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State Plan to Ensure Equitable Access to Excellent Educators

Mississippi Department of Education
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Mississippi
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Section 1: Introduction

The Mississippi Department of Education (MDE) is pleased to submit to the U.S. Department of Education the following plan that has been developed to address the long-term needs for improving equitable access to great teachers in Mississippi. This plan describes the steps that the MDE will take to ensure that children from poor and minority backgrounds are not taught at higher rates than other children by inexperienced, unqualified, or emergency certified educators teaching outside their areas of certification as is required in section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965. Although the MDE recognizes importance of leadership in eliminating equity gaps, the proposed strategies are teacher focused in this plan. The plan contains the following components:

1. A description of the steps the MDE took to consult with Local Educational Agencies (LEAs), teachers, principals, pupil services personnel, administrators, staff, parents, and other stakeholders in the development of the plan
2. Identification of equity gaps and an explanation of the calculations and process of identification
3. An explanation of the likely cause(s) of the identified equity gaps
4. An explanation of the steps the MDE will take to eliminate the identified gaps
5. A description of the measures that the MDE will use to evaluate progress toward eliminating the identified equity gaps for both poor students and minority students
6. A description of how the MDE will publicly report its progress

In developing this plan, the MDE sought the assistance of the Center on Great Teachers and Leaders (GTL Center), the American Institutes for Research (formerly the Southeast Comprehensive Center), and the Research and Curriculum Unit (RCU) at Mississippi State University. To create this plan, a team of leaders at the MDE, led by the Executive Director of the Office of Educator Quality, took the following steps:

1. Developed and began implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators.
2. Reviewed data provided by the US Department of Education and our own Office of Technology and Strategic Services (OTSS) to identify equity gaps.
3. Analyzed data and with the input of stakeholder, conducted root-cause analyses to identify the challenges that underlie our equity gaps to identify and target the proposed strategies accordingly.
4. Set measurable targets and created a plan for measuring and reporting progress and continuously improving this plan.

Scan of State-Level Policies and Initiatives

The Mississippi State Board of Education (SBE) has as its vision "to create a world-class education system that gives students the knowledge and skills that will allow them to be successful in college and the workforce and flourish as parents and citizens," with its mission statement indicating that SBE is "to provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community." With this vision and mission in mind, SBE selected Dr. Tom Burnham as the State Superintendent of Education in November 2009. In January 2010, Dr. Burnham began his tenure as State Superintendent of Education, and his goal was to systemically attack all barriers that impede success for every student in the state. Dr. Carey Wright, named superintendent in October 2013, continues that goal.

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

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

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

To accomplish this goal, the MDE identified and addressed barriers to learning across the state:

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

All of these barriers were focal points for the improvement strategies being implemented under the State Superintendent of Education's leadership. The educational leadership of decision makers at the school and district level is crucial to overcoming these barriers. To that end, MDE asked a variety of stakeholders, advocates, and educators to give input on these barriers and other areas of education that needed to be addressed through the ESEA Flexibility Waiver Request (the Request). Dr. Wright continues to address these issues through regular meetings with her Superintendent's Advisory Council, the SBE, and briefings with stakeholders around the state.

Enhancing Quality Instruction through the Flexibility

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

- Redesigning teacher and leader preparation programs and linking the redesign to the evaluation of practitioners;
- Devoting appropriate resources to implementation of the Mississippi's College and Career Readiness Standards, assessments, and multiple opportunities for high school completion;
- Identifying those schools with the greatest needs and then providing differentiated interventions to meet those needs; and

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

Through the flexibility of the Request, MDE will hold schools more accountable for addressing learning gaps while providing high quality, differentiated, on-going interventions, technical assistance, and support to ensure that practitioners have the knowledge and skills needed to meet the needs of a growingly diverse student population. By increasing the focus on quality instruction through the redesign of practitioner preparation and the evaluation of implementation, while increasing content and performance standards to align with career and college-ready standards, Mississippi will meet Governor Bryant's education goal: every Mississippian will have the opportunity to actually learn from the best educational system we can offer. On March 31, 2015, the Mississippi Department of Education submitted a three-year renewal request, revising Mississippi's Elementary and Secondary Education Act (ESEA) Flexibility Request.

Mississippi Critical Teacher Shortage Act of 1998

In accordance with the "Mississippi Critical Teacher Shortage Act of 1998", the purpose of which is to attract qualified teachers to those geographical areas of the state and subject area shortage school districts as designated by the State Board of Education, the criteria outlined below shall be used to designate those areas.

1. Mississippi public school districts with 60 or more teaching positions having 10% or more of their teaching staff inappropriately licensed shall be declared a geographic shortage area. Inappropriately licensed shall include teachers teaching out of field, teachers teaching with no certificate, and long term substitutes.
2. Mississippi public school districts with less than 60 teaching positions having 15% or more of their teaching staff inappropriately licensed shall be declared a geographic shortage area.
3. Mississippi public school districts having 30% or more of their teaching staff with 25 or more years of experience shall be declared a geographic shortage area.
4. Mississippi public school districts that were named as geographical shortage areas for two or more years preceding enactment of this methodology shall continue to be named as geographical shortage areas.

5. Additional Mississippi public school districts must meet at least two of the aforementioned criteria (numbers 1 or 2 & 3) in order to be designated as a geographic shortage area of the state.

When there is a shortage of funds, priority shall be given to school districts that meet at least three of the aforementioned criteria in designating school districts as a Subject Area Shortage District.

Chapter 159 - Mississippi Critical Teacher Shortage Act.

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

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

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

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

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

(4) Awards granted under the Critical Needs Teacher Scholarship Program shall be made available to nontraditional licensed teachers showing a documented need for student loan repayment and employed in those school districts designated by the State Department of

Education as a geographical area of the state or in a subject area of the curriculum in which there is a critical shortage of teachers. The maximum annual amount of this repayment should not exceed Three thousand Dollars ($3,000.00) and the maximum time period for repayment shall be no more than four (4) years.

§ 37-159-5. Reimbursement of relocation expenses; teachers moving to geographical areas short of teachers; residency requirements.

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

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

§ 37-159-7. Reimbursement of interviewing expenses; teachers moving to geographical areas short of teachers.

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

§ 37-159-9. University Assisted Teacher Recruitment and Retention Grant Program; geographical areas short of teachers; eligibility for participation; funding; reimbursement

of expenses; failure to comply with commitment.

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

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

(3) The State Department of Education shall provide funds to participating institutions of higher learning for the purpose of awarding scholarships to qualified persons pursuing a Master of Education degree or an Educational Specialist degree at such institutions while rendering service to the state as a licensed teacher in a school district in a geographical area of the state where there exists a critical shortage of teachers, as approved by the State Board of Education. The financial scholarship shall be applied to the total cost for tuition, books, materials and fees at the institution in which the student is enrolled, not to exceed an amount equal to the highest total cost of tuition, books, materials and fees assessed by a state institution of higher learning during that school year. Teachers who relocate within Mississippi from out-of-state in order to participate in the program shall be classified as residents of the state for tuition purposes.

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

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

(6) Subject to the availability of funds, the State Board of Education may provide for professional development and support services as may be necessary for the retention of teachers

participating in the program in those geographical areas of the state where there exists a critical shortage of teachers.

§ 37-159-11. Mississippi Employer-Assisted Housing Teacher Program; service to geographical areas short of teachers; eligibility for participation; failure to comply with commitment.

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

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

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

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

Defining "Excellent" Educators

An **excellent teacher** is fully prepared to teach in his or her assigned content area, is able to demonstrate strong instructional practices and significant contributions to growth in student learning *(Mississippi Teacher Evaluation System),* and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom *(Mississippi Educator Code of Ethics).*

Mississippi Teacher Evaluation System

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

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

The STEC was comprised of a broad range of stakeholders, including teachers, administrators, and representatives of teacher unions, community, and preparation programs, the superintendents' organization, and the Governor's Office. The group felt that the primary objective should be to improve the practice of teachers and administrators—and ultimately increase student achievement. The group met on several occasions to develop Guiding Principles that identified the characteristics of an effective educator evaluation system. They determined that the new system should include the following components:

1. Drive growth in student achievement at the classroom, department, school, and district levels.

2. Focus on effective teaching and learning based on national and state standards that target high expectations and meet the diverse needs of every learner.

3. Use multiple rating tools to assess levels of productivity, including 1.) Measures of teamwork and collaboration; 2.) Student assessment data including student growth; 3.) School and classroom climate; 4.) Leadership.

4. Include comprehensive training on evaluation system components that provide fair, transparent scoring mechanisms and produce inter-rater reliability.

5. Promote and guide individual and collaborative professional learning and growth based on educator content knowledge and the use of research established best practices and technology.

6. Provide appropriate data to differentiate compensation in a fair and equitable manner.

7. Differentiate the evaluation process based on the educator's expertise and student assessment results.

8. Provide appropriate and timely feedback at multiple levels to detect individual and systemic strengths and weaknesses.

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

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

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

To ensure that the teacher appraisal framework captured and reflected teacher practice, a core group of external expert practitioners reviewed the draft and offered suggestions for improvement. In addition, a larger group of expert practitioners from Mississippi provided feedback on the Framework. In September 2011, AIR convened a panel of subject matter experts to participate in a validation process for the new performance standards, rubric and evaluation guidelines. The training helped to ensure that the standards and guidelines (1) measured a representative sample of teacher behaviors and (2) used sensible methods for assessing these behaviors. The Framework was posted for public comments, and in November 2011, SBE approved the instrument for use in ten pilot schools. Evaluators and master teachers received training in January 2012 to ensure understanding of the purpose and use of the instrument and to produce inter-rater reliability.

Ensuring Continuous Feedback

MDE elicited feedback from more than 2,000 teachers (including teachers of students with disabilities and English language learners), principals, professional association members, college deans and professors, and other stakeholders to ensure that feedback was incorporated in the development and implementation of M-STAR. In addition to the creation of STEC, MDE convened 20 focus group meetings, comprised of elementary and secondary teachers and principals) across the state. In addition, MDE hosted two *The Other 69%* meetings (one of which was limited to special education teachers only) to provide opportunities for non-tested area

teachers to weigh in on the best methods to capture student growth in non-tested areas. To ensure continuous feedback, MDE asked each district to designate an M-STAR contact person. MDE hosted statewide focus groups during the pilot year to assess progress, monitor concerns, and gain valuable feedback. The state presently has a data-management system, the Mississippi Student Information System (MSIS) database, linked to individual schools, districts, and data such as student demographics, attendance, discipline records, personnel demographics, degrees, salaries, and schedules. In addition, the Mississippi Achievement and Accountability Reporting System (MAARS) assessment information component contains links to all documents relating to the Statewide
Assessment System, including disaggregated subgroup data and participation statistics. Student information on the MAARS system is also maintained by student identification number, which can then be compiled at the teacher level using the interface with MSIS. Appropriate confidentiality protocols are maintained for all aspects of data.

Measuring Teacher Effectiveness

The specific measures to determine teacher effectiveness can be grouped into the following distinct areas with the weighting of each area as indicated:

Measure of Effectiveness	Description	Weighting
Standards Based Teacher Actions	Actions of teachers as identified within the 5 domains and 20 standards previously developed. These actions may be evidenced by observations, artifacts, or other elements subsequently identified.	50%
Student Learning Outcomes	Student growth will be determined based on student growth measures. Individual growth for 4th through 8th grade English language arts and mathematics teachers with two consecutive years of statewide assessment data will be measured by student growth percentiles, while other teachers will use Student Learning Objectives for individual growth. All teacher measures will also incorporate the school wide growth measure approved by the State Board of Education for use in the Mississippi Statewide Accountability System.	50%

Teacher effectiveness as determined by student growth will be identified using student growth percentiles for teachers in 4th through 8th grade English language arts and mathematics with two consecutive years of statewide assessment data. Scoring will be based on a graduated scale over the range of student growth percentiles assigned to a specific score on statewide assessments. For teachers in non-tested grades and subject areas and for school principals, student growth will be determined by the same school-wide growth measure approved by the State Board of Education for use in the Mississippi Statewide Accountability System. The development of valid and reliable Student Learning Objectives (SLOs) for non-tested teachers will require additional time,

funding and resources. After sufficient time for developing valid, reliable measures, student learning objectives will be incorporated.

Mississippi Principal Evaluation System

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

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

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

Guiding Principles of the Evaluation System

The Mississippi Principal Evaluation System (MPES) adheres to well-established principles of effective personnel assessments. For example, MPES relies on multiple sources of data, not a single measure. It also is tightly linked to the Mississippi Standards for School Leaders. These guiding principles give meaning to the evaluation system. The principles that animate the system

can be clustered into three categories, as noted below: foundational principles, process principles, and outcome principles.

Foundational Principles

- focused on strong instructional leadership
- grounded on the Mississippi Standards for School Leaders, which are aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards

Process Principles

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

Outcome Principles

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

The four pillars for the process are 1) student achievement/growth, 2) a 360-degree evaluation process, including teachers, peers, supervisors, etc., 3) professional growth, and 4) reaching jointly set goals.

Mississippi piloted the MPES in 2012-2013 and used the feedback from participating districts in the refinement of the MPES for full implementation in 2013-2014. Training occurred during June and July of 2013. The MPES Advisory Board was established, with membership consisting of educators in Mississippi serving in various administrative roles including that of superintendent, conservator, principal, assistant principal, alternative school principal, Career and Technical Education (CTE) director, and deputy superintendent. A representative from the Institutions of Higher Learning (IHL) is included on the Advisory Board, as are representatives

from the Southeast Comprehensive Center (SECC) at SEDL, an affiliate of the American Institutes for Research, and the Research and Curriculum Unit at Mississippi State University.

Meeting at least quarterly, the MPES Advisory Board provides input and feedback regarding all aspects of MPES. Focus groups were held in the spring of 2014 to garner feedback regarding MPES and training for MPES. Focus groups also were held in the summer of 2014 due to an identified need to tailor the MPES to meet the needs of principals of alternative schools. The MPES process was refined due to input and feedback from stakeholders statewide, and training regarding the revised MPES was held in the summer and fall of 2014. Online webinars for all components of the MPES were recorded and made available on the Mississippi Department of Education's (MDE) website. In the fall of 2014, a survey was conducted by SEDL on behalf of the MDE regarding the 2013-2014 MPES implementation and training; this survey provided MDE educator evaluation staff with valuable information from stakeholders "in the field."

MDE educator evaluation staff will continue to seek feedback/input via focus groups and surveys as well as from training evaluation forms to ensure that LEAs are receiving the training that they need regarding the MPES. As data are gathered regarding the MPES, MDE educator evaluation staff will address identified issues and assist districts with implementation issues, providing essential training when compliance issues are discovered.

Proposed changes to the MPES include a shift in the timeline (i.e., due dates) of MPES actions and refinements of specific elements within certain components – not to the components themselves or their contributions to the overall MPES score. These proposed timeline changes were based upon feedback received from stakeholders during the pilot year and the first full implementation year as well as research regarding the design of meaningful principal evaluation systems. The desired outcomes include increased student achievement and growth and professional growth of school leaders.

Mississippi Educator Code of Ethics

The Mississippi Educator Code of Ethics are 10 standards of conduct that shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. An overview of the standards follows:

- Standard 1: Professional Conduct
  An educator should demonstrate conduct that follows generally recognized professional standards.

- Standard 2: Trustworthiness
  An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

- Standard 3: Unlawful Acts

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

- Standard 4: Educator/Student Relationships
  An educator should always maintain a professional relationship with all students, both in and outside the classroom.

- Standard 5: Educator/Collegial Relationships
  An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.

- Standard 6: Alcohol, Drug and Tobacco Use or Possession
  An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

- Standard 7: Public Funds and Property
  An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

- Standard 8: Remunerative Conduct
  An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

- Standard 9: Maintenance of Confidentiality
  An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

- Standard 10: Breach of Contract or Abandonment of Employment
  An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).

Section 2: Stakeholder Engagement

Mississippi believes that the success of a state plan for equitable access to excellent educators will depend in large part on the long-term involvement and ownership of other stakeholders, including parents and other community members, teachers and other school employees, teacher organizations, teachers and leaders from higher education, school boards, civil rights and other community groups, religious organizations, and the business community. The MDE has involved stakeholders throughout the development of this plan and will continue to do so during implementation.

To encourage meaningful input from a variety of stakeholder groups, the Mississippi Department of Education (MDE) hosted a Mississippi Equitable Access Stakeholder Engagement Meeting on May 4, 2015. During this meeting, stakeholders worked to complete root cause analyses of the equity gaps in our state and developed suggested strategies to eliminate the identified equity gaps.

Stakeholders were invited to provide invaluable insight (Appendix A). The MDE believes that all students should be prepared to compete in the global community. In an effort to engage a broad, diverse group, approximately 500 stakeholders (Appendix B) across the state were invited to attend. Approximately 130 statewide stakeholders actually attended the meeting (Appendix C). There were 5 business leaders, 12 community organizations leaders, 12 higher education and educator preparation program leaders, 15 parent and student advocates, 62 educators, 12 local stakeholders, and 11 state policymakers who were represented.

Mississippi identified six equity gaps in which one gap was assigned to each stakeholder group. In an effort to ensure equity and diversity within each group, representatives from each stakeholder group were strategically preassigned (Appendix D). Our goal was to have at least one representative from a geographical shortage area in every group, at least one representative from every stakeholder group, and no two representatives from the same organization/school district in the same group. Each break-out group consisted of stakeholders, a note taker from the RCU, a facilitator from the GTL Center, and an MDE staff member. During the meeting, the ideas and input shared by the stakeholders were collected and synthesized using the GTL Center's note-taking template in *Resource 5: Incorporating Stakeholder Feedback – Discussion Planning, Recording, and Summary Forms.* After the meeting, the stakeholder feedback was reviewed, discussed, and incorporated in the plan by its authors.

As we continue to collaborate and strengthen our partnerships with Mississippi school district community leaders and advocates, we will maintain our focus on working towards viable solutions for closing each equity gap.

We are soliciting public input and providing updates through the MDE website. As a result of participating in the stakeholder engagement meeting, each stakeholder will receive a copy of the state's draft plan. This will provide an opportunity for individuals to share their ideas and feedback regarding the root causes and strategies associated with each equity gap. The plan and a feedback form will also be available on the MDE website.

Section 3: Equity Gap Exploration and Analysis

To ensure that our equitable access work is data-driven we have relied on multiple data sources that we intend to improve upon over time. As we have worked with our stakeholder groups, their perspectives have shed greater light on the data and helped us gain a better understanding of the root causes for our equity gaps and our strategies, including unintended consequences or likely implementation challenges for certain strategies.

The MDE recognizes that ensuring that every teacher is "highly qualified", though necessary, is not a strong indicator of effectiveness. We still have a work to do to ensure that every student in our state has equitable access to "excellent" educators. Data from the Mississippi Student Information System (MSIS) indicate that schools with high concentrations of minority students and students from low-income families have significantly higher teacher turnover (and, relatedly, inexperienced teachers) than schools with low concentrations of those students. When our Educator Effectiveness Evaluation System is fully operational in 2016-2017, we will be able to analyze and may identify similar gaps in teacher effectiveness. Our State Plan to Ensure Equitable Access to Excellent Educators provides a comprehensive strategy for state and local action to eliminate these gaps.

Definitions and Metrics

Our 2006 educator equity plan focused primarily on highly qualified teacher status. In contrast, the current plan focuses instead on ensuring that all classrooms are taught by "excellent" teachers. The MDE recognizes the importance of the "excellent" leaders. However, in the plan, we are focusing on ensuring that all students are taught by "excellent" teachers. Recognizing that there are multiple important dimensions of educator effectiveness (e.g., qualifications, expertise, performance, and effectiveness in improving student academic achievement and social-emotional wellbeing), Mississippi has defined excellent educators as follows:

An **excellent teacher** is fully prepared to teach in his or her assigned content area, is able to demonstrate strong instructional practices and significant contributions to growth in student learning (Mississippi Teacher Evaluation System), and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom (Mississippi Educator Code of Ethics).

Because of the challenges associated with accurately and consistently capturing these qualities statewide, in selecting metrics to capture educator effectiveness MDE has elected to err on comprehensiveness over simplicity. Rather than select a single metric, we will consider equitable access in terms of the following characteristics of teachers and leaders as well as their teaching and learning conditions:

Teacher Evaluation System Ratings. These ratings capture most of the qualities noted above for effective educators. We will report both on educators rated ineffective and emerging as well as educators rated effective and distinguished in order to tell a complete story about access to excellent teachers and leaders in our state. Our approach is to complete a validation process with an external organization to conduct an empirical study of fidelity of implementation, fairness and accuracy, and cost efficiency. As a complement, we will meet with stakeholders to assess their level of trust and satisfaction with the system and then use that feedback to continue to modify and tweak the system. When we ascertain that the evidence suggests the evaluation system is accurate, we will transition to using that data for the MDE equitable access planning.

Inexperienced Teachers. The prevalence of teachers with 0-3 years of experience will serve as an indicator of equitable access.

Inappropriately Licensed Teachers. Inappropriately licensed teachers are defined as being currently assigned to teach a subject and/or grade that one is not prepared or licensed to teach, and may indicate teachers' preparedness to teach in their subject area. In this plan, teachers with an out-of-field licenses, emergency licenses, no licenses, or expert citizens' licenses are considered inappropriately licensed.

High Minority and Low Minority. "Minority" is defined for purposes of this plan as all students who are American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races. The highest minority schools are those in the highest quartile in a State. In Mississippi, the schools in the highest minority quartile have more than 95 percent minority students. The lowest minority schools are those in the lowest quartile in a State; in Mississippi, these schools have less than 29 percent minority students.

High Poverty and Low Poverty. "Poverty" is defined using the percentage of students who are eligible for free or reduced-price lunch. The highest poverty schools are those in the highest quartile in a State. In Mississippi, the schools in the highest poverty quartile have more than 94 percent of students eligible for free or reduced-price lunch. The lowest poverty schools are those in the lowest poverty quartile in a State; in Mississippi, these schools have less than 63 percent of students eligible for free or reduced-price lunch**.**

The MDE recognizes that teacher and leader effectiveness for students who are English language learners, homeless or in foster care, in isolated rural schools, tribal areas, or in the migrant agricultural stream (to name a few) is critically important. We believe that the action steps laid out in this plan will benefit all students—not just the ones specifically focused on as part of the plan.

Highly Qualified Teacher. In general, a "highly qualified teacher" is one who is: (1) fully certified or licensed by the State, (2) holds at least a bachelor's degree from a four-year institution, and (3) demonstrates competence in each core academic subject area in which the teacher teaches. Teachers participating in alternative route programs that meet basic conditions may be considered fully certified for purposes of this highly qualified teacher requirement for up to three years provided they are making satisfactory progress toward completing their program [34 CFR 200.56(a)(2)].

Exploration of the Data

Data Sources. For this analysis, we used the Equity Data report (Appendix E) that was compiled by our Office of Technology and Strategic Services (OTSS). Data prior to the 2014-2015 school year was not available. We conducted several preliminary analyses of the data. To start, we looked at equity gaps by district for low-income students and minority students. Next, we focused on the two statutory teacher metrics (years of experience and inappropriately licensed) across all districts in the state.

Overview of 2014-2015 Mississippi Data

- High poverty and minority students are disproportionately located in the lowest performing schools, which have half as many highly effective and 1.5 times as many ineffective teachers as high-performing schools.

- 7.65 percent of teachers do not have previous teaching experience.
- 25.43 percent of teachers have between 0 and 3 years of experience.
- Of the 55 school districts with 90 percent or more students receiving free or reduced-price lunch, 47 districts exceed the state average of new or inexperienced teachers.
- 9.84 percent of teachers have 25 or more years of experience.

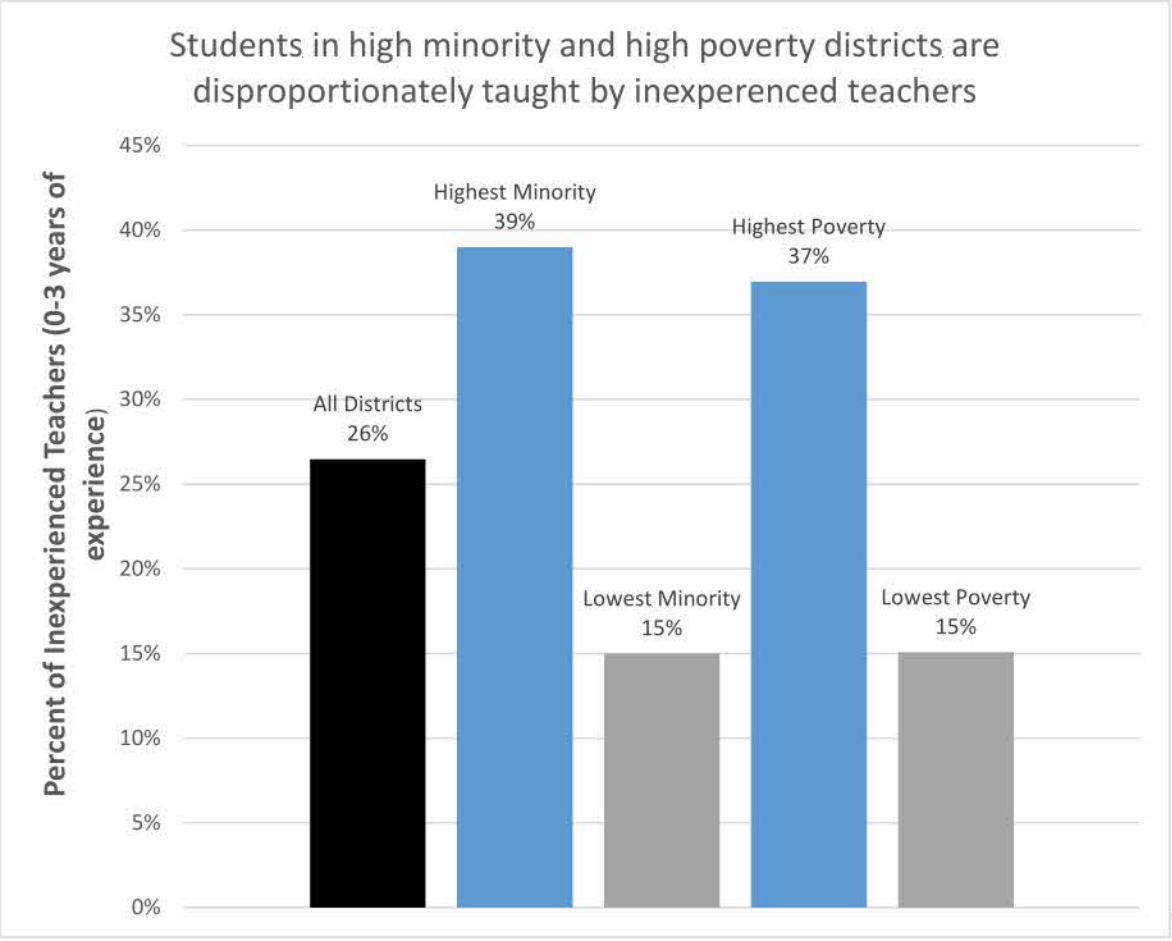

Chart 1

In our analysis of all districts in the state, teachers in the state with 0-3 years of experience accounted for 26% of all teachers in the 2014-2015 school year. However, districts with the highest minority and poverty student populations, both had inexperienced teacher populations that were ≥ 37%. However, districts with the lowest minority and poverty student populations had inexperienced teacher populations that were 15%. This data shows that district with high minority and high poverty student populations are disproportionately taught by inexperienced teachers.

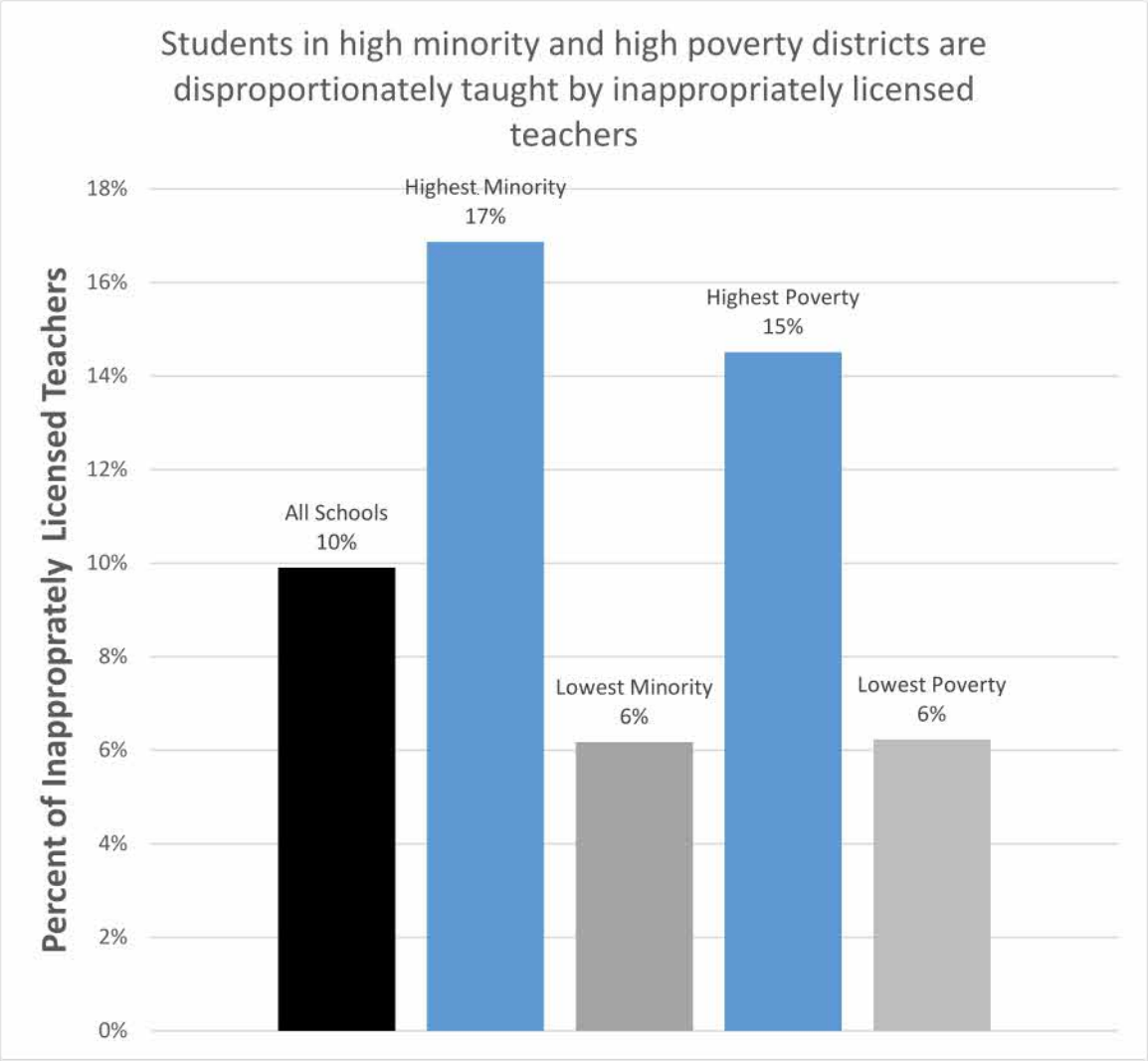

Chart 2

An analysis of all districts in the state reveal that approximately 10% of teachers were inappropriately licensed in the 2014-2015 school year. Approximately ≥ 15% of the teaching population in high minority and high poverty districts were inappropriately licensed, compared only to 6% of the teacher population in low minority and low poverty school districts. This data illustrates that high minority and high poverty students are disproportionately taught by inappropriately licensed teachers.

Equity Gaps

During our stakeholder engagement meeting, we discussed six equity gaps. However, after reviewing the notes from our stakeholder engagement meeting, we noticed overlaps within the gaps. These overlaps lead us to combine the equity gaps, reducing the number to four. The following equity gaps resulted from our data analysis (as are illustrated in Charts 1 and 2):

1. Students in high minority schools are disproportionally taught by inexperienced teachers (0-3 years of experience) in comparison to schools with lower proportions of minority students.

2. Students in high minority schools are disproportionally taught by a higher number of inappropriately licensed teachers (e.g., out of field, on emergency license, no license, expert citizen license) in comparison to schools with lower proportions of minority students.

3. Students in high poverty schools are disproportionally taught by inexperienced teachers (0-3 years of experience) in comparison to schools with lower proportions of poor students.

4. Students in high poverty schools are disproportionally taught by a higher number of inappropriately licensed teachers (e.g., out of field, on emergency license, no license, expert citizen's license) in comparison to schools with lower proportions of poor students.

Our data analyses revealed that 10 school districts had the most prevalent equity gaps in the state. Though the strategies will benefit all districts in our state, we have elected to focus on the following 10 districts with the most prevalent equity gaps:

Focus School Districts
1. Benton County School District
2. Coahoma Agricultural High School
3. Coahoma County School District
4. Hazlehurst City School District
5. Holly Springs School District
6. Holmes County School District
7. Leflore County School District
8. Quitman County School District
9. West Tallahatchie School District
10. Yazoo City School District

Table 1

The MDE will initially partner with the 10 focus districts to implement the proposed strategies. Eventually, we will work to collaborate with all Geographic Shortage Areas to implement the proposed strategies. All 10 of the focus districts are also on the list of districts to be designated as Geographic Shortage Areas pending State Board approval (Appendix F). In accordance with the "Mississippi Critical Teacher Shortage Act of 1998", the purpose of which is to attract qualified teachers to those geographical areas of the state and subject area shortage school districts as designated by the State Board of Education, the criteria outlined below shall be used to designate those areas.

1. Mississippi public school districts with 60 or more teaching positions having 10% or more of their teaching staff inappropriately licensed shall be declared a geographic shortage area. Inappropriately licensed shall include teachers teaching out of field, teachers teaching with no certificate, and long term substitutes.
2. Mississippi public school districts with less than 60 teaching positions having 15% or more of their teaching staff inappropriately licensed shall be declared a geographic shortage area.

3. Mississippi public school districts having 30% or more of their teaching staff with 25 or more years of experience shall be declared a geographic shortage area.
4. Mississippi public school districts that were named as geographical shortage areas for two or more years preceding enactment of this methodology shall continue to be named as geographical shortage areas.
5. Additional Mississippi public school districts must meet at least two of the aforementioned criteria (numbers 1 or 2 & 3) in order to be designated as a geographic shortage area of the state.

All of resources developed in support of the key strategies will be available to all school districts.

Section 4: Strategies for Eliminating Equity Gaps

Theory of Action

If the MDE collaborates with school districts to develop and implement comprehensive educator recruitment and retention programs that are supported at the state-level, and

If the MDE provides school districts with a research-based Cultural Competence Training Guide that is implemented effectively and includes state-level technical assistance; and

If the MDE provides school districts with teacher enhancement and support strategies that are supported at the state-level;

Then Mississippi school districts will decrease the rate at which high poverty and minority students are taught by inexperienced and inappropriately licensed teachers, increasing equitable access for all students.

Key Strategies

To achieve our state's teacher equity objectives the MDE intends to initially pursue three key strategies that correspond to the root causes:

1. Attract, Recruit, and Retain
2. Cultural Competence
3. Teacher Enhancement and Support

These strategies were identified through a root-cause analysis that was conducted externally with the stakeholder groups. We recognize that because of the complexity of our equity gaps, the strategies and other actions described in our plan will not always be enough. Therefore, the effectiveness of the strategies will continuously be reevaluated based on the performance metrics and ongoing stakeholder feedback. The MDE will assess all such performance metrics separately within the various high-need categories (e.g., students from low-income families and minority students). A timeline for the implementation of these strategies is presented in Table 3 in Section 5.

Key Strategy 1: Attract, Recruit, and Retain

We believe that the data and root-cause analysis call for improved recruitment strategies in an effort to support school districts and communities with addressing these disproportionalities.

Root-Cause Analysis Findings

- **Lack of recruitment within communities.** There are perceptions that there is nothing in the poor/rural communities to make teachers stay. New teachers lack ties to the community.
    - Teachers are not being recruited within high-poverty communities.

- **Inadequate teacher supply**
  - Shrinking teacher pipeline
  - Lack of interest in teaching (salaries, conditions, perceptions, motivation)
- **Lack of recognition of progress.** Stakeholders indicated that there is a perception that it is harder to advance students in high-poverty schools and harder to see growth, so excellent teachers may become discouraged in the perception of their students' achievement.

Stakeholder Feedback

- Stakeholders believe it is important to have high quality teachers in all schools in the state.
- There is the perception that the state is desperate for warm bodies in classrooms. As a result, there are a lot of unprepared teachers. How well are alternate route programs preparing teachers?
- There is a need for positive promotion of the successes in high minority schools. The internet can be used to combat negative perceptions that are often perpetrated in the media. Stakeholders also believe that social media can be used at the state and district levels to publicize positive news. Stakeholders stressed the need for the MDE and districts to control the narrative that the public receives, instead of allowing the media to control the narrative. Celebrate the successes that are happening in schools throughout the state.

Sub-strategy 1: Increase and strengthen pre-service recruitment

The number of Teacher Academy programs and Educators Rising chapters (formerly known as Future Educators Association) is growing in Mississippi. Teacher Academy is a pathway for students in the Education and Training career cluster in Career and Technical Education (CTE). The Teacher Academy program is a high school program with courses designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field. Educators Rising is an organization that provides prospective teachers the experience and skills they need to be ready for the classroom. Starting with high school students, Educators Rising provides passionate young people with hands-on teaching experience, sustain their interest in the profession, and help them cultivate the skills they need to be successful educators. The result is a pipeline of well-prepared teachers who are positioned to make a lasting difference — not only in the lives of their students, but also in the field of teaching more broadly. The Mississippi Department of Education will:

- Partner with focus school districts to assist with the establishment of an Educators Rising chapter
- Provide support to the school districts which have an Educators Rising chapter and/or Teacher Academy program

- Attend regional meeting hosted by the local Educators Rising chapters to disseminate information regarding scholarships and other teaching incentives
- Maintain ongoing communication with Teacher Academy and Educators Rising members to track their progress from their chapters to teacher preparation programs to the classroom. Build relationships with the members and help to guide them into the classroom.
- Host tours/information sessions for Educators Rising chapters and Teacher Academy programs in an effort to help our future teachers gain more knowledge about the Mississippi Department of Education
- Host a Design-A-Poster Contest (targeting Teacher Academy programs and Educators Rising chapters) focused on teacher recruitment and to be used/distributed statewide
- Promote the teacher education programs within the Teacher Academies and Educators Rising chapters to encourage members to major in education
- Promote Institutions of Higher Learning (IHL) incentives for Teacher Academy completers majoring in education
- Encourage community colleges' departments of education to Adopt-An-Educators Rising chapter in their surrounding school districts or partner with districts to establish a chapter.

Sub-strategy 2: Establish a Grow Your Own Program

The Mississippi's Grow Your Own Educators is an initiative designed 1) to create a pipeline of highly effective teachers and 2) improve teacher retention in the focus school districts. It is a partnership of teacher/community organizations, institutions of higher education, school districts, and the Mississippi Department of Education that support parents, community members, and non-licensed school district personnel to become excellent teachers. Our goal is to provide guidance, strategies, and support for the school districts identified in this plan to establish and maintain a local Grow Your Own Program. The Mississippi Department of Education will:

- Promote the Assistant Teacher Programs and Alternate Route Programs
- Maintain ongoing communication with Grow Your Own participants to track their progress from teacher preparation programs to the classroom. Build relationships with the participants and help guide them into the classroom. The MDE will serve as a resource for the participants.
- Facilitate the partnership between the focus school districts and colleges of education
- Partner with teacher and/or parent organizations to recruit their non-licensed members
- Partner with school districts to recruit non-licensed employees
- Host/promote Praxis workshops
- Host/promote ACT workshops

Sub-strategy 3: Promote the Profession

The MDE understands the importance of promoting and elevating the teaching profession, particularly in high poverty and high minority school districts. Stereotypes about the profession and culture, achievement level, and communities associated with the focus school districts can

negatively impact recruitment. Therefore, the goals of the MDE include creating a statewide campaign to:

- Share highlights from the focus school districts via the MDE website and newsletter
- Spotlight educators via the MDE website and newsletter
- Create videos to promote the profession using Mississippi teachers. The teachers will share their love of teaching and their classroom success stories in the videos. These videos will be prominently featured on the MDE website.
- Establish a Mississippi Teacher of the Month and have them share instructional strategies in the monthly newsletter

Key Strategy 2: Cultural Competence

The MDE believes cultural competence is a key factor in enabling educators to be effective in teaching students from cultures other than their own. During our stakeholder engagement meeting, culturally competent pedagogy was identified as a major strategy in improving student achievement for low income and minority students and in improving teacher retention in high minority and high poverty school districts.

Dr. Vivian Stith-Williams, with the Virginia Department of Education, defines cultural competency as "the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes". Dr. Stith-Williams further frames cultural competency in a school setting by explaining that it "involves the ability to acquire knowledge of education-related beliefs, attitudes and practices to improve student achievement". In its definition of cultural competence, the Oregon Department of Education identified the following characteristics of cultural competence:

- Have a defined set of values and principles, demonstrated behaviors, attitudes, policies and structures that enable them to work effectively in a cross-cultural manner.
- Demonstrate the capacity to 1) value diversity, 2) engage in self-reflection, 3) facilitate effectively (manage) the dynamics of difference, 4) acquire and institutionalize cultural knowledge, 5) adapt to the diversity and the cultural contexts of the students, families, and communities they serve, and 6) support actions which foster equity of opportunity and services.
- Institutionalize, incorporate, evaluate, and advocate the above in all aspects of leadership, policy-making, administration, practice, and service delivery while systematically involving staff, students, families, key stakeholders, and communities.

Root Causes Analysis and Findings

- Inexperienced teachers are not prepared to teach where they are placed and are not being prepared by their education training program.
- New teachers are not equipped to operate in the culture of the high poverty schools.

- There is a cultural disconnection between students and teachers. It is a lack of cultural competency.
- Culturally responsive teaching is not taught or shared with new teachers.

Stakeholder Feedback

- Before integration the teachers looked like the students they were teaching. There is a central community-school relationship that is broken and we are not talking about how to fix that.
- Teachers and leaders don't live in the community; which limits connections to students and parents.
- Some teachers are not accepted in the schools because of race, religion, etc., therefore they are not getting the support that is needed.
- Teacher prep programs are now working much harder at cultural competence – it is being addressed the best it can be. All *Methods in Education* classes have a component of culturally responsive training.

Sub-strategy 1: Cultural Competence Training

In response to the need for cultural competence training, the MDE will collaborate with stakeholders to construct a Cultural Competence Training Guide. The goals (adapted from the Arlington Cultural Competence Curriculum) of the training guide are:

- Goal 1: Improve student achievement -Ensure rising achievement for all students on standardized tests and other measures of performance that go beyond state and federal standards.
- Goal 2: Eliminate the gap – Eliminate gaps in achievement among identified groups (minority students, low income students, students with disabilities, and English language learners).
- Goal 3: Responsive education - Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student's talents, interests, and challenges.
- Goal 4: Effective Relationships - Build effective relationships with parents and the community so that they know about and actively support the education of our students.

The training materials will initially be made available to the focus school districts but will eventually be available to all school districts. The MDE will provide technical assistance to the focus school districts which will include providing resources and support in conducting the training.

The Cultural Competence Training should include the following characteristics identified by stakeholders:

- Research/Evidence-based
- Stakeholder driven

- Differentiated strategies for urban and rural districts (Not one size fits all)
- Offer CEUs for completion of the training (requires MDE monitoring of the training)

Key Strategy 3: Teacher Enhancement and Support
Stakeholders in Mississippi have expressed the need for ongoing support for educators and school districts from their community, leadership and at the state level. The MDE believes that the root-cause analysis calls for increased teacher enhancement and support at the state-level.

Root-Cause Analysis Findings

- **Lack of teacher support**
  - Lack of community support
  - Lack of relevant, job-embedded professional development
  - Safety/security issues
  - Lack of passion and motivation for teaching
  - Poor school climate/culture/morale
  - Poor/inconsistent induction/mentoring programs mean teachers are not getting training/support they need
- **Division between teacher preparation programs and the school setting.** Teacher and principal stakeholder groups indicated a division and no shared ownership between preparation programs and the reality of the school setting.

Stakeholder Feedback

- Educators within Mississippi districts cited a disconnect between educator preparation programs and district expectations (e.g., implementing curriculum, content space, vertical planning, decomposing standards, mastery of standards). There is a lack of mentoring for new teachers.
- Teachers and principals cited an overall lack of collaboration, communication, and coordination between preparation programs and district and state entities.
- There is a big difference between what is taught in college courses and what is really happening in the classrooms.
- Teachers lack skills to cope with job related stress, and school districts lack programs to improve teacher morale.
- Mentoring programs are helpful for boosting morale – it can be done as distance mentoring. There is already data to support this model.
- There is a need for a statewide forum for teachers to help each other.

Sub-strategy 1: Create Online Mentoring Modules

The impact of teacher turnover compels MDE and our K-12 school districts to increase ways to retain competent beginning teachers in schools. The Teacher Mentoring Training provides information and materials on the following:

- **Module One** provides a study guide with power point and printable materials on mentoring roles and responsibilities, types of mentor/new teacher interactions, mentor

protocol, communication and questioning techniques, dialogue starters, and a mentor rubric.

- **Module Two** provides a study guide with power point and printable materials to share with beginning teachers to support them in the transition from university student to new teacher. Information include phases/stages of beginning teachers, guidelines for scaffolding new teachers, needs assessment tools, a growth continuum of teacher development, brain-compatible teaching and learning strategies, and questionnaires on areas of strength and need.
- **Module Three** provides a study guide with power point on the In TASC-Model Core Teaching Standards (the Mississippi State Teaching Standards), The National Board for Professional Teaching Core Propositions (beginning with the end in mind), M-STAR information, and articles on Common Core, Professional Learning Communities, differentiating instruction, and 21st century skills. The Module concludes with a Reference section of helpful resources (books, websites, and videos).

The Teacher Mentor Training materials will initially be made available to the focus school districts but will eventually be made available to all school districts. The MDE will provide technical assistance to school districts which will include resources and support.

Sub-strategy 2: State-level Support

- **Personnel Administrators' Workshop** – This workshop will be made available to school district personnel administrators in an effort to share strategies regarding teacher recruitment, retention, and community engagement.
- **Beginning Teachers Summit** – This summit will be made available to beginning teachers (0-3 years of teaching experience). Our goal is to provide these teachers with best practices and on-going support during their first years in the classroom.
- **Mississippi Career Fair for Educators** – The primary objective of the fair is to provide school districts with a pool of licensed teachers to fill district vacancies. Teachers from a variety of subject areas and geographic locations are invited to attend. The Mississippi Career Fair for Educators not only provides an excellent opportunity for hundreds of new and veteran teachers to obtain teaching positions, but also provides a forum to address issues concerning teacher placement, teacher licensure, financial aid, Praxis CORE and Praxis II exams, scholarships, college/university recruitment, and membership intake for educational organizations.
- **Office of Educator Quality Newsletter**-This monthly newsletter will be designed to serve as a vehicle to highlight districts in the state and provide effective instructional practices to educators. The newsletter will also allow the MDE to share research-based instructional strategies that are linked to the M-STAR. By linking educators to resources, including examples of best practices, and other emerging educational research, this newsletter will be a source of useful information for all Mississippi educators.
- **Recruit teachers to pursue National Board Certification** – Through partnership with the six World Class Teaching Programs in the state, the MDE will recruit teachers in the focus school districts to pursue National Board Certification. The World Class Teaching

Programs are located on the campuses of universities throughout the state, and they support Mississippi teachers as they seek National Board Certification. The MDE recognizes the value of National Board Certification for all teachers as a strategy to address achievement gaps and promote college- and career-ready standards, and we will continue to encourage all teachers to pursue certification. However, given the urgency in addressing our equity gaps, we will collaborate with the World Class Teacher Programs to aggressively recruit teachers in the focus school districts to pursue certification.

Metrics

Mississippi will leverage the educational metrics established by our Office of Technology and Strategic Services (OTSS). OTSS has the capacity to produce district and school level data and progress trends in the key data areas of teacher licensing, educator shortages, educator effectiveness aggregations, and student demographic data. High-quality metrics are already available to schools and the public on counts and trends in student demographics, such as poverty indicators and special education.

Performance Objectives

[Note: These are currently being established in consultation with the 10 school districts who are the focus of this plan. Objectives that follow below are in draft form.]

The MDE's ultimate equity goal is to eliminate significant differences in the rate at which high poverty and minority students are taught by inexperienced or inappropriately licensed teachers. To that end, the MDE has established the following objectives to document progress towards reaching this goal.

1. State Level Report

The MDE will annually review progress towards meeting established equity goals and publish the results of this review on its website. This annual review will allow the MDE to monitor the success of the three key strategies. Over the next five years, we should see a reduction in our equity gaps. We do recognize that the recruitment strategies (Grow Your Own and pre-service recruitment) will yield a slower return because participants will need time to matriculate through the preparation programs.

- **Inexperienced Teachers -**The MDE sets as a goal for the focus school districts to reduce their differential of inexperienced teachers over the next five years.

- **Inappropriately Licensed Teachers -**The MDE sets as a goal for the focus school districts to reduce their differential of inappropriately licensed teachers over the next five years.

- **Educator Effectiveness -** The MDE will annually review the summative scores on the Mississippi Teacher Evaluation System for each of the focus school districts to monitor their progress towards providing "excellent" educators for all students.

2. Measure to Learn and Improve (MLI) Project

The Bill & Melinda Gates Foundation's college-ready strategy focuses on four initiatives to increase teachers' effectiveness and improve students' readiness for college and careers: (1) implementation of the MS College and Career-Ready Standards, (2) improved teacher development, (3) rigorous teacher evaluation, and (4) personalized learning for students. The Foundation will track outcomes related to the implementation, sustainability, impact, and scale of these initiatives through the Measure to Learn and Improve (MLI) project.

As a state selected to participate in the MLI project, Mississippi teachers will participate in an annual survey. The purpose of this survey is to learn more about educator experiences with several reforms currently underway in education. The data collected will provide useful feedback to the Bill & Melinda Gates Foundation about the implementation of its strategies in the education field, in particular its programs to support reform efforts such as the development and implementation of effective teacher evaluation systems, implementation of the college-ready standards, and the implementation of teacher professional development programs. In addition, Mississippi plans to include questions related to cultural competence and teacher retention. The project will start during the 2015-2016 school year and continue four consecutive years. After each yearly survey, the MDE will receive a comprehensive report of the findings. This report will serve as an additional source of data that will be used to monitor the effectiveness of our strategies.

Section 5: Ongoing Monitoring and Support

Mississippi is committed to ensuring the long-term success of this initiative. We will do so by using Title I, Part A and Title II, Part A funds to provide technical assistance and oversight to the focus districts. In particular, the Office of Educator Quality at the MDE will work to develop partnerships with the focus school districts to implement the strategies identified in Section 4. . Through these partnerships, the Office of Educator Quality will be able to conduct ongoing monitoring of the progress of the proposed strategies. Formal monitoring will be conducted on an annual basis.

As detailed in Section 4, for each strategy we have a plan in place to assess implementation success. We already have identified the following areas where we will begin collecting information, and we are prepared to build on these efforts with further data collection and reviews as they emerge:

1. State level reports that include data on teacher (inexperienced and inappropriately licensed) and student (low income and minority) level indicators
2. Updated climate survey with an extended working conditions section (via the MLI Project)
3. Evaluation data for all educators
4. Ongoing engagement of stakeholder groups for feedback and refinement of the implementation process

We have established a timeline (Table 3) to guide the short-term and long-term implementation of our plan. Annual public reporting on progress toward addressing root causes to eliminate equity gaps will include posting a progress report on the MDE website, sending the link to all LEAs and stakeholders. Every two years the MDE will formally update this plan based on new data, new analyses of root causes, and new strategies. More frequent updates to inform the plan, as well as strategic approaches to addressing implementation, will be informed by our ongoing stakeholder engagement.

Implementation Timeline

Strategies	Time Frame	
	Start	Frequency
Partner with focus school districts to assist with the establishment of an Educators Rising chapter	Fall 2015	Ongoing
Attend regional meetings hosted by the local Educators Rising chapters to disseminate information regarding scholarships and other teaching incentives	Fall 2015	Ongoing

Strategies	Time Frame	
	Start	Frequency
Provide support to the school districts which have an Educators Rising chapter and/or Teacher Academy program	Fall 2015	Ongoing
Maintain ongoing communication with Educators Rising members to track their progress from their chapters to teacher preparations programs into the classroom	Fall 2015	Ongoing
Promote the teacher education programs within the Teacher Academies and Educators Rising chapters	Fall 2015	Ongoing
Promote IHL incentives for Teacher Academy completers majoring in education	Fall 2015	Ongoing
Online Mentoring Modules	Fall 2015	Ongoing
Office of Educator Quality Newsletter	Fall 2015	Monthly
Create videos to promote the profession using Mississippi teachers	Fall 2015	Ongoing
Establish a Mississippi Teacher of the Month	Fall 2015	Monthly
Share highlights from the focus school districts via the MDE website and newsletter	Fall 2015	Ongoing
Recruit teachers in focus schools to pursue National Board Certification	Fall 2015	Ongoing
Establishment of a Mississippi Grow-Your-Own Teacher Program	Fall 2016	Ongoing
Implementing a Cultural Competence Training	Fall 2016	Ongoing
Host tours/information sessions for Educators Rising chapters and Teacher Academy program in an effort to help our future teachers gain	Spring 2016	Annually

Strategies	Time Frame	
	Start	Frequency
more knowledge about the Mississippi Department of Education		
Host the Annual Mississippi Career Fair for Educators	Spring 2016	Annually
Host a Personnel Administrators' Workshop	Summer 2016	Annually
Host a Beginning Teachers Summit	Summer 2016	Annually
Sponsor a Design-A-Poster contest focused on teacher recruitment that will be used/distributed statewide	Winter 2016	Annually

Table 3

Section 6: Conclusion

The MDE strongly supports the U.S. Department of Education's goal of ensuring that every student has equitable access to excellent educators and welcomes this opportunity to present our plan for advancing this mission in Mississippi. Our multi-faceted plan reflects outreach to the community and thoughtful deliberation about actions that most likely will enable our districts to attain this important objective. Although our plan will evolve over time, we believe that our theory of action and the three key strategies we have included in the plan embody a solid approach to improving educator effectiveness, particularly for those most in need.

The MDE believes that all students should be prepared to compete in the global community; therefore, we must address and eliminate any equity gaps that exist in our state. The development of our State Plan is the first step in achieving this goal. We are look forward to implementing our State Plan and continuing our vision of creating a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

Appendix

Office of Educator Quality
Cerissa Neal
Executive Director

April 23, 2015

Dear Stakeholder:

As required in section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, the U.S. Department of Education is asking each State Educational Agency (SEA) to submit a State Plan to Ensure Equitable Access to Excellent Educators (State Plan) that describes the steps that the SEA will take to ensure that children from poor and minority backgrounds are not taught at higher rates than other children by inexperienced, unqualified, or emergency certified educators teaching outside their areas of certification. The State Plan should include the following components:

1. A description of the steps the SEA took to consult with Local Educational Agencies (LEAs), teachers, principals, pupil services personnel, administrators, staff, parents, and other stakeholders in the development of the plan
2. Identification of equity gaps and an explanation of the calculations and process of identification
3. An explanation of the likely cause(s) of the identified equity gaps
4. An explanation of the steps the SEA will take to eliminate the identified gaps
5. A description of the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps for both poor students and minority students
6. A description of how the SEA will publicly report its progress

The engagement of stakeholders is essential in the development of this new, comprehensive State Plan. To encourage meaningful input from a variety of stakeholder groups, the Mississippi Department of Education (MDE) is hosting a Stakeholder Engagement Meeting on May 4, 2015. Because of your role as a stakeholder, you are invited to provide your invaluable insight by completing root cause analyses of the equity gaps in our state and developing strategies to eliminate the identified gaps. If you are unable to attend but have colleagues who might be interested in attending, please feel free to share the information below.

MDE Stakeholder Engagement Meeting
May 4, 2015, 10:00 a.m. – 3:00 p.m.
Jackson Marriott, 200 E. Amite St., Jackson, MS 39201

To register, please fax, email, or mail the enclosed form or complete online registration at http://www.mde.k12.ms.us/OTC/equitable-access-plan. You can also register additional representatives from your district/organization/company. The registration deadline is April 30, 2015.

The MDE believes that all students should be prepared to compete in the global community; therefore, we must address and eliminate any equity gaps that exist in our state. The development of our State Plan is extremely important work that requires the input of all stakeholders, and the MDE is seeking broad and diverse representation at this meeting. If you have any questions, please contact the Office of Educator Quality at 601-359-3631.

Sincerely,

Cerissa Neal

Enclosure
CN:th

Central High School Building
359 North West Street
P.O. Box 771
Jackson, MS 39205-0771

Phone (601) 359-3631
Fax (601) 359-1728

www.mde.k12.ms.us

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Adams	Kevin	State Policymakers	Leflore County	Youth Court Judge
Agnew	Ron	Local Stakeholders	MS Public Broadcasting	Executive Director
Aldy	Linda	Parents and Students	MS Association of Partner in Education	Organizer
Alfonso	Margeret	State Policymakers	Harrison County	Youth Court Judge
Allen	Ivye	Community Organizations	Foundations for the Mid-South	President
Allsup	Frances	Parents and Students	Court Appointed Special Advocates	Director
Anderson	Phyliss	Educators	MS Band of Choctaw Indians	Chief
Anderson	Eddie	Educators	Coffeeville School District	Superintendent
Andrews	William	State Policymakers	Lamar County	Youth Court Judge
Anzenberger	Leah	Parents and Students	Children's Advocacy Centers of Mississippi	Program Director/Attorney
Arledge	Mary	Community Organizations	St. Francis Xavier (PK-6)	Principal
Arnold	William	State Policymakers	House	
Artman	Paul	Community Organizations	St. Joseph Catholic School	Principal
Atchison	Eric	State Policymakers	Mississippi Institutions of Higher Learning	Institutional Research Analyst
Atwood	Robin	Educators	USM World Class Teaching Program	Coordinator
Aultman	Rosemary	State Policymakers	MS Department of Education	At Large Rep.
Avila	Roberta	Community Organizations	Steps Coalition	Executive Director
Bain	Nick	State Policymakers	House	
Baker	Mark	State Policymakers	House	
Barker	Toby	State Policymakers	House	
Barksdale	Jim	Business Leaders	Barksdale Reading Institute	President
Barnes	Keith	Community Organizations	St. Joseph Catholic School	Principal
Basham	Lori Nail	State Policymakers	Itawamba County	Youth Court Judge

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Bass	John	Local Stakeholders	Mississippi Manufacturers Association	Director of Government Affairs
Bass	Angela	Community Organizations	MS First	Deputy Director of Policy
Bath	Linda	Community Organizations	MS Association for Career & Technical Education	Executive Director
Bean	Suzanne	Community Organizations	MS Association of Partners in Education	President
Beech	Tanya	Educators	George County School District	Assistant Superintendent
Bell	David	State Policymakers	Lafayette County	Youth Court Referee
Bennett	Richard	State Policymakers	Chickasaw County	Youth Court Referee
Bennett	Jeff	Community Organizations	Gulf Coast Mental Health Center	Center Director
Berry	Erika	Local Stakeholders	MS Charter Schools Association	Education Policy Advisor
Bingham	Millard	Local Stakeholders	Southwest Mississippi Educatiion Consortium	Executive Director
Bishop	Rhea	Community Organizations	MS Center of Education Innovation	
Blakenship	Shelly	Community Organizations	Disability Rights MS	Education Advocate
Bland	Shannon	Community Organizations	Cathedral School (PK-6)	Principal
Blouin	Paula	Community Organizations	Assistant Learning Center	Director
Blue	Danny	Community Organizations	Volunteer Mississippi	Deputy Director
Boerner	Bradley	State Policymakers	Lincoln County	Youth Court Judge
Bolden	Arnel	Business Leaders	City of Canton	Mayor
Bonner	Tropania	Community Organizations	Moving Forward Gulf Coast, Inc.	Executive Director
Bordelon	Julie	Community Organizations	St. Anthony Catholic School	Principal
Bostwick	Monte	Community Organizations	Biloxi Regional Medical Center/Behavioral-Mental	Chief Executive Office
Bounds	Sam	Educators	MS Association of School Superintendents	Executive Director

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Bounds	Melody	Parents and Students	MS Department of Education/ Special Education	Director
Bowen	Paul	State Policymakers	Rankin County	Court Administrator
Boyce	Glenn	State Policymakers	Mississippi Institutions of Higher Learning	Associate Commissioner of Academic and Student Affairs
Boyd	Randy	State Policymakers	House	
Boykin	Larry	Community Organizations	MPE State Director	Area Director District 7
Boykin	Bob	Business Leaders	Noxubee Co.	Mayor
Bradley	Cedric	HEP and EPP	Mississippi Gulf Coast Community College	Dean of Instruction
Brahan	Beverly	Local Stakeholders	MS Association of Educators	Associate Executive Director
Branson	Reed	Business Leaders	Capitol Resources	
Brantley	Rosie	Local Stakeholders		Educational Consultant
Brantley	Don	Local Stakeholders	East Mississippi Center for Educational Development	Executive Director
Brett	Charles	State Policymakers	Lee County	Youth Court Judge
Brister	Michelle	Educators	Clinton Public School District	
Brown	Walter	State policymakers	Adams County	Youth Court Judge
Brown	Bobby	Educators	Jackson Public School District	Principal
Brown	Norman	State Policymakers	Scott County	Youth Court Judge
Brown	Ann		CCRC, Inc.	
Bryant	Nola	Educators	Louisville Municipal School District	
Buchanan	Cynthia	Business Leaders	Jackson Chamber of Commerce	Exec. Vice President
Buck	Kevin	Business Leaders	Holly Springs	Mayor
Buffington	Rex	Community Organizations	Stennis Center for Public Service Leadership	Executive Director
Bumgarner	Kami	State Policymakers	MS Department of Education	Teacher Representative
Burbridge	Shelia	Educators	Columbia School District	Principal

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Burger	Carol	Community Organizations	United Way of the Capital Area	President/CEO
Burkett	Chris	Business Leaders	Big Brother/Big Sister of MS	Executive Director
Burnett	Clara	State Policymakers	House	
Burnett	Carol	Community Organizations	MS Low Income Child Care Initiative	Executive Director
Burney	Kasey	State Policymakers	Choctaw County	Youth Court Referee
Burton	Terry	State Policymakers	Senate	
Busby	Charles	State Policymakers	House	
Butler	Edwin	Parents and Students	MS Council on Developmental Disabilities	Executive Director
Butler	Malinda	HEP and EPP	Alcorn State University	Interim Associate Dean
Calhoun	Credell	State Policymakers	House	
Callahan	Michael	Business Leaders	Electric Power Association	Executive Vice President
Cannimore	Sue	Parents and Students	Disability Rights MS	Advocate
Canter	Rachel	Local Stakeholders	MS First/MCSA Board Member	Executive Director
Cardin	Tommie	Local Stakeholders	MS Charter School Authorizer Board	Chairman
Carmichael	Videt	State Policymakers	Senate	
Carr	Robert	HEP and EPP	Alcorn State University	Dean
Chalk	Sharon	Local Stakeholders	East Central Regional Office	Regional Office Manger
Chambers	Dyna	Educators	Jackson Public School District	
Chapman	Rico	Community Organizations	Fannie Lou Hamer Institute (JSU)	Academic Director
Cheeks	Marcus	State Policymakers	Mississippi Department of Education	State Director of Federal Programs
Chism	Gary	State Policymakers	House	
Christensen	Brent	Business Leaders	Mississippi Development Authority	Executive Director

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Clark	Tom	Local Stakeholders	Gulf Coast Education Initiative Consortium	Executive Director
Clark	Rhonda	Community Organizations	The Catholic Diocese of Biloxi	Associate Superintendent
Clarke	Alyce	State Policymakers	House	
Classen	Audra	HEP and EPP	University of Southern MS	Asst. Professor
Clay	Bob	Community Organizations	Excel by 5	Executive Director
Cleveland	Chan	Business Leaders	The Kirkland Group	Exec. Vice President
Cobb	Joey	State Policymakers	Tishomingo County	Youth Court Judge
Colbert	Bea	Educators	Grenada School District	
Cole	Tanya	Educators	Jackson Public School District	Educator
Cole	Willie	Community Organizations	National Urban League	CEO
Coleman	Frank	State Policymakers	Lauderdale County	County and Youth Court Judge
Collins	Nancy	State Policymakers	Senate	
Collins	Angie	Local Stakeholders	Southeast Regional Office	Regional Office Manger
Collins	Jennifer	Community Organizations	MS ACLU	Executive Director
Cooper	Robert	State Policymakers	Calhoun County	Youth Court Judge
Couch	Allen	State Policymakers	Desoto County	County Court Judge
Cox III	John	Business Leaders	Greenville	Mayor
Crawford	Carolyn	State Policymakers	House	
Cunningham	Nate	Business Leaders	Boy Scouts of America	Asst. Scout Executive
Currie	Becky	State Policymakers	House	
Dace	Debra	Educators	Sunflower County Consolidated School District	Superintendent
Daves	David	HEP and EPP	University of Southern MS	Associate Professor/Curriculum and Instruction and SPED

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Last Name	First Name	Stakeholder Group	Organization	Job Title
David	Jennifer	Community Organizations	St. Patrick Catholic School	Principal
Davis	Rene	Community Organizations	Gulf Coast Women's Center for Nonviolence	Outreach Prevention Educator
Davis	Debbie	Educators	Simpson County School District	
Davis	Howard	State Policymakers	Sunflower County	Youth Court Referee
Davis	Monique	Parents and Students	Parents for Public Schools of Jackson	Program Manager
Dean	Melissa	Community Organizations	Urban League of Greater Jackson	Interim CEO
Deano	Elise	State Policymakers	Hancock County	Youth Court Referee
Dearman	Irene	Local Stakeholders	Southern Center for Education/USM	Director
DeBar	Dennis	State Policymakers	House	
Delaware	Diane	Business Leaders	Yazoo City	Mayor
DeLong	Bryan	Educators	Ocean Springs School District	Bus Driver
Dickson	Reecy	State Policymakers	House	
Dillard	Susie	Local Stakeholders	Impact Education	Consultant
Dixon	Alee	Educators	Tate County School District	Deputy Superintendent
Dobbins	Debbie	Community Organizations	Southern Christian Services for Children and Youth	Executive Director
Dollar	Pam	Parents and Students	MS Parent Training & Info Center	Executive Director
Donaldson	Stacey	Educators	Jackson Public School District	Teacher Academy Coordinator
Dorsey	Carol	Educators	Jackson Public School District	Human Resources Director
Doty	Juanita	Community Organizations	JSD Foundation	Chairman
Dreffin	Matt	Community Organizations	Goldring/Woldenberg Institute of Southern Jewish Life	Asst. Director of Education
Drummond	Amy	Community Organizations	Decoding Dyslexia MS	Founder
Drungole	Paula	State Policymakers	Oktibbeha County	Youth Court Judge

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Dulaney	Rebecca	Parents and Students	Phil Hardin Foundation	CEO
Dykes	Menia	State Policymakers	Mississippi Institutions of Higher Learning	Director of Accreditation
Eaton	Mike	HEP and EPP	Itawamba Community College	President
Edwards	Sarah	Business Leaders	Girl Scouts of America	Chief Operations Officer
Edwards	Sandra	Educators	MS School for the Deaf	Superintendent
Edwards	Darron	Educators	West Tallahatchie	Superintendent
Elam	Karen	State Policymakers	MS Department of Education	3rd Supreme Court District Rep.
Elkins	Chloe	Educators	Jackson Public School District	Freshmen Academy Academic Coach
Ellis	Cedric	Educators	McComb School District	Superintendent
Epps	Pearl		Jobs for MS Graduates	
Espy	Chuck	State Policymakers	House	
Evans	James	State Policymakers	House	
Evers	Reena	Community Organizations	Medgar and Myrlie Evers Institute	Executive Director
Evers	Carla	Educators	Gulfport School District	Director of Instructional Programs
Fabbri	Joan	Local Stakeholders	MPE State Director	Area Director District 3
Fench	P. Edwards	Community Organizations	Stennis Institute of Government (MSU)	Director
Ferguson	Rebecca	State Policymakers	Gulf Coast Regional Office	Regional Office Manger
Ferguson	Barbie	Local Stakeholders	MS Professional Educators	Deputy Director
Filce	Hollie	HEP and EPP	University of Southern MS	Coordinator for Special Education Programs
Fisher	Jimmy	State Policymakers	Alcorn County	Youth Court Judge
Fitch	Lynn	Business Leaders	MPACT	State Treasurer
Fitzgerald	Oleta	Parents and Students	Children's Defense Fund	Director
Flore	Barbara	Educators	West Bolivar Consolidated School District	Director of Curriculum
Ford	Kathy	Community Organizations	Mississippi State Hospital	Public Relations

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Last Name	First Name	Stakeholder Group	Organization	Job Title
Formby	Mark	State Policymakers	House	
Forsyth	M	State Policymakers	Perry County	Special Master
Franklin	Beverly	State Policymakers	Lowndes County	Youth Court Judge
Franklin	Johnny	State Policymakers	MS Department of Education	1st Supreme Court District Rep
Freeman	Marcine	Local Stakeholders	MS Educational Computing Association	Executive to the President
Frierson	Herb	State Policymakers	House	
Fulton	Eddie	Business Leaders	Quitman Co.	Mayor
Gallaspy	Kim	State Policymakers	Mississippi Institutions of Higher Learning	Director of Legislative Services
Gann	Wayne	State Policymakers	MS Department of Education	At Large Rep.
Gardiner	Michelle	Community Organizations	Our Lady of Lourdes Catholic School	Principal
Gaulden	Alice		Jobs for MS Graduates	
Gay	Joe	State Policymakers	Benton County	Youth Court Judge
Geimer	Lisa	Community Organizations	St. Richard Catholic School	Principal
George	Owenne	Community Organizations	Metro YWCA/YMCA Corporate Office	Executive Assistant
Gettis	Gail	Educators	ASU World Class Teacher Academy	Coordinator
Gibson	Corey	State Policymakers	Jefferson Davis County	Youth Court Judge
Gilbert	Nadine	Community Organizations	MS Association of Partners in Education	1st Vice President
Gilmore	John	State Policymakers	Holmes County	Youth Court Judge
Goff	Michael	Local Stakeholders	MPE State Director	Area Director District 4
Goldstein	Missy	Community Organizations	Goldring/Woldenberg Institute of Southern Jewish Life	Education Fellow
Goodloe	Michele	Community Organizations	Eighth District AME Church	Presiding Elder
Gowan	Amy	State Policymakers	Attala County	Youth Court Judge
Gowan	Timothy	State Policymakers	Noxubee County	Youth Court Judge

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Last Name	First Name	Stakeholder Group	Organization	Job Title
Gray	Cedrick	Educators	Jackson Public School District	Superintendent
Gray	Miriam	Educators	Jackson Public School District	Educator
Gray-Daniels	Shelia	Educators	Hollandale School District	Teacher
Green	Vanessa	Community Organizations	MS Center for Nonprofits	Asst. Director of Finance and Operations
Griffie	Sam	State Policymakers	Monroe County	Youth Court Referee
Griffin	Leslie	Community Organizations	MS Association of Partners in Education	2nd Vice President
Grimsley	Shannon	Parents and Students	Get2College Center	Outreach Service Director
Guice	Jeffrey	State Policymakers	House	
Gunn	John	State Policymakers	Wayne County	Youth Court Referee
Haffey	Jim	HEP and EPP	Holmes Community College	President
Haines	Tony	Business Leaders	Boy Scouts, Andrew Jackson Council	Scout Executive
Hale	Steve	State Policymakers	Senate	
Hamilton	Eugene	State Policymakers	House	
Hand	David	HEP and EPP	Belhaven University	Dean of The School of Education
Haney	Kent	State Policymakers	Coahoma County	Youth Court Judge
Hanna	Misty	Educators	Simpson County School District	Associate Supt. Federal Programs
Hannan	Edwin	State Policymakers	Madison County	County Court Judge
Hardage	Kay	Community Organizations	Disability Rights MS	Staff Attorney/Community Team
Hardin	Steve	Community Organizations	Mississippi Development Authority	Director
Hardwick	Lillian	Community Organizations	MS ACLU	Advocacy Coordinator
Harlow	A	State Policymakers	Tate County	Youth Court Referee
Harper	Gaylon	State Policymakers	Jones County	Youth Court Judge

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Last Name	First Name	Stakeholder Group	Organization	Job Title
Harper	Janice	Business Leaders	Nollie Jenkins Family Center, Inc.	
Harper	Oswago	Educators	Gulfport School District	
Harris	Amanda	Local Stakeholders	MS Educational Computing Association	President
Harris	Glenn	Educators	Simpson County School District	Superintendent
Hart	Macy	Community Organizations	Goldring/Woldenberg Institute of Southern Jewish Life	President/CEO
Harvey	Brian	Educators	Oxford School District	Superintendent
Haskins	Alachua	Community Organizations	Goldring/Woldenberg Institute of Southern Jewish Life	Education Fellow
Hathorn	Hugh	State Policymakers	Winston County	Youth Court Judge
Haynes	Byron	Educators	Leflore County School District	Asst. Superintendent
Helmick	Joyce	Local Stakeholders	MS Association of Educators	President
Hendrick	Ann	Business Leaders	Education Service Foundation	Director of College Planning
Hendrix	Kristi	Community Organizations	Midtown Partners	Executive Director
Hendrix	Ercilla	HEP and EPP	Institutions of Higher Learning	Economic Planner
Henry	Jennifer	Community Organizations	Saint Paul Earling Learning Center	Director
Henson	Mary	Business Leaders	Mississippi Economic Development Council	Executive Director and COO
Herchenhahn	Chantelle	Educators	Forest School District	
Herod	James	HEP and EPP	Rust College	Associate Professor, Education
Herts	Rolando	Business Leaders	Delta Center for Culture and Learning	Director
Hewitt	Ashley	Community Organizations	Wells Memorial UM Church	Director of Children's Education
Hill	Angela	State Policymakers	Senate	
Hill	Howard	Educators	Pontotoc City School District	Director of Assessment/Professional Development
Hines	Tony	Business Leaders	Boy Scouts of America	Scout Executive

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Last Name	First Name	Stakeholder Group	Organization	Job Title
Hines	Joy	HEP and EPP	University of Southern MS	Asst. Professor
Holloway	Gregory	State Policymakers	House	
Hopson	W	State Policymakers	Senate	
Horhn	John	State Policymakers	Senate	
Horne	Hillery	State Policymakers	Wilkinson County	Youth Court Judge
House	Joni	Community Organizations	Annunciation Catholic School	Principal
Hughes	Jay	Educators	Pontotoc City School District	Director of Personnel and Federal Programs
Hughey	Birdette	Educators	Bailey Education Group	Consultant
Hurt	Darryl	State Policymakers	George County	Youth Court Judge
Hutchinson	Wendell	Community Organizations	Disability Rights MS	Staff Attorney/Education Team
Hyde	Brenda	Community Organizations	Southern Echo, Inc.	Asst. Director
Isom	Clara	Commuity Organizations	Holy Family Catholic School	Principal
Jackson	Deontris	State Policymakers	Mississippi School Boards Association	Assistant Executive Director
Jennings	Wanda	State Policymakers	House	
Johnson	Anthony	Parents and Students	Alignment Jackson	Interim Executive Director
Johnson	Nira	State Policymakers	Mississippi Institutions of Higher Learning	Director of GEAR UP MS
Johnson	Tarik	State Policymakers	Montgomery County	Youth Court Judge
Johnson	Derrick	Community Organizations	MS NAACP	President
Johnson	Vernita	State Policymakers	Washington County	County Court Judge
Johnson	Anthony	Parents and Students	Alignment Jackson	Interim Executive Director
Johnson	John	Educators	Scott County School District	Asst. Principal
Jolivette	Carolyn	Parents and Students	Parents for Public Schools of Jackson	Executive Director

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Jolly	Russell	State Policymakers	Senate	
Jones	Reginald	State Policymakers	Amite County	Youth Court Judge
Jones	Bradley	State Policymakers	Franklin County	Youth Court Referee
Jones	William	State Policymakers	MS Department of Education	At Large Rep.
Jones	Marion	Local Stakeholders	Program of Research & Evaluation for Public Schools	Associate Director
Jones	Bridney	Educators	Tate County School District	Educator
Jordan	David	State Policymakers	Senate	
Karmachary a	Lisa	Local Stakeholders	MS Association of School Administrators	Executive Director
Kelly	John	State Policymakers	MS Department of Education	Chair
Kelly	Derma	Educators	Claiborne County School District	Assistant Principal
Kelly	Josephine	Educators	Jackson Public School District	
Kenerson	Vanetta	Educators	Southwest MS World Class Teaching Initiative	Coordinator
Kidd	Adriane	Community Organizations	The City of Jackson	Director of Human and Cultural Services
Kilpatrick	Max	State Policymakers	Kemper County	Youth Court Judge
King	Theresa	Community Organizations	MS Division of Medicaid	Staff Officer I
Kirkland	Carla	Business Leaders	The Kirkland Group	CEO/Founder
Kirkland	Tammy	Educators	UM World Class Teaching Program	Coordinator
Kuykendal	Milton	Educators	Desoto County School District	Superintendent
Kwentus	Joseph	Community Organizations	Brentwood Behavioral Healthcare	Director
Ladner	Mike	Community Organizations	The Catholic Diocese of Biloxi	Superintendent
Ladner	Kristen	Educators	Bay St. Louis-Waveland School District	Principal
LaFontaine	Kim	Educators	Pearl Public School District	District Administrator

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Lamb	Duane	Business Leaders	Impact Media Consulting	Owner
Langford	Robert	Community Organizations	Operation Shoestring	Executive Director
Lee	Susan	State Policymakers	Mississippi Institutions of Higher Learning	Director of Academic Affairs
Lee	Donna	Educators	Pascagoula School District	Teacher
Lewis	Donnell	Community Organizations	100 Black Men of Jackson	Director
Liddy	Sarah	State Policymakers	Marshall County	Youth Court Referee
Lindsey	Carina	Parents and Students	Education Services Foundation Get2College Center	Assistant Director and College Counselor
Linn	Valerie	Community Organizations	Magnolia Speech School	Executive Director
Livingston	Randal	Local Stakeholders	MPE State Director	Area Director District 9
Lockett	Jeruthie	Community Organizations	Disability Rights MS	Advocate
Loden	Donna	Local Stakeholders		Educational Consultant
Long	Leanne	Parents and Students	Learning Forward Mississippi	President
Loome	Nancy	Parents and Students	The Parents' Campaign	Executive Director
Lowe	Marquise	Parents and Students	Young People Project	Director
Lowrey	Alisa	HEP and EPP	University of Southern MS	Associate Professor
Luckett	Bill	Business Leaders	Clarksdale	Mayor
Lumpkin	Richelle	State Policymakers	Pearl River County	Youth Court Judge
Maclaine	Ann	Community Organizations	Disability Rights MS	Executive Director
Maclaine	Ann	Parents and Students	Disability Rights MS	Executive Director
Maghan	Sara	Parents and Students	Learning Forward Mississippi	Executive Director
Maily	Karen	Educators	MAPQT Program	State Coordinator
Malone	Jo Ann	Educators	MS School for the Blind	Superintendent
Marshall	Mike	Business Leaders	Delta Regional Authority	Alternate Co-Chairman
Martin	Bridget	Community Organizations	Sacred Heart Catholic School	Principal
Martin	Vaunita	State Policymakers	Tupelo Regional Office	Regional Office Manger

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Last Name	First Name	Stakeholder Group	Organization	Job Title
Martinson	Rita	State Policymakers	House	
Masingill	Chris	Business Leaders	Delta Regional Authority	Federal Co-Chairman
Massengill	Steve	State Policymakers	House	
Massey	Jean	Educators	MS Department of Education	MAASP Board Member
Massey	Chris	State Policymakers	Senate	
Mathis	Debbie	Business Leaders	East MS Business Development Corporation	Chief Operating Officer
Matthews	Karen	Business Leaders	Delta Health Alliance	CEO/President
May	Amber	Parents and Students	Operation Shoestring	Program Director
Mayo	Lee Ann	Business Leaders	Capitol Resources/MCSA Board Member	VP, Government Relations & Communications
Mayo	Brad	State Policymakers	House	
McAdams	Carolyn	Business Leaders	Greenwood	Mayor
McAlpin	Jack	State Policymakers	Southern-Regional Education Service Agency	Executive Director
McClelland	Charles	State Policymakers	MS Department of Education	At Large Rep.
McComb	Sarah	Community Organizations	Fannie Lou Hamer Center for Change	
McGehee	Carolyn	Local Stakeholders	MS Association of Elementary School Administrators	State Executive Director
McGehee	Ronnie	Educators	MS Association of Secondary School Principals	Interim Executive Director
McLendon	Jonathan	Educators	McComb School District	Personnel Director
McNair	Joyce	State Policymakers	Delta Area Association for Improvement of Schools	Executive Director
McNamara	Bernadette	Community Organizations	Holy Family Early Childhood Center	Co-Director
McNeece	Michael	Local Stakeholders	MPE State Director	Area Director District 10
McPhail	Michael	State Policymakers	Forrest County	County Court Judge

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Meek	Buchanan	State Policymakers	Webster County	Youth Court Judge
Merritt	William	Educators	Jackson Public School District	
Michel	Jules	Community Organizations	St. Aloysius (7-12)	Principal
Mickens	J+D121oan n	Community Organizations	Parents for Public Schools of Jackson	Chapter Services Director
Miller	Jan	Community Organizations	Main Street Association	District Director
Miller	Gloria	State Policymakers	Mississippi Institutions of Higher Learning	Director of Student Services
Miller	Mario	Community Organizations	MS Council for Exceptional Children (MSCEC)	President
Miller	Kristen	Community Organizations	Salvation Army	Media Contact
Mitchell	Joey	HEP and EPP	Alcorn State University	
Moffett	Joseph	State Policymakers	Jefferson County	Youth Court Referee
Moncrief	Ben	Business Leaders	C-Spire/MCSA Board Member	Director of Government
Monroe	George	State Policymakers	Newton County	Youth Court Judge
Moon	Jay	Local Stakeholders	Mississippi Manufacturers Association	President and CEO
Moore	John	State Policymakers	House	
Moore	Cleveland	Educators	Jefferson County School District	CTE Director
Mord	Conrad	State Policymakers	Walthall County	Youth Court Referee
Morgan	Sabrina	Educators	Pearl Public School District	
Morrison	Richard	State Policymakers	MS Department of Education	Administrator Rep.
Mulloy	Trent	Business Leaders	Laurel Machine & Foundry Company	President
Murphy	Cory	Educators	Educational Testing Service	Client Relations Director
Murray	Freddrick	Educators	Jackson Public School District	
Muse	Clyde	HEP and EPP	Hinds Community College	President

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Nabors	Larry	HEP and EPP	MS Delta Community College	President
Nalls	Tommy	Educators	Forest Hill High School	Asst. Principal
Nelson	Pat	State Policymakers	House	
Nettles	Ronnie	HEP and EPP	Copiah-Lincoln Community College	President
Nettles	Dexter	State Policymakers	Leake County	Youth Court Referee
New	Nancy	Parents and Students	MS Community Ed. Center	Executive Director
Norris	Jack	Business Leaders	Gulfcoast Business Council	President
Nowell	William	State Policymakers	Bolivar County	County Court Judge
Nowell	Billy	Business Leaders	Cleveland	Mayor
Nurnberg	Ron	Educators	Teach For America - Mississippi	Deputy Executive Director
Oats	Cherraye	Community Organizations	Fannie Lou Hamer Center for Change	Executive Director
Oats	Kayla	Community Organizations	Fannie Lou Hamer Center for Change	
O'Keefe	Carly	Community Organizations	MS Health Advocacy Program	Administrative Asst.
O'Neil	Duane	Business Leaders	Greater Jackson Partnership MS	President
Owen	Doug	Business Leaders	Young Business Leaders	City Director
Page	Gwendolyn	Educators	East Jasper School District	Superintendent
Pair	Stacy	Community Organizations	Main Street Association	District Director
Paola	Carol	Local Stakeholders	MS Association for Gifted Children	Executive Director
Park	Jeanne	State Policymakers	Institutions of Higher Learning/ARM	
Parker	Derek	State Policymakers	Yazoo County	Youth Court Judge
Parker	Jeanne	State Policymakers	Mississippi Institutions of Higher Learning	ARM Literacy Specialist
Parrish	Terry	HEP and EPP	DSU/Hinds 2+2 Education Programs	Director
Parrott	Linda	Educators	Ocean Springs School District	

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Patterson	Aubrey	State Policymakers	IHL Board of Trustees	President
Penick	Carol	Community Organizations	Women's Fund	Executive Director
Penton	Dennis	Educators	North Pike School District	Superintendent
Perry	Alan	State Policymakers	IHL Board of Trustees	Vice President
Petty	Betty	Parents and Students	Southern Echo, Inc.	Director
Pierce	Cheryl	State Policymakers	Greene County	Youth Court Judge
Polk	John	State Policymakers	Senate	
Pope	Donna	Educators	Leake County School District	
Porter	Beth	Community Organizations	Disability Rights MS	Advocate
Potter	Bonita	Educators	Ocean Springs School District	Superintendent
Potuk	James	State Policymakers	Clarke County	Youth Court Judge
Powell	Vickie	Business Leaders	MS Economic Council	Senior Vice President
Powell	Rachel	Parents and Students	MS Speech-Language-Hearing Association	Speech Pathologist
Price	John	State Policymakers	Pike County	Youth Court Judge
Price	John	State Policymakers	Warren County	County and Youth Court Judge
Propst	Julie	Parents and Students	Division of Family & Children's Services	Education Liaison
Puffer	Amelia	Community Organizations	Disability Rights MS	Advocate
Purnell	Gwenda	Local Stakeholders		Education Consultant
Purvis	Mary	Community Organizations	Junior League of Metro Jackson	President
Quinn	Angie	Educators	Pontotoc City School District	Director of Instruction
Raff	Linda	Community Organizations	Catholic Charities, Inc.	Executive Director
Reddy	Ellen	Business Leaders	Nollie Jenkins Family Center, Inc.	Executive Director
Rhoden	James	State Policymakers	Marion County	Youth Court Referee

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Rhodes	Alfred	State Policymakers	Claiborne County	Youth Court Judge
Rhodes	Pauline	Educators	Coahoma County School District	Superintendent
Richardson	Cedric	Educators	North Panola School District	Superintendent
Riley	Kelly	Local Stakeholders	MS Professional Educators	Executive Director
Robbins	Donna	Local Stakeholders	MS Professional Educators	President
Roberts	Jeannie	Community Organizations	St. Elizabeth Catholic School	Principal
Robinson	Shae	Community Organizations	Sister Thea Bowman Catholic School	Principal
Robinson	Melvin	State Policymakers	Mississippi Department of Education	
Roby	Brendsha	Educators	Canton Public School District	Director of State and Federal Programs
Rodolfich	Wayne	Educators	Pascagoula School District	Superintendent
Rofes	Lex	Community Organizations	Goldring/Woldenberg Institute of Southern Jewish Life	Education Fellow
Rogers	Angela	Community Organizations	Disability Rights MS	Advocate
Rogers	Amy	Educators	Lamar County School District	Teacher
Rogers	Jaqueline	Educators	Retired	
Roy	Robert	State Policymakers	Quitman County	Youth Court Referee
Rudy	Nita	Parents and Students	Parents for Public Schools, Inc.	Director of Programs
Rushing	Charles	Local Stakeholders	MPE State Director	Area Director District 8
Sanders	William	State Policymakers	Tallahatchie County	Youth Court Judge
Sanford	Debbie	Community Organizations	Pine Grove Behavioral Health & Addiction Services	Director
Sanguinetti	Patrick	Community Organizations	Cathedral School (7-12)	Principal
Sargent	Jayne	Educators	Claiborne County School District	Conservator
Sargent	Jason	Educators	Jackson Public School District	Chief of Staff

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Saulsberry	Janas	Local Stakeholders	Southern Echo/RFOE	
Sayer	Michael	Local Stakeholders	Southern Echo	
Scafidi	Brenda	Parents& Students	MS Department of Mental Health/ Division of Children & Youth Services	Director
Schipper	Michele	Community Organizations	Goldring/Woldenberg Institute of Southern Jewish Life	COO
Scholtes	Tina	Educators	MSU World Class Teaching Program	Coordinator
Schwartz	Malkie	Community Organizations	Goldring/Woldenberg Institute of Southern Jewish Life	Director of Community Engagement
Schwertman	LaDona	Community Organizations	Gulf Coast Women's Center for Nonviolence	
Seage	Brian	Community Organizations	Episcopal Diocese of MS	
Seals	Charlotte	Educators	Madison County School District	
Selden	Bard	State Policymakers	Tunica County	Youth Court Referee
Seymour	Jennifer	Educators	Bay-Waveland School District	
Shands	Thomas	State Policymakers	Union County	Youth Court Judge
Shareef	Alvin	Community Organizations	New Medinah Muslim Community	
Shealy	Chad	Educators	Vicksburg-Warren School District	Superintendent
Sheriff	Beverly	Community Organizations	Disability Rights MS	CFO
Sherman	James	State Policymakers	Humphreys County	Youth Court Referee
Shirley	John	State Policymakers	City of Pearl - Municipal Youth Court	Youth Court Judge
Shoemaker	Lillous	State Policymakers	Jasper County	Special Master
Shonk	Brad	Educators	Biloxi Public School District	
Short	Frank	State Policymakers	Northwest Regional Office	Regional Office Manger
Shuden	Delia	Community Organizations	Fannie Lou Hamer Center for Change	

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Sibley	Hal	Local Stakeholders	Southwest Regional Office	Regional Office Manger
Sigalas	Sharon	State Policymakers	Jackson County	Youth Court Judge
Simpson	Aletha	Educators	Grenada School District	Asst. Sped. Director
Skelton	Marcie	Community Organizations	Walker Foundation	Executive Director
Skinner	William	State Policymakers	Hinds County	Youth Court Judge
Smith	Jasmine	Educators	Perry County School District	
Smith	J	Business Leaders	Bay Springs	Mayor
Smith	Jake	Community Organizations	Jackson 2000, Inc.	Co-Chair Board of Director
Smith	Jesse	HEP and EPP	Jones County Junior College	President
Smith	Brenda	Local Stakeholders	MPE State Director	Area Director District 6
Smith	Tony	State Policymakers	Senate	
Smith	Linda	Educators	Lumberton School District	
Smith	Vivian	Educators	MS School for the Deaf	Teacher
Smith	Jasmine	Educators	Perry County School District	
Smith	Tunja	Educators	The Intentional Life	Life Coach
Speaks	Clyde	Educators	Jobs for MS Graduates	
Spears	Chauncey	Parents and Students	MS Department of Education	
Spees	Shane	Community Organizations	North MS Medical Behavioral Health Center	President/CEO
Spencer	Misty	Educators	Biloxi Public School District	Asst. Principal
Sprayberry	Jeannie	Educators	Tate County School District	
Starks	Mable	Parents and Students	MS Action for Community Education, Inc.	President/CEO
Starling	Rebecca	Parents and Students	Partners in Education/ JPS	Executive Director
Stevenson	C.L.	Local Stakeholders	North MS Education Consortium	Co-Director
Stewart	Billy	HEP and EPP	East Central Community College	President

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Storey	Thomas	State Policymakers	Clay County	Youth Court Judge
Straughter	Rufus	State Policymakers	House	
Stringer	Jim	Local Stakeholders	Mississippi Manufacturers Association	Director of Membership and Educational Services
Sullivan	Grenaye	Community Organizations	MS Department of Mental Health	Board Contact
Sumrall	Paul	State Policymakers	Mississippi Institutions of Higher Learning	Dir., Business & University Relations
Swanner	Jennifer	Business Leaders	The Nissan Foundation	Corporate Communications
Sykes	James	State Policymakers	Simpson County	Youth Court Referee
Taylor	Anna	Community Organizations	Disability Rights MS	Education Advocate
Taylor	Alvin	Educators	Meridian School District	Superintendent
Taylor	Amy	State Policymakers	Neshoba County	Youth Court Judge
Taylor	Rebecca	State Policymakers	Stone County	Youth Court Referee
Taylor	Ronjanett	State Policymakers	Mississippi Institutions of Higher Learning	ARM State Program Director
Tennison	Bradley	State Policymakers	Prentiss County	Youth Court Judge
Thigpen	Jacquelyn	Educators	Cleveland School District	Superintendent
Thigpen	Forest	Local Stakeholders	MS Center for Public Policy/MCSA Board Member	President
Thomas	Sara	State Policymakers	House	
Thompson	Marcus	State Policymakers	Mississippi Institutions of Higher Learning	Chief Administrative Officer
Thompson	Doris	Parents and Students	Children's Defense Fund	
Thompson	Tracee	Educators	Jackson Public School District	Teacher
Todd	Stacey	Educators	MTOY	Professional Development Coordinator Special Education
Tollison	Gray	State Policymakers	Senate	

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Last Name	First Name	Stakeholder Group	Organization	Job Title
Towner	Valmadge	HEP and EPP	Coahoma Community College	President
Townsend	Bridgette	Community Organizations	The City of Jackson	Director of Youth Initiatives
Travis	Furlinda	Educators	Canton Public School District	
Traweek	Becky	Community Organizations	Girl Scout Council of Greater Jackson	Chief Executive Officer
Tribble	Polly	Community Organizations	Disability Rights MS	Facility Team/Advocate
Troxler	Drew	Business Leaders	West Central Regional Office	Regional Office Manger
Tucker	Shirley	Business Leaders	Leadership Greater Jackson	Vice President
Tullos	Mark	State Policymakers	Covington County	Youth Court Referee
Tupy	Mary Ann	Community Organizations	St. Francis of Assisi Catholic School	Principal
Turnage	Casey	State Policymakers	Mississippi Institutions of Higher Learning	Director of P-20 Initiatives and Enrollment Management
Tutor	Phillip	State Policymakers	Pontotoc County	Youth Court Judge
Tye	Karla	Parents and Students	Children's Advocacy Center	Executive Director
Vance	James	State Policymakers	Grenada County	Special Master
Varas	Jeffrey	State Policymakers	Copiah County	Youth Court Referee
Waddell	Jenetta	HEP and EPP	Blue Mountain College	Chair, Dept. of Education
Walden	Rosie	Business Leaders	Nollie Jenkins Family Center, Inc.	
Waldrop	Mike	State Policymakers	Mississippi School Boards Association	Executive Director
Walker	Shirley	Community Organizations	Disability Rights MS	Education Advocate
Walker	Teresa	Parents and Students	MS Council for Exceptional Children	President
Walker	T	Parents and Students	ESF/Get2College	Assistant Director of Outreach and College Advisor
Walters	Mike	Business Leaders	JBHM	CEO

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Ward	Cindy	Local Stakeholders	Program of Research & Evaluation for Public Schools	Executive Director
Ware	Fannie	Community Organizations	Office of Congressman Bennie Thompson	District Director
Warren	Joseph	State Policymakers	House	
Warren	Rebecca	Community Organizations	Disability Rights MS	Advocate
Washington	Timala	Community Organizations	Congressman Bennie Thompson	Executive Asst.
Watkins	Hollis	Community Organizations	Southern Echo	President
Watkins	Earl	Community Organizations	Parents for Public Schools of Jackson	Consulting Partner
Watson	Percy	State Policymakers	House	
Watson	Marsha	State Policymakers	Mississippi Institutions of Higher Learning	Director of College Knowledge Project
Waugh	J.David	Community Organizations	Jackson 2000, Inc.	Co-Chair Board of Director
Weathersby	Tom	State Policymakers	House	
Weaver	Cagney	Educators	Biloxi Public School District	Teacher
Weeks	Cecil	Local Stakeholders	North Mississippi Education Consortium	Executive Director
Welborn	Paul	Local Stakeholders	MPE State Director	Area Director District 5
Welchlin	Cassandra	Community Organizations	MLICCI	
Westreich	Noah	Community Organizations	Goldring/Woldenberg Institute of Southern Jewish Life	Education Fellow
Wheat	Marlissa	Educators	West Jasper School District	
White	Al	Parents and Students	Action Communication and Education Reform, Inc.	Executive Director
White	Wendy	Community Organizations	Disability Rights MS	Staff Attorney/Facility Team
Wiggins	Covey	Business Leaders	Enterprise Corp. of the Delta/MS Economic Policy Center	Director
Wiggins	Bruce	State Policymakers	Senate	

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Wilemon	J	State Policymakers	Senate	
Wilkins	Cynthia	HEP and EPP	Belhaven University	
Williams	Rhea	Community Organizations	The Center for Education Innovation	Executive Director
Williams	Cynthia	Educators	West Bolivar Consolidated School District	Human Resources Director
Williams	Cassandra	Educators	Canton Public School District	Asst. Superintendent
Williams	Ramona	Educators	Jobs for MS Graduates	
Williamson	Shay	Educators	Madison County School District	Human Resources Director
Wilson	Bob	Community Organizations	Main Street Association	Executive Director
Wilson	Blake	Business Leaders	MS Economic Council	President/CEO
Wilson	Charlotte	Educators	Renaissance Learning	NBCT, Retired
Wilson	Ellis	Parents and Students	Get2College Center	Asst. Director of Outreach
Wilson	Kathi	Educators	Holmes County School District	
Winter	William	Community Organizations	William Winter Institute for Racial Reconciliation	Executive Director
Winters	Neddie	Community Organizations	Mission Mississippi	President
Wolfe	Jeff	Business Leaders	WAPT News 16	General Sales Manager
Woodard	Allen	State Policymakers	Sharkey County	Youth Court Referee
Worthington	Virginia	Educators	DSU World Class Teaching Program	Coordinator
Yates	Frank	Local Stakeholders	MS Association of Educators	Executive Director
Yelton	James	State Policymakers	Panola County	Youth Court Referee
Yoder	Warren	Community Organizations	Connecting MS	Executive Director
Young	Rick	HEP and EPP	East MS Community College	President
Young	Ira	Community Organizations	Holy Family Early Childhood Center	Co-Director
Young	Jerry	Community Organizations	National Baptist Convention	President
Young	Charlotte	Educators	Rankin County School District	Director

APPENDIX B: Stakeholder Engagement Meeting Invitees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Young	Larry	State Policymakers	Senatobia Regional Office	Regional Office Manger

APPENDIX C: Stakeholder Engagement Meeting Attendees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Anderson	Eddie	Educators	Coffeeville School District	Superintendent
Anzenberger	Leah	Parents and Students	Children's Advocacy Centers of Mississippi	Program Director/Attorney
Atchison	Eric	State Policymakers	Mississippi Institutions of Higher Learning	Institutional Research Analyst
Atwood	Robin	Educators	USM World Class Teaching Program	Coordinator
Bass	Angela	Community Organizations	MS First	Deputy Director of Policy
Beech	Tanya	Educators	George County School District	Assistant Superintendent
Berry	Erika	Local Stakeholders	MS Charter Schools Association	Education Policy Advisor
Bowen	Paul	State Policymakers	Rankin County	Court Administrator
Bradley	Cedric	HEP and EPP	Mississippi Gulf Coast Community College	Dean of Instruction
Brahan	Beverly	Local Stakeholders	MS Association of Educators	Associate Executive Director
Branson	Reed	Business Leaders	Capitol Resources	
Brantley	Rosie	Local Stakeholders		Education Consultant
Brantley	Don	Local Stakeholders	East Mississippi Center for Educational Development	Executive Director
Brown	Ann	Parents and Students	Child Care Resource Center, Inc.	
Bryant	Nola	Educators	Louisville Municipal School District	Director of Assessment
Butler	Malinda	HEP and EPP	Alcorn State University	Interim Associate Dean
Carr	Robert	HEP and EPP	Alcorn State University	Dean
Chambers	Dyna	Educators	Jackson Public School District	
Cheeks	Marcus	State Policymakers	Mississippi Department of Education	State Director of Federal Programs
Classen	Audra	HEP and EPP	University of Southern MS	Asst. Professor
Cleveland	Chan	Business Leaders	The Kirkland Group	Exec. Vice President
Collins	Jennifer	Community Organizations	MS ACLU	Executive Director

APPENDIX C: Stakeholder Engagement Meeting Attendees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Dace	Debra	Educators	Sunflower County Consolidated School District	Superintendent
Daves	David	HEP and EPP	University of Southern MS	Associate Professor
Davis	Monique	Parents and Students	Parents for Public Schools of Jackson	Program Manager
Dearman	Irene	Local Stakeholders	S-RESA	Director
Delaware	Diane	Business Leaders	Yazoo City	Mayor
DeLong	Bryan	Educators	Ocean Springs School District	Bus Driver
Dillard	Susie	Local Stakeholders	Impact Education Group	Chief Operating Officer
Dorsey	Carol	Educators	Jackson Public School District	Human Resources Director
Epps	Pearl	Educators	Jobs for MS Graduates	
Evers	Carla	Educators	Gulfport School District	Director of Instructional Programs
Fabbri	Joan	Local Stakeholders	MPE State Director	Area Director District 3
Ferguson	Barbie	Local Stakeholders	MS Professional Educators	
Franklin	Johnny	State Policymakers	MS Department of Education	1st Supreme Court District Rep
Gaulden	Alice	Educators	Jobs for MS Graduates	
Gettis	Gail	Educators	ASU World Class Teacher Academy	Coordinator
Gray-Daniels	Shelia	Educators	Hollandale School District	Teacher
Grimsley	Shannon	Parents and Students	Get2College Center	Outreach Service Director
Hand	David	HEP and EPP	Belhaven University	Dean of The School of Education
Hanna	Misty	Educators	Simpson County School District	Associate Supt. Federal Programs
Hardwick	Lillian	Community Organizations	MS ACLU	Advocacy Coordinator
Harper	Oswago	Educators	Gulfport School District	
Harris	Glenn	Educators	Simpson County School District	Superintendent
Haynes	Byron	Educators	Leflore County School District	Asst. Superintendent

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Last Name	First Name	Stakeholder Group	Organization	Job Title
Hendrix	Ercilla	Community Organizations	Mississippi Institutions of Higher Learning	Economic Planner
Herchenhahn	Chantelle	Educators	Forest School District	
Herod	James	HEP and EPP	Rust College	Associate Professor
Hill	Howard	Educators	Pontotoc City School District	DTC-PD Director
Hines	Joy	HEP and EPP	University of Southern MS	Asst. Professor
Hughes	Jay	Educators	Pontotoc City School District	Director of Personnel and Federal Programs
Hughey	Birdette	Educators	Bailey Education Group	Consultant
Johnson	John	Educators	Scott County School District	Asst. Principal
Johnson	Anthony	Parents and Students	Alignment Jackson	Interim Executive Director
Jolivette	Carolyn	Parents and Students	Parents for Public Schools of Jackson	Executive Director
Jones	Bridney	Educators	Tate County School District	Educator
Karmacharya	Lisa	Local Stakeholders	MS Association of School Administrators	Executive Director
Kelly	Derma	Educators	Claiborne County School District	Assistant Principal
Kelly	Josephine	Educators	Jackson Public School District	
King	Theresa	Community Organizations	MS Division of Medicaid	Staff Officer I
Ladner	Kristen	Educators	Bay St. Louis-Waveland School District	Principal
Lamb	Duane	Business Leaders	Impact Media Consulting	Owner
Lee	Donna	Educators	Pascagoula School District	ICT2 Teacher
Lindsey	Carina	Parents and Students	Education Services Foundation Get2College Center	Assistant Director and College Counselor
Long	Leanne	Parents and Students	Learning Forward Mississippi	President
Loome	Nancy	Parents and Students	The Parents' Campaign	Executive Director
Lowrey	Alisa	HEP and EPP	University of Southern MS	

APPENDIX C: Stakeholder Engagement Meeting Attendees

Last Name	First Name	Stakeholder Group	Organization	Job Title
Maily	Karen	Educators	MAPQT Program	State Coordinator
Malone	Jo Ann	Educators	MS School for the Blind	Superintendent
May	Amber	Parents and Students	Operation Shoestring	Program Director
McLendon	Jonathan	Educators	McComb School District	Personnel Director
McNair	Joyce	State Policymakers	Delta Area Association for Improvement of Schools	Executive Director
Merritt	William	Educators	Jackson Public School District	
Mickens	Joann	Community Organizations	Parents for Public Schools of Jackson	Chapter Services Director
Mitchell	Joey	HEP and EPP	Alcorn State University	
Moore	Cleveland	Educators	Jefferson County School District	CTE Director
Murray	Freddrick	Educators	Jackson Public School District	
Nurnberg	Ron	Educators	Teach For America - Mississippi	Deputy Executive Director
Page	Gwendolyn	Educators	East Jasper School District	Superintendent
Park	Jeanne	State Policymakers	Institutions of Higher Learning/ARM	
Parker	Jeanne	State Policymakers	Mississippi Institutions of Higher Learning	ARM Literacy Specialist
Parrott	Linda	Educators	Ocean Springs School District	
Petty	Betty	Local Stakeholders	Southern Echo, Inc.	Director
Pope	Donna	Educators	Leake County School District	Asst. Principal
Powell	Rachel	Parents and Students	MS Speech-Language-Hearing Association	Speech Pathologist
Quinn	Angie	Educators	Pontotoc City School District	Director of Instruction
Reddy	Ellen	Business Leaders	Nollie Jenkins Family Center, Inc.	Executive Director
Rhodes	Pauline	Educators	Coahoma County School District	Superintendent
Richardson	Cedric	Educators	North Panola School District	Superintendent
Riley	Kelly	Local Stakeholders	MS Professional Educators	Executive Director

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Last Name	First Name	Stakeholder Group	Organization	Job Title
Robinson	Melvin	State Policymakers	Mississippi Department of Education	
Roby	Brendsha	Educators	Canton Public School District	Director of State and Federal Programs
Rudy	Nita	Parents and Students	Parents for Public Schools, Inc.	Director of Programs
Sargent	Jason	Educators	Jackson Public School District	Chief of Staff
Saulsberry	Janas	Community Organizations	Southern Echo, Inc.	Field Organizer
Seals	Charlotte	Educators	Madison County School District	Human Resources Director
Seymour	Jennifer	Educators	Bay-Waveland School District	
Simpson	Aletha	Educators	Grenada School District	Asst. Sped. Director
Smith	Linda	Educators	Lumberton School District	
Smith	Vivian	Educators	MS School for the Deaf	Teacher
Smith	Jasmine	Educators	Perry County School District	
Smith	Tunja	Educators	The Intentional Life	Life Coach
Speaks	Clyde	Educators	Jobs for MS Graduates	
Spears	Chauncey	Parents and Students	MS Department of Education	
Spencer	Misty	Educators	Biloxi Public School District	Asst. Principal
Stevenson	C.L.	State Policymakers	North MS Education Consortium	Co-Director
Taylor	Ronjanett	State Policymakers	Mississippi Institutions of Higher Learning	ARM State Program Director
Thompson	Tracee	Educators	Jackson Public School District	Teacher
Thompson	Doris	Parents and Students	Children's Defense Fund	SPARK-Coordinator
Todd	Stacey	Educators	MTOY	Professional Development Coordinator Special Education
Townsend	Bridgette	Community Organizations	The City of Jackson	Director of Youth Initiatives
Travis	Furlinda	Educators	Canton Public School District	Assistant Superintendent

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Last Name	First Name	Stakeholder Group	Organization	Job Title
Turnage	Casey	State Policymakers	Mississippi Institutions of Higher Learning	Director of P-20 Initiatives and Enrollment Management
Waddell	Jenetta	HEP and EPP	Blue Mountain College	Chair, Dept. of Education
Walker	T	Parents and Students	ESF/Get2College	Assistant Director of Outreach and College Advisor
Ware	Fannie	Community Organizations	Office of Congressman Bennie Thompson	District Director
Warren	Rebecca	Community Organizations	Disability Rights MS	Advocate
Watkins	Earl	Community Organizations	Parents for Public Schools of Jackson	Consulting Partner
Weaver	Cagney	Educators	Biloxi Public School District	Teacher
Welchlin	Cassandra	Community Organizations	MLICCI	
Westbrook	Shelia	Educators	Aberdeen School District	Teacher
Wheat	Marlissa	Educators	West Jasper School District	
Wilkins	Cynthia	HEP and EPP	Belhaven University	
Williams	Cassandra	Educators	Canton Public School District	Asst. Superintendent
Williams	Ramona	Educators	Jobs for MS Graduates	
Williamson	Shay	Educators	Madison County School District	Human Resources Director
Wilson	Kathi	Educators	Holmes County School District	
Wilson	Ellis	Parents and Students	Get2College Center	Asst. Director of Outreach
Yates	Frank	Local Stakeholders	MS Association of Educators	Executive Director

APPENDIX D: Stakeholder Engagement Meeting Agenda

Center on GREAT TEACHERS & LEADERS
at American Institutes for Research

MISSISSIPPI DEPARTMENT OF EDUCATION

SOUTHEAST COMPREHENSIVE CENTER
SEDL

Mississippi Equitable Access Stakeholder Engagement Meeting

May 4, 2015

Agenda (Times are Central Time)

10:00 a.m.–10:45 a.m.	**Introductions, Overview of Excellent Educators for All Initiative, Equitable Access Work in Mississippi**
10:45 a.m.–10:55 a.m.	**Transition to Breakout Groups**
10:55 a.m.–12:15 p.m.	**Breakout Groups to Conduct Root-Cause Analysis**
12:15 p.m.–12:55 p.m.	**Working Lunch to Continue Root-Cause Analysis Discussion**
12:55 p.m.–1:10 p.m.	**Break**
1:10 p.m.–2:05 p.m.	**Breakout Groups to Brainstorm Strategies Connected to Root Causes**
2:05 p.m.–2:15 p.m.	**Transition Back to Large Group**
2:15 p.m.–2:45 p.m.	**Large-Group Shareout**
2:45 p.m.–3:00 p.m.	**Closing**
3:00 p.m.	**Adjourn**

Key Information for Conducting Root-Cause Analysis and Strategies Discussions

The Excellent Educators for All Initiative

On July 7, 2014, the U.S. Department of Education launched the Excellent Educators for All initiative to help states and school districts support great educators for the students who need them most. This initiative is founded upon the results from several recent studies from the Institute of Education Sciences (IES) and data from the U.S. Department of Education's Office for Civil Rights demonstrating that inequities in access to great teachers and leaders continue to endure across the United States. Students of color, students from low-income families, rural students, students with disabilities, students with limited English proficiency, and students who are behind academically are less likely than their peers to have access to great teachers and school leaders.

The Excellent Educators for All initiative calls for states to submit comprehensive educator equity plans describing the steps that state education agencies (SEAs) will take to ensure that children from poor and minority backgrounds are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

Plans must be submitted to the U.S. Department of Education by June 1, 2015, and must include

- Analysis of state data to identify equity gaps
- Consideration of root causes of equity gaps
- Identification of strategies linked to root causes
- Engagement of teachers, principals, districts, parents, and community organizations
- Process for ongoing monitoring and reporting

Overview of Key Organizations Involved in Equitable Access Work

Mississippi Department of Education (MDE)—MDE is Mississippi's SEA that is tasked with drafting the equity plan and submitting it to the U.S. Department of Education by June 1, 2015, and then implementing the plan after its approval.

Center on Great Teachers and Leaders (GTL Center)—The GTL Center provides direct technical assistance to SEAs, such as MDE, and regional comprehensive centers, such as SECC, to build a system of excellent educators for all schools and all students. For the equitable access work, the GTL Center reviews draft state equity plans and has created practical resources for addressing the three components of the equity plan process: stakeholder engagement, root-cause analysis, and data review.

Southeast Comprehensive Center (SECC)—SECC is a regional comprehensive center that provides training and technical assistance to MDE to support its efforts to implement, scale up, and sustain initiatives and support its school districts, including MDE's equitable access work.

Mississippi State University Research & Curriculum Unit (RCU)—The RCU team will be taking notes at today's meeting so that feedback from stakeholders can be incorporated into Mississippi's equity plan.

Chief Council of State School Officers (CCSSO)—CCSSO is a nationwide, nonpartisan, and nonprofit membership organization that leads the nation's chief state school officers and their organizations in the effort to create a public education system that prepares every child for lifelong learning, work, and citizenship. CCSSO has convened states and organized expert reviews of draft plans.

Equitable Access Support Network (EASN)—In partnership with the Office of State Support (OSS) of the U.S. Department of Education, EASN offers collective and individualized technical assistance and resources to all 50 states and their districts. The EASN is assisting in the development and implementation of statewide equity plans by convening communities of practices for states to learn from each other, highlighting resources and tools in the field, and providing a vehicle for requesting expert reviews of equity plans.

Engaging in a Root-Cause Analysis

- Focus on the challenge statement related to your identified equity gap. The equity gaps have been identified by MDE prior to today's meeting based on state-level data analysis of equitable access in Mississippi.
- Brainstorm major root causes for your identified equity gap by drawing on your own personal experience.
- Be prepared for your facilitator to ask a series of probing questions. As a group, we will start with asking why the equity gap exists. Then, we will take that answer and dig deeper into why that cause exists, and continue this process of asking why, why, why until we peel away the layers to uncover deep underlying causes of the equity gap identified for your group.
- With your facilitator, categorize the root causes by grouping them. Your facilitator will help in this process by suggesting groupings along the way as the list will become quite long during your session. The goal is to group the root causes in ways that make sense to your group; keep in mind that the categories are all likely to be related, so there is no right or wrong way to create those buckets.
- We will use circle stickers to have you mark which root causes are most important to you, in order to gain consensus in the room about the most critical root causes.
- At the end of the root-cause analysis process, take time to identify the key takeaways to share with the larger group later in the afternoon.

Conducting the Strategies Discussion

- The goal of the strategies session is to support MDE in selecting the best possible strategies to address the identified equity gaps.

- Before digging into a discussion of strategies, review your breakout group's equity gap identified in the data and the categories of root causes identified in the root-cause analysis discussion earlier in the day.
- When you share a strategy, explain why you think it will help address a particular category of root causes related to the equity gap identified. Share insights from your vantage point, including programs and policies that you think would be effective. For example:
  - What programs and policies does Mississippi have in place now that could be strengthened or expanded?
  - What programs or policies were in place at one time but are no longer available?
  - What new programs or policies would address the gap?
- Strategies for addressing equity gaps should be:
  - Directly tied to the root causes
  - Evidence-based
  - Targeted to students with the least access to excellent educators
  - Fluid over time as new data become available
  - Articulated in a timeline that includes beginning and completion dates, responsible persons, and resources needed
  - Connected to how the state will ensure that local education agencies are taking steps to close equity gaps
- We will use circle stickers to have you mark which strategies are most important to you, in order to gain consensus in the room about most critical strategies.
- At the end of the strategies discussion, take time to identify the key takeaways to share with the larger group.

APPENDIX E: 2014-2015 MS Equity Data

District Code	Number of Teachers Not Appropriately Licensed*	Percent Not Appropriately Licensed*	Number of Teaches with 0-3 years of experience	Percent of Inexperienced teachers (0-3 Years)	Total Number of Teachers in District	Percent of Students Receiving Free and Reduced	Percent of Minority Students•
2600	62.4	36%	88.1	51%	172	100%	90.66%
1402	9.14	48%	9.17	48%	19	100%	100.00%
4720	19.43	20%	46.53	47%	98	100%	99.82%
6000	37.14	40%	43.54	47%	92	100%	99.67%
4200	44.33	24%	83.4	45%	186	99.97%	99.49%
5411	9.84	8%	52.86	44%	119	100%	99.44%
7611	4.93	10%	21.17	43%	49	100%	99.42%
1300	0	0%	5.97	43%	14	99.76%	99.39%
4700	19.24	9%	89.77	42%	213	100%	99.37%
921	5.59	10%	23.52	42%	56	100%	99.36%
1802	2.72	6%	19.76	41%	48	100%	99.27%
3500	6.84	8%	34.83	40%	87	100%	99.17%
1520	17.54	22%	30.79	39%	78	100%	99.01%
617	10.66	11%	37.37	39%	95	100%	99.01%
1400	27.56	23%	47.19	39%	120	100%	99.00%
500	18.64	21%	34.76	39%	90	100%	98.96%
3820	46.09	11%	163.35	38%	425	100%	98.76%
8220	32.27	26%	48.34	38%	126	100%	98.74%
5300	0.42	1%	25.27	38%	66	100%	98.66%
6812	19.12	29%	25.13	38%	67	100%	98.22%
6711	52.54	19%	103.23	37%	277	100%	97.84%
6312	11.52	17%	24.38	37%	66	96.54%	97.61%
7200	9.44	6%	58.36	37%	158	100%	97.13%
1420	49.96	25%	71.61	36%	197	100%	97.07%
3711	3.44	7%	17.05	36%	48	100%	96.92%

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District Code	Number of Teachers Not Appropriately Licensed*	Percent Not Appropriately Licensed*	Number of Teaches with 0-3 years of experience	Percent of Inexperienced teachers (0-3 Years)	Total Number of Teachers in District	Percent of Students Receiving Free and Reduced	Percent of Minority Students•
5600	13.76	15%	32.94	35%	94	100%	96.87%
8111	7.97	15%	18.1	35%	52	94.27%	96.86%
900	3.31	8%	13.53	35%	39	100%	96.61%
2620	9.38	25%	13.01	34%	38	94.80%	96.55%
800	12.12	18%	23.48	34%	69	100%	96.40%
3111	11.77	18%	22.03	34%	65	100%	96.40%
4520	7.27	4%	64.92	33%	194	100%	95.51%
7612	5.95	9%	21.05	33%	63	100%	94.12%
220	6.57	4%	53.51	33%	161	100%	93.68%
5320	20.25	7%	100.69	33%	307	97.06%	93.14%
1820	11.24	3%	108.12	33%	332	100%	91.94%
4220	22.22	12%	61.12	32%	190	100%	91.40%
7620	57.3	15%	120.53	32%	375	100%	91.34%
2320	9.16	7%	42.58	32%	133	100%	91.25%
5520	46.96	19%	78.39	32%	245	100%	91.03%
2500	40.78	9%	141.37	32%	442	94.72%	90.18%
2700	10.92	10%	34.24	32%	108	95.59%	89.16%
4820	7.46	8%	30.85	31%	98	100%	88.00%
5130	8.76	12%	23.56	31%	75	100%	86.93%
6900	17.42	10%	53.58	31%	175	100%	85.90%
1700	182.29	9%	607.34	30%	2010	91.43%	84.25%
3300	19.6	17%	33.39	30%	113	100%	83.01%
2520	296.34	16%	553.83	30%	1877	75.95%	81.63%
1320	8.3	4%	62.02	29%	211	100%	81.08%
4420	23.57	8%	89.82	29%	309	90.38%	78.47%

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6220	8.09	9%	27.6	29%	95	82.92%	78.17%
8200	12.7	11%	34.15	29%	118	87.25%	76.02%
618	27.91	23%	34.66	29%	120	89.43%	74.74%
400	10.45	10%	29.07	29%	101	80.19%	70.19%
7700	24.08	10%	66	29%	231	70.47%	69.94%
5720	27.6	16%	50.01	28%	177	90.87%	69.67%
2420	23.07	6%	102.65	28%	368	91.80%	67.20%
5712	8.99	8%	31.79	28%	115	83.08%	65.46%
4600	12.92	8%	44.04	28%	160	71.98%	64.99%
6100	59.81	5%	360.08	27%	1312	91.72%	64.57%
1800	14.75	8%	52.07	27%	190	78.87%	63.04%
3420	45.46	19%	63.72	27%	236	100%	62.77%
6400	23.23	9%	68.16	27%	257	88.87%	62.09%
2421	21.51	5%	110.82	27%	418	80.44%	61.67%
4120	24.22	5%	132.61	26%	513	81.62%	61.39%
5200	15.18	13%	29.75	26%	116	73.88%	61.38%
1100	17.34	15%	28.76	25%	113	47.32%	61.36%
5620	3.75	6%	16.02	25%	63	79.79%	61.24%
4000	8.53	5%	47.43	25%	188	85.32%	59.73%
614	19.35	8%	63.73	25%	254	80.74%	59.34%
700	12.7	7%	44.87	25%	180	60.55%	59.17%
7500	63	11%	136.39	25%	548	83.40%	58.17%
6200	22.78	9%	65.17	25%	263	89.94%	57.91%
1212	15.62	11%	35.65	25%	144	91.05%	55.41%
3020	10.28	7%	34.78	25%	141	90.12%	55.16%

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920	13.79	11%	31.53	25%	128	79.32%	54.71%
2400	35.74	4%	215.52	25%	875	69.44%	54.28%
6600	11.08	6%	43.8	24%	180	81.37%	54.25%
6920	5.46	5%	28.77	24%	119	83.48%	53.27%
4800	10.95	6%	43.98	24%	182	75.97%	53.07%
7613	18.39	13%	33.65	24%	140	65.18%	52.92%
2521	37.72	12%	73.08	24%	307	66.64%	52.91%
5500	10.32	6%	42.37	24%	178	72.25%	52.07%
130	26.78	12%	50.63	24%	215	67.28%	51.40%
5020	5.61	7%	19.18	23%	82	80.55%	51.31%
3112	6	6%	23.29	23%	100	78.60%	49.48%
7300	18.08	9%	44.94	23%	194	71.49%	47.30%
4100	46.51	10%	113.17	23%	489	47.93%	46.90%
2100	12.65	8%	35.66	23%	155	37.03%	46.55%
4111	3.57	3%	23.8	23%	104	80.37%	46.43%
4320	8.8	5%	44.35	23%	195	64.47%	45.76%
4821	9.19	8%	26.92	23%	119	75.52%	45.56%
8020	10.85	5%	47.78	23%	212	87.11%	44.92%
5920	3.19	5%	14.06	22%	63	88.74%	44.70%
2000	11.83	4%	60.27	22%	273	52.27%	43.33%
300	17.7	19%	20.68	22%	94	76.03%	42.33%
5412	18.39	6%	64.82	22%	295	64.10%	41.76%
1000	11.16	9%	27.58	22%	126	100%	41.59%
7012	20.9	10%	44.94	22%	207	61.36%	41.40%
2900	19.5	7%	58.7	22%	271	65.28%	40.73%

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2423	11.18	8%	29.53	22%	137	72.71%	40.71%
1821	7.85	3%	61.47	21%	286	78.35%	39.76%
6120	17.13	6%	57.96	21%	271	62.45%	39.04%
8113	3.47	4%	18.77	21%	88	51.87%	38.58%
3700	31.81	5%	140.37	21%	663	87.46%	38.44%
3022	35.66	6%	119.36	21%	569	68.92%	37.64%
1500	10.76	7%	34.2	21%	164	62.68%	36.76%
5800	23.17	9%	54.23	21%	261	71.94%	36.03%
1600	13.8	6%	45.27	21%	218	67.86%	34.52%
5900	7.83	4%	41.62	21%	201	59.38%	33.69%
7011	9.19	9%	21.44	21%	104	54.24%	33.31%
7100	23.05	9%	49.89	20%	247	64.53%	33.03%
4620	6.49	6%	23.05	20%	115	90.57%	32.06%
3600	16.09	8%	38.1	20%	191	50.81%	31.74%
3200	3.49	4%	19.49	20%	98	82.23%	31.60%
2300	23.32	8%	58.69	20%	296	61.36%	30.40%
2220	14.04	5%	52.81	20%	267	70.33%	29.81%
7320	16.88	11%	30.41	20%	155	56.07%	29.66%
5820	17.7	11%	32.43	20%	166	53.49%	29.62%
5131	7.03	10%	12.51	19%	67	67.46%	29.12%
4500	57.92	7%	163.93	18%	889	65.74%	28.83%
6811	6.78	8%	16.21	18%	88	73.76%	28.20%
2422	10.48	5%	36.22	18%	197	42.56%	27.23%
3900	11.25	7%	27.16	18%	154	65.65%	26.82%
1900	6.36	6%	18.45	17%	107	53.41%	26.66%

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200	14.57	6%	43.57	17%	258	52.29%	25.09%
3000	35.06	6%	98.52	17%	586	59.79%	24.78%
420	6.3	4%	25.03	17%	150	58.64%	23.44%
3620	9.13	3%	45.64	16%	277	62.48%	23.01%
4400	21.35	6%	62.39	16%	381	41.56%	22.90%
3400	17.26	3%	92.13	16%	571	74.08%	19.57%
7400	7.73	5%	24.46	16%	154	65.06%	18.68%
3021	17.97	5%	57.28	15%	381	55.86%	18.27%
5921	6.16	7%	13.67	15%	92	54.88%	15.14%
7900	9.4	13%	10.99	15%	75	70.40%	14.77%
4300	7.32	4%	28.1	14%	200	75.06%	14.47%
5530	2.11	1%	19.06	13%	142	66.88%	12.52%
4900	2.57	9%	4.02	13%	30	68.02%	12.04%
6500	11.83	6%	27.19	13%	204	49.36%	11.98%
4920	3.7	5%	9.98	12%	81	60.75%	10.90%
3800	36.83	8%	56.09	12%	469	66.32%	10.35%
5000	10.64	5%	23.59	12%	202	61.61%	8.37%
5711	5.07	3%	16.89	11%	150	67.46%	8.21%
7800	5.61	4%	13	10%	132	59.49%	7.67%
1211	2.8	4%	7.03	9%	75	62.51%	5.78%
5100	13.56	10%	11.9	9%	138	76.58%	5.67%

* out-of-field licenses, emergency licenses, no licenses, or expert citizens' licenses

• American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races

OFFICE OF QUALITY PROFESSIONALS AND SPECIAL SCHOOLS
Summary of State Board of Education Items
June 18-19, 2015

OFFICE OF THE MISSISSIPPI TEACHER CENTER

XX. Approval of critical shortage subject areas and geographical regions as defined by the Mississippi Legislature for the following programs: Federal Stafford Program, Federal Perkins Loan, Paul C. Douglas Teacher Scholarship Program, Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, Critical Needs Teacher Scholarship Program, and the William Winter Teacher Scholar Loan Program [Goal 4 – MDE Strategic Plan] (Todd Ivey)

Background Information:

Annually, the State Board of Education designates critical shortage subject areas and geographical regions. These designations enable participants to receive loan forgiveness or pay back service in designated shortage areas under the Critical Needs Teacher Scholarship Program and the William Winter Teacher Scholar Loan Program.

In addition, the designations enable participants to qualify for deferment of loan repayments under the Federal Stafford Program, to qualify for loan cancellation under the Federal Perkins Loan, reduces recipients teaching obligation under the Paul C. Douglas Teacher Scholarship Program and enables recipients to fulfill their teaching obligation under the TEACH Grant Program.

Recommendation: Approval

Back-up material attached

APPENDIX F: Proposed Critical Shortage Subject Areas and Geographical Areas

Mississippi Critical Subject Shortage Areas

Biology
Chemistry
French
German
Mathematics
Physics
Spanish
Special Education

Geographic Shortage Areas by School District

AMITE CO SCHOOL DIST
ATTALA CO SCHOOL DIST
BENTON CO SCHOOL DIST
CARROLL CO SCHOOL DIST
CLAIBORNE CO SCHOOL DIST
CLARKSDALE MUN SCH DIS
CLINTON PUBLIC SCHOOL DIST
COAHOMA AHS
COAHOMA CO SCHOOL DIST
COFFEEVILLE SCHOOL DIS
DURANT PUBLIC SCHOOL D
EAST JASPER CONSOLIDAT
GREENVILLE PUBLIC
GREENWOOD PUBLIC SCHOOL DIST
HAZLEHURST CITY SCHOOL
HOLLY SPRINGS SCHOOL D
HOLMES COUNTY SCHOOL DIST
HOUSTON SCHOOL DIST
HUMPHREYS CO SCHOOL DI
JACKSON PUBLIC SCHOOL DIST
JEFFERSON DAVIS CO SCHOOL DIST
LAUREL SCHOOL DIST
LEFLORE CO SCHOOL DIST
MCCOMB SCHOOL DIST
MERIDIAN PUBLIC SCHOOL DIST
MONTGOMERY CO SCHOOL D
NATCHEZ-ADAMS
NEW ALBANY SCHOOL DIST
NEWTON CO SCHOOL DIST
NEWTON MUNICIPAL SCHOOL DIST
NORTH BOLIVAR CONS SCH
NOXUBEE CO SCHOOL DIST
PERRY CO SCHOOL DIST
PICAYUNE SCHOOL DIST
PONTOTOC CITY SCHOOL DIST
QUITMAN CO SCHOOL DIST
QUITMAN SCHOOL DIST
SOUTH DELTA SCHOOL DIS
SUNFLOWER COUNTY CONSOLIDATED
TATE CO SCHOOL DIST
UNION PUBLIC SCHOOL DI
VICKSBURG WARREN SCHOO
WAYNE COUNTY SCHOOL DIST
WEST BOLIVAR CONS SCH
WEST TALLAHATCHIE S.D.
WESTERN LINE SCHOOL DIST
WILKINSON CO SCH DIST
YAZOO CITY SCHOOLS
YAZOO CO SCHOOLS