is in a positive position because MS will be able to design a system that financially rewards and helps successful educators that can also provide rewards in ways that research says current (Gen Y or Millennials) teachers and leaders prefer to be rewarded (Espstein & Howes, 2006). MS has a tremendous opportunity to think boldly and innovatively as MS does not have a system in place in which to become mired in the "this is the way we have always done it" mentality. The system must incorporate the principles of fairness, validity, and reliability in way that promotes transparency and rigor. Teachers, principals, and other stakeholders will be involved in the development and design of the MS Comprehensive Educator Evaluation System. Since MS teachers, principals, and other stakeholders (MS Comprehensive Educator Evaluation System Council) will guide this effort, full implementation will begin at the beginning of the 2011-2012 academic year. MDE will have ultimate authority over this process with the Council serving in an advisory capacity and acknowledging that the evaluation system must include specific items listed in the plan.

At a minimum, the Evaluation System will contain the following elements.

1. Teacher value-added report (at least 50% of the evaluation)

2. Teacher and Principal Observation Evaluation Instrument
3. Conferences with teachers and leaders regarding progress
4. Instructional coaching for those individuals who are not deemed effective for a reasonable period of time
5. Component related to student growth from year to year that progressively increase as teachers and leaders move from novice level to experienced levels within the profession.
6. When observations occur, written and verbal feedback for individuals observed in a reasonable time frame.
7. Certification/Recertification based upon evaluation system/teacher or leader effectiveness as measured by the evaluation system, not years of service or Continuing Education Units (CEUs).
8. Career Ladder that acknowledges developmental stages of educator expertise, such as novice, proficient, exemplary, and is based on effectiveness as defined by student achievement or growth.
9. To move from proficient to exemplary, teachers would need to complete the National Board Certification process.
10. Include parent, administrator, teacher, student, peer, and staff feedback, as appropriate

In line with the Tough Choices, Tough Times initiative, the teacher evaluation system will be based on the robust value-added model described in Section (D)(2)(i) and the state-adopted effective teaching practices about which all teachers will be educated. Teachers will have the opportunities to attend professional development on areas where they see personal deficiencies. The evaluations will include observations by trained evaluators from the school as well as external to the school. All evaluators will be periodically monitored to ensure their fidelity to the state scoring rubrics. As part of the evaluation process, each teacher will engage in a summative evaluation dialogue with the evaluators and develop a personal improvement plan for the next year. Using those plans, the district will develop and provide effective professional development in those areas where individual teachers, groups of teachers or whole schools demonstrate needs for further development. The continuous improvement cycle of observations, improvement plans, and professional development will lead to improved performance and greater student learning. For those teachers who are unable to improve their performance and continue to get unsatisfactory evaluations, the district will return

the teachers to probation and consider possible dismissal.

Once the evaluation system is operable, MS will be able to determine whether the multiple measures correlate to student growth. For example, teacher observation data should correlate to positive teacher value-added reporting. The system will provide a measure of true teacher and leader effectiveness. The system will provide the data necessary to drive decision-making processes around teacher/leader retention, compensation, professional development, and termination—all key ingredients in creating **“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.”**

**(D)(2)(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools.** As a component of the comprehensive evaluation system, MS will reinstitute a statewide annual review system that is consistent across the state. In the late 1980’s MS used the Mississippi Teacher Assessment Instrument and a more systematic process for teacher evaluation and preparation. MS will now have district, school and teacher value-added reporting as well as teacher, principal, assistant principal observation/evaluation instruments, and MS will build on this foundational work by adopting statewide standards, observation instruments, and evaluation procedures. MS acknowledges this area as one where significant progress will need to be made in a short amount of time. Currently, school districts are required to conduct an annual teacher and principal evaluation with little consistency throughout the state. To assist with this process and with the RttT application, MDE will require a common, statewide teacher and leader observation instrument (LEAs and teacher preparation programs).

To more effectively reach consistency across the state and to implement a more effective evaluation system, MS plans to use the Teach for America “Teaching as Leadership” rubric to operationalize effective teaching. The “Teaching as Leadership” rubric differentiates between levels of proficiency (pre-novice, novice, beginning proficiency, advanced proficiency, and exemplary). The rubric is outcome-oriented—as teacher progress through the levels, more impact on student achievement should be observed. In addition, the rubric uses language that specifies skills that are present vs. skills that are missing so that even pre-novice teachers can

see some signs of success. All teacher preparation programs will be required to use the instrument. **(See Appendix D5 for evidence regarding the TFA rubric.)**

In addition, to effectively implement the evaluation as applied to leaders, the Vanderbilt Assessment of Leadership in Education (VAL-ED) will be used for principals. The VAL-ED is a paper and on-line assessment that 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. This assessment tool will also operationalize effective school administration. Leader preparation programs will be required to integrate the instrument into their programs. **(See Appendix D6 for more information about VAL-ED.)**

Also, educator standards for technology are written into MS Technology Plan. With the focus on technology for preparing students for participation in the global economy, for effectively engaging students in the learning process integrating technology, and for using digital media in ways that promote learning, teachers and leaders must know how to best integrate technology into classrooms and schools to prepare MS students for the 21<sup>st</sup> Century. MDE has Educator Proficiency Standards that will be included in the comprehensive evaluation system and included in educator preparation programs. **(See Appendix D7 for MS Educator Proficiency Standards.)**

While the observational-type instruments are a small component of the entire evaluation system, it is important to have consistent, valid, and reliable instruments to promote a consistent process across the state and to provide a framework for effective teaching and leadership in the state. Plans are underway to adopt this framework; however, RttT will provide additional leverage to intensify efforts for accomplishing this task. In addition to the observational instruments, the other components of the statewide evaluation system will be communicated to teachers/leaders during the annual review process. All of the data combined into the annual review process serve to provide teachers/leaders with valid and reliable data to create goals for improvement at the individual, grade level, discipline area, school level, and district level to further impact student learning and growth.

In addition to making professional decisions related to teachers and leaders, the new evaluation system with its value-added

and growth/projection modeling capability will assist teachers and leaders in making important decisions around student achievement. Teachers and leaders will be able to identify students with a low probability of being proficient on future assessments; which grade levels are especially problematic; which subject areas in particular grades are trouble, etc. to further refine decision making. With the emphasis on students' progress and achievement, the educational climate and culture will be changed in this state as more importance is placed on high expectations for all children (particularly "those children"), using value-added and growth/projection data to impact student learning, and holding all educators accountable for students' progress.

With the data that can be gained from the evaluation system, teachers and leaders will be provided information to better inform decision-making—leaders making decisions about teachers, instruction, and students; teachers making decisions about instruction and students—with the ultimate goal of preparing MS students who are college and career ready. Data-driven decisions are the most effective and most objective, as well as the best way to communicate those decisions to a variety of stakeholders. Instead of the movie line that Cuba Gooding, Jr. made so popular in *Jerry Maguire*—"Show me the money!"—MS educators' line will become "Show me the data!"

**(D)(2)(iv) Use these evaluations, at a minimum, to inform decisions**

Once the evaluation system is implemented, MS will have the capability to make many data-driven decisions related to the effectiveness of teachers and leaders, that include but is not limited to decisions around the issues of professional development, coaching, induction, compensation, other rewards for effectiveness, teacher preparation program effectiveness, teacher and leader termination, recognition of effective teachers and leaders (schools and districts), replicating effective practices, ceasing ineffective practices.

**(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development.** MS currently provides induction and coaching support for teachers by allowing districts the flexibility to deliver the support as they deem appropriate with little statewide coordination. In 2008, legislators passed policy that provides funding for school districts to implement a mentoring project. MS expended \$2,059,798 for the statewide mentoring program in

2009-2010. MS will begin to take a more comprehensive approach by giving districts more guidance and support in how to mentor and professionally develop novice teachers using the Innovation and Reform Team at the LEA and school levels. MS plans to partner with Teach for America to implement a system that mirrors the Teach for America model for induction. This mentoring and induction program will be monitored through the six RESAs located throughout the state. For principals, MS will utilize the VAL-ED instrument and will also monitor use through the RESAs. The RttT provides leverage for requiring districts to provide quality teacher induction and mentoring using the statewide model.

In addition, MS will include as a part of RttT application the Innovation and Reform Teams at the SEA, LEA and school levels to build capacity across the state. Coaches will be a part of each team and will provide mentoring support for all teachers (including novice and career teachers). These coaches include at a minimum a literacy coach for language arts, a numeracy coach for mathematics, and a data coach for data analysis and use of data. Using data from the evaluation system, these coaches will provide support for teachers at various levels of development in the Teach for America rubric. To support the school-level Innovation and Reform Team, Innovation and Reform Champions will be housed within the RESAs statewide to provide consistency across the state in developing the capacity of the school-level coaches and in assisting building-level administrators in understanding the roles the school coaches should and should not assume in the school structure. In addition to the school-level coaches, principals will need to be instructional coaches who are capable of assisting the development of teachers.

MS's model for professional development (PD) is not as effective as it should be. MS has much work to do in our comprehensive effort to providing more productive professional development across the state. Currently, PD is the function of the school district based upon district needs and/or individual teacher or leader based upon what is needed to continue licensure. Typically, the system is ineffective and unproductive unless the school district is bold and innovative. With the advent of the evaluation system, teacher and leader PD will be based upon the strengths and weaknesses identified from the data in the system and will be individualized based upon that data. In addition, each teacher and leader will develop a personalized PD plan at the end of the evaluation cycle to guide PD the next evaluation cycle. Leaders and other school staff can use aggregated data for specific PD

plans at the school level. However, the primary PD plan will be highly unique to each teacher and leader. It will become the teachers' and leaders' responsibility with the assistance of their leaders to attend appropriate PD activities.

While some PD will be school specific, teacher specific, and/or leader specific, other PD will be systemic, comprehensive, and statewide. The statewide PD will be centered around topics such as—the Common Core Standards, Value-Added and Growth/Projection Models, Evaluation System, Teach for America “Teaching as Leadership” framework and rubric, Vanderbilt Assessment of Leadership in Education, Using Data to Make Informed, Instructional Decisions, Effective K-3 Literacy, Adolescent Literacy, and other topics as necessary to provide a consistent model statewide. To provide a consistent message to LEAs, teachers, and leaders across the state, MS will contract with Technical Assistance Providers, such as SEDL, TFA, RMC, to develop the PD modules for face-to-face delivery and for online delivery modes with the training delivered through the RESAs across the state. In addition, MS will provide a list of approved PD providers and will monitor the effectiveness of PD using the evaluation system to link PD effectiveness to teacher/leader effectiveness to assist LEAs in making decisions based upon the data. This information would be published and disseminated for the public just as educator preparation report cards described in Section C are published and disseminated. For once in a very long time, MS teachers and leaders will hear the same, consistent message for effective teaching and leading in this state. LEAs will also be given appropriate PD centered on leveraging all available funding sources to effectively support teachers and leaders for providing 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.”**

**\*\*See Appendix C and Section C for more information concerning data provided in the evaluation system for the decision-making, as well as ways that data will support teacher and leader development.**

**(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities.** MS will use every means available to compensate, promote, and retain effective teachers and leaders. MS will absolutely no longer tolerate ineffective and unproductive teachers and leaders in schools where MS parents and guardians send

their children to become college and career ready to face the global economy. MS is committed and feels a moral and ethical obligation to ensure all MS students receive instruction and support from effective MS teachers and leaders. MS understands that teachers and leaders are not the same in terms of effectiveness or levels of expertise. However, MS does expect that all teachers and leaders will progress to levels of effectiveness based upon varied levels of support for their development. Through this recognition, MS believes that it must make deliberate and calculated efforts to recruit the best and brightest teacher and leader candidates, as well as retain the most effective teachers and leaders. These efforts must include innovative and creative ways to retain, compensate, recognize, and promote the most effective teachers and leaders. These methods will be tied to the evaluation system where schools and districts will be required to report retention rates of effective teachers and leaders, rates of moving less effective teachers and leaders to more effective categories, and rates of dismissing consistently ineffective teachers and leaders. The results of this data input will be published as a part of the school/school district report card to highlight school/school district efforts at retaining highly effective teachers and leaders, developing those potentially effective teachers and leaders, as well as terminating those ineffective teachers and leaders.

MS Code § 37-19-7 does allow for differentiated compensation. **(See Appendix A4 for MS Code § 37-19-7.)** With this law in place, MS will build upon this foundation and will utilize the MS Educator Evaluation System Council for assisting in making recommendations to MDE for progressive, innovative career paths with differentiated compensation based upon teacher and leader effectiveness using the evaluation system as described in Section D2. The levels of teacher roles defined in the “Teaching as Leadership” framework could be used to define the entry into those expanded roles and for defining higher compensation packages. Currently, MS’s salary schedule is based upon degree levels and years of experience, but MS recognizes from the evidence base that this is an ineffective method for determining compensation rates. In effect, the current scale rewards ineffective performance for teachers and leaders who refuse to develop professionally as they gain more and more experience and offers no incentives for effective teachers and leaders. Compensation packages will be totally redesigned with MDE taking the lead while including stakeholder input with the ultimate test for compensation based upon the evaluation system and ultimately upon student growth and

achievement. LEAs will also have the option to develop an innovative compensation plan that is approved by MDE that will mirror current LEA-driven supplements to the MS Educator Salary Schedule. The entire process will be conducted with transparency to ensure that educators are aware of the demands and the processes.

Finally, teachers and leaders will receive training based upon the new compensation options at the state level. LEAs will be required to deliver training on their compensation plan as well. For some LEAs with limited local funding, MDE will provide supplemental funds for which those LEAs can apply to design a supplemental compensation plan for teachers and leaders so that these LEAs are not at a disadvantage for recruiting and retaining effective teachers and leaders.

MS is excited about actually implementing differentiated compensation that was written into *MS Code § 37-19-7* in 2007. **(See Appendix A4 for MS Code § 37-19-7.)** MS Code § 37-19-7 will need to be revised to more clearly establish the legal framework for implementing a performance-based compensation plan. With RttT funding, MS can energize the teachers and leaders in the state through ambitious and innovative compensation methods where their efforts are recognized and honored.

**(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures.** MS does not currently grant tenure to teachers and leaders. MS LEAs issue renewable contracts, which seem to be a viable practice for ridding schools of ineffective teachers. However, in the absence of what MS defines as an effective teacher and a rigorous teacher evaluation system, rarely are contracts ever non-renewed because administrators have a difficult time justifying the termination of ineffective teachers. Once certification is obtained, recertification is based upon Continuing Education Unit (CEU) or School Executive Management Institute (SEMI) credits or university-based coursework. MS will include a component in the evaluation system that requires certification renewal to be based upon data from the evaluation system where the CEUs or SEMIs earned match the teacher's or leader's needs. With the comprehensive evaluation system, MS can identify effective leaders and teachers, provide the data to support important decision-making, and make the process transparent, fair, and rigorous so that ineffective teachers and leaders can be terminated. Once identified, ineffective teachers and leaders can be given opportunities to receive the support they need to become more effective

teachers/leaders. After appropriate support mechanisms have been in place and teachers/leaders cannot be labeled “effective,” they can more easily be dismissed. The MS Comprehensive Educator Evaluation System provides a much-needed tool for holding educators accountable for their ability to impact student learning and student growth. To better hold LEAs accountable for documenting dismissal of ineffective teachers, this data will be shared as a part of the LEAs accountability report. In addition, MS can use this data to better determine which LEAs are completing evaluation processes as required and how effectiveness correlates with students’ progress and achievement.

**(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.** As stated in the previous section, MS doesn’t have tenure laws. With the current renewable contract process not functioning properly due to lack of a state definition of effective teaching and leading, it is extremely challenging for LEAs to dismiss teachers and leaders in the state. However, the comprehensive evaluation system will provide the evidence that LEA officials need to effectively terminate ineffective teachers and leaders who fail to improve when given ample support to increase their effectiveness. The data provided through the MS Comprehensive Educator Evaluation System will assist in dismissing ineffective educators and rewarding effective educators because the data is based upon performance—the educators’ and the students.’ MS will follow due process laws and provide for those educators who are in positions of being terminated an appropriate timeline for improvement. Also, MS will publicize the policy and provide PD for current teachers, as well as require that teacher and leader preparation programs include the policy in their programs.

To sustain the RtT reform efforts and ensure systemic reform across the state, MS has planned bold and innovative plans that serve to build the capacity of MS’s teachers and leaders, as well as to reward those effective educators and to remove ineffective educators. MS seeks to improve the effectiveness of all teachers and leaders in the state because all MS students deserve 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.”*

**\*\*The goals, activities, timelines, and responsible parties are included in Appendix D3.**

| <b>Performance Measures</b><br>Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii). |  | Actual Data:<br>Baseline (Current school year or most recent) | End of SY<br>2010-2011 | End of SY<br>2011-2012 | End of SY<br>2012-2013 | End of SY<br>2013-2014 |
|--|--|---|------------------------|------------------------|------------------------|------------------------|
| <b>Criteria</b>  | <b>General goals to be provided at time of application:</b>  | <b>Baseline data and annual targets</b>                       |                        |                        |                        |                        |
| (D)(2)(i)  | Percentage of participating LEAs that measure student growth (as defined in this notice).  | N/A   |                        |                        |                        |                        |
| (D)(2)(ii)   | Percentage of participating LEAs with qualifying evaluation systems for teachers.  | N/A   |                        |                        |                        |                        |
| (D)(2)(ii)   | Percentage of participating LEAs with qualifying evaluation systems for principals.  | N/A   |                        |                        |                        |                        |
| (D)(2)(iv)   | Percentage of participating LEAs with qualifying evaluation systems that are used to inform:   | N/A   |                        |                        |                        |                        |
| (D)(2)(iv)(a)  | <ul style="list-style-type: none"> <li>Developing teachers and principals.</li> </ul>  | N/A   |                        |                        |                        |                        |
| (D)(2)(iv)(b)  | <ul style="list-style-type: none"> <li>Compensating teachers and principals.</li> </ul>  | N/A   |                        |                        |                        |                        |
| (D)(2)(iv)(b)  | <ul style="list-style-type: none"> <li>Promoting teachers and principals.</li> </ul>   | N/A   |                        |                        |                        |                        |
| (D)(2)(iv)(b)  | <ul style="list-style-type: none"> <li>Retaining effective teachers and principals.</li> </ul>   | N/A   |                        |                        |                        |                        |
| (D)(2)(iv)(c)  | <ul style="list-style-type: none"> <li>Granting tenure and/or full certification (where applicable) to teachers and principals.</li> </ul> | N/A   |                        |                        |                        |                        |
| (D)(2)(iv)(d)  | <ul style="list-style-type: none"> <li>Removing ineffective tenured and untenured teachers and principals.</li> </ul>                      | N/A   |                        |                        |                        |                        |
| MS does not currently collect this data from LEAs.   |  |   |                        |                        |                        |                        |
| <b>General data to be provided at time of application:</b>   |  |   |                        |                        |                        |                        |

|   |   |       |  |
|---|---|-------|--|
| Total number of participating LEAs.                               |   | 142   |  |
| Total number of principals in participating LEAs.                 |   | 886   |  |
| Total number of teachers in participating LEAs.                   |   | 32670 |  |
| [Optional: Enter text here to clarify or explain any of the data] |   |       |  |
| <b>Criterion</b>  | <b>Data to be requested of grantees in the future:</b>  |       |  |
| (D)(2)(ii)  | Number of teachers and principals in participating LEAs with qualifying evaluation systems.   |       |  |
| (D)(2)(iii) <sup>4</sup>  | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.                    |       |  |
| (D)(2)(iii)   | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.                            |       |  |
| (D)(2)(iv)(b)   | Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year. |       |  |
| (D)(2)(iv)(b)   | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.  |       |  |
| (D)(2)(iv)(c)   | Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.  |       |  |

<sup>4</sup> Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

|               |  |  |
|---------------|--|--|
| (D)(2)(iv)(c) | Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year. |  |
| (D)(2)(iv)(d) | Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.                                     |  |

**(D)(3) Ensuring equitable distribution of effective teachers and principals** (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State’s Teacher Equity Plan.

*Recommended maximum response length: Three pages*

**(D)(3) Ensuring Equitable Distribution of Effective Teachers and Principals**

**(D)(3)(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students.** MS does provide recruiting and retention assistance to LEAs, as well as Professional Development for those teachers who need to reach “highly qualified” status. The Office of Licensure and Special Schools develops an Mississippi’s Teacher Equity Plan to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. MS will utilize the comprehensive evaluation system that focuses on value-added reporting to identify highly effective teachers and leaders at other schools and offer incentives for those teachers to move to high-poverty, high-minority schools. MS will no longer tolerate ineffective teachers and leaders serving students in this state. In order to more effectively ensure equitable distribution, MS will allow LEAs and schools opportunities to choose from existing options and other bolder options for recruiting. In addition, MS will contract with an external evaluator to conduct a study similar to the report, *Teacher Recruitment, Preparation, and Retention in Mississippi: Issues and Solutions*, in 2002 to better assist the state in ensuring equitable distribution of effective teachers and principals. **(See Appendix A34 for the report.)**

**(D)(3)(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational**

**programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA.** MS currently has in place a variety of funding opportunities that assist in increasing the number of hard-to-staff and specialty subjects—Critical Teacher Shortage, William F. Winter Scholarship Program. One program for graduate students who work in high-needs schools is the Teach MS Fellowship Program (MFTP). MFTP provides laptop computers and strong online mentoring. To increase the number of effective teachers throughout the state, MS will implement a statewide framework for teachers using Teach for America’s “Teaching As Leadership.” This framework will provide the foundation for all teacher preparation and teacher development in the state. To increase the number of effective teachers, MS will promote more alternate route teaching pathways and will strengthen the MS TFA partnership where MS will support more opportunities for training TFA candidates. Related to effective STEM teachers, initiatives include bringing STEM professionals to schools in MS for adjunct-like work and/or providing electronic STEM courses taught by STEM professionals from their workplace. MS will also utilize the CREATE Foundation’s partnership with Toyota to create Centers for Professional Futures across the state to foster more emphasis on STEM courses and to build relationships between industry and education. In addition, LEAs will develop Middle School Academies as a part of the RtT scope of work. Both of these initiatives will provide PD related to STEM courses. While the English Language Learner (ELL) population is low in the state, it is expanding. The ELL Coordinator at MDE does provide PD in a consistent and statewide effort. **(See Appendix STEM-1 for more information.)**

MS demands that each student in the state have an effective teacher and leader—no matter the location of the school, the economic situation of the school locale, or the number of minority students served by the school. Every student in MS deserves *“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.”*

**\*\*The goals, activities, timelines, and responsible parties are included in Appendix G.**

| <b>Performance Measures for (D)(3)(ii)</b><br><br><i>Note: All information below is requested for Participating LEAs.</i>  | Actual Data: Baseline<br>(Current school year or<br>most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|--|--|---------------------|---------------------|---------------------|---------------------|
| <b>General goals to be provided at time of application:</b>  | <b>Baseline data and annual targets</b>                          |                     |                     |                     |                     |
| Percentage of mathematics teachers who were evaluated as effective or better.  | N/A  |                     |                     |                     |                     |
| Percentage of science teachers who were evaluated as effective or better.  | N/A  |                     |                     |                     |                     |
| Percentage of special education teachers who were evaluated as effective or better.  | N/A  |                     |                     |                     |                     |
| Percentage of teachers in language instruction educational programs who were evaluated as effective or better.             | N/A  |                     |                     |                     |                     |
| MS does not currently collect this data.   |  |                     |                     |                     |                     |
| <b>General data to be provided at time of application:</b>   |  |                     |                     |                     |                     |
| Total number of mathematics teachers.  | 4500   |                     |                     |                     |                     |
| Total number of science teachers.  | 3314   |                     |                     |                     |                     |
| Total number of special education teachers.  | 5048   |                     |                     |                     |                     |
| Total number of teachers in language instruction educational programs.   | 96   |                     |                     |                     |                     |
| [Optional: Enter text here to clarify or explain any of the data]  |  |                     |                     |                     |                     |
| <b>Data to be requested of grantees in the future:</b>   |  |                     |                     |                     |                     |
| Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year. |  |                     |                     |                     |                     |

|   |  |
|---|--|
| Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.                                      |  |
| Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.                            |  |
| Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year. |  |

**(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: One page*

Research studies have shown that teachers are the most important school-based determinant of student success, and high performing countries across the world select their teachers from the top third of the graduating class as in Singapore, the top tenth as in Finland or the top five percent for elementary school teachers in South Korea. For Mississippi to succeed, it must transform its teacher education programs to be more selective as they recruit and retain prospective teachers. The curriculum for teacher preparation should ensure that teacher candidates are prepared to effectively teach the Common Core State Standards (CCSS) for

students as well as meet the standards for effective teachers. MS will use the TFA “Teaching As Leadership” Framework as it redesigns its teacher preparation programs as well as its teacher evaluation system.

**(D)(4)(i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State.** MS is committed to holding preparation programs accountable. While the current model does not link preparation programs to student achievement and progress, MS does complete an annual process and performance review for all traditional educator administration programs. In addition, MS completed an evaluation of the alternate route teacher preparation programs in the state using an outside evaluator. Using the MS Comprehensive Educator Evaluation System, MS will have the capability to link value-added reporting to teachers and leaders with the ultimate capability of linking the data to the teacher and leader preparation programs. This information will be reported in a timely manner on the MDE and IHL Web sites. In addition, each preparation program will be required to publish the information on the program’s Web site and disseminate the information to stakeholder groups. **(See Appendix D8 and D9 for information about the MDE Process and Performance Review and for the Alternate Route Program Evaluation Report.)**

MS desires a more effective teacher and leader workforce. In order to accomplish this goal, MS will:

- Recruit from the top third of graduating high school classes
- Implement the recommendations of the Blue Ribbon Committee (BRC) that met for over a year to make recommendations for improving the state’s teaching professional workforce. **(See Appendix D10 for BRC information.)**
- Create a new Teacher Development Agency within the current structure of MDE that is charged with recruiting, training, and certifying teachers. The state would launch national recruiting campaigns, allocate slots for training the needed number of teachers based on equity and gap research, and write performance contracts with ALL providers of educator training programs—including Schools of Education, teacher collaboratives, school districts, and any other

interested entities. Those providers that meet the state’s performance requirements at higher levels would get a larger number of slots than providers whose graduates perform less well using the robust, value-added model. In fact, providers that do not train effective educators as defined in the comprehensive educator evaluation system and that do not meet MS’s stringent educator performance requirements will be closed by the State Superintendent of Education. In order for providers to enroll potential teachers, the providers will be required to publicize the educator preparation program report card and to advise potential candidates of the “grade” the provider received. To get listed by the state on its register of available or licensed teachers, teacher candidates would be required to provide proof that they earned a bachelor’s degree or higher degree in the subject they propose to teach and would be required to pass a rigorous teaching performance assessment—not only a content assessment.

- Through a partnership with SAS Institute Inc., all teacher and administrator preparation programs will have access to problems-based activities developed around simulated district, school and teacher value-added results as well as the corresponding probabilities of future performance of individual students. The purpose of this partnership is to enable future teachers and administrators opportunities to assess inequity in student opportunity and to develop strategies to improve educational delivery.
- Make retirement benefits comparable to those of the better firms in the private sector and use the money that is saved from this measure to increase teachers’ cash compensation. We would add to this a substantial amount from what is saved by changing the progression of students through the system.
- Expand the current Teacher Preparation Report Card to all teacher preparation programs, as well as leader preparation programs

**(D)(4)(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals** (both as defined in this notice). MS is committed to expanding preparation and credentialing options and programs that are proven to be effective through value-added data. MS has been successful in past efforts of supporting alternate route

preparation programs. MS will build on current programs to foster expansion of those programs and to encourage other agencies to consider beginning programs. MS currently has one alternate route principal preparation program. However, some discussion around creating another option for another alternate route principal preparation program has surfaced. This option would utilize the National Institute for School Leadership Model and would have candidates complete the executive development program. Research related to this model has shown positive results that impact student growth and achievement. The teacher preparation program that is most researched is the TFA model. MS will request more TFA teachers to support the state in those high-poverty, high-minority schools. This expansion is an obvious one because of the TFA Training Facility that currently exists in the state at Delta State University. In addition, MS will expand the teacher alternate route to include elementary teachers. Currently, TFA is the only alternate route into grades K-4. MS is planning another alternate route program for K-4 elementary teachers that will require coursework in literacy and numeracy education. In addition, these teachers will complete a residency year with an MDE-approved clinical supervisor (drawing heavily from the National Board Certified Teachers) who has exhibited effectiveness that is tied to the state's evaluation system and value-added reporting.

### **Conclusion**

MS's BRC clearly indicates that teachers and leaders in the state must be prepared differently. With the bold plan to create the Teacher Development Agency, MS is ready to drastically and dramatically change how educators are prepared. Preparation programs must embrace these changes and accept accountability that effectively ties student growth and achievement to educator preparation. All students in MS are worthy of effective teachers and leaders who impact the lives of MS students in powerful ways.

**\*\*The goals, activities, timelines, and responsible parties are included in Appendix G.**

| Performance Measures   | Actual Data:<br>Baseline (Current<br>school year or most<br>recent) | End of SY 2010-<br>2011 | End of SY 2011-<br>2012 | End of SY 2012-<br>2013 | End of SY 2013-<br>2014 |
|--|---|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>General goals to be provided at time of application:</b>  | <b>Baseline data and annual targets</b>                             |                         |                         |                         |                         |
| Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.   | N/A   |                         |                         |                         |                         |
| Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.   | N/A   |                         |                         |                         |                         |
| MS has not collected data that is linked to educator effectiveness; thus, no educator preparation program can report graduate effectiveness based on student growth and achievement. MS does collect data from first-year teachers and their principals that provides some feedback to teacher education programs. |   |                         |                         |                         |                         |
| <b>General data to be provided at time of application:</b>   |   |                         |                         |                         |                         |
| Total number of teacher credentialing programs in the State.   | 19  |                         |                         |                         |                         |
| Total number of principal credentialing programs in the State.   | 18  |                         |                         |                         |                         |
| Total number of teachers in the State.   | 34390   |                         |                         |                         |                         |
| Total number of principals in the State.   | 937   |                         |                         |                         |                         |
| [Optional: Enter text here to clarify or explain any of the data]  |   |                         |                         |                         |                         |
| <b>Data to be requested of grantees in the future:</b>   |   |                         |                         |                         |                         |
| Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.  |   |                         |                         |                         |                         |
| Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.   |   |                         |                         |                         |                         |

|  |  |
|--|--|
| Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.                  |  |
| Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported. |  |
| Number of teachers in the State whose data are aggregated to produce publicly available reports on the State’s credentialing programs.                   |  |
| Number of principals in the State whose data are aggregated to produce publicly available reports on the State’s credentialing programs.                 |  |

**(D)(5) Providing effective support to teachers and principals (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Five pages*

**(D)(5)(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes**

The support systems available to teachers and leaders are incorporated throughout the application with a keen eye to building teacher and leader capacity in this state. It is no longer tolerable for programs to be a substitute for a knowledgeable and committed teacher and/or leader. The support begins with strong preparation programs and is ongoing. Each traditional preparation program is required to have a P-20 Council as a part of the BRC process to provide feedback and assistance to preparation programs for continuous improvement. Professional learning should be a hallmark of each and every effective teacher and leader. MDE will develop statewide systems of support with the six RESAs providing the foundation because LEAs trust the RESAs for guidance through this period of innovative and bold reform efforts. RESAs can provide the structure via the Innovation and Reform Champion and via the PD provider configuration. The RESAs will be the on-the-ground format for providing the support that LEAs and schools need to be successful. In addition, LEAs and schools will be required to use the Innovation Team (Captain, Data Coach, Interventionist, Transitions Coach, Parent Coach, Math Coach, Literacy Coach, Community Liaison, and Communications Manager). The members on the Innovation team at the school level primary responsibility will be to provide ongoing, job-embedded professional development. LEAs will be required to use the District Innovation Team to effectively analyze data to make decisions that impact the school, LEA, and student. In addition, the teams should drive PD at the LEA and school level. In the area of collaborative planning and data analysis, LEAs must provide at least 90 minutes of common planning where teachers and leaders and others review and analyze data sources to make instructional decisions to provide the most appropriate, data-driven instruction

for all students. The Team will drive innovation and reform in a comprehensive manner across the state. Schools that are not on any type of corrective improvement list will be give the flexibility to make decisions without the OIR oversight—these schools have proved that students’ needs are being met.

In line with the more professional teaching force that will develop under this plan, the state is planning to allow effective teachers, as defined by the evaluation model and in particular the value-added reporting, to take the leadership role in teacher-run innovation schools. These schools will allow groups of effective teachers to submit proposals to enter into contracts with local school districts to design and run schools that will improve student achievement. The contract will be evaluated annually and schools that make greater progress than similar schools will receive bonuses that they can use at their discretion. If their performance is not better, they will have three years to improve or lose their contract.

**(D)(5)(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).**

As a part of MS’s evaluation plan, MS will measure, evaluate, and continuously improve the effectiveness of the systems of support throughout the state. In order for LEAs, schools, teachers, and leaders to impact children’s trajectories of achievement, continuous improvement is a key ingredient. In order to improve, data must be gathered, reviewed, and analyzed to make the educational opportunities for all children in MS better.

**\*\*The goals, activities, timelines, and responsible parties are included in Appendix G.**

|  |   |                            |                            |                            |                            |
|--|---|----------------------------|----------------------------|----------------------------|----------------------------|
| <p><b>Performance Measures</b><br/>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p> | <p>Actual Data:<br/>Baseline (Current school year or most recent)</p> | <p>End of SY 2010-2011</p> | <p>End of SY 2011-2012</p> | <p>End of SY 2012-2013</p> | <p>End of SY 2013-2014</p> |
|--|---|----------------------------|----------------------------|----------------------------|----------------------------|

|                                |  |  |  |  |  |
|--------------------------------|--|--|--|--|--|
| (Enter measures here, if any.) |  |  |  |  |  |
|                                |  |  |  |  |  |

**(E) Turning Around the Lowest-Achieving Schools (50 total points)**

**State Reform Conditions Criteria**

**(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)**

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(1):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

*Recommended maximum response length: One page*

MS’s first law addressing school turn-around (Senate Bill 2488) was passed in the 2000 Legislative Session. The MS Senate passed a bill that became MS Code in 2000. The bill established the **MS Public School Accountability** (§37-53-3) that created a state-of-the-art school evaluation and improvement system. The Office of Accreditation was established to report to The Commission on School Accreditation and the MSBoFE on the extent to which public school districts comply with the accreditation standards recommended by the Commission and approved by the board. In addition, it is to report the MSBoFE on the extent to which nonpublic schools accredited by the board comply with the accreditation standards established by the board. **(See Appendix**

**A4 for MS Code §37-53-3 and Appendix A15 the MS Public School Accountability Standards.)** The *Children First Act of 2009* (MS Code §37-152-3) is an aggressive law in MS to assist in providing support and intervention in failing school districts. With this act, the MSBoFE has legal authority to intervene in failing schools and district. As a result, MDE now has a Deputy State Superintendent in the office of School Improvement, Oversight, and Recovery. This office includes the School Improvement, Safe Schools, and Conservatorship departments. **(See Appendix A4 for MS Code §37-152-3)**

To further assist in identifying those schools that are consistently low performing, the **MS State Accountability Standards 2009** was developed and approved by the MSBoFE. The development and evaluation of sixteen separate pilot growth models as described in MS Accountability Model 2009 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. MSBoFE adopted the model that produces robust predictions and is the easiest to explain and interpret. MS's 2009 Accountability System provides for accountability designations for schools and districts and moves the state toward national average performance. The model also includes an achievement component, a growth component, and a graduation/dropout component. **(See Appendix A16 for the MS Accountability Standards 2009.)**

In 2010 Governor Barbour signed the **New Start School Program and Conversion Charter School Act of 2010 (MS Code §37-9-103 AND §37-9-3)**, which creates a new process for transforming some failing state public schools into “New Start Schools” and “Conversion Charter Schools.” Charter schools, as envisioned by SB 2293, are independent of traditional school districts in some rules and regulations, with their own independent boards elected by parents, instead of appointed by a city council or mayor. In addition, the law allows the MS Recovery School District to act as a state body to take over habitually failing schools. The district can turn the failing school into a school sharing some charter characteristics, upon approval of more than 50 percent of parents or guardians of students attending the school. **(See Appendix A4 for MS Code §37-9-103 AND §37-9-3)** In addition, MS

also has the authority granted in NCLB.

MS received a National Governor’s Association (NGA) grant for \$150,000 to develop a model for improving low-performing schools that complements the *Children First Act of 2009 (MS Code §37-152-3)*. The funds will help design policies to turn around schools with lagging performance. The work will be guided by a 15-member statewide policy team, the **Legislative Task Force to Study Underperforming Schools and School Districts**, whose members include: Dr. Tom Burnham, State Superintendent of Education; Videt Carmichael, chairman of the Senate Education Committee; Cecil Brown, chairman of the House Education Committee; Charles McClelland, State Board of Education member; Dennis Dupree, Superintendent of Clarksdale School District; Dr. Jason Dean, Chief Operating Officer of Momentum Mississippi; Steve Williams of the Mississippi Center for Education Innovation; Mayo Flynt, President of AT&T; Kelle Barfield, vice president of public affairs for Entergy Nuclear; Oleta Fitzgerald, regional director of the Children’s Defense Fund; Kevin Gilbert, president of the Mississippi Association of Educators; Dr. Mike Waldrop, executive director of the Mississippi School Boards Association; Dr. Sam Bounds, executive director of the Mississippi Association School Superintendents; Dr. Al Rankins, assistant commissioner of Academic and Student Affairs; Deb Biggers, director of the Office of Budget & Fund Management; and Johnny Franklin, education policy advisor to Governor Barbour.

**(Please see Appendix E1 for Task Force Information)**

## **Reform Plan Criteria**

### **(E)(2) Turning around the lowest-achieving schools (40 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

*Recommended maximum response length: Eight pages*

## **E)(2) Turning around the lowest-achieving schools**

### **Introduction**

MS faces the challenge of educating one of the highest per-capita populations of children in the nation (6<sup>th</sup> highest in the nation with 26.3% of its population under 18 years old) with so few financial resources. According to the 2008-2009 MS Report Card, enrollment for MS's schools for the school year was 484,735 students, 66.31% of which were participating in the National School Lunch Program. The majority of MS's districts are small. Only 29 of the 152 districts have an enrollment over 4,000. According to the most recent statistics available, only 75.9% of high school students graduate and only 18.9% (47<sup>th</sup> lowest in the nation) of residents over 25 have a bachelor's degree.

**(E)(2)(i) Identify the persistently lowest-achieving schools**

State Accountability Model

MS lawmakers recognized these challenges much earlier and made a commitment to change the culture of persistently low achieving schools in the state. To make a difference and change the bleak outlook for many MS students, the Senate passed a bill and the bill became MS Code in 2000 §37-16-7 that established the MS School Accountability Model. This model created a state-of-the-art school evaluation and improvement system. The bill also specified that MDE would identify as Priority Schools those schools not meeting expected levels of student achievement. It further specified that an appropriately trained Evaluation Team conduct an on-site audit to collect data.

The following numbers of schools were identified as “Priority” schools each year under the original School Accountability Model (10 schools in 2003-04, 8 schools in 2004-05, 8 schools in 2005-06, 4 schools in 2006-07, 11 schools in 2007-08). With a new accountability model beginning the 2008-2009 academic year, LEAs and schools face more robust student achievement growth indicators. The new model identified 156 (19.6%) schools as “At Risk of Failing” and 55 (6.9%) schools as “Failing.” **(Please see Appendix A4 for the MS Code, Appendix E2 MS Evaluation Team information, and Appendix A16 for 2009 Accountability Standard.)**

School Improvement Grant 1003(g)

MS used the guidance issued in support of School Improvement Grants and State Fiscal Stabilization Funds to define persistently low achieving schools in MS. Specific steps and procedures were followed in defining those schools. Before defining persistently low achieving schools in the state, certain elements relating to persistently low achieving schools had to be defined.

The following definitions are for purposes of defining persistently low achieving schools.

1. A secondary school is defined as any school whose lowest grade taught is no lower than grade 7.
2. A high school is defined as any school whose highest grade taught is grade 12.
3. “A number of years” for the purpose of determining “lack of progress” on MS’s assessments is determined using

assessments from the 2007-2008 and 2008-2009 school years. For a school formed in 2008-2009, “a number of years” would be only the 2008-2009 school year.

4. “A number of years” for the purpose of determining whether a high school’s graduation rate is less than 60 percent is 2 years. MS has adopted and used the cohort graduation rate as proposed by the National Governor’s Association for a number of years. However, those cohort graduation rates have been calculated at the school level for only 2 years.

**Note:** Due to the factors above, MS has two years of longitudinal data at the school level.

Currently MS has 79 schools in improvement, corrective action, or restructuring. Because five percent represents only four schools, we will use the lowest five schools in improvement, corrective action, or restructuring rather than the lowest five percent of schools. In addition, MS currently has 127 secondary schools who are eligible for but do not receive Title I funds. Five percent of these schools represent seven schools. It should also be noted that MS is not using a minimum n-count to include schools and our definition of persistently lowest-achieving schools does not exclude any category of schools.

#### Establishing Percent Proficient and Above

Next, the State decided to use a single percentage of students proficient and above in Language Arts and Mathematics for each school. For 2007-2008 and 2008-2009, the total number of students in the “all students” group who took the language arts assessment and the total number of students in the “all students” group who took the mathematics assessment were combined to provide one overall count of all students taking the language arts and/or mathematics assessments. Of those students, the number scoring proficient or advanced (proficient and above) were determined. The number scoring proficient or advanced was then divided by the total number taking the assessments with the resulting quotient representing the overall percentage proficient or advanced for each school.

#### Establishing “Lack of Progress” and “Academic Achievement”

For each year, the schools were ranked with from lowest to highest. A rank of “one” represented the lowest performing school in that year up through the highest performing school in that year. Any school not in existence during that particular year was

excluded from the ranking. Once a ranking from each year was established, an average ranking for each school was determined by combining the rankings of a school and then dividing by the number of rankings available for that school. This average ranking then became the “progress” of each school “over a number of years” while the ranking for the 2008-2009 school year became the “academic achievement” of each school. In each ranking, lower rankings reflect lower progress and achievement.

#### Weighting “Lack of Progress” and “Academic Achievement”

After establishing the academic achievement and lack of progress for each school, the weighting of each factor was considered. Realizing that the performance of a school should be considered longitudinally and not in the context of one year, it was decided to weight progress over time more heavily than the performance in a single year. In determining the final ranking of each school, it was decided that progress would account for 80% of the final ranking and achievement the other 20%.

#### Determining the lowest quintile

The next step was to decide the lowest quintile of all schools in the state. All schools were sorted in ascending order and the bottom 20% was determined. In this step, it was determined that the lowest quintile represents those schools whose percentage proficient or above is no higher than 31.2%.

#### Determining Tier I schools in improvement, corrective action, or restructuring

Schools were limited to those Title I schools in improvement, corrective action, or restructuring. The lowest performing five schools from this category were determined based on the weighted average of “Lack of Progress” and “Academic Achievement.”

This step resulted in five schools identified as Tier I schools.

#### Determining Tier I high schools in improvement, corrective action, or restructuring with a graduation rate of 60% or less for a number of years

The list of schools in improvement was limited to high schools with a graduation rate of 60% or less for two years; doing so resulted in one school being identified as a Tier I school.

#### Determining Tier II secondary schools that are eligible for, but do not receive, Title I funds

These eligible secondary schools not receiving Title I funds were ranked based on their weighted average of “Lack of Progress” and “Academic Achievement.” The lowest performing five schools from this category were determined resulting in five Tier II schools. Determining Tier II high schools that are eligible for, but do not receive, Title I funds with a graduation rate of 60% or less for a number of years

The list of secondary schools eligible for but not receiving Title I funds was limited to high schools with a graduation rate of 60% or less for two years; doing so resulted in one school being identified as a Tier II school. Using the above steps and criteria, MS has identified six Tier I schools and six Tier II schools that are defined as Persistently Lowest-Achieving Schools. Using the newly issued guidance dated January 20, 2010, the state expanded the list of schools identified in Tiers I and II for inclusion in the School Improvement Grant under the Consolidated Appropriations Act, 2010.

| TOTAL LEAS | TOTAL SCHOOLS | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|------------|---------------|--------|---------|----------|-----------|----------------|
| 100        | 225           | 6      | 50      | 169      | 2         | 158            |

(Please see Appendix E3 for a list of the eligible schools.)

**(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models**  
**Mississippi Task Force on Underperforming Schools and Districts**

The task force was 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 Items 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 directs 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 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 considers final recommendations regarding teacher licensure requirements from the BRC on Teacher Preparation established in 2006.

The Legislature provides resources to the MDE to thoroughly evaluate the current Critical Teacher Shortage Act. **(Please see Appendix A4 for MS Code Children First Act (MS Code §37-152-3) and Appendix E1 for Task Force Information.)**

Specific Technical Assistance to At-Risk Schools From the Office of Student and Growth (State Accountability Model)

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, is assigned to each school to aid the 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.

The on-site Evaluation Team collects data regarding: Instructional process/curriculum delivery, Personnel appraisal (Superintendent, Central Office, Principal/effective school management, Assistant Principal, Teacher), Community Involvement, Public relations, Safe and orderly school climate, School board policy development and implementation, School resource allocation, and School wellness. Based on the findings of the Evaluation Team, a school evaluation report is written. Using the evaluation report and public hearing concerning its contents as a basis, the State Board of Education will then assist the school in the development and implementation of a school improvement plan intended to raise student achievement and improve school functioning. **(Please see Appendix E2 for information related to the Evaluation Team process.)**

Specific Technical Assistance to At-Risk Schools From the Federal Program Office

Within the Federal Program Office, the Division of School Improvement's responsibilities include working with school communities in an effort to improve school performance by assisting them with practical information, scientifically conducted research and effective practices designed to aid schools in developing a plan of consistent and continuous improvement. Our goal is to design and implement a coherent and sustained statewide system of support and process for improvement, provide local education agencies (local school districts, herein referred to as LEAs) and schools in Mississippi with tools, resources, and intensive support for schools not making Adequate Yearly Progress (AYP). The School Improvement Division will work collaboratively with School Support Teams to support LEAs with schools not making AYP. School Support Team members will be assigned to schools in improvement to build capacity in the areas of curriculum, instruction, management, and leadership. **(Please see Appendix E4 for information related to the Federal Program Office support.)**

### **Conclusion**

MS will transform the lowest performing (at risk) schools by following the recommendations of the Task Force, utilizing the Recovery School District and the SIG 1003 (g) requirements. Using the new SLDS, the robust value-added model, and the comprehensive RttT external evaluation, MS will determine what works best with the schools and student population in MS's lowest performing schools and LEAs. As these practices are identified, MS will be in a better position to support LEAs in successfully turning around the state's lowest performing schools.

The Evidence Chart for E(2)(ii) provides the information related to MS endeavors in assisting low performing schools successfully change student achievement patterns. MS adopted an accountability model in 2000 with priority schools first being identified in 2004-05 academic year based on MCT data from 2003-04. A variety of efforts with wide and varied supports have been given to the lowest performing schools ranging from specific services defined in MS Code, school board training, federal SIG support, and options for schools to hire alternately prepared educators. Because of the many different types of support, it is difficult to determine which specific strategy was successful in helping schools improve student achievement. However, MS recognizes the need to identify and evaluate strategies to isolate those practices that are effective in helping schools turnaround student

achievement and those practices that are ineffective in helping schools turnaround student achievement so that the strategies that are effective can be duplicated and those strategies that are ineffective can be eliminated as an option for low performing schools.

MS is confident in the current direction that the MS Code provides in the area of school turnaround. In addition, the SIG 1003(g) will also provide more structured guidance and support for schools identified in need of improvement. With the more stringent and rigorous Accountability Model, schools that are barely making progress will no longer be able to hide behind the formerly low accountability standards. When comparing 2008-09 number of “At Risk of Failing” or “Failing” schools (211) to the 2007-08 number of “Priority” schools (11), 200 more low performing schools were identified. With this new model, no longer will students in those 200 schools previously unidentified schools “slip through the cracks” because all students in MS deserve **“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.”**

**(Please see Appendix G for the goals, timeline, and responsibilities for Section E.)**

**Evidence**

| Approach Used  | # of Schools Since SY2004-05  | Results and Lessons Learned |
|--|---|-----------------------------|
| State Accountability Model<br>School Improvement Team (SIT)<br>(School-wide Evaluations) | 8 schools 04-05<br>8 schools 05-06<br>6 schools 06-07<br>11 schools 07-08 |                             |
|  |   |                             |
|  |   |                             |
|  |   |                             |

Some schools were able to move from the “priority” list with SIT assistance. However, this is one area where MDE has not been as proactive as it needed to be. MS recognizes that the foundation for school turnaround has been built but also realizes that a more structured, proactive approach to school turnaround is necessary to meet the needs of those persistently low performing LEAs and schools. With the Children First Act of 2009 and the Taskforce on Underperforming Schools that established the Recovery School District, MS will be able to more consistently monitor and determine lessons learned from low-performing LEAs. Also, MS will be able to build on that work to more effectively support and monitor low performing schools in LEAs not identified as low performing.

| Performance Measures  | Actual Data:<br>Baseline<br>(Current<br>school year or<br>most recent) | End of SY<br>2010-2011 | End of SY<br>2011-2012 | End of SY<br>2012-2013 | End of SY<br>2013-2014 |
|---|--|------------------------|------------------------|------------------------|------------------------|
| The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year. | N/A  | ??                     |                        |                        |                        |

MS districts and schools have not been required to choose an intervention model as defined in the RtT application; however, schools will be required to choose a model beginning during the 2010-2011 academic year. They have been encouraged to use turnaround strategies and have been provided support and training (Pilot Turnaround Academy) to implement various turnaround strategies. However, with the School Improvement Grant (SIG) 1003(g) application provided in early 2010, schools will choose an intervention model. Several school districts have chosen to close schools without the use of SIG funding to increase instructional effectiveness.

**(F) General (55 total points)**

**State Reform Conditions Criteria**

**(F)(1) Making education funding a priority (10 points)**

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

*Recommended maximum response length: Three pages*

**(F)(1) Making education funding a priority – (See Appendix F1 for Historical Information)**

**(F)(1)(i) State Revenue** MS spends approximately 60% of all general funds on education. Specifically in 2008, MS appropriated 60.92% of all general funds for education (K-12, IHL, and Community College). Of that 60.92%, MS appropriated 44.33% to K-12

with 12.66% going to IHL and 3.94% going to Community College. In 2009, MS appropriated 62.59% of all general funds for education. Of that 62.59%, K-12 received 45.49% with 12.93% going to IHL and 4.17% going to Community College. Thus, MS's total funding of education increased from 2008 to 2009 by 1.67%. In reviewing trend data, educational funding in MS has increased from 57.44% in 2000 to 62.59% in 2009. **(Please see Appendix F2 for Educational Appropriations Spreadsheet.)**

**(F)(1)(ii) State Policies for Equitable Funding**

The Mississippi Adequate Education Program (MAEP) ensures that each school district can fund what it costs to “adequately” educate a child. The minimum guaranteed funding per pupil is known as the “base student cost.” In a further provision of the MAEP, Mississippi districts are given *additional* funding based on the number of “at-risk” students—those qualifying for free and reduced lunch. **(Please see Appendix F3 for a more complete explanation of MAEP.)**

While there is not a specific state policy that addresses equitable funding at the school level, school boards are empowered to use the MAEP to differentiate salaries in high-needs schools and to use the “at-risk” component of MAEP to target those schools within the LEA that have higher populations of “at risk” students. The MAEP addresses inherent disparities for equitable distribution of funding between LEAs.

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)**

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student

populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*Recommended maximum response length: Six pages*

**(F)(2)(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools.** For years MS’s provision for charter schools was basically an ineffective law that actually expired in 2009. In the past few years, different stakeholder groups began key conversations around making conditions more conducive for charter schools in MS. During the 2010 legislative session, multiple constituencies worked together to develop and ultimately pass legislation that provides for a more encouraging charter school atmosphere. The law, *New Start School Program and Conversion Charter School Act of 2010*, creates a new process for transforming failing state public schools into “New Start Schools” and “Conversion Charter Schools.” Section 16 of the law states “In addition to receiving state funds for operations, public schools converted to conversion charter school status may accept bequests, devises, donations and grants from any public or private source and may apply for federal funding under the federal "Race to the Top" program. It is the intent of the Legislature that in accordance with the conditions of federal funding under the federal "Race to the Top" program, public schools converted to conversion charter school status in Mississippi are authorized to operate conversion charter and autonomous public school programs that are high-performing. It is further the intent of the Legislature that public schools converted to conversion charter school status receive

equitable state and federal funding compared to traditional public schools, as required by the federal "Race to the Top" program, and that the state shall not impose any school facility-related requirements on conversion charter schools which are more restrictive than those applied to traditional public schools. While the law is far from ideal, it does indicate that Mississippians are more open to charter schools. MS is excited about this beginning step toward embracing the charter school concept. Governor Haley Barbour and State Superintendent Tom Burnham support more rigorous charter school laws, so MS will continue to fight for students in the state to be able to choose those schools that are competitive and promote higher student achievement. It is important to note that the number of schools allowed under this law is double the number allowed in the former law. Since the former law expired in 2009 with the new law going into effect on July 1, 2010. Thus, no charter schools currently operate in the state. **(Please see Appendix A4 for copy of the MS Code.)**

**(F)(2)(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools.** The *New Start School Program and Conversion Charter School Act of 2010* (MS Code §37-9-103 AND §37-9-3) states that the MSBoFE authorizes, approves, monitors, holds accountable, reauthorizes, and closes the conversion charter schools. In Section 7 of the law, legislators included the provision that “a set of academic or vocational, or both, performance-based objectives and student achievement-based objectives. In addition, the conversion charter schools must meet the 2009 Accountability Model and NCLB standards of student achievement. **(Please see Appendix A4 for copy of the MS Code §37-9-103 AND §37-9-3.)**

**(F)(2)(iii) The State’s charter schools receive (as set forth in Appendix A4) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.** Section 10 of the *New Start School Program and Conversion Charter School Act of 2010* (MS Code §37-9-103 AND §37-9-3) states “a public school converted to conversion

charter school status, upon approval by the State Board of Education, shall continue to be considered a public school under the authority of the local school district for purposes of receiving transportation services and funding, state funding for students based on per-pupil expenditures, classroom supplies resources, other adequate education program funds, including at-risk funding and any additional operational services provided to local schools by the district.” The law also provides in Section 16, “in addition to receiving state funds for operations, public schools converted to conversion charter school status may accept bequests, devises, donations and grants from any public or private source and may apply for federal funding under the federal "Race to the Top" program. It is the intent of the Legislature that in accordance with the conditions of federal funding under the federal "Race to the Top" program, public schools converted to conversion charter school status in Mississippi are authorized to operate conversion charter and autonomous public school programs that are high-performing. It is further the intent of the Legislature that public schools converted to conversion charter school status receive equitable state and federal funding compared to traditional public schools, as required by the federal "Race to the Top" program, and that the state shall not impose any school facility-related requirements on conversion charter schools which are more restrictive than those applied to traditional public schools.” **(Please see Appendix A4 for copy of the MS Code §37-9-103 AND §37-9-3.)**

**(F)(2)(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.**

As stated in (F)(2)(iii), in section 10 of the law “a public school converted to conversion charter school status, upon approval by the State Board of Education, shall continue to be considered a public school under the authority of the local school district for purposes of receiving transportation services and funding, state funding for students based on per-pupil expenditures, classroom supplies resources, other adequate education program funds, including at-risk funding and any additional operational services provided to local schools by the district.” Also in Section 16 of the law states that “conversion charter school status receive

equitable state and federal funding compared to traditional public schools, as required by the federal "Race to the Top" program, and that the state shall not impose any school facility-related requirements on conversion charter schools which are more restrictive than those applied to traditional public schools.” **(Please see Appendix A4 for copy of the MS Code §37-9-103 AND §37-9-3.)**

**(F)(2)(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.**

LEAs are given operational flexibility under the LEA School Board and Superintendent with the exception of those that are under the Office of School Improvement, Oversight, and Recovery. LEAs may structure the schools within their jurisdiction in ways that meet the needs of the community and students. Within the operational flexibility, LEAs and schools must meet basic accreditation standards and NCLB requirements.

One example of a LEA that made significant changes to the structure of elementary schools in the district is the Clarksdale Municipal School District in the heart of the MS Delta region. The district offers parents a choice between six high quality Magnet Schools in the district’s elementary schools. Magnet Schools in the Clarksdale Municipal School District are public schools designed to significantly enhance the educational experiences of students. The Magnet Schools offer high quality instructional programs including reading, math, science, social studies, music, library, and P.E. aligned with state and national curriculum standards within six innovative themes—Visual and Performing Arts, Aerospace Education and Environmental Studies, Math and Sciences, Language Immersion, Health and Wellness, and International Studies. Never before have programs like these been offered to elementary students in the Clarksdale Municipal School District. These programs are both innovative and filled with exciting and challenging content.

Finally, as a part of MS TCTT adoption, the state is moving toward the concept of effective teachers to take the leadership role in teacher-led innovation schools. These schools will allow groups of effective teachers to submit proposals to enter into contracts with local school districts to design and run schools that will improve student achievement. The contract will be evaluated annually and schools that make greater progress than similar schools will receive bonuses that they can use at their discretion. If

their performance is not better, they will have three years to improve or lose their contract.

**(F)(3) Demonstrating other significant reform conditions (5 points)**

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

*Recommended maximum response length: Two pages*

MS has a long history of educational reform that began in 1982. Most recently, Education Upgrade was Governor Haley Barbour's educational reform work with more aggressive reform laws that followed the 2006 Education Upgrade. **(Please see Appendix F1 for a complete narrative of MS Educational Reform with appropriate descriptions of MS Code.)**

MS is especially proud of the Office of Healthy Schools that has garnered support and collaboration from different entities in the state-- The Bower Foundation, MS Health Policy, American Lung Association, The Behavioral Vital Signs, The Diabetes Foundation of MS, Blue Cross and Blue Shield of MS, MS Department of Health, MS Attorney General's Office, MS Development Authority, UM Medical Center, MS Department of Wildlife, Fisheries, and Parks, and Just Have A Ball. Because a healthy school is a vital part of a healthy community, a commitment to successful collaboration is required from school administrators, staff, students, parents and the community. The Office of Healthy Schools is committed and prepared to offer technical assistance and services to enable schools and communities to create effective Coordinated School Health Programs based on the eight component

model developed by the Centers for Disease Control and Prevention (CDC) to encourage life long healthful behaviors that contribute to productive citizens. The Office of Healthy Schools is responsible for administering the following health and safety related services and programs: Safe and Orderly Schools, Child Nutrition, Coordinated School Health Program, School Nurse Program, Early Periodic Screen Diagnosis and Treatment Program (EPSDT), HIV/AIDS Prevention Program, Title IV - Safe and Drug Free Schools and Communities Program including the MS Data Improvement Project (MPDIP), Junior Reserve Officer Training Corps (JROTC). **(Please see Appendix F4 for Healthy Schools information.)**

## V. COMPETITION PRIORITIES

### **Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform**

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

*The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*

### **Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)**

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

*The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*

*Recommended maximum response length, if any: One page*

**“Reaffirming and strengthening America’s role as the world’s engine of scientific discovery and technological innovation is essential to meeting the challenges of this century,”**

**(President Obama, November 23, 2009).**

Mississippi has an enormous opportunity to address multiple short and long-term education

and economic challenges by focusing on a targeted science, technology, engineering, and mathematics based curriculum. The education challenges begin with high school dropout prevention and postsecondary completion rates. From an economic development point of view, businesses will site and expand where there is a qualified workforce. Equally important is the need to support and promote the STEM majors and careers for the reasons expressed in the President’s statement above—it literally is a matter of national security and Mississippi has the chance to do its part. This is particularly compelling given the historic underrepresentation of both minorities, of which constitutes a majority of public school students enrolled in Mississippi, and women in these fields.

In the seminal 2004 Gates Foundation sponsored study, “The Silent Epidemic: Perspectives of High School Dropouts”, it was reported that a majority of America’s dropouts were not failing academically when they chose to leave school. Rather, they reported feeling disengaged and unaffected by the curricula and lack of connection to real world aspirations they had for themselves. This is an indictment not on the students, but rather the adults who develop their educational experience. With an annual high school dropout average of nearly 30%, Mississippi’s other social challenges such as those in health and corrections are compounded. The economic impact of dropouts in a state like Mississippi is profound. This year’s class of dropouts will cost the state economy nearly \$1 billion over their lifetime.

From a college access point of view, Mississippi actually has a fairly high percentage of high school students going on to postsecondary at about 35%. Unfortunately the challenge is that while there are twice as many college attendees as in the early 1980s, the number of actual graduates each year is statistically the same. Only about half of all college students complete a four year degree, giving the state an average of just 20% with a four year degree. According to the Bureau of Labor and Statistics, nearly two-thirds of all jobs will require advanced skills training beyond high school by the year 2014. This is a quantity issue—without some level of intervention, there just won’t be enough qualified Mississippians to numerically provide the workforce of the future.

Education brings so many benefits to individual’s quality of life including providing relevant workforce skills required by a growing economy. The Mississippi Development Authority and the State Workforce Investment Board have designated 13 Targeted Growth Sectors and all of them have some need for STEM degrees. But there currently is no way to

connect these stated growth areas with the state's educational infrastructure. Numbers produced by the National Strategic Planning and Analysis Research Center (nSPARC) at Mississippi State University are striking: of 100 students beginning first grade, only 70 finish high school, 35 go to college, 17 finish college in five years, and of this number only seven end up in a job in which they majored. For the other 93, the \$100,000 doesn't take them to where the state needs them. Interpolated over the 500,000 students enrolled in Mississippi's public schools and the costs and inherent inefficiencies are staggering.

Finally, there are many ways to characterize the new global framework in which American must compete. Whether it is America's comparative rankings on international tests such as PISA or TIMMS or the number of engineers produced each year, the rise of the BRICK countries (i.e., Brazil, Russia, India, China, and Korea) have given this Nation's political, education, and businesses leaders the Sputnik-sign of our times that we must focus on STEM to continue to enjoy the quality of life we have today. Globalization can be a positive influence. With recent announcements by Russian, German, Dutch, and Japanese companies in Mississippi, the state is fully aware of its participation in the global economy. The education system must do its part to provide the workforce to continue this growth.

#### **How will Mississippi emphasize STEM?**

Philanthropic and business leaders have developed a plan in northeast Mississippi to establish an advanced secondary education training center that will utilize a STEM curriculum called the Center for Professional Futures (CPF). The CPF will be fiscally coordinated by the CREATE Foundation in formal partnership with the Toyota Corporation, which is building a new auto-manufacturing facility and bringing multiple auto-suppliers in the region. The CREATE Foundation is a 501c3 founded in 1972 and whose donors have made generous contributions of more than \$59 million through over 500 grant-making funds (**See Appendix STEM-1**).

For its part, Toyota has pledged operational support of the CPF over ten years to enhance the public education system in the allied counties. An endowment fund will be established to ensure the sustainability of the enhancements. A six member advisory committee, called the Toyota Education Endowment Fund Advisory Committee (TEEFAC), 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 Mississippi State School Superintendent.

The Center for Professional Futures (CPF) will serve three counties (Pontotoc, Union, and Lee) and eight school districts. The CPF will not be a degree granting entity but rather a facility where students from the area high schools will come to get cutting edge, real world classroom experience through a rigorous STEM-centered course of study. This is based on many other examples already successfully in place across the country. An adjunct faculty system will be used in addition to full time faculty. The adjunct members of the faculty will be comprised of experts from the public and private sectors; museums across the region; faculty members from The University of Mississippi, Mississippi State University, and the surrounding community colleges, area research centers, economic developers, or other STEM-oriented community allies to prepare students to enter college majors or the workforce in the STEM fields. This adjunct teacher corps will also be vital in assisting full time teachers in integrating STEM content into their lesson plans.

To ensure a high level of rigor, students must take introductory courses at their home middle and high schools and then complete an application to attend the Center for Professional Futures for the academy of their choice. A marketing plan that appeals directly to groups that have been historically underrepresented in the STEM field such as those from lower socio-economic backgrounds, minorities and female students will be conducted to encourage increased number of applicants.

The Center for Professional Futures will offer 26 academies based on the identified economic needs of the region, including those needs associated with the STEM fields. A few examples of Center for Professional Futures Academies Include (**See Appendix STEM-2**)

- I. Pre-Engineering and 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 skills required in engineering, Students have the opportunity to discover for themselves the many exciting areas of engineering and architecture.
- II. Computer Graphics and 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.

III. 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 health care environments.

This is the type of answer Mississippi needs to address its multi-layered economic and education related challenges. Given that Toyota has committed funding for operations of this center, the only piece left is the capital infrastructure and equipment costs. This pilot will be replicated across the state in regions that have the capacity and leadership to provide the type of education to workforce access in the STEM fields needed to drive the economy of tomorrow.

Quantitative measures will be made for significant increases in the number of high school graduates; college attendance, retention, and graduation rates; per capita income; and employment data. Qualitative data will be collected to determine the impact of the Center for Professional Futures. All data will be analyzed by multiple demographic subgroups.

**Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes**  
(not scored)

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

According to the National Institute for Early Education Research's annual report, Mississippi is one of just 12 states without a state-funded pre-k program. Fortunately, there is a legal mechanism agreed to and ALREADY IN MISSISSIPPI CODE but never funded that can be utilized subject to available funding. During the 2007 Regular Session, Governor Barbour and the Mississippi Legislature agreed to the creation of the Early Learning Collaboration Act of 2007, found in § 37-21-51 (**See Appendix EARLY-1**). In the following years, the Mississippi Department of Education has made funding it a Top 10 Legislative Priority.

The Early Learning Collaboration Act is built upon multiple partnerships and is focused on improving school readiness from a social, emotional, and cognitive perspective. It declares that while parents have the primary duty to educate their children, the State of Mississippi can be of assistance. Specifically, 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 pre-kindergarten programs including Head Start, licensed child care facilities and licensed public, parochial and private school pre-kindergarten programs.

Funding would be used 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. 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.

In addition to this important piece of legislation, there is a significant private sector led program that needs support that is unique to Mississippi and can be a role model for the rest of the Nation. Began as a movement of the Mississippi Economic Council, Momentum Mississippi, and Leadership Mississippi, the Mississippi Building Blocks program's overall aim is to improve

school readiness of children being served in child care centers that participate in the program (centers must accept TANF-CCDF to qualify). 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.

In order to meet and achieve the program goals, incentives are offered to childcare centers for participation. In addition to the participation guidelines set forth by the MCQSS program, participating MBB centers receive on-site mentoring, classroom materials, CDA scholarships, business consulting, and parental education as incentives **(See Appendix EARLY-2)**.

### **Improve the transition between preschool and kindergarten**

There are two pilot programs in Mississippi supported by research and data that improve the transition from preschool and kindergarten that are ready for expansion.

The first uses a model that directly connects early childcare specialists with childcare workers by providing a comprehensive professional development program on literacy environments of preschool classroom/teacher units. These childcare providers received mentoring by early childhood specialists, professional development training, and literacy materials. In research conducted to measure the efficacy of this effort, statistically significant ( $p < .001$ ) effects were found in classroom literacy environments as documented by Grace, Cooper, Kazelskis, et al. (2008) **(See Appendix EARLY-3)**. An expansion of this program would enable more pre-kindergarten care providers to better set the course for literacy success of their students.

Specifically, Kindergarten teachers could be utilized to work directly with childcare centers.

The second is another transitional pilot program in the state that has research to support it is the Promise School Model currently in place in Indianola and Hollandale. This effort establishes a relationship between public schools and local Head Start assets to provide pre-kindergartners with the type of classroom familiarity they can expect in Kindergarten the summer before they begin. This experience helps to ensure that the social, emotional, and cognitive development they were able to obtain through their experience is not completely lost. Funding could also be directed to expand the Promise School Model in a way that would include pre-kindergartners who are in other childcare settings than just Head Start and to more Mississippi communities.

The Mississippi State University (MSU) Early Childhood Institute administers Excel by 5, a community certification program begun in 2005. The program recognizes communities that make various efforts to improve local services to young children and their families, with the goal

of promoting learning skills and physical and social-emotional development of children before they enter kindergarten. Excel by 5 assists communities in creating programs and policies to support the growth and learning of young children, emphasizing the important role parents play in teaching their children. The goal is to insure that children enter kindergarten with the skills they need to be successful in school and in life. The project also involves community agencies and individuals in various ways **(See Appendix EARLY-4)**.

SPARK (Supporting Partnerships to Assure Ready Kids) Mississippi focuses on getting vulnerable children aged 3 to 8 ready for school. SPARK seeks collaboration and partnerships at the local level bringing together parents, schools, child care and early education providers, child advocacy groups, Head Start providers, state and local government agencies, and businesses. With a generous \$4 million grant from the W.K. Kellogg Foundation, this effort has impacted over 1,000 Mississippi children in the communities of Cleveland, Hollandale, North Bolivar, Pearl, and Mound Bayou.

**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems** *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State’s statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

MS is partnering with Tennessee to implement the SAS® EVAAS®. Tennessee and

SAS® EVAAS® have been developing educational value-added assessment tools since 1991. Other states—North Carolina, Pennsylvania, and Ohio—have also implemented this model. SAS® EVAAS® allows educators to determine whether all students have plentiful choices and increased opportunities for learning. SAS® EVAAS® systematically evaluates policy and programs to ensure your education dollars are spent wisely.

The SAS EVAAS analyses follow the progress of individual students over time to:

- (1) Provide trajectories for individual students toward critical academic benchmarks;
- (2) Assess educational influence on student progress at the district, school, and classroom/teacher levels; and
- (3) Assess influence of higher education on teacher and principal preparation

This reporting has been reviewed by the U.S. Department of Education and the U.S. Government Accountability Office, and its use has been approved for evaluating student progress for No Child Left Behind in several states. The reporting is provided via a secure website that is hosted at SAS but can be customized to fit Mississippi's needs.

### **What SAS® EVAAS® Will Do for Mississippi Education?**

SAS® EVAAS® reporting provides educators with powerful policy, performance, and accountability tools:

- Individual student trajectories allow for more customized, proactive planning for students so that they can reach their goals or the goals established by policymakers.
- Value-added measures ascertain whether educational entities are accelerating or impeding student progress.
- Value-added measures linked to pre-service provide a critical link to improving teacher preparation.

These benefits extend beyond use by educators: policymakers can use the wealth of information through research projects designed around policy goals when appropriate data are available. For example, SAS EVAAS research evaluated teacher training programs in one state by linking teaching effectiveness data to the preparation program so that effective teaching programs could be identified and replicated elsewhere in the state, thus improving the effectiveness of all beginning teachers.

As another example, SAS EVAAS research found that in one state, only 44 percent of the 7th grade students who are likely to be highly successful in 8th grade Algebra actually enroll in

the course as 8th graders, and this figure is even lower for minority students. 8th grade Algebra is widely considered a gateway course to upper-level math classes necessary to be competitive in technical fields at college.

These benefits extend beyond K-12 to college readiness and career opportunities:

- If more K-12 students are to achieve higher levels of attainment, their opportunities to progress each year must be maximized so that they enroll in college academically prepared.
- Reducing the need for colleges and universities to offer developmental or remedial coursework will free them to make larger investments in the rigorous coursework that higher education must provide in the 21st century.

Armed with such tools, policymakers can focus their resources to the appropriate and effective interventions that benefit every student, regardless of his or her achievement level.

These tools will make Mississippi more competitive globally by producing more students ready for college.

**Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment**  
(not scored)

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

MS is currently working across different entities to coordinate and to provide horizontal and vertical alignment. Current work involves the P-16 Council at each School of Education in the state and at the state level at the state IHL Academic Affairs Office with the P-16 Coordinator. The Graduation Rate Task Force was a key group in coordinating work between K-12 and IHL in the state. In addition, the IHLs and K-12 have worked to create seamless and rigorous K-12 graduation requirements and IHL admission requirements. Within the RttT Application, MS proposes to place 8 College and Career Navigators at each of the public state IHLs and will be assigned to 2 Community Colleges. These individuals will be required to work with high-needs students to facilitate success as students transition between these two entities, as well as transition between K-12 and postsecondary. The Early Childhood Collaborative Council also provides coordination between birth to K in the state. **(Please See Appendix EARLY-5 for information related to the ECCC.)** The RttT Advisory Committee that also consists of individuals across the P-20 spectrum will continue to provide advice and assistance to MDE throughout the term of the RttT grant. **(Please See Appendix A28 for information related to the RttT Advisory Committee).**

**Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning** *(not scored)*

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*  
*Recommended maximum response length, if any: Two pages*

MS provides for flexibility to those schools that perform appropriately in the MS Accountability Model 2009. Sections related to rewards are listed below. **(Please See Appendix A16 for the MS Accountability Standards.)**

### **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.

**VI. BUDGET**  
**(Budget Requirements and Evidence for selection criterion (A)(2)(i)(d))**

**RACE TO THE TOP BUDGET REQUIREMENTS**

For Phase 2 of the Fiscal Year 2010 competition, the State’s budget must conform to the budget ranges below;<sup>5</sup> we will not consider a State’s application if its request exceeds the maximum in its budget range. Most importantly, the State should develop a budget that is appropriate for and consistent with the plan it outlines in its application.

|                                |   |
|--------------------------------|---|
| Category 1 – \$350-700 million | California, Texas, New York, Florida  |
| Category 2 – \$200-400 million | Illinois, Pennsylvania, Ohio, Georgia, Michigan, North Carolina, New Jersey   |
| Category 3 – \$150-250 million | Virginia, Arizona, Indiana, Washington, Tennessee, Massachusetts, Missouri, Maryland, Wisconsin   |
| Category 4 – \$60-175 million  | Minnesota, Colorado, Alabama, Louisiana, South Carolina, Puerto Rico, Kentucky, Oklahoma, Oregon, Connecticut, Utah, Mississippi, Iowa, Arkansas, Kansas, Nevada                      |
| Category 5 – \$20-75 million   | New Mexico, Nebraska, Idaho, West Virginia, New Hampshire, Maine, Hawaii, Rhode Island, Montana, Delaware, South Dakota, Alaska, North Dakota, Vermont, Wyoming, District of Columbia |

Applicants should use their budgets and budget narratives to provide a detailed description of how they plan to use their Federal grant funds, and how they plan to leverage other Federal (*e.g.* School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds to achieve their reform goals. The budget narrative should be of sufficient scope and detail for the Department to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See [www.whitehouse.gov/omb/circulars](http://www.whitehouse.gov/omb/circulars)).

---

<sup>5</sup> The Department developed budget ranges for each State by ranking every State according to its share of the national population of children ages 5 through 17 based on data from “Estimates of the Resident Population by Selected Age Groups for the United States, States, and Puerto Rico: July 1, 2008” released by the Population Division of the U.S. Census Bureau. The Department identified the natural breaks in the population data and then developed overlapping budget ranges for each category taking into consideration the total amount of funds available for awards.

For the purpose of the budget, we expect that the State will link its proposed reform plans to projects that the State believes are necessary in order to implement its plans. Providing additional budget detail through a project-level table and narrative will allow the State to specifically describe how its budget aligns with its reform plans in all four areas and how its budget supports the achievement of the State's goals. Some projects might address one Reform Plan Criterion, while others might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(2), Building Strong Statewide Capacity. It might have another "human capital project" that addresses criteria (D)(2) through (D)(5) in the Great Teachers and Leaders section.

To support the budgeting process, the following forms and instructions are included:

1. Budget Summary
  - a. Budget Summary Table. This is the cover sheet for the budget. States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (See Budget Part I: Budget Summary Table.)
  - b. Budget Summary Narrative. A budget narrative that accompanies the Budget Summary Table should provide an overview of the projects that the State has included in its budget. The State should also describe how other Federal, State, and local funds will be leveraged to further support Race to the Top education reform plans. (See Budget Part I: Budget Summary Narrative.)
2. Project-Level Detail. This is the supporting, project-level detail required as back-up to the budget summary. For each project that the State is proposing in order to implement the plans described in its application, the State should complete the following:
  - a. Project-Level Budget Table. This is the budget for each project, by budget category and for each year for which funding is requested. (See Budget Part II: Project-Level Budget Table.)
  - b. Project-Level Budget Narrative. This is the narrative and backup detail associated with each budget category in the Project-Level Budget. (See Budget Part II: Project-Level Budget Narrative.)

### Budget Part I: Budget Summary Table

**Instructions:**

In the Budget Summary Table, the State should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Tables.

| <b>Budget Part I: Summary Budget Table</b><br>(Evidence for selection criterion (A)(2)(i)(d)) |                           |                           |                           |                           |               |
|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------|
| <b>Budget Categories</b>  | <b>Project<br/>Year 1</b> | <b>Project<br/>Year 2</b> | <b>Project<br/>Year 3</b> | <b>Project<br/>Year 4</b> | <b>Total</b>  |
| 1. Personnel  | \$1,220,000               | \$1,175,000               | \$1,130,000               | \$1,130,000               | \$4,655,000   |
| 2. Fringe Benefits  | \$366,000                 | \$352,500                 | \$339,000                 | \$339,000                 | \$1,396,500   |
| 3. Travel   | \$216,000                 | \$193,500                 | \$186,000                 | \$186,000                 | \$781,500     |
| 4. Equipment  | \$1,193,800               | \$488,100                 | \$488,100                 | \$488,100                 | \$2,658,100   |
| 5. Supplies   | \$66,700                  | \$64,500                  | \$64,500                  | \$64,500                  | \$260,200     |
| 6. Contractual  | \$4,643,713               | \$4,308,484               | \$5,301,539               | \$6,241,960               | \$20,495,696  |
| 7. Training Stipends  | \$1,611,000               | \$1,611,000               | \$1,611,000               | \$1,074,000               | \$5,907,000   |
| 8. Other  | \$1,341,600               | \$257,100                 | \$257,100                 | \$203,400                 | \$2,059,200   |
| 9. Total Direct Costs (lines 1-8)   | \$10,658,813              | \$8,450,184               | \$9,377,239               | \$9,726,960               | \$38,213,196  |
| 10. Indirect Costs*   | \$0                       | \$0                       | \$0                       | \$0                       | \$0           |
| 11. Funding for Involved LEAs   | \$5,930,000               | \$14,450,000              | \$14,450,000              | \$14,450,000              | \$49,280,000  |
| 12. Supplemental Funding for Participating LEAs   | \$0                       | \$0                       | \$0                       | \$0                       | \$0           |
| 13. Total Costs (lines 9-12)  | \$16,588,813              | \$22,900,184              | \$23,827,239              | \$24,176,960              | \$87,493,196  |
| 14. Funding Subgranted to Participating LEAs (50% of Total Grant)                             | \$21,873,299              | \$21,873,299              | \$21,873,299              | \$21,873,299              | \$87,493,196  |
| 15. Total Budget (lines 13-14)  | \$38,462,112              | \$44,773,483              | \$45,700,538              | \$46,050,259              | \$174,986,392 |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **BUDGET PART I: BUDGET SUMMARY NARRATIVE**

### **Evidence for Section A(2)(i)(d)**

Mississippi's Race To The Top budget structure reflects the state's commitment for implementing a broad scope of change in Mississippi to prepare students for a globally competitive workforce. As expressed in the grant application introduction, Mississippi will use these funds for sweeping change in education across the state to create an environment that values education and ensures "all kids" learn and are workforce ready.

A comprehensive plan for change, organized around nine transformational goals, has been developed to implement the needed educational transformation. The Mississippi Department of Education (MDE) will create the Office of Innovation and Reform for coordination and oversight of all projects outlined within this application. To ensure project success, a Delivery Unit will be developed within the MDE, along with an extensive communications plan, and a project evaluation. State, Federal, and private resources will also be leveraged where available.

- MDE Office of Innovation & Reform \$1,838,000
- Delivery Unit Approach to Project Management \$350,000
- District/School Innovation and Reform Team Training and Support \$10,883,700
- Communications Plan Development and Evaluation \$580,000
- Project Evaluation Design and Implementation \$5,590,001

**TRANSFORMATIONAL GOAL 1:** 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)

- Common Core Standards Implementation \$410,000
- Implementation of Rigorous Assessments \$674,000

**TRANSFORMATIONAL GOAL 2:** To ensure that all students exit Third Grade reading on grade level and continue that success through Twelfth Grade and beyond which ensures that achievement gaps are closed. (MSBofE Goal 1-3; Strategies 1-5)

- Birth-Age 3 "Best Practices" Dissemination Project \$400,000
- Pre-K-Four Year Old Program Demonstration Sites (Competitive) \$15,840,000

- K-12 Literacy Demonstration Sites (Competitive) \$8,640,000

**TRANSFORMATIONAL GOAL 3:** To improve mathematics and science achievement on state and national assessments with an emphasis on reducing achievement gaps. (MSBoFE Goals 2-3; Strategies 1-5)

- STEM Middle/High School Academy Demonstration Sites \$8,640,000

**TRANSFORMATIONAL GOAL 4:** To increase the number of high school graduates (reduce the number of dropouts) and postsecondary graduates, decrease the achievement gap between groups of learners, and adopt the NCEE State Board Examinations System. (MSBoFE Goals 1-3; Strategies 1-5)

- State Board Examinations – High School \$5,447,495
- Regional College & Careers Navigators \$2,460,000
- Dropout Prevention Pilots \$1,200,000

**TRANSFORMATIONAL GOAL 5:** To develop with other state agencies and other states a statewide longitudinal data system that provides accessibility, usability, and transparency. (MSBoFE Goals 1-3; Strategies 1-5)

- LDS/Data Management Development and Enhancement \$3,500,000

**TRANSFORMATIONAL GOAL 6:** To develop a formative assessment system and professional learning community to foster continuous data-based, instructional decision-making, as well as overall district and school improvement (MSBoFE Goals 1-3; Strategies 1-5)

- Innovations in Technology and Data Engagement 0 Demonstration Sites \$15,840,000

**TRANSFORMATIONAL 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 of evaluation (MSBoFE Goals 1-3; Strategies, 2, 3, 4)

- Statewide Educator Evaluation System \$3,700,000

**TRANSFORMATIONAL 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)

- School Turnaround Leadership Training \$1,100,000

**TRANSFORMATIONAL GOAL 9:** To destroy barriers to achievement related to health and wellness of students, as well as their families and communities. (MSBofE Goals 1-3; Strategies 1-5)

- Healthy Schools Pilot \$400,000

**Budget Part II: Project-Level Budget Table**  
**Project Name: MDE Office of Innovation & Reform**  
**Associated with Criteria: (C)(3),(D)(2)(iv)(a),(E)(2),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | \$280,000                 | \$280,000                 | \$280,000                 | \$280,000                 | \$1,120,000      |
| 2. Fringe Benefits                              | \$84,000                  | \$84,000                  | \$84,000                  | \$84,000                  | \$336,000        |
| 3. Travel                                       | \$57,000                  | \$57,000                  | \$57,000                  | \$57,000                  | \$228,000        |
| 4. Equipment                                    | \$14,200                  | \$0                       | \$0                       | \$0                       | \$14,200         |
| 5. Supplies                                     | \$8,000                   | \$6,000                   | \$6,000                   | \$6,000                   | \$26,000         |
| 6. Contractual                                  | \$22,200                  | \$22,200                  | \$22,200                  | \$22,200                  | \$88,800         |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  | \$10,000                  | \$5,000                   | \$5,000                   | \$5,000                   | \$25,000         |
| 9. Total Direct Costs (lines 1-8)               | \$475,400                 | \$454,200                 | \$454,200                 | \$454,200                 | \$1,838,000      |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$475,400                 | \$454,200                 | \$454,200                 | \$454,200                 | \$1,838,000      |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: MDE Office of Innovation and Reform**

**Associated with Criteria: (C)(3),(D)(2)(iv)(a),(E)(2),(F)**

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- \$1,120,000

| <b>Personnel</b>  | <b>% FTE</b> | <b>Base Salary</b> | <b>Total</b>     |
|---|--------------|--------------------|------------------|
| <b>Innovation and Reform (I&amp;R) Project Director (1)</b> - one project director will be funded for four years. | 100%         | \$100,000          | \$100,000        |
| <b>Regional I&amp;R Liaisons (2)</b> – two regional I&R liaisons will be funded for four years.                   | 100%         | \$70,000           | \$140,000        |
| <b>Office Manager (1)</b> – one office manager will be funded for four years.                                     | 100%         | \$40,000           | \$40,000         |
| <b>Total</b>  |              |                    | <b>\$280,000</b> |

**2) Fringe Benefits**

- \$336,000

Fringe benefits are calculated at 30%.

**3) Travel**

- \$228,000

Travel policies are established for the use by individuals who are required to travel in-state and out-of-state on official Mississippi Department of Education government business. Travel policies are based on the guidelines established by the Mississippi Department of Finance and Administration. Currently mileage is reimbursed at \$.50 per mile. The current standard meal reimbursement rate is \$31 per day, with \$41 per day in high-cost areas.

| <b>Trip Description</b>  | <b>Trips Per Year</b>                | <b>Estimated Cost Per Trip</b> | <b>Per Year Total</b> | <b>Total</b> |
|--|--------------------------------------|--------------------------------|-----------------------|--------------|
| Staff will visit each Regional Educational Service Agency (RESA) three times per year. Mississippi has a total of six RESAs throughout the | 18<br>(1 person x 3 trips x 6 RESAs) | \$300                          | \$5,400               | \$21,600     |

|   |  |                |                 |                  |
|---|--|----------------|-----------------|------------------|
| state.  |  |                |                 |                  |
| The I&R liaisons will visit each assigned RESA once a month for 12 months.                          | 144<br>(2 people x 12 trips x 6 RESAs) | \$300          | \$43,200        | \$172,800        |
| Two staff will attend national/regional meetings two times per year.                                | 4<br>(2 people x 2 trips)              | \$1,500        | \$6,000         | \$24,000         |
| Miscellaneous on-demand travel to Local Education Agencies (LEAs) estimated at one visit per month. | 12                                     | \$200          | \$2,400         | \$9,600          |
| <b>Total</b>  |  | <b>\$2,300</b> | <b>\$57,000</b> | <b>\$228,000</b> |

**4) Equipment**

- \$14,200

| <b>Equipment Description</b>                   | <b>Cost of Item</b> | <b>Item Description</b> | <b>Total</b>    |
|--|---------------------|-------------------------|-----------------|
| Office furniture for four (4) new employees.   | \$1,000             | Desk/chair set          | \$4,000         |
| Personal computers for four (4) new employees. | \$1,200             | Computer with monitor   | \$4,800         |
| Laptop computers for three (3) new employees.  | \$1,800             | Laptop computers        | \$5,400         |
| <b>Total</b>                                   |                     |                         | <b>\$14,200</b> |

**5) Supplies/Materials**

- \$26,000

In year one, the office will receive \$8,000 for general office supplies and materials including paper, toner, books, CDs, tapes, etc. In years two through four, the office will receive \$6,000 each year for office supplies.

**6) Contractual**

- \$88,800

The office will receive \$7,200 yearly to contract for phone, copier services, and general office needs. In addition, the office will receive \$15,000 per year to contract services to develop training for innovation and reform teams across the state for building capacity of MDE staff.

**7) Training Stipends**

- N/A

**8) Other**

- \$25,000

In year one, the office will receive \$10,000 for printing and dissemination of information. In years two through four, the office will receive \$5,000 each year.

**9) Total Direct Costs**

- \$1,838,000

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$1,838,000

**Budget Part II: Project-Level Budget Table**

**Project Name: District/School Innovation & Reform Team Training and Support**

**Associated with Criteria: (C)(3)(i)(d)(2)(iv)(a),(E)(2),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | \$450,000                 | \$450,000                 | \$450,000                 | \$450,000                 | \$1,800,000      |
| 2. Fringe Benefits                              | \$135,000                 | \$135,000                 | \$135,000                 | \$135,000                 | \$540,000        |
| 3. Travel                                       | \$60,000                  | \$60,000                  | \$60,000                  | \$60,000                  | \$240,000        |
| 4. Equipment                                    | \$18,000                  | \$0                       | \$0                       | \$0                       | \$18,000         |
| 5. Supplies                                     | \$30,000                  | \$30,000                  | \$30,000                  | \$30,000                  | \$120,000        |
| 6. Contractual                                  | \$162,000                 | \$162,000                 | \$162,000                 | \$108,000                 | \$594,000        |
| 7. Training Stipends                            | \$1,611,000               | \$1,611,000               | \$1,611,000               | \$1,074,000               | \$5,907,000      |
| 8. Other  | \$1,235,100               | \$161,100                 | \$161,100                 | \$107,400                 | \$1,664,700      |
| 9. Total Direct Costs (lines 1-8)               | \$3,701,100               | \$2,609,100               | \$2,609,100               | \$1,964,400               | \$10,883,700     |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$3,701,100               | \$2,609,100               | \$2,609,100               | \$1,964,400               | \$10,883,700     |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: District/School Innovation & Reform Team Training and Support**

**Associated with Criteria: (C)(3)(i)(d)(2)(iv)(a),(E)(2),(F)**

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- \$1,800,000

| Personnel   | % FTE | Base Salary | Total              |
|---|-------|-------------|--------------------|
| <b>Regional I&amp;R Champions (6)</b> - regional I&R champions will be funded for four years. | 100%  | \$75,000    | \$1,800,000        |
| <b>Total</b>  |       |             | <b>\$1,800,000</b> |

**2) Fringe Benefits**

- \$540,000

Fringe benefits are calculated at 30%.

**3) Travel**

- \$240,000

Travel policies are established for the use by individuals who are required to travel in-state and out-of-state on official Mississippi Department of Education government business. Travel policies are based on the guidelines established by the Mississippi Department of Finance and Administration. Currently mileage is reimbursed at \$.50 per mile. The current standard meal reimbursement rate is \$31 per day, with \$41 per day in high-cost areas.

**4) Equipment**

- \$18,000

| Equipment Description   | Cost of Item | Item Description                           | Total           |
|---|--------------|--|-----------------|
| Office furniture will be needed for six new staff members.                | \$1,000      | Desk and Chair Set                         | \$6,000         |
| Personal computers and printers will be needed for six new staff members. | \$2,000      | Personal computers, monitors, and printers | \$12,000        |
| <b>Total</b>  |              |  | <b>\$18,000</b> |

**5) Supplies/Materials**

- \$120,000

In years one through four, \$5,000 will be used each year by each regional team for general office supplies such as paper, toner, etc.

**6) Contractual**

- \$594,000

Training of regional I&R champions and LEA I&R team captains will take place at the Regional Service Educational Agencies (RESAs). There are six (6) RESAs throughout the state. There will be three (3) training sessions for Years 1-3. There will be two (2) sessions during Year 4.

| <b>Program Year</b> | <b>Description</b>  | <b>Cost</b> |
|---------------------|---|-------------|
| Year 1-3            | <p>Contractual agreements will include all meeting arrangements/logistics such as materials, preparations, room arrangements, audio-visual equipment, etc.</p> <p>Room rental, audio/visual, and facilitator: \$1,000 each session x 3 sessions per RESA x 6 RESAs x 3 years (\$54,000)</p> <p>Food and beverages for participants: \$12 per person x 250 participants per session x 3 sessions per RESA x 6 RESAs x 3 years (\$162,000)</p> <p>Consultant services to train Regional Innovation and Reform Team Captains \$5,000 per session x 3 sessions per RESA x 6 RESAs x 3 years (\$270,000)</p> | \$486,000   |
| Year 4              | <p>Contractual agreements will include all meeting arrangements/logistics such as materials, preparations, room arrangements, audio-visual equipment, etc.</p> <p>Room rental, audio/visual, and facilitator: \$1,000 each session x 2 sessions per RESA x 6 RESAs x 1 year (\$12,000)</p> <p>Food and beverages for participants: \$12 per person x 250 participants per session x 2 sessions per RESA x 6 RESAs x 1 year (\$36,000)</p>   | \$108,000   |

|              |   |                 |
|--------------|---|-----------------|
|              | Consultant services to train Regional Innovation and Reform Team Captains \$5,000 per session x 2 sessions per RESA x 6 RESAs x 1 year (\$60,000) |                 |
| <b>Total</b> |   | <b>\$594,00</b> |

**7) Training Stipends**

- \$5,907,000

**Years 1-3: \$4,833,000**

Total training sessions per year: 6 days

Number of locations (RESAs): 6

Number of trainers: 179

Stipend \$250

**Year 4: \$1,074,000**

Total training sessions per year: 4 days

Number of locations (RESAs): 6

Number of trainers: 179

Stipend: \$250

**8) Other**

- \$1,664,700

In year one, \$1,235,100 will be used for training materials for team captains and team members. In years two and three, \$161,100 each year will be used for training materials for each team. In year four, \$107,400 will be used for training materials.

**9) Total Direct Costs**

- \$10,883,700

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$10,883,700

**Budget Part II: Project-Level Budget Table**  
**Project Name: Statewide Educator Evaluation System**  
**Associated with Criteria: (D)(2)(ii)(iii)(iv)(b)(c)(d),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  | \$700,000                 | \$1,000,000               | \$1,00,000                | \$1,000,000               | \$3,700,000      |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$700,000                 | \$1,000,000               | \$1,000,000               | \$1,000,000               | \$3,700,000      |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$700,000                 | \$1,000,000               | \$1,000,000               | \$1,000,000               | \$3,700,000      |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

**Project Name: Statewide Educator Evaluation System**

**Associated with Criteria: (D)(2)(ii)(iii)(iv)(b)(c)(d),(F)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- \$3,700,000

Current evaluation instruments will be adjusted with input across a variety of stakeholders during year one with assistance from a vendor identified through a Request For Proposals (RFP) process. During year two, the evaluation instrument will be field tested, analyzed, and finalized. During years three and four, the process will be fully implemented with reports to all stakeholders and recommendations on actions. Preparation programs, teachers, principals, superintendents, boards of education, and parents will have access to appropriate evaluation information linked to student performance to assist in driving reform.

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$3,700,000

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$3,700,000

**Budget Part II: Project-Level Budget Table**

**Project Name: LDS/Data Management Development and Enhancements**

**Associated with Criteria: (B),(C),(D),(E)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | \$90,000                  | \$45,000                  | \$0                       | \$0                       | \$135,000        |
| 2. Fringe Benefits                              | \$27,000                  | \$13,500                  | \$0                       | \$0                       | \$40,500         |
| 3. Travel                                       | \$7,500                   | \$7,500                   | \$0                       | \$0                       | \$15,000         |
| 4. Equipment                                    | \$1,149,600               | \$488,100                 | \$488,100                 | \$488,100                 | \$2,613,900      |
| 5. Supplies                                     | \$700                     | \$500                     | \$500                     | \$500                     | \$2,200          |
| 6. Contractual                                  | \$599,512                 | \$49,914                  | \$43,974                  | \$0                       | \$693,400        |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$1,874,312               | \$604,514                 | \$532,574                 | \$488,600                 | \$3,500,000      |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$1,874,312               | \$604,514                 | \$532,574                 | \$488,600                 | \$3,500,000      |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: LDS/Data Management Development and Enhancements  
Associated with Criteria: (B),(C),(D),(E)**

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- \$135,000

| Personnel   | % FTE | Base Salary | Total            |
|---|-------|-------------|------------------|
| <b>Implementation managers (2)</b> – two implementation managers will be funded for year one. | 100%  | \$45,000    | \$90,000         |
| <b>Implementation managers (1)</b> – reduced to one implementation manager for year two.      | 100%  | \$45,000    | \$45,000         |
| <b>Total</b>  |       |             | <b>\$135,000</b> |

**2) Fringe Benefits**

- \$40,500

Fringe benefits are calculated at 30%.

**3) Travel**

- \$15,000

Travel policies are established for the use by individuals who are required to travel in-state and out-of-state on official Mississippi Department of Education government business. Travel policies are based on the guidelines established by the Mississippi Department of Finance and Administration. Currently mileage is reimbursed at \$.50 per mile. The current standard meal reimbursement rate is \$31 per day, with \$41 per day in high-cost areas.

**4) Equipment**

- \$2,613,900

In years one through four, a total of \$2,613,900 will be allocated for a WiFi Max – WiFi Mesh system in each of the 49 poorest school districts. Cost is based on 24 districts with 90% free or reduced lunch rates and 25 districts with 80% free or reduced lunch rates. The project will pay 15% contribution above E-Rate contribution for the WiFi Max – WiFi Mesh network and for one Net Book each year for each upcoming 9<sup>th</sup> Grade Student.

**5) Supplies**

- \$2,200

In years one through four, the office will receive a total of \$2,200 for general office supplies and materials including paper, toner, books, CDs, tapes, etc.

**6) Contractual**

- \$693,400

In year one, using a Request For Proposals (RFP) process, engineers will survey to properly plan placement of each WiFi device. In years two through four, training will be provided to students and parents on how to use the wireless equipment.

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$3,500,000

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$3,500,000

**Budget Part II: Project-Level Budget Table**  
**Project Name: Common Core Standards Implementation**  
**Associated with Criteria: (B)(3),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  | \$50,000                  | \$120,000                 | \$120,000                 | \$120,000                 | \$410,000        |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$50,000                  | \$120,000                 | \$120,000                 | \$120,000                 | \$410,000        |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$50,000                  | \$120,000                 | \$120,000                 | \$120,000                 | \$410,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

**Project Name: Common Core Standards Implementation**

**Associated with Criteria: (B)(3),(F)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- \$410,000

During year one, an estimated \$50,000 will be used for an alignment study to be conducted with assistance of the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). During years two through four, contractual agreements will be established for development of and training on new curriculum in English Language Arts (ELA) and Math at all grade levels. Training for students and parents will also be provided. A Request For Proposals (RFP) process will be used to select a consultant firm to develop processes and products needed outside of any no-cost materials and/or processes provided by CCSSO or NGA.

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$410,000

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$410,000

**Budget Part II: Project-Level Budget Table**  
**Project Name: Implementation of Rigorous Assessments**  
**Associated with Criteria: (B)(3),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       | \$27,500                  | \$5,000                   | \$5,000                   | \$5,000                   | \$42,500         |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  | \$30,000                  | \$196,000                 | \$196,000                 | \$196,000                 | \$618,000        |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  | \$7,500                   | \$2,000                   | \$2,000                   | \$2,000                   | \$13,500         |
| 9. Total Direct Costs (lines 1-8)               | \$65,000                  | \$203,000                 | \$203,000                 | \$203,000                 | \$674,000        |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$65,000                  | \$203,000                 | \$203,000                 | \$203,000                 | \$674,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: Implementation of Rigorous Assessments  
Associated with Criteria: (B)(3),(F)**

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

- 1) Personnel**
  - N/A
- 2) Fringe Benefits**
  - N/A
- 3) Travel**
  - \$42,500

| <b>Program Year</b> | <b>Trip Description</b>  | <b>Average Trips Per Year</b>   | <b>Average Cost Per Trip</b> | <b>Per Year Total</b> | <b>Total</b>    |
|---------------------|--|---------------------------------|------------------------------|-----------------------|-----------------|
| Year 1              | Out-of-state trips to training sessions<br><br>(6-member teams: 3 MDE and 3 school district members)   | 18<br>(6-member team x 3 trips) | \$1,250                      | \$22,500              | \$27,500        |
|                     | In-state travel to districts for training  | 40                              | \$125                        | \$5,000               |                 |
| Years 2-4           | Out-of-state trips to training sessions<br><br>Two MDE staff will attend training sessions to ensure MS is poised for appropriate implementation of new assessments in Year 2 and implements appropriately in years 3-4. | 4<br>(2 MDE staff x 2 trips)    | \$1,250                      | \$5,000               | \$15,000        |
|                     | In-state travel will come from state funds and other   |                                 |                              |                       |                 |
| <b>Total</b>        |  |                                 |                              |                       | <b>\$42,500</b> |

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- \$618,000

Working with the Partnership for Assessment of Readiness for Colleges and Careers (PARCC), MS will redevelop its assessment system to include greater rigor, better alignment with National Assessment of Educational Progress (NAEP), alignment with the Common Core Standards, and international comparisons. Contracts will be issued for multiple consultants to offer expertise around content and structure of assessment items.

Mississippi Code Section 37-7-345 gives the State Board of Education the authority to contract with and provide funds to regional education service agencies (RESAs) for any education-related service.

| <b>Program Year</b> | <b>Description</b>  | <b>Cost</b>      |
|---------------------|---|------------------|
| Year 1              | Contracts will be issued for multiple consultants to offer expertise around content and structure of assessment items.  | \$30,000         |
| Years 2-4           | <p>MS will provide trainings to educators across the state through the delivery mechanism of the RESAs and Innovation and Reform Champions.</p> <p>Contractual agreements will include all meeting arrangements/logistics such as materials, preparations, room arrangements, audio-visual equipment, session evaluators, etc.</p> <p>Trainings: \$12,500 each session x 2 trainings per RESA x 6 RESAs x 3 years (\$450,000)</p> <p>Materials: \$30 for materials, including printing, duplicating, etc. x 200 people per session x 6 RESAs x 3 years (\$108,000)</p> <p>Consultant services to build capacity of MDE staff (Office of Innovation and Reform) and Regional Innovation and Reform Champions \$10,000 x 3 years (\$30,000)</p> | \$588,000        |
| <b>Total</b>        |   | <b>\$618,000</b> |

**7) Training Stipends**

- N/A

**8) Other**

- \$13,500

In year one, the teams will receive \$7,500 for acquisition/duplication of training materials. In years two through four, the teams will receive \$2,000 per year.

**9) Total Direct Costs**

- \$674,000

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$674,000

**Budget Part II: Project-Level Budget Table**  
**Project Name: State Board Examinations – High School**  
**Associated with Criteria: (B)(3),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  | \$359,000                 | \$917,370                 | \$1,966,365               | \$2,204,760               | \$5,447,495      |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$359,000                 | \$917,370                 | \$1,966,365               | \$2,204,760               | \$5,447,495      |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$359,000                 | \$917,370                 | \$1,966,365               | \$2,204,760               | \$5,447,495      |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: State Board Examinations – High School**  
**Associated with Criteria: (B)(3),(F)**

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

- 1) **Personnel**
  - N/A
- 2) **Fringe Benefits**
  - N/A
- 3) **Travel**
  - N/A
- 4) **Equipment**
  - N/A
- 5) **Supplies**
  - N/A
- 6) **Contractual**
  - \$5,447,495

We will be working with the State Consortium on Board Examination Systems to pilot the State Board Examination process in 15 high schools in Mississippi.

| <b>Program Year</b> | <b>Description</b>   | <b>Cost Per Year</b>   | <b>Total Per Year</b> |
|---------------------|--|--|-----------------------|
| Year 1              | Exams, Materials, Scoring, and Training<br><br>(15 high schools x average of 30 teachers = 450 teachers)<br><br>(15 high schools x average of 160 students = 2,400 students) | 450 teachers x \$500 for training materials = \$225,000<br><br>2,400 students x \$35 for materials = \$84,000<br><br>\$50,000 for trainers | \$359,000             |
| Year 2              | Exams, Materials, Scoring, & Training<br><br>Average of \$61,158 for grades 9 and 11 (Average of 120 students)   | \$61,158 per school x 15 schools   | \$917,370             |

|              |   |                                   |                    |
|--------------|---|-----------------------------------|--------------------|
| Year 3       | Exams, Materials, Scoring, & Training<br><br>Average of \$131,091 for grades 9-12 (Average of 260 students) | \$131,091 per school x 15 schools | \$1,966,365        |
| Year 4       | Exams, Materials, Scoring, & Training<br><br>Average of \$146,984 for grades 9-12 (Average of 306 students) | \$146,984 per school x 15 schools | \$2,204,760        |
| <b>Total</b> |   |                                   | <b>\$5,447,495</b> |

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$5,447,495

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$5,447,495

**Budget Part II: Project-Level Budget Table**

**Project Name: Birth-Age 3 “Best Practices” Dissemination Project**

**Associated with Criteria: (3)(i)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  | \$25,000                  | \$25,000                  | \$25,000                  | \$25,000                  | \$100,000        |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  | \$75,000                  | \$75,000                  | \$75,000                  | \$75,000                  | \$300,000        |
| 9. Total Direct Costs (lines 1-8)               | \$100,000                 | \$100,000                 | \$100,000                 | \$100,000                 | \$400,000        |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$100,000                 | \$100,000                 | \$100,000                 | \$100,000                 | \$400,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

**Project Name: Birth-Age 3 “Best Practices” Dissemination Project  
Associated with Criteria: (3)(i)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- \$100,000

The Governor’s State Council for Early Childhood will identify materials related to effective parenting strategies for school readiness.

| <b>Description</b>                  | <b>Total Per Year</b> | <b>Grand Total<br/>Years 1-4</b> |
|-------------------------------------|-----------------------|----------------------------------|
| Printing of information not donated | \$25,000              | \$100,000                        |

**7) Training Stipends**

- N/A

**8) Other**

- \$300,000

Materials will be disseminated across the state through state agencies, school districts, hospitals, doctors’ offices, and churches to ensure that parents are provided the information they need about the importance of years 0-3 in a child’s development. Aspects of the Harlem Children’s Zone will be included in this process.

| <b>Description</b>   | <b>Total Per Year</b> | <b>Grand Total<br/>Years 1-4</b> |
|--|-----------------------|----------------------------------|
| Distribution for materials not disseminated through volunteers and/or technology | \$75,000              | \$300,000                        |

**9) Total Direct Costs**

- \$400,000

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$400,000

**Budget Part II: Project-Level Budget Table**

**Project Name: Regional College & Careers Navigators**

**Associated with Criteria: (C)(3)(i),(D)(2)(iv)(a),(E)(2),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | \$400,000                 | \$400,000                 | \$400,000                 | \$400,000                 | \$1,600,000      |
| 2. Fringe Benefits                              | \$120,000                 | \$120,000                 | \$120,000                 | \$120,000                 | \$480,000        |
| 3. Travel                                       | \$64,000                  | \$64,000                  | \$64,000                  | \$64,000                  | \$256,000        |
| 4. Equipment                                    | \$12,000                  | \$0                       | \$0                       | \$0                       | \$12,000         |
| 5. Supplies                                     | \$28,000                  | \$28,000                  | \$28,000                  | \$28,000                  | \$112,000        |
| 6. Contractual                                  |                           |                           |                           |                           |                  |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$624,000                 | \$612,000                 | \$612,000                 | \$612,000                 | \$2,460,000      |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$624,000                 | \$612,000                 | \$612,000                 | \$612,000                 | \$2,460,000      |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: Regional College & Careers Navigators**  
**Associated with Criteria: (C)(3)(i),(D)(2)(iv)(a),(E)(2),(F)**

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- \$1,600,000

| Personnel  | % FTE | Base Salary | Total            |
|--|-------|-------------|------------------|
| College and Careers Navigators (8) - college and careers navigators will be funded for four years. | 100%  | \$50,000    | \$400,000        |
| <b>Total</b>   |       |             | <b>\$400,000</b> |

**2) Fringe Benefits**

- \$480,000

Fringe benefits are calculated at 30%.

**3) Travel**

- \$256,000

| Trip Descriptions   | # site visits | Avg. per visit | Total          |
|---|---------------|----------------|----------------|
| Navigators (8) will travel to an average of 20 high schools, 1 public institution of higher learning, and 2 community/junior colleges | 506           | \$15           | \$7,590        |
| Navigators (8) will travel to Jackson, MS for trainings   | 2             | \$205          | \$410          |
| <b>Total Per Navigator Per Year</b>   |               |                | <b>\$8,000</b> |

**4) Equipment**

- \$12,000

| Equipment Description                      | Cost of Item | Item Description   | Total           |
|--|--------------|--------------------|-----------------|
| Computers and printers for 8 new employees | \$1,500      | Computer & printer | \$12,000        |
| <b>Total</b>                               |              |                    | <b>\$12,000</b> |

**5) Supplies**

- \$112,000

Each navigator will receive \$3,500 each year for paper, toner, stationery, and other office supplies.

**6) Contractual**

- N/A

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$2,460,000

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$2,460,000

**Budget Part II: Project-Level Budget Table**

**Project Name: School Turnaround Leadership Training**

**Associated with Criteria: (C)(3)(i)(ii),(D)(2)(i)(4)(a)(3)(i)(ii)(5)(i),(E)(2),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  | \$300,000                 | \$300,000                 | \$250,000                 | \$250,000                 | \$1,100,000      |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$300,000                 | \$300,000                 | \$250,000                 | \$250,000                 | \$1,100,000      |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$300,000                 | \$300,000                 | \$250,000                 | \$250,000                 | \$1,100,000      |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

### **Project Name: School Turnaround Leadership Training**

**Associated with Criteria: (C)(3)(i)(ii),(D)(2)(i)(4)(a)(3)(i)(ii)(5)(i),(E)(2),(F)**

#### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

#### **1) Personnel**

- N/A

#### **2) Fringe Benefits**

- N/A

#### **3) Travel**

- N/A

#### **4) Equipment**

- N/A

#### **5) Supplies**

- N/A

#### **6) Contractual**

- \$1,100,000

School Turnaround activities will focus on two successful training models for principals, the National Institute of School Leadership (NISL) Executive Training Series, associated with the National Council for Education and the Economy, and the School Turnaround Academy format based on the work of the University of Virginia, Curry School of Education and Darden School of Business.

During years one and two, the NISL training will occur through a contract with the Regional Educational Service Agencies (RESAs)\*. Over a two-year period, 50 school leaders will be trained with follow up to ensure their success in turning around unsuccessful schools.

During years three and four, School Turnaround Academies will occur through a contract with the RESAs. Each year, 50 school leaders will participate in this training.

\* Mississippi Code Section 37-7-345 gives the State Board of Education the authority to contract with and provide funds to regional education service agencies for any education-related service.

| <b>Year</b>      | <b>Activity</b>   | <b>Purpose</b>   | <b>#<br/>Participants</b> | <b>Cost</b> | <b>Total</b>       |
|------------------|---|--|---------------------------|-------------|--------------------|
| Years 1<br>and 2 | Contracts for school<br>leaders to attend NISL<br>training with the<br>RESAs  | Provide School<br>Turnaround<br>Leadership<br>training | 50<br>(x 2 years)         | \$6,000     | \$600,000          |
| Years 3<br>and 4 | Contracts for school<br>leaders to attend School<br>Turnaround Academy<br>training with the<br>Regional Educational<br>Service Agencies | Provide School<br>Turnaround<br>Leadership<br>training | 50<br>(x 2 years)         | \$5,000     | \$500,000          |
| <b>Total</b>     |   |  |                           |             | <b>\$1,100,000</b> |

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$1,100,000

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$1,100,000

**Budget Part II: Project-Level Budget Table**

**Project Name: Dropout Prevention Pilots**

**Associated with Criteria: (C)(3)(i),(E)(2),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  | \$300,000                 | \$300,000                 | \$300,000                 | \$300,000                 | \$1,200,000      |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$300,000                 | \$300,000                 | \$300,000                 | \$300,000                 | \$1,200,000      |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$300,000                 | \$300,000                 | \$300,000                 | \$300,000                 | \$1,200,000      |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

**Project Name: Dropout Prevention Pilots**  
**Associated with Criteria: (C)(3)(i),(E)(2),(F)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

#### **1) Personnel**

- N/A

#### **2) Fringe Benefits**

- N/A

#### **3) Travel**

- N/A

#### **4) Equipment**

- N/A

#### **5) Supplies**

- N/A

#### **6) Contractual**

- \$1,200,000

Contracts will be awarded using a Request For Proposals (RFP) process for pilot projects for dropout prevention programs, such as Jobs for MS Graduates, which have proven track records of success. Pilot projects will be implemented in the six (6) districts with the highest dropout rates.

#### **7) Training Stipends**

- N/A

#### **8) Other**

- N/A

#### **9) Total Direct Costs**

- \$1,200,000

#### **10) Indirect Costs**

- N/A

#### **11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$1,200,000

**Budget Part II: Project-Level Budget Table**

**Project Name: Healthy Schools Pilots**

**Associated with Criteria: (E)(2)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  | \$6,000                   | \$6,000                   | \$6,000                   | \$6,000                   | \$24,000         |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  | \$14,000                  | \$14,000                  | \$14,000                  | \$14,000                  | \$56,000         |
| 9. Total Direct Costs (lines 1-8)               | \$20,000                  | \$20,000                  | \$20,000                  | \$20,000                  | \$80,000         |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   | \$170,000                 | \$50,000                  | \$50,000                  | \$50,000                  | \$320,000        |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$190,000                 | \$70,000                  | \$70,000                  | \$70,000                  | \$400,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

**Project Name: Healthy Schools Pilots**

**Associated with Criteria: (E)(2)**

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- \$24,000

In years one through four, \$6,000 per year will be used to provide Health Education Assessment Project (HEAP) training for health teachers in the five pilot districts. Each year of the four year grant period, training will be expanded to additional teachers throughout the district.

**7) Training Stipends**

- N/A

**8) Other**

- \$56,000

In years one through four, \$56,000 will be used to purchase the Health Education Assessment Project (HEAP) classroom kits, training materials, and six months' access to the HEAP website.

**9) Total Direct Costs**

- \$80,000

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- \$320,000

Using a Request For Proposals (RFP) process, five pilot schools will receive a four year grant to implement the Centers for Disease Control and Prevention's eight component model of coordinated school health. In the first year, each grantee will receive \$34,000 and an additional \$10,000 per year in years two through four for a total of \$64,000. Implementation efforts will consist of a needs assessment, development of an action plan, timeline, and evaluation. The grant funds will be used to implement the school health priorities identified by the school health council in each action plan.

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$400,000

**Budget Part II: Project-Level Budget Table**

**Project Name: Delivery Unit Approach to Project Management**

**Associated with Criteria: (B),(C),(D),(E),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  | \$50,000                  | \$100,000                 | \$100,000                 | \$100,000                 | \$350,000        |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$50,000                  | \$100,000                 | \$100,000                 | \$100,000                 | \$350,000        |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$50,000                  | \$100,000                 | \$100,000                 | \$100,000                 | \$350,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## **BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: Delivery Unit Approach to Project Management**

**Associated with Criteria: (B),(C),(D),(E),(F)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- \$350,000

The highly acclaimed Delivery Unit approach developed by Sir Michael Barber will form the framework for ensuring that all aspects of the RttT activities occur as needed and are built upon sustainable practices. A contractual agreement will be entered into with an entity to provide the Delivery Unit approach with support provided through an entity such as the Education Trust to ensure that staff are trained and fully capable of building capacity across the state for assuring and sustaining systemic, statewide reform. In year one, training will be provided through US Education Delivery Institute (EDI) with an estimated cost of \$50,000. In years two through four, training, implementation, and on-site support will be provided through EDI with an estimated cost of \$100,000 per year.

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$350,000

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$350,000

**Budget Part II: Project-Level Budget Table**

**Project Name: Communications Plan Development and Implementation**

**Associated with Criteria: (F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  | \$250,000                 | \$110,000                 | \$110,000                 | \$110,000                 | \$580,000        |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$250,000                 | \$110,000                 | \$110,000                 | \$110,000                 | \$580,000        |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$250,000                 | \$110,000                 | \$110,000                 | \$110,000                 | \$580,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## **BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: Communications Plan Development and Implementation**

**Associated with Criteria: (F)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- \$580,000

An RFP process will be used to contract with a communications firm to develop the statewide communications plan intended to reach all stakeholder audiences regarding the importance of high standards, strong assessments, and a sound accountability model, as well as the importance of being prepared for college and careers and other themes across the Mississippi RtT application. The plan will be implemented to ensure that effective communications strategies are used across the state with parents, business and community leaders, educators, legislators and other stakeholders. In year one, the plan will be developed and pilot tested with an estimated cost of \$250,000. In years two through four, the plan will be implemented with an estimated cost of \$110,000 per year.

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$580,000

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$580,000

**Budget Part II: Project-Level Budget Table**

**Project Name: Project Evaluation Design and Implementation**

**Associated with Criteria: (B),(C),(D),(E),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  | \$1,790,001               | \$1,000,000               | \$1,000,000               | \$1,800,000               | \$5,590,001      |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$1,790,001               | \$1,000,000               | \$1,000,000               | \$1,800,000               | \$5,590,001      |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   |                           |                           |                           |                           |                  |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$1,790,001               | \$1,000,000               | \$1,000,000               | \$1,800,000               | \$5,590,001      |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

**Project Name: Project Evaluation Design and Implementation**

**Associated with Criteria: (B),(C),(D),(E),(F)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- \$5,590,001

A Request For Proposals (RFP) will be issued for an entity to guide the design and implementation of an ongoing evaluation process for each RttT component, as well as for a final evaluation. In year one, the design of the evaluation process, development of collection and reporting mechanisms, and dissemination of evaluation strategies will occur with an estimated cost of \$1,790,001. In years two and three, the evaluator will continue to collect data and provide interim reports on results so that course corrections can be made for any RttT activities with an estimated cost of \$1,000,000 per year. In year four, concluding data collection will occur with a final evaluation report produced and disseminated. Based on these evaluations, additional strategies for sustainability will be developed with an estimated cost of \$1,800,000.

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$5,590,001

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- N/A

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$5,590,001

**Budget Part II: Project-Level Budget Table**

**Project Name: Innovations in Technology & Data Engagement-Demonstration Sites (Competitive)  
Associated with Criteria: (B)(3),(C)(3)(i)(ii)(iii),(D)(2)(iv)(a)(3)(i),(E)(2),(F)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  |                           |                           |                           |                           |                  |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$0                       | \$0                       | \$0                       | \$0                       | \$0              |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   | \$1,440,000               | \$4,800,000               | \$4,800,000               | \$4,800,000               | \$15,840,000     |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$1,440,000               | \$4,800,000               | \$4,800,000               | \$4,800,000               | \$15,840,000     |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

**Project Name: Innovations in Technology & Data Engagement-Demonstration Sites (Competitive)**  
**Associated with Criteria: (B)(3),(C)(3)(i)(ii)(iii),(D)(2)(iv)(a)(3)(i),(E)(2),(F)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- N/A

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$0

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- \$15,840,000

Using a Request For Proposals (RFP) process, schools will apply for competitive planning grants for implementing innovations in technology use and data engagement. During year one, 72 planning grants of \$20,000 each will be awarded to schools. Near the close of year one, an RFP will be issued to implement 24 demonstration sites for innovations in technology and data engagement. The 24 awardees will receive \$200,000 per year for years two through four to fully implement the planned innovations and to assist other schools in replication of the innovations

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$15,840,000

**Budget Part II: Project-Level Budget Table**  
**Project Name: K-12 Literacy Demonstration Sites (Competitive)**  
**Associated with Criteria: (B)(3)(f)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  |                           |                           |                           |                           |                  |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$0                       | \$0                       | \$0                       | \$0                       | \$0              |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   | \$1,440,000               | \$2,400,000               | \$2,400,000               | \$2,400,000               | \$8,640,000      |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$1,440,000               | \$2,400,000               | \$2,400,000               | \$2,400,000               | \$8,640,000      |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## **BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: K-12 Literacy Demonstration Sites (Competitive)**

**Associated with Criteria: (B)(3)(f)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- N/A

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$0

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- \$8,640,000

Using a Request For Proposals (RFP) process, schools will apply for competitive planning grants for the implementation of K-12 Literacy Demonstration projects that address effective practices in reading instruction within grades K-12. During year one, 72 planning grants of \$20,000 each will be

awarded with an RFP issued at the close of the planning year for implementation grants. In years two through four, 24 implementation grants will be awarded to each school in the amount of \$100,000 per year. All awardees will fully implement their proposals and will assist other schools in replicating their success.

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$8,640,000

**Budget Part II: Project-Level Budget Table**

**Project Name: STEM Middle/High School Academy Demonstration Sites (Competitive)**

**Associated with Criteria: (2),(B),(C),(D),(E)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  |                           |                           |                           |                           |                  |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$0                       | \$0                       | \$0                       | \$0                       | \$0              |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   | \$1,440,000               | \$2,400,000               | \$2,400,000               | \$2,400,000               | \$8,640,000      |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$1,440,000               | \$2,400,000               | \$2,400,000               | \$2,400,000               | \$8,640,000      |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

**Project Name:** STEM Middle/High School Academy Demonstration Sites (Competitive)

**Associated with Criteria:** (2),(B),(C),(D),(E)

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- N/A

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$0

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- \$8,640,000

Using a Request For Proposals (RFP) process, schools will apply for competitive planning grants for establishing STEM Academies in middle and high schools. During year one, 72 planning grants of \$20,000 each will be awarded. Near the close of year one, an RFP will be issued to implement 24

demonstration sites for STEM Academies. The 24 awardees will receive \$100,000 each per year for years two through four to fully implement STEM Academies and assist in replication in non-awarded schools.

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$8,640,000

**Budget Part II: Project-Level Budget Table**

**Project Name: Pre-K – Four Year Old Program Demonstration Sites (Competitive)**

**Associated with Criteria: (3)(ii)**

| <b>Budget Categories</b>                        | <b>Project Year 1<br/>(a)</b> | <b>Project Year 2<br/>(b)</b> | <b>Project Year 3<br/>(c)</b> | <b>Project Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|----------------------|
| 1. Personnel                                    |                               |                               |                               |                               |                      |
| 2. Fringe Benefits                              |                               |                               |                               |                               |                      |
| 3. Travel                                       |                               |                               |                               |                               |                      |
| 4. Equipment                                    |                               |                               |                               |                               |                      |
| 5. Supplies                                     |                               |                               |                               |                               |                      |
| 6. Contractual                                  |                               |                               |                               |                               |                      |
| 7. Training Stipends                            |                               |                               |                               |                               |                      |
| 8. Other  |                               |                               |                               |                               |                      |
| 9. Total Direct Costs (lines 1-8)               | \$0                           | \$0                           | \$0                           | \$0                           | \$0                  |
| 10. Indirect Costs*                             |                               |                               |                               |                               |                      |
| 11. Funding for Involved LEAs                   | \$1,440,000                   | \$4,800,000                   | \$4,800,000                   | \$4,800,000                   | \$15,840,000         |
| 12. Supplemental Funding for Participating LEAs |                               |                               |                               |                               |                      |
| 13. Total Costs (lines 9-12)                    | \$1,440,000                   | \$4,800,000                   | \$4,800,000                   | \$4,800,000                   | \$15,840,000         |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## **BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: Pre-K – Four Year Old Program Demonstration Sites (Competitive)**

**Associated with Criteria: (3)(ii)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- N/A

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$0

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- \$15,840,000

Using a Request For Proposals (RFP) process, schools will apply for one of 72 planning grants of \$20,000 each for implementing effective pre-k-four year old programs. At the close of year one, an RFP will be issued to implement 24 demonstration sites for pre-k-four year old programs. The 24

awardees will receive \$200,000 each per year for years two through four to fully implement the planned programs and to assist other non-awarded schools in replicating the programs.

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$15,840,000

**Budget Part II: Project-Level Budget Table**  
**Project Name: K-12 Literacy Demonstration Sites (Competitive)**  
**Associated with Criteria: (B)(3)(f)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    |                           |                           |                           |                           |                  |
| 2. Fringe Benefits                              |                           |                           |                           |                           |                  |
| 3. Travel                                       |                           |                           |                           |                           |                  |
| 4. Equipment                                    |                           |                           |                           |                           |                  |
| 5. Supplies                                     |                           |                           |                           |                           |                  |
| 6. Contractual                                  |                           |                           |                           |                           |                  |
| 7. Training Stipends                            |                           |                           |                           |                           |                  |
| 8. Other  |                           |                           |                           |                           |                  |
| 9. Total Direct Costs (lines 1-8)               | \$0                       | \$0                       | \$0                       | \$0                       | \$0              |
| 10. Indirect Costs*                             |                           |                           |                           |                           |                  |
| 11. Funding for Involved LEAs                   | \$1,440,000               | \$2,400,000               | \$2,400,000               | \$2,400,000               | \$8,640,000      |
| 12. Supplemental Funding for Participating LEAs |                           |                           |                           |                           |                  |
| 13. Total Costs (lines 9-12)                    | \$1,440,000               | \$2,400,000               | \$2,400,000               | \$2,400,000               | \$8,640,000      |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## **BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: K-12 Literacy Demonstration Sites (Competitive)**

**Associated with Criteria: (B)(3)(f)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

- N/A

**2) Fringe Benefits**

- N/A

**3) Travel**

- N/A

**4) Equipment**

- N/A

**5) Supplies**

- N/A

**6) Contractual**

- N/A

**7) Training Stipends**

- N/A

**8) Other**

- N/A

**9) Total Direct Costs**

- \$0

**10) Indirect Costs**

- N/A

**11) Funding for Involved LEAs**

- \$8,640,000

Using a Request For Proposals (RFP) process, schools will apply for competitive planning grants for the implementation of K-12 Literacy Demonstration projects that address effective practices in

reading instruction within grades K-12. During year one, 72 planning grants of \$20,000 each will be awarded with an RFP issued at the close of the planning year for implementation grants. In years two through four, 24 implementation grants will be awarded to each school in the amount of \$100,000 per year. All awardees will fully implement their proposals and will assist other schools in replicating their success.

**12) Supplemental Funding for Participating LEAs**

- N/A

**13) Total Costs**

- \$8,640,000

### Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

|   |
|---|
| <p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input type="radio"/></p> <p>NO <input type="radio"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p>From: ___/___/_____ To: ___/___/_____</p> <p>Approving Federal agency: ___ED ___Other</p> <p>(Please specify agency): _____</p> |
|---|

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
  - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.
3. If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

**VII. PARTICIPATING LEA MEMORANDUM OF UNDERSTANDING  
(Appendix D in the Notice of Final Priorities, Requirements, Definitions, and  
Selection Criteria; and in the Notice Inviting Applications)**

**Background for Memorandum of Understanding**

---

Participating LEAs (as defined in this notice) in a State's Race to the Top plans are required to enter into a Memorandum of Understanding (MOU) or other binding agreement with the State that specifies the scope of the work being implemented by the participating LEA (as defined in this notice).

To support States in working efficiently with LEAs to determine which LEAs will participate in the State's Race to the Top application, the U.S. Department of Education has produced a model MOU, which is attached. This model MOU may serve as a template for States; however, States are not required to use it. They may use a different document that includes the key features noted below and in the model, and they should consult with their State and local attorneys on what is most appropriate for their State that includes, at a minimum, these key elements.

The purpose of the model MOU is to help to specify a relationship that is specific to Race to the Top and is not meant to detail all typical aspects of State/LEA grant management or administration. At a minimum, a strong MOU should include the following, each of which is described in detail below: (i) terms and conditions; (ii) a scope of work; and, (iii) signatures.

(i) Terms and conditions: Each participating LEA (as defined in this notice) should sign a standard set of terms and conditions that includes, at a minimum, key roles and responsibilities of the State and the LEA; State recourse for LEA non-performance; and assurances that make clear what the participating LEA (as defined in this notice) is agreeing to do.

(ii) Scope of work: MOUs should include a scope of work (included in the model MOU as Exhibit I) that is completed by each participating LEA (as defined in this notice). The scope of work must be signed and dated by an authorized LEA and State official. In the interest of time and with respect for the effort it will take for LEAs to develop detailed work plans, the scope of work submitted by LEAs and States as part of their Race to the Top applications may be preliminary. Preliminary scopes of work should include the portions of the State's proposed reform plans that the LEA is agreeing to implement. (Note that in order to participate in a State's Race to the Top application an LEA must agree to implement all or significant portions of the State's reform plans.)

If a State is awarded a Race to the Top grant, the participating LEAs (as defined in this notice) will have up to 90 days to complete final scopes of work (which could be attached to the model MOU as Exhibit II), which must contain detailed work plans that are consistent with the preliminary scope of work and with the State's grant application, and should include the participating LEA's (as defined in this notice) specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures.

(iii) Signatures: The signatures demonstrate (a) an acknowledgement of the relationship between the LEA and the State, and (b) the strength of the participating LEA's (as defined in this notice) commitment.

- With respect to the relationship between the LEA and the State, the State's counter-signature on the MOU indicates that the LEA's commitment is consistent with the requirement that a participating LEA (as defined in this notice) implement all or significant portions of the State's plans.
- The strength of the participating LEA's (as defined in this notice) commitment will be demonstrated by the signatures of the LEA superintendent (or an equivalent authorized signatory), the president of the local school board (or equivalent, if applicable) and the local teacher's union leader (if applicable).

Please note the following with regard to the State's Race to the Top application:

- In its application, the State need only provide an example of the State's standard Participating LEA MOU; it does not have to provide copies of every MOU signed by its participating LEAs (as defined in this notice). If, however, States and LEAs have made any changes to the State's standard MOU, the State must provide description of the changes that were made. Please note that the Department may, at any time, request copies of all MOUs between the State and its participating LEAs.
- Please see criterion (A)(1)(ii) and (A)(1)(iii), and the evidence requested in the application, for more information and ways in which States will be asked to summarize information about the LEA MOUs.

## Model Participating LEA Memorandum of Understanding

---

This Memorandum of Understanding (“MOU”) is entered into by and between \_\_\_\_\_ (“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 I, 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 or significant portions 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:

- 1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
- 2) 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”);
- 3) 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;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) 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;
- 6) 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:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
- 2) 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 II;
- 3) Provide feedback on the LEA’s status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.

- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) 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 I, if the State application is funded,
- 4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II 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 II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) 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 and 99).

**IV. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed 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** (or equivalent authorized signatory) - required:

\_\_\_\_\_

Signature/Date

\_\_\_\_\_

Print Name/Title

**President of Local School Board** (or equivalent, if applicable):

---

Signature/Date

---

Print Name/Title

**Local Teachers' Union Leader** (if applicable):

---

Signature/Date

---

Print Name/Title

**Authorized State Official** - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

---

Signature/Date

---

Print Name/Title

**A. EXHIBIT I – PRELIMINARY SCOPE OF WORK**

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

| Elements of State Reform Plans  | LEA Participation (Y/N) | Comments from LEA (optional) |
|---|-------------------------|------------------------------|
| <b>B. Standards and Assessments</b>   |                         |                              |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments |                         |                              |
| <b>C. Data Systems to Support Instruction</b>                                       |                         |                              |
| (C)(3) Using data to improve instruction:   |                         |                              |
| (i) Use of local instructional improvement systems                                  |                         |                              |
| (ii) Professional development on use of data  |                         |                              |
| (iii) Availability and accessibility of data to researchers                         |                         |                              |
| <b>D. Great Teachers and Leaders</b>  |                         |                              |
| (D)(2) Improving teacher and principal effectiveness based on performance:          |                         |                              |
| (i) Measure student growth  |                         |                              |
| (ii) Design and implement evaluation systems  |                         |                              |
| (iii) Conduct annual evaluations  |                         |                              |
| (iv)(a) Use evaluations to inform professional development                          |                         |                              |
| (iv)(b) Use evaluations to inform compensation, promotion, and retention            |                         |                              |
| (iv)(c) Use evaluations to inform tenure and/or full certification                  |                         |                              |
| (iv)(d) Use evaluations to inform removal   |                         |                              |
| (D)(3) Ensuring equitable distribution of effective teachers and principals:        |                         |                              |
| (i) High-poverty and/or high-minority schools                                       |                         |                              |
| (ii) Hard-to-staff subjects and specialty areas                                     |                         |                              |
| (D)(5) Providing effective support to teachers and principals:                      |                         |                              |
| (i) Quality professional development  |                         |                              |
| (ii) Measure effectiveness of professional development                              |                         |                              |
| <b>E. Turning Around the Lowest-Achieving Schools</b>                               |                         |                              |
| (E)(2) Turning around the lowest-achieving schools                                  |                         |                              |

**For the Participating LEA**

**For the State**

\_\_\_\_\_  
**Authorized LEA Signature/Date**

\_\_\_\_\_  
**Authorized State Signature/Date**

\_\_\_\_\_  
**Print Name/Title**

\_\_\_\_\_  
**Print Name/Title**

---

**VIII. SCHOOL INTERVENTION MODELS**  
**(Appendix C in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)**

There are four school intervention models referred to in Selection Criterion (E)(2): turnaround model, restart model, school closure, or transformation model. Each is described below.

- (a) Turnaround model. (1) A turnaround model is one in which an LEA must--
- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
  - (ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
    - (A) Screen all existing staff and rehire no more than 50 percent; and
    - (B) Select new staff;
  - (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
  - (iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
  - (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
  - (vi) Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards;
  - (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
  - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
  - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.
- (2) A turnaround model may also implement other strategies such as—
- (i) Any of the required and permissible activities under the transformation model; or
  - (ii) A new school model (*e.g.*, themed, dual language academy).

(b) Restart model. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model. A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff with ongoing, high-quality, job-embedded professional development (*e.g.*, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

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

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

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

If a school identified as a persistently lowest-achieving school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented.

## **IX. SCORING RUBRIC**

### **(Appendix B in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)**

#### **I. Introduction**

To help ensure inter-reviewer reliability and transparency for State Race to the Top applicants, the U.S. Department of Education has created and is publishing a rubric for scoring State applications. The pages that follow detail the rubric and allocation of point values that reviewers will be using. Race to the Top grants will be awarded on a competitive basis to States in two phases. The rubric will be used by reviewers in each phase to ensure consistency across and within review panels.

The rubric allocates points to each criterion and, in selected cases, to sub-criteria as well. In all, the Race to the Top scoring rubric includes 19 criteria and one competitive priority that collectively add up to 500 points. Several of these criteria account for a large number of points; others account for a comparatively small portion of a State's score.

It is important to emphasize that over half the points that reviewers may award to States are based on States' accomplishments prior to applying—their successes in increasing student achievement, decreasing the achievement gaps, increasing graduation rates, enlisting strong statewide support and commitment to their proposed plans, and creating legal conditions conducive to education reform and innovation. Finally, it bears underscoring that reviewers will be assessing multiple aspects of States' Race to the Top applications. States that fail to earn points or earn a low number of points on one criterion, can still win a Race to the Top award by presenting strong applications and histories of accomplishments on other criteria.

Notwithstanding the guidance being provided to reviewers, reviewers will still be required to make many thoughtful judgments about the quality of States' applications. Beyond judging a State's commitment to the four reform areas specified in the ARRA, reviewers will be assessing, based on the criteria, the comprehensiveness and feasibility of States' applications and plans. Reviewers will be asked to evaluate, for example, if States have set ambitious but achievable annual targets in their applications. Reviewers will need to make informed judgments about States' goals, the activities the State has chosen to undertake and the rationales for such activities, and the timeline and credibility of State plans.

Applicants address the absolute and competitive priorities throughout their applications. The absolute priority must be met in order for an applicant to receive funding. Applications that address the competitive priority comprehensively will earn extra points under that priority. Invitational priorities are extensions to the core reform areas; applicants are invited to address these, but are not granted additional points for doing so.

In this appendix there is information about the point values for each criterion and priority, guidance on scoring, and the rubric that will be provided to reviewers.

## II. Points Overview

The chart below shows the maximum number of points that may be assigned to each criterion.

| Selection Criteria   | Points      | Percent     |
|--|-------------|-------------|
| <b>A. State Success Factors</b>  | 125         | 25%         |
| (A)(1) Articulating State's education reform agenda and LEAs' participation in it                      | 65          |             |
| (i) Articulating comprehensive, coherent reform agenda   | 5           |             |
| (ii) Securing LEA commitment   | 45          |             |
| (iii) Translating LEA participation into statewide impact  | 15          |             |
| (A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans           | 30          |             |
| (i) Ensuring the capacity to implement   | 20          |             |
| (ii) Using broad stakeholder support   | 10          |             |
| (A)(3) Demonstrating significant progress in raising achievement and closing gaps                      | 30          |             |
| (i) Making progress in each reform area  | 5           |             |
| (ii) Improving student outcomes  | 25          |             |
| <b>B. Standards and Assessments</b>  | 70          | 14%         |
| (B)(1) Developing and adopting common standards  | 40          |             |
| (i) Participating in consortium developing high-quality standards                                      | 20          |             |
| (ii) Adopting standards  | 20          |             |
| (B)(2) Developing and implementing common, high-quality assessments                                    | 10          |             |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments                    | 20          |             |
| <b>C. Data Systems to Support Instruction</b>  | 47          | 9%          |
| (C)(1) Fully implementing a statewide longitudinal data system   | 24          |             |
| (C)(2) Accessing and using State data  | 5           |             |
| (C)(3) Using data to improve instruction   | 18          |             |
| <b>D. Great Teachers and Leaders</b>   | 138         | 28%         |
| Eligibility Requirement (b)  | eligibility |             |
| (D)(1) Providing high-quality pathways for aspiring teachers and principals                            | 21          |             |
| (D)(2) Improving teacher and principal effectiveness based on performance                              | 58          |             |
| (i) Measuring student growth   | 5           |             |
| (ii) Developing evaluation systems   | 15          |             |
| (iii) Conducting annual evaluations  | 10          |             |
| (iv) Using evaluations to inform key decisions   | 28          |             |
| (D)(3) Ensuring equitable distribution of effective teachers and principals                            | 25          |             |
| (i) Ensuring equitable distribution in high-poverty or high-minority schools                           | 15          |             |
| (ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas                     | 10          |             |
| (D)(4) Improving the effectiveness of teacher and principal preparation programs                       | 14          |             |
| (D)(5) Providing effective support to teachers and principals  | 20          |             |
| <b>E. Turning Around the Lowest-Achieving Schools</b>  | 50          | 10%         |
| (E)(1) Intervening in the lowest-achieving schools and LEAs  | 10          |             |
| (E)(2) Turning around the lowest-achieving schools   | 40          |             |
| (i) Identifying the persistently lowest-achieving schools  | 5           |             |
| (ii) Turning around the persistently lowest-achieving schools  | 35          |             |
| <b>F. General</b>  | 55          | 11%         |
| Eligibility Requirement (a)  | eligibility |             |
| (F)(1) Making education funding a priority   | 10          |             |
| (F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools | 40          |             |
| (F)(3) Demonstrating other significant reform conditions   | 5           |             |
| Competitive Preference Priority 2: Emphasis on STEM  | 15          | 3%          |
| <b>TOTAL</b>   | <b>500</b>  | <b>100%</b> |
| Subtotal: Accomplishments  | 260         | 52%         |
| Subtotal: Plans  | 240         | 48%         |

### III. About Scoring

About State Reform Conditions Criteria: The goal for State Reform Conditions Criteria is to ensure that, wherever possible, reviewers are provided with criterion-specific guidance that is clear and specific, making the decisions as “objective” as possible. (See application requirement (d) for the guidance provided to States concerning responding to State Reform Conditions Criteria in their applications.)

About Reform Plan Criteria: For Reform Plan Criteria, reviewers will be given general guidance on how to evaluate the information that each State submits; this guidance will be consistent with application requirement (e). Reviewers will allot points based on the quality of the State’s plan and, where specified in the text of the criterion, whether the State has set ambitious yet achievable annual targets for that plan. In making these judgments, reviewers will consider the extent to which the State has:

- *A high-quality plan.* In determining the quality of a State’s plan for a given Reform Plan Criterion, reviewers will evaluate the key goals, the activities to be undertaken and rationale for the activities, the timeline, the parties responsible for implementing the activities, and the credibility of the plan (as judged, in part, by the information submitted as supporting evidence). States are required to submit this information for each Reform Plan Criterion that the State addresses. States may also submit additional information that they believe will be helpful to peer reviewers.
- *Ambitious yet achievable annual targets* (only for those criteria that specify this). In determining whether a State has ambitious yet achievable annual targets for a given Reform Plan Criterion, reviewers will examine the State’s targets in the context of the State’s plan and the evidence submitted (if any) in support of the plan. There is no specific target that reviewers will be looking for here; nor will higher targets necessarily be rewarded above lower ones. Rather, reviewers will reward States for developing targets that – in light of the State’s plan – are “ambitious yet achievable.”

Note that the evidence that States submit may be relevant both to judging whether the State has a high-quality plan and whether its annual targets are ambitious yet achievable.

About Assigning Points: For each criterion, reviewers will assign points to an application. In general, the Department has specified total point values at the criterion level and in some instances, at the sub-criterion level. In the cases where the point totals have not been allocated to sub-criteria, each sub-criterion is weighted equally.

The reviewers will use the general ranges below as a guide when awarding points.

| Maximum Point Value | Quality of Applicant’s Response |         |         |
|---------------------|---------------------------------|---------|---------|
|                     | Low                             | Medium  | High    |
| 45                  | 0 – 12                          | 13 – 33 | 34 – 45 |
| 40                  | 0 – 10                          | 11 – 29 | 30 – 40 |
| 35                  | 0 – 9                           | 10 – 25 | 26 – 35 |
| 30                  | 0 – 8                           | 9 – 21  | 22 – 30 |
| 28                  | 0 – 8                           | 9 – 20  | 21 – 28 |

| Maximum Point Value | Quality of Applicant's Response |        |         |
|---------------------|---------------------------------|--------|---------|
|                     | Low                             | Medium | High    |
| 25                  | 0 – 7                           | 8 – 18 | 19 – 25 |
| 21                  | 0 – 5                           | 6 – 15 | 16 – 21 |
| 20                  | 0 – 5                           | 6 – 14 | 15 – 20 |
| 15                  | 0 – 4                           | 5 – 10 | 11 – 15 |
| 14                  | 0 – 4                           | 5 – 9  | 10 – 14 |
| 10                  | 0 – 2                           | 3 – 7  | 8 – 10  |
| 8                   | 0 – 2                           | 3 – 5  | 6 – 8   |
| 7                   | 0 – 2                           | 3 – 4  | 5 – 7   |
| 6                   | 0 – 1                           | 2 – 3  | 4 – 6   |
| 5                   | 0 – 1                           | 2 – 3  | 4 – 5   |

About Priorities: There are three types of priorities in the Race to the Top competition.

- The absolute priority cuts across the entire application and should not be addressed separately. It will be assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority. If an application has not met the priority, it will be eliminated from the competition.
- The competitive priority also cuts across the entire application. It is worth 15 points. Applicants will earn all or none of it, making it truly a competitive preference. In those cases where there is a disparity in the reviewers' determinations on the priority, the Department will award the competitive priority points only if a majority of the reviewers on a panel determine that an application should receive the priority points.
- The invitational priorities are addressed in their own separate sections. While applicants are invited to write to the invitational priorities, these will not earn points.

In the Event of a Tie: If two or more applications have the same score and there is not sufficient funding to support all of the tied applicants, the applicants' scores on criterion (A)(1)(ii), Securing LEA Commitment, will be used to break the tie.

#### IV. Reviewer Guidance for Criteria

##### A. State Success Factors

*General Reviewer Guidance for (A)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

*Reviewer Guidance Specific to (A)(1)(ii):*

- *The model Memorandum of Understanding (MOU), provided in Appendix D to this notice, is an example of a strong MOU.*

(A)(1) **(maximum total points: 65)** Articulating State's education reform agenda and LEAs' participation in it: The extent to which—

(i) **(maximum subpoints: 5)** The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application;

(ii) **(maximum subpoints: 45)** The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include—

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) **(maximum subpoints: 15)** The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(c) Increasing high school graduation rates (as defined in this notice); and

(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

*General Reviewer Guidance for (A)(2): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).*

(A)(2) **(maximum total points: 30)** Building strong statewide capacity to implement, scale up, and sustain proposed plans: The extent to which the State has a high-quality overall plan to—

(i) **(maximum subpoints: 20)** Ensure that it has the capacity required to implement its proposed plans by—

(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;

(b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating

and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;

(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;

(d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals;

(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) **(maximum subpoints: 10)** Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of statements or actions of support from—

(a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and

(b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (*e.g.*, business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

*General Reviewer Guidance for (A)(3): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks, and to the evidence requested in the application and presented by the applicant (if any).*

(A)(3) **(maximum total points: 30)** Demonstrating significant progress in raising achievement and closing gaps: The extent to which the State has demonstrated its ability to—

(i) **(maximum subpoints: 5)** Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms;

(ii) **(maximum subpoints: 25)** Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to—

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and

(c) Increasing high school graduation rates.

## **B. Standards and Assessments**

### State Reform Conditions Criteria

*General Reviewer Guidance for (B)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

*Reviewer Guidance Specific to (B)(1)(i)(b) – Significant Number of States:*

- “High” points for a significant number of States are earned if the consortium includes a majority of the States in the country.
- “Medium” or “low” points are earned if the consortium includes one-half of the States in the country or less.

*Reviewer Guidance Specific to (B)(1)(ii):*

- “High” points are earned for: Phase 1 applicants’ commitment to and progress toward adoption by August 2, 2010; and Phase 2 applicants’ adoption by August 2, 2010.
- No “Medium” points are assigned for this criterion.
- “Low” points are earned for a high-quality plan to adopt by a later specified date in 2010.
- No points are earned for a plan that is not high-quality or for a plan to adopt later than 2010.

(B)(1) **(maximum total points: 40)** Developing and adopting common standards: The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) **(maximum subpoints: 20)** The State’s participation in a consortium of States that—

(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) **(maximum subpoints: 20)** (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.<sup>6</sup>

*General Reviewer Guidance for (B)(2): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

*Reviewer Guidance Specific to (B)(2)(ii) – Significant Number of States:*

- “High” points for a significant number of States are earned if the consortium includes a majority of the States in the country.
- “Medium” or “low” points are earned if the consortium includes one-half of the States in the country or less.

<sup>6</sup> Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

(B)(2) **(maximum total points: 10)** Developing and implementing common, high-quality assessments: The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

Reform Plan Criteria

*General Reviewer Guidance for (B)(3): In judging the quality of the applicant’s plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).*

(B)(3) **(maximum total points: 20)** Supporting the transition to enhanced standards and high-quality assessments: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State’s institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

**C. Data Systems to Support Instruction**

State Reform Conditions Criteria

*General Reviewer Guidance for (C)(1): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

Reviewer Guidance Specific to (C)(1):

- Applicants earn two (2) points for every element the State has, out of 12 elements possible.

(C)(1) **(maximum total points: 24)** Fully implementing a statewide longitudinal data system: The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

## Reform Plan Criteria

*General Reviewer Guidance for (C)(2): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

(C)(2) **(maximum total points: 5)** Accessing and using State data: The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>7</sup>

*General Reviewer Guidance for (C)(3): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).*

(C)(3) **(maximum total points: 18)** Using data to improve instruction: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

## **D. Great Teachers and Leaders**

### State Reform Conditions Criteria

*General Reviewer Guidance for (D)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

<sup>7</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

Reviewer Guidance Specific to (D)(1):

- The criterion must be judged for both teachers and principals.

Reviewer Guidance Specific to (D)(1)(i):

- “High” points are earned by States that have alternative routes that (a) permit providers who operate independently of institutions of higher education (IHEs), and (b) include at least 4 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).
- “Medium” points are earned by States that have alternative routes that (a) permit providers who operate independently of IHEs, and (b) include at least 2 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).
- “Low” points are earned by States that have alternative routes that (a) do not permit providers who operate independently of IHEs, OR (b) include only 1 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).

(D)(1) **(maximum total points: 21)** Providing high-quality pathways for aspiring teachers and principals: The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

Reform Plan Criteria

General Reviewer Guidance for (D)(2): In judging the quality of the applicant’s response to this criterion and annual targets, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).

Reviewer Guidance Specific to (D)(2):

- The criterion must be judged for both teachers and principals.

(D)(2) **(maximum total points: 58)** Improving teacher and principal effectiveness based on performance: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) **(maximum subpoints: 5)** Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student;
- (ii) **(maximum subpoints: 15)** Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement;

(iii) **(maximum subpoints: 10)** Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; and

(iv) **(maximum subpoints: 28)** Use these evaluations, at a minimum, to inform decisions regarding—

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

*General Reviewer Guidance for (D)(3): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).*

(D)(3) **(maximum total points: 25)** Ensuring equitable distribution of effective teachers and principals: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) **(maximum subpoints: 15)** Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; and

(ii) **(maximum subpoints: 10)** Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA.

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

*General Reviewer Guidance for (D)(4): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).*

Reviewer Guidance Specific to (D)(4):

- *The criterion must be judged for both teachers and principals.*

(D)(4) **(maximum total points: 14)** Improving the effectiveness of teacher and principal preparation programs: The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

*General Reviewer Guidance for (D)(5): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).*

**(D)(5) (maximum total points: 20)** Providing effective support to teachers and principals: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high-need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

## **E. Turning Around the Lowest-Achieving Schools**

### *State Reform Conditions Criteria*

*General Reviewer Guidance for (E)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

#### *Reviewer Guidance Specific to (E)(1):*

- 10 points are earned by States that can intervene directly in both schools and LEAs.
- 5 points are earned by States that can intervene directly in either schools or LEAs, but not both.
- 0 points are earned by States that cannot intervene in either schools or LEAs.

**(E)(1) (maximum total points: 10)** Intervening in the lowest-achieving schools and LEAs: The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

## Reform Plan Criteria

*General Reviewer Guidance for (E)(2): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).*

(E)(2) **(maximum total points: 40)** Turning around the lowest-achieving schools: The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) **(maximum subpoints: 5)** Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and

(ii) **(maximum subpoints: 35)** Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).

## **F. General**

### State Reform Conditions Criteria

*General Reviewer Guidance for (F)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

#### Reviewer Guidance Specific to (F)(1)(i):

- “High” points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education increased from FY2008 to FY2009.
- “Medium” points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education were substantially unchanged from FY2008 to FY2009.
- “Low” points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education decreased from FY2008 to FY2009.

(F)(1) **(maximum total points: 10)** Making education funding a priority: The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

*General Reviewer Guidance for (F)(2): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

Reviewer Guidance Specific to (F)(2)(i):

- “High” points are earned if the State either has no cap on the number of charter schools, or it has a “high” cap (defined as a cap such that, if it were filled,  $\geq 10\%$  of the total schools in the State would be charter schools); and the State does not have restrictions, such as those referenced in the “note to reviewers” below, that would be considered even mildly inhibiting.
- “Medium” points are earned if the State has a “medium” cap on the number of charter schools (defined as a cap such that, if it were filled,  $\geq 5\%$  and  $< 10\%$  of the total schools in the State would be charter schools); or the charter school law has sufficient flexibility to allow for an increase in the number of charter schools as if it were a medium or higher cap (e.g. by allowing for the creation of multiple campuses under the same charter); and the State does not have restrictions, such as those referenced in the “note to reviewers” below, that would be considered moderately or severely inhibiting.
- “Low” points are earned if the State has a “low” cap on the number of charter schools (defined as a cap such that, if it were filled,  $< 5\%$  of the total schools in the State would be charter schools) OR if the State has restrictions, such as those referenced in the “note to reviewers” below, that would be considered severely inhibiting.
- No points are earned if the State has no charter school law.
- Note to reviewers: Charter school laws are so complex that it is hard to write rules to capture each possible obstacle to charter school growth; therefore, this rubric is meant to guide reviewers, not to bind them. For example, if a State limits the number of charter schools by limiting the share of statewide or district-level funding that can go to charter schools, rather than by explicitly limiting the number of charter schools, reviewers should convert the funding restriction into an approximately equivalent limit on the number of schools and fit that into the guidelines here. As reviewers assess the inhibitions on charter schools, they should look for restrictions such as: disallowing certain types of charter schools (e.g., startups or conversions); restricting charter schools to operate in certain geographic areas; and limiting the number, percent, or demographics of students that may enroll in charter schools. Some States have “smart caps” designed to restrict growth to high-performing charter schools; this is not a problem unless it effectively restricts any new (i.e., unproven) charter schools from starting.

Reviewer Guidance Specific to (F)(2)(iii):

- “High” points are earned if the per-pupil funding to charter school students is  $\geq 90\%$  of that which is provided to traditional public school students.
- “Medium” points are earned if the per-pupil funding to charter school students is 80-89% of that which is provided to traditional public school students.
- “Low” points are earned if the per-pupil funding to charter school students is  $\leq 79\%$  of that which is provided to traditional public school students.
- No points are earned if the State has no charter school law.

**(F)(2) (maximum total points: 40) Ensuring successful conditions for high-performing charter schools and other innovative schools:** The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student

populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools.

(iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*General Reviewer Guidance for (F)(3): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

**(F)(3) (maximum total points: 5) Demonstrating other significant reform conditions:**  
The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

## **V. Reviewer Guidance for Priorities**

***Absolute Priority Guidance:** The application will be judged to ensure that it has met the absolute priority set forth below. The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority. If an application has not met the priority, it will be eliminated from the competition.*

### **Priority 1: Absolute Priority – Comprehensive Approach to Education Reform**

To meet this priority, the State’s application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

*Competitive Priority Guidance:* The application will be judged to determine whether it has met the competitive preference priority set forth below. The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

**Priority 2: Competitive Preference Priority – Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (competitive preference points: 15, all or nothing)**

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

*Invitational Priority Guidance:* No points are awarded for invitational priorities.

**Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes.**

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

*Invitational Priority Guidance:* No points are awarded for invitational priorities.

**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems.**

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

*Invitational Priority Guidance: No points are awarded for invitational priorities.*

**Priority 5: Invitational Priority – P-20 Coordination, Vertical and Horizontal Alignment.**

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

*Invitational Priority Guidance: No points are awarded for invitational priorities.*

**Priority 6: Invitational Priority – School-Level Conditions for Reform, Innovation, and Learning.**

The Secretary is particularly interested in applications in which the State’s participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as--

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school’s budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

## X. APPLICATION REQUIREMENTS

(a) The State's application must be signed by the Governor, the State's chief school officer, and the president of the State board of education (if applicable). States will respond to this requirement in the application, Section III, Race to the Top Application Assurances. In addition, the assurances in Section IV must be signed by the Governor.

(b) The State must describe the progress it has made over the past several years in each of the four education reform areas (as described in criterion (A)(3)(i)).

(c) The State must include a budget that details how it will use grant funds and other resources to meet targets and perform related functions (as described in criterion (A)(2)(i)(d)), including how it will use funds awarded under this program to--

(1) Achieve its targets for improving student achievement and graduation rates and for closing achievement gaps (as described in criterion (A)(1)(iii)); the State must also describe its track record of improving student progress overall and by student subgroup (as described in criterion (A)(3)(ii)); and

(2) Give priority to high-need LEAs (as defined in this notice), in addition to providing 50 percent of the grant to participating LEAs (as defined in this notice) based on their relative shares of funding under Part A of Title I of the ESEA for the most recent year as required under section 14006(c) of the ARRA. (Note: Because all Race to the Top grants will be made in 2010, relative shares will be based on total funding received in FY 2009, including both the regular Title I, Part A appropriation and the amount made available by the ARRA).

(d) The State must provide, for each State Reform Conditions Criterion (listed in this notice) that it chooses to address, a description of the State's current status in meeting that criterion and, at a minimum, the information requested as supporting evidence for the criterion and the performance measures, if any (see Appendix A).

(e) The State must provide, for each Reform Plan Criterion (listed in this notice) that it chooses to address, a detailed plan for use of grant funds that includes, but need not be limited to--

(1) The key goals;

(2) The key activities to be undertaken and rationale for the activities, which should include why the specific activities are thought to bring about the change envisioned and how these activities are linked to the key goals;

(3) The timeline for implementing the activities;

(4) The party or parties responsible for implementing the activities;

(5) The information requested in the performance measures, where applicable (see Appendix A), and where the State proposes plans for reform efforts not covered by a specified

performance measure, the State is encouraged to propose performance measures and annual targets for those efforts; and

(6) The information requested as supporting evidence, if any, for the criterion, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the State's plan.

(f) The State must submit a certification from the State Attorney General that—

(1) The State's description of, and statements and conclusions concerning State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation; and

(2) At the time the State submits its application, the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation.

(g) When addressing issues relating to assessments required under the ESEA or subgroups in the selection criteria, the State must meet the following requirements:

(1) For student subgroups with respect to the NAEP, the State must provide data for the NAEP subgroups described in section 303(b)(2)(G) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622) (*i.e.*, race, ethnicity, socioeconomic status, gender, disability, and limited English proficiency). The State must also include the NAEP exclusion rate for students with disabilities and the exclusion rate for English language learners, along with clear documentation of the State's policies and practices for determining whether a student with a disability or an English language learner should participate in the NAEP and whether the student needs accommodations;

(2) For student subgroups with respect to high school graduation rates, college enrollment and credit accumulation rates, and the assessments required under the ESEA, the State must provide data for the subgroups described in section 1111(b)(2)(C)(v)(II) of the ESEA (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency); and

(3) For the assessments required under the ESEA, refer to section 1111(b)(3) of the ESEA; in addition, when describing this assessment data in the State's application, the State should note any factors (*e.g.*, changes in cut scores) that would impact the comparability of data from one year to the next.

## **XI. REPORTING REQUIREMENTS**

A State receiving Race to the Top funds must submit to the Department an annual report which must include, in addition to the standard elements, a description of the State's and its LEAs' progress to date on their goals, timelines, and budgets, as well as actual performance compared to the annual targets the State established in its application with respect to each performance measure. Further, a State receiving funds under this program and its participating LEAs are accountable for meeting the goals, timelines, budget, and annual targets established in the application; adhering to an annual fund drawdown schedule that is tied to meeting these goals, timelines, budget, and annual targets; and fulfilling and maintaining all other conditions for the conduct of the project. The Department will monitor a State's and its participating LEAs' progress in meeting the State's goals, timelines, budget, and annual targets and in fulfilling other applicable requirements. In addition, the Department may collect additional data as part of a State's annual reporting requirements.

To support a collaborative process between the State and the Department, the Department may require that applicants who are selected to receive an award enter into a written performance or cooperative agreement with the Department. If the Department determines that a State is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Department will take appropriate action, which could include a collaborative process between the Department and the State, or enforcement measures with respect to this grant such as placing the State in high-risk status, putting the State on reimbursement payment status, or delaying or withholding funds.

A State that receives Race to the Top funds must also meet the reporting requirements that apply to all ARRA-funded programs. Specifically, the State must submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department (ARRA Division A, Section 1512(c)).

In addition, for each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:

- the uses of funds within the State;
- how the State distributed the funds it received;
- the number of jobs that the Governor estimates were saved or created with the funds;
- the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for English language learners and students with disabilities; and
- if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008).

## **XII. OTHER REQUIREMENTS**

### **Evaluation**

The Institute of Education Sciences (IES) will conduct a series of national evaluations of Race to the Top's State grantees as part of its evaluation of programs funded under the ARRA. The Department's goal for these evaluations is to ensure that its studies not only assess program impacts, but also provide valuable information to State and local educators to help inform and improve their practices.

The Department anticipates that the national evaluations will involve such components as—

- Surveys of States, LEAs, and/or schools, which will help identify how program funding is spent and the specific efforts and activities that are underway within each of the four education reform areas and across selected ARRA-funded programs;
- Case studies of promising practices in States, LEAs, and/or schools through surveys and other mechanisms; and
- Evaluations of outcomes, focusing on student achievement and other performance measures, to determine the impact of the reforms implemented under Race to the Top.

Race to the Top grantee States are not required to conduct independent evaluations, but may propose, within their applications, to use funds from Race to the Top to support such evaluations. Grantees must make available, through formal (*e.g.*, peer-reviewed journals) or informal (*e.g.*, newsletters, websites) mechanisms, the results of any evaluations they conduct of their funded activities. In addition, as described elsewhere in this notice and regardless of the final components of the national evaluation, Race to the Top States, LEAs, and schools are expected to identify and share promising practices, make work available within and across States, and make data available in appropriate ways to stakeholders and researchers so as to help all States focus on continuous improvement in service of student outcomes.

### **Participating LEA Scope of Work**

The agreements signed by participating LEAs (as defined in this notice) must include a scope-of-work section. The scope of work submitted by LEAs and States as part of their Race to the Top applications will be preliminary. Preliminary scopes of work should include the portions of the State's proposed reform plans that the LEA is agreeing to implement. If a State is awarded a Race to the Top grant, its participating LEAs (as defined in this notice) will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with their preliminary scopes of work and with the State's grant application, and should include the participating LEAs' specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures.

### **Making Work Available**

Unless otherwise protected by law or agreement as proprietary information, the State and its subgrantees must make any work (*e.g.*, materials, tools, processes, systems) developed under

its grant freely available to others, including but not limited to by posting the work on a website identified or sponsored by the Department.

**Technical Assistance**

The State must participate in applicable technical assistance activities that may be conducted by the Department or its designees.

**State Summative Assessments**

No funds awarded under this competition may be used to pay for costs related to statewide summative assessments.

### **XIII. CONTRACTING FOR SERVICES**

Generally, all procurement transactions by State or local educational agencies made with Race to the Top grant funds must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR.

Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

## XIV. APPLICATION SUBMISSION PROCEDURES

### SUBMISSION INFORMATION

The deadline for submission of Program applications for Phase 2 applicants is June 1, 2010.

Applications for grants under this competition must be submitted by mail or hand delivery. The Department strongly recommends the use of overnight mail. Applications postmarked on the deadline date but arriving late will not be read.

a. Application Submission Format and Deadline.

Applications for grants under this competition, as well as any amendments regarding adoption of common standards that Phase 2 applicants may file after June 1 and through August 2, 2010, must be submitted in electronic format on a CD or DVD, with CD-ROM or DVD-ROM preferred. In addition, they must submit a signed original of Sections III and IV of the application and one copy of that signed original. Sections III and IV of the application include the Race to the Top Application Assurances and the Accountability, Transparency, Reporting and Other Assurances.

All electronic application files must be in a .DOC (document), .DOCX (document), .RTF (rich text), or .PDF (Portable Document) format. Each file name should clearly identify the part of the application to which the content is responding. If a State submits a file type other than the four file types specified in this paragraph, the Department will not review that material. States should not password-protect these files.

The CD or DVD should be clearly labeled with the State's name and any other relevant information.

The Department must receive all grant applications by 4:30:00 p.m., Washington DC time, on the application deadline date. ***We will not accept an application for this competition after 4:30:00 p.m., Washington, DC time, on the application deadline date.*** Therefore, we strongly recommend that applicants arrange for mailing or hand delivery of their applications in advance of the application deadline date.

b. Submission of Applications by Mail.

States may submit their application (*i.e.*, the CD or DVD, the signed original of Sections III and IV of the application, and the copy of that original) by mail (either through the U.S. Postal Service or a commercial carrier). We must receive the applications on or before the application deadline date. Therefore, to avoid delays, we strongly recommend sending applications via overnight mail. Mail applications to the Department at the following address:

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Number 84.395A)  
LBJ Basement Level 1  
400 Maryland Avenue, SW.  
Washington, DC 20202-4260

***If we receive an application after the application deadline, we will not consider that application.***

c. Submission of Applications by Hand Delivery.

States may submit their application (*i.e.*, the CD or DVD, the signed original of Sections III and IV of the application, and the copy of that original) by hand delivery (including via a courier service). We must receive the applications on or before the application deadline date, at the following address:

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Number 84.395A)  
550 12th Street, SW.  
Room 7041, Potomac Center Plaza  
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

***If we receive an application after the application deadline, we will not consider that application.***

d. Envelope requirements and receipt:

When an applicant submits its application, whether by mail or hand delivery--

(1) It must indicate on the envelope that the CFDA number of the competition under which it is submitting its application is 84.395A; and

(2) The Application Control Center will mail to the applicant a notification of receipt of the grant application. If the applicant does not receive this notification, it should call the U.S. Department of Education Application Control Center at (202) 245-6288.

In accordance with EDGAR §75.216 (b) and (c), an application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program.

## XV. APPLICATION CHECKLIST

Please use the following checklist to ensure that your application is complete.

### Formatting Recommendations (page 3)

- Are all pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
- Are all pages numbered?
- Is the line space set to 1.5 spacing using 12 point Times New Roman font?

### Race to the Top Application Assurances (page 12)

- Is all of the requested information included on the Race to the Top Application Assurances page?
- SIGNATURE REQUIRED** – Has the Governor or an authorized representative signed and dated the Race to the Top Application Assurances?
- SIGNATURE REQUIRED** – Has the Chief State School Officer signed and dated the Race to the Top Application Assurances?
- SIGNATURE REQUIRED** – Has the President of the State Board of Education signed and dated the Race to the Top Application Assurances?

### State Attorney General Certification (page 13)

- SIGNATURE REQUIRED** – Has the State Attorney General or an authorized representative signed and dated the Race to the Top Application Assurances?

### Accountability, Transparency, Reporting, and Other Assurances and Certifications (pages 14-16)

- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed and dated the other Assurances and Certifications?

### Eligibility Requirements (page 17)

- Has the State provided explanatory information for eligibility requirement (b)? (Note that the Attorney General certification addresses this requirement, so the explanatory information is optional.)

### Selection Criteria: Progress and Plans in the Four Education Reform Areas (pages 18-50)

- Has the State responded to all of the selection criteria to which it plans to respond?
- For each selection criterion to which the State is responding, has the State provided the necessary:
  - Narrative response?
  - Performance measures?
  - Evidence?
- Has the State organized the Appendix properly such that each attachment in the appendix is described in the narrative text of the relevant selection criterion?

**Competition Priorities (pages 51-54)**

- **[Optional]** Has the State responded to all the competitive preference and invitational priorities to which it plans to respond?

**Budget (see pages 56-65)**

- Has the State completed the following elements of the budget?
  - Budget Part I: Summary Table (page 56)
  - Budget Part I: Budget Summary Narrative (page 57)
  - Budget Part II: Project-Level Budget Table (page 58)
  - Budget Part II: Project-Level Budget Narrative (page 59)
  - **[If requested]** Indirect Costs (page 64)

**Application Requirements (see pages 93-94)**

- Has the State fulfilled all of the application requirements?

**Application Submission Procedures (pages 99-100)**

- Has the State complied with the submission format requirements, including the application deadline for submission?

**Appendix (page 103)**

- Has the State created a table of contents for its appendix?
- Has the State included all required appendix documents per the instructions in the application, as well as any other documents it refers to in its narratives?