Presentation to the Mississippi Association of School Superintendents

New Superintendents' Meeting

September 18, 2019

Mississippi Department of Education

VISION

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

MISSION

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

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MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1 All Students Proficient and Showing Growth in All Assessed Areas

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

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

4 Every School Has Effective Teachers and Leaders

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

6 Every School and District is Rated "C" or Higher

Elementary Education and Reading

Individual Reading Plans

Requirements for Public Schools – IRP

The LBPA was amended in 2016 to include the development of an Individual Reading Plan (IRP) for Kindergarten and 1st through 3rd grade students with a substantial reading deficiency and 4th grade students promoted for good cause.

Student Name :	Teacher/School:	Date:

Individual Reading Plan Checklist

Following the identification of a reading deficiency, intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:

	(a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
	(b) The goals and benchmarks for growth;
	(c) How progress will be monitored and evaluated;
	(d) The type of additional instructional services and interventions the student will receive;
	(e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
	(f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
	(g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development

*Note: The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for *Tier III (Intensive Intervention). These pages may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II Interventions; 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for Special Education students (K-4) and English Language Learners (ELLs).*

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Senate Bill 2157, Section 37-177-1 (2)

"Each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, *must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency*."

Remember: 4th grade students promoted with a GCE *also* need an IRP!

IRP and MTSS Documentation

The Individual Reading Plan correlates with the **Multi-Tiered System of Supports (MTSS)** student documentation required for **Tier III (Intensive Intervention)**.

APPENDIX E | **Individual Reading Plan Checklist**

Following the identification of a reading deficiency, intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:

☐ The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;

☐ The goals and benchmarks for growth;

☐ How progress will be monitored and evaluated;

☐ The type of additional instructional services and interventions the student will receive;

☐ The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;

☐ The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,

☐ Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development

NOTE: The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for Tier III (Intensive Intervention). These pages must be used when meeting with the Teacher Support Team for each student in K-3 identified with a substantial reading deficiency that did not respond to Tier II Interventions; 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for Special Education students (K-4) and English Learners (ELs).

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Senate Bill 2157, Section 37-177-1 (2) – Amendment

The intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:

(a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
(b) The goals and benchmarks for growth;
(c) How progress will be monitored and evaluated;
(d) The type of additional instructional services and interventions the student will receive;

(e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;

(f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and

(g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

IRP: Parental Notification

- The IRP itself is not intended to serve as parental notification; however, it is recommended that the IRP be shared with and signed by parents. A parent letter should be sent to the parents within 30 days of the screener.

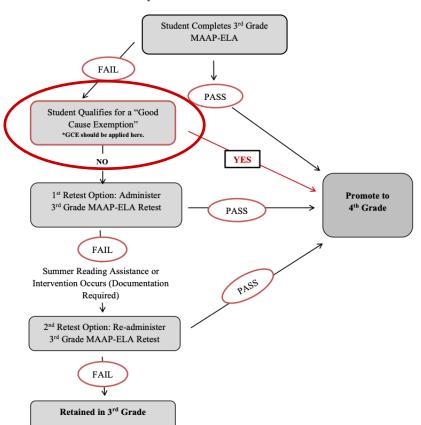- A sample parental notification letter can be found at: https://www.mdek12.org/OAE/OEER/CommToolkit

When should I apply a GCE?

Literacy-Based Promotion Process Flow Chart

LBPA FAQ- See #20

Good Cause Exemption Documentation (LBPA)

Student Name: _____ Grade: _____   School: _____ Teacher: _____

Notification sent to parents/guardians stating the student was identified with a reading deficiency and with each quarterly progress report.
Date: _____   Date: _____
Date: _____   Date: _____

Read-at-Home Plan sent to parents/guardians. Date: _____

Good Cause Exemption Determination and Documentation

The student qualifies for promotion based on the following good cause exemptions (check the appropriate exemption):

A.	Limited English Proficient student who has less than two (2) years of instruction in an English Language Learner program
B.	Student with a disability whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law
C.	Student with a disability who participate in the state annual accountability assessment and who has an IEP or Section 504 Plan that reflects that the individual student has received intensive remediation in reading for two (2) years but still demonstrates a deficiency or was previously retained in Kindergarten, First, Second, or Third Grade
D.	Student who demonstrates an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education
E.	Student who received intensive intervention in reading for two (2) or more years but still demonstrates a deficiency in reading and who was previously retained in Kindergarten, First, Second or Third Grade for a total of two (2) years and has not met exceptional education criteria.

Teacher requested and submitted Good Cause Exemption documentation to the principal. Date: _____	Principal reviewed and discussed recommendations with the teacher and parent. Date: _____	Principal submitted documentation to superintendent. Date: _____	Decision of Superintendent: **Accept / Reject** Date: _____

Instructions: Check if retained or promoted.

Decision: ☐ Retain   ☐ **Promote Based on Good Cause Exemption**

Comments:

Completed by: _____   Position: _____   Date: _____

_____   _____   _____
Parent/Guardian (Print)   Signature   Date

_____   _____   _____
Teacher (Print)   Signature   Date

_____   _____   _____
Principal (Print)   Signature   Date

_____   _____   _____
Superintendent (Print)   Signature   Date

Evaluation of Intervention Success
Check one of the following:

☐ Planned intervention was successful in meeting student's needs. This intervention will be continued in the current setting.	☐ Planned intervention was not successful in meeting the student's needs. Another intervention will be conducted to attempt to meet student's needs.	☐ Planned intervention was not successful in meeting the student's needs. Referral for Child Study is being considered due to: _____ _____

☐ Date Referred for Comprehensive Assessment: _____

☐ Date of Assessment: _____

☐ Assessment Results: Qualified/ Did Not Qualify

☐ Qualifying Category: _____

Specific to Literacy-Based Promotion Act

☐ Sent Parent Notification of Reading Deficiency
On the following dates: _____, _____, _____

☐ Date Read At Home Plan was sent to Parents: _____

Date that parent was notified about student being retained in 3rd grade: _____

Good Cause Exemption

Date Teacher requested Good Cause Exemption _____

Date Teacher submitted documentation to principal: _____

Date Principal reviewed and discussed recommendations with the teacher and parent: _____

Date Principal submitted documentation to superintendent: _____

Date Superintendent Accepted / Rejected request: _____

Check if applicable:

☐ Student Promoted to 4th grade due to Good Cause Exemption.

☐ Parent refuses Good Cause Exemption for promotion.

Completed by: _____

Position: _____   Date: _____

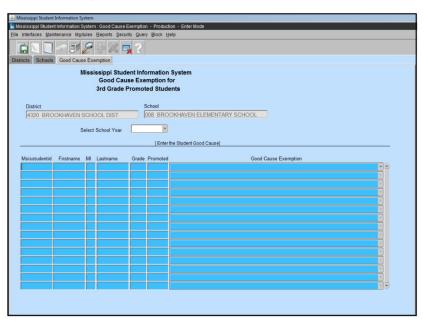Principal's Signature: _____

Date: _____

Reporting a GCE

- Teacher must complete GCE paperwork.

- Principal must review paperwork with parent.

- Superintendent must approve paperwork.

- GCE must be marked in MSIS.
  - District communication is KEY.
  - Who is responsible for GCEs?
  - Who marks GCEs in MSIS?
  - Where is the paperwork stored?

Good Cause Exemption

To access this screen go to MODULES>STUDENT>DATA ENTRY>GOOD CAUSE EXEMPTION.

All third grade promoted students will display on this screen. If the student was promoted because of good cause, then you should choose one of the Good Cause Exemption options listed.

You will be reporting data for the previous school year, so be sure to select the correct school year from the dropdown menu.

Click Save before exiting the screen.

August 2019 GCE FAQ

- Students must be coded GCE D if they achieve a passing score (met LBPA requirements) on either of the two retest opportunities on the 3rd Grade Reading Alternative Assessment or achieve a composite score of Level 3 or higher on the 3rd Grade MAAP-ELA Assessment after the writing is scored. (See #18)

- Students who pass the MAAP 3rd Grade Reading Alternative Assessments (retests) are considered 20 day students. (See #26)

- Banking scores: if students score a composite score of Level 3 or above on MAAP-ELA or receive a "met" score on either retest for Spring 2019, then that score may be used to apply Good Cause Exemption D in Spring 2020 if the student did not meet district requirements for the 2018-2019 school year. (See #53)

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MISSISSIPPI LITERACY- BASED PROMOTION ACT

Frequently Asked Questions

STRONG READERS = STRONG LEADERS

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Carey M. Wright, Ed.D.,
State Superintendent of Education

Nathan Oakley, Ed.D.,
Chief Academic Officer

Revised August 2019

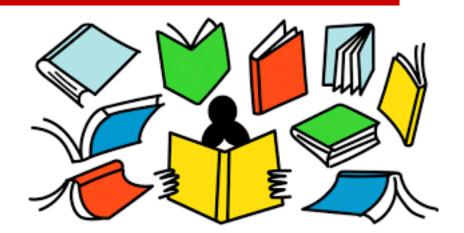MISSISSIPPI DEPARTMENT OF EDUCATION
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Improving Outcomes for All Students:

Addressing a Reading Deficiency and/or Students Not Promoted

Addressing a Reading Deficiency: Transition Classes

A **Kindergarten or First, Second or Third Grade** student identified with a deficiency in reading must be **provided intensive interventions** in reading to alleviate the student's specific reading deficiency**, as identified by a valid and reliable diagnostic assessment.** The intensive intervention must include effective instructional strategies, and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade. A **Kindergarten, First, Second or Third Grade student identified with a reading deficiency or not promoted may be placed in a transition class.**

Intensive Acceleration Class for 3rd grade

In accordance with the Literacy-Based Promotion Act (§ 37-177-15), each district may provide, **where applicable**, an **intensive acceleration class for any student retained in Grade 3 who was previously retained in Kindergarten or Grades 1 through 3.** The focus of the intensive acceleration class should be **to increase a student's reading level at least two (2) grade levels in one (1) school year**. The intensive acceleration class should provide reading instruction and intervention for the majority of student contact each day and **incorporate opportunities to master the Grade 4 state standards in other core academic area**

Transition and Acceleration Classes

Guidelines for Students Identified With a Reading Deficiency and/or for Students Not Promoted

https://www.mdek12.org/sites/default/files/documents/OAE/Literacy/ResourcesForAdmin/guidelines-for-transition-and-intensive-acceleration-classes_20170406162650_536208.pdf

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"Catch-Up" Growth

What Catch-Up Growth Requires

What Catch-Up Growth **IS**…

- Recognizing that annual growth is not enough to close the gap.

- Crafting annual goals that include a catch-up clause.

- Providing additional **daily** instructional time to make up for lost time.

- Making sure catch up instruction is evidence-based and focuses on gap skills.

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What Catch-Up Growth Requires

What Catch-Up Growth is **NOT**…

- Tier I instruction only.

- A 20-minute intervention 3 times a week.

- Extra time on the computer.

- The reason to refer for special education.

The Biggest Factor for Catch-Up Growth

- Students who are behind do not learn faster than students who are ahead. They need **more time.**

- You can mathematically determine how much more time students need to catch up.

- In addition to more time, instruction within that time allotted should be tailored to the deficiency of the student.

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Time Considerations for Closing the Gap

- Annual growth is important to prevent further widening of the gap. However, annual growth does not close the gap, it sustains it.

Example: A student finishes 4th grade (2017-18) reading on a 1st grade level (or 3 years behind).

If the student grows one year each year between 5th grade and 7th grade, where will they stand?

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Time Considerations for Closing the Gap

At the end of 5th grade – annual growth = 2nd grade

At the end of 6th grade – annual growth = 3rd grade

At the end of 7th grade – annual growth = 4th grade

There is still a 3 year gap. The student's deficit gap has been **sustained**, not closed.

Closing the Gap Formula – Example

wcpm = 42 at beginning of year

1. Record percentile for Grade Level Fluency Standard
= 50

2. Record the student's Percentile Rank for beginning of current year
= 9

3. The difference between these
= 41

Closing the Gap Formula (continued)

Rough rule of thumb is **13 percentile points = 1 year of growth**. The typical time for daily instruction in core reading skills is approximately 40 minutes of small group instruction within a 90-minute block to produce one year's growth.

So for the example, divide the gap in points (41 points) by 13 points (required for annual growth) to convert the gap into instructional years. 41/13 = approx. 3 years

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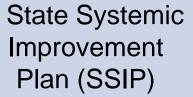
Closing the Gap

	4th grade Year 1	5th grade Year 2	6th grade Year 3
Annual Growth	40 minutes	40 minutes	40 minutes
Catch Up Growth	+40 minutes	+40 minutes (2)	+40 minutes (3)
Total Minutes	= 80 minutes	= 80 minutes	= 80 minutes
	Annual + 1 year	Annual + 1 year	Annual + 1 year
	Now 2 years behind	Now 1 year behind	Now **on grade level**

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Resources: Technical Assistance

State Systemic Improvement Plan (SSIP) Coaching Supports On-Demand Technical Assistance	Online Courses Regional Meetings	Additional Blended Pre-K Programming and Grant Opportunities	Additional Professional Development to increase Reading content knowledge
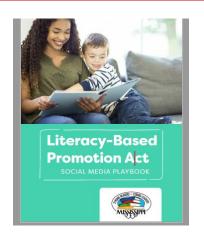
Resources for Administrators and Teachers
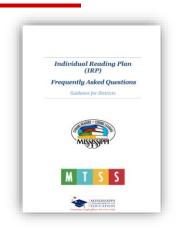
Parents' Read-At-Home Plan for Student Success

Literacy-Based Promotion Act Social Media Playbook

http://readinguniverse.org
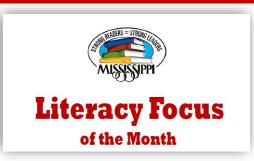
Individual Reading Plan FAQs (Literacy-Based Promotion Act Guidance Document K-4)

LETRS (Language Essentials for Teaching Reading and Spelling) 3rd Edition

Additional Resources

Literacy Focus of the Month
(Transdisciplinary: Grades PK – 12)

A Family Guide to Student Success
(Grades PK-8)

Multi-Tiered System of Supports
(Transdisciplinary, Grades PK-12)
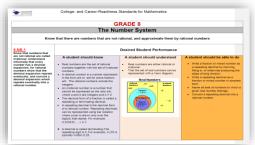
English Learner Videos and Resources

Instructional Scaffolding Document
(ELA & Math: Grades PK-8)

http://www.fcrr.org/literacyroadmap/

Regional Educational Laboratory
At Florida State University

https://ies.ed.gov/ncee/edlabs/regions/
southeast/index.asp

IMPLEMENTING EVIDENCE-BASED LITERACY PRACTICES

This roadmap was developed to help state education agencies (SEAs) and local education agencies (LEAs) implement evidence-based literacy practices in their classrooms by following the suggestions of the resources listed in the eight steps below.

Video   Infographic   Link   Document

1 Understanding evidence-based practices
- Why is evidence-based practice important?
- Evidence levels described in the Every Student Succeeds Act (ESSA)
- What Works Clearinghouse (WWC) standards of evidence

2 Forming an implementation team
- Goals, roles, and responsibilities of an implementation team
- Roles and responsibilities of implementation team members at the SEA, LEA, and school levels

3 Creating a logic model for implementing & evaluating evidence-based literacy practices
- What is a logic model?
- Logic models: A tool for designing and monitoring program evaluations
- Education Logic Model (ELM) application
- Completed logic model
- Blank logic model

4 Self-study of readiness for implementing literacy interventions
- Overview of the self-study process, self-study guides, and using data to identify strengths and weaknesses
- Summer reading camp self-study guide
- Self-study guide for implementing early literacy interventions
- Self-study guide for implementing literacy interventions in Grades 3-8
- Self-study guide for implementing high school academic interventions
- Using computer-adaptive assessments of literacy to monitor the process of English-learner students
- Self-study process for LEAs

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Compulsory School Attendance Enforcement

What Every Administrator Needs to Know

September 18, 2019

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

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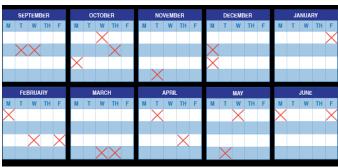Ensuring a bright future for every child

Chronic Absenteeism

What is it?
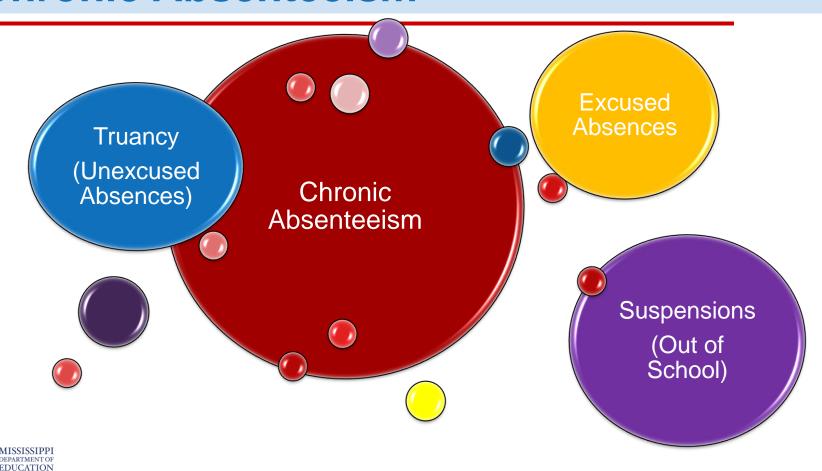
What is chronic absenteeism?

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

Chronic Absenteeism

Suspension

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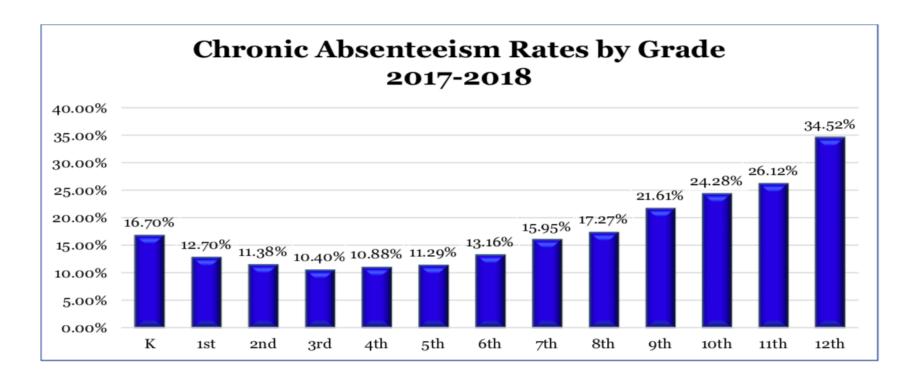
Alternative Education Placement

Any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct.
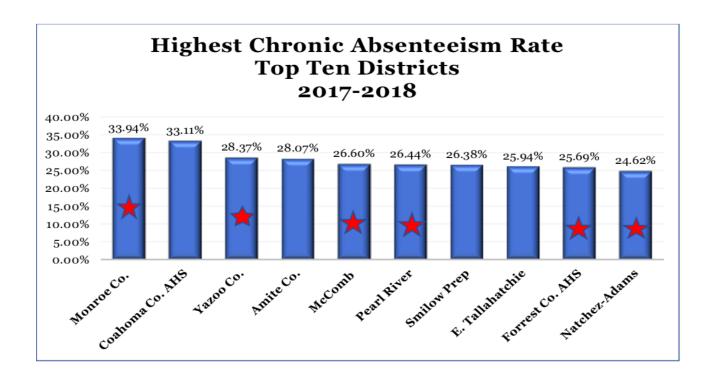
2017-2018 Chronic Absenteeism Rates

Chronic Absenteeism Rates by Grade 2017-2018

Grade	Rate
K	16.70%
1st	12.70%
2nd	11.38%
3rd	10.40%
4th	10.88%
5th	11.29%
6th	13.16%
7th	15.95%
8th	17.27%
9th	21.61%
10th	24.28%
11th	26.12%
12th	34.52%

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Call for Change

Highest Chronic Absenteeism Rate
Top Ten Districts
2017-2018

Every Student Succeeds

Foster Care Educational Stability

LEA Responsibilities

- ✓ Designate a POC who is available to collaborate with MDCPS and/or have an alternate POC

- ✓ Collaborate with the MDCPS to maintain school stability

- ✓ Ensure the best interest is determined regarding school selection

- ✓ Ensure necessary transportation is provided, funded, and arranged

- ✓ Ensure immediate enrollment & transfer of records

- ✓ Ensure school staff are trained on the provisions & educational needs of children in foster care*

Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from U.S. Department of Education and U.S. Department of Health and Human Services Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015

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Educational Stability-Immediate Enrollment

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

Educational Stability-Immediate Enrollment

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ENROLL NOW

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Making an Impact

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Federal Programs
Federal Grant Awards

MASS New Superintendents' Meeting

September 18, 2019

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Federal Programs

Title I, Part A – Purpose Sec. 1001

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

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Factors That Determine LEA Allocations

- Formula children (poverty estimates by Census Bureau & Free and Reduced Lunch Counts)

- LEA hold-harmless

- SEA adjustments

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Title I Allocations

Basic Formula Grant

+ Concentration Formula Grant

+ Targeted Formula Grant

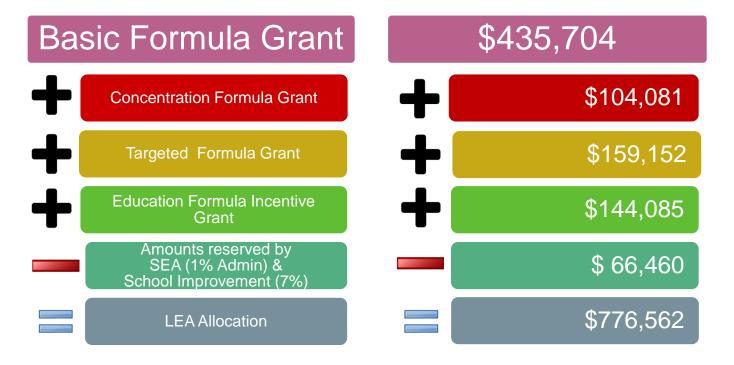**+** Education Formula Incentive Grant (EFIG)

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

= LEA Allocations

A School District – Title I, Part A

Basic Formula Grant	$435,704
+ Concentration Formula Grant	**+** $104,081
+ Targeted Formula Grant	**+** $159,152
+ Education Formula Incentive Grant	**+** $144,085
− Amounts reserved by SEA (1% Admin) & School Improvement (7%)	**−** $ 66,460
= LEA Allocation	**=** $776,562

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Equitable Service

Step 2

Private School-Equitable Service Requirement

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

- Consultation Requirement

- Equitable Service Plan

- Delivery of services
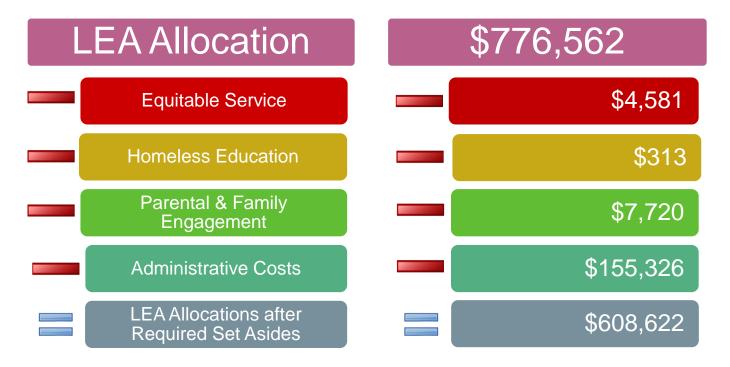
LEA Required Reservation

Step 3

ESSA Reservations

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

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

School District A

LEA Allocation	$776,562
Equitable Service	$4,581
Homeless Education	$313
Parental & Family Engagement	$7,720
Administrative Costs	$155,326
LEA Allocations after Required Set Asides	$608,622

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Ranking and Serving Schools within the LEA

Step 4

Ranking and Serving Requirements

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

- The percentage of children from low-income students is at least 35 percent; or

- The school's poverty rate is at least as high as the district's average poverty rate

Ranking and Serving Requirements

75 Percent Rule

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

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How do we determine each school's funding?

- Comprehensive Needs Assessment

- Schoolwide Program or Targeted Assisted Program

A School District

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

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LEA Set Asides

Step 5

District-wide Initiatives

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

A School District

LEA Allocation after Required Set Aside	$608,622
Pre-K Program	$372,500
Northside Elementary	$101,715
Lower Elementary	$134,407
Remaining	$0

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Title I, Part A – Allowable Costs

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

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

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Title I, Part A – Allowable Costs

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

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

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Title I, Part A – Allowable Costs

Professional Development aligned with Title I:

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

Other

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

Title I, Part A – Allowable Costs

Other

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

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Title I, Part A – Supplement Not Supplant

- Demonstration of Compliance

- Methodologies

- Districtwide Expenditures

- Evaluation

- Allowability and Fiscal Compliance

- Supplement Not Supplant Methodology Exclusions

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

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Maintenance of Effort (MOE)

Sec. 1118(a) and 8521

- MOE is a review of the combined fiscal effort per student or the aggregate expenditures of the LEA

- From state and local funds

- From preceding year must not be less than 90% of the second preceding year

- Example for your expending for FY19, your LEA must expend at least 90% of the amount expended during FY18. This will be reviewed in FY20

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MAINTENANCE OF EFFORT FORMULA
TITLE I

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

Maintenance of Effort (MOE) (continued)

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

The Secretary of Education may waive MOE if:
- Exceptional or uncontrollable circumstances, such as a natural disaster; or
- (New) a change in the organizational structure of the LEA; or
- A precipitous decline in the financial resources of the LEA

Comparability

- Comparability requires that districts be able to document the services provided with state and local funds in Title I schools are comparable to those provided in non-Title I schools in the LEA

- State and local funds must be used in participating schools to provide services that are "at least comparable" to services in schools that do not participate in the Title I programs

Section 1118(c)(1)(A)

Comparability

- If an LEA serves all schools in its district with Title I funds, the LEA must use state and local funds to provide services that are "substantially comparable" in each participating school. Section 1118(c)(1)(B)

- LEA must compare "apples to apples" when determining comparability.   Section 1118(c)(1)(C)

- Comparability requirement does not apply to an LEA that does not have more than one building for each grade span and excludes any school that has fewer than 100 students. Section 1118(c)(4)

Comparability

- Demonstrating comparability is a prerequisite for receiving Title I, Part A funds

- Because Part A allocations are made annually, comparability is an **annual requirement**

- The Local Educational Agency (LEA) must perform comparability calculations every year to demonstrate that all of its Title I schools are in fact comparable and make adjustments if any are not

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Reserves/Required Set Asides

- **Homeless Child** reservations are **required** for **_ALL_** LEAs.

- **Neglected Child** reservations are **required** for LEAs that have an **_identified_** facility

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

Parent & Family Engagement – Purpose Sec. 1116

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

- Conducting outreach

- Meaningful involvement

- Consultation with parent and family engagement stakeholders

- Coordinating and integrating services

- Addressing barriers

- Developing evidence-based strategies

- Developing a Parent Advisory Board

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Parent & Family Engagement – Allowable Costs

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

- Training school staff on engagement strategies

- Programs that reach families at home and in the community

- Providing information on best practices for PFE

- Sub-granting

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Title I, Part A - Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following

- There is an 15% carryover limitation at the end of the first 15 months of this grant (September 30th)

- You may request a waiver once every three years to exceed the limit

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Title I, Part A Neglected – Purpose Sec. 1113

- The purpose of Title I, Part A Neglected Set-Aside is to provide comparable services to children in local institutions for neglected children

- The neglected set-aside is mandatory and determined by the Mississippi Department of Education based on the count eligible children submitted by the LEA

Title I, Part A Neglected - Allocations

Formula:

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

Neglected Reservation = LEA Per Pupil Amount x Neglected Count.

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

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Title I, Part A Neglected – Allowable Costs

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

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following

- These funds are carried over from one year to the next

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

- Support high-quality and comprehensive educational programs and services that address the unique educational needs of migratory children

- Ensure migratory children are not penalized in any manner by disparities in curriculum, graduation requirements, and challenging state academic standards

- Ensure migratory children receive full and appropriate opportunities to meet the same challenging state academic standards as other children are expected to meet

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

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

- Help migratory children benefit from state and local systemic reforms

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Allocation

- This is a Three-Year Competitive Grant

- Currently, Mississippi State University, Migrant Center is in its 3rd year of the grant

Title I, Part C - Allowable Costs

- Academic, remedial, and compensatory instruction

- Bilingual and multicultural instruction

- Vocational instruction, career education, guidance counseling and testing services

- Referrals for Health, nutrition, and social services

- Preschool services and Family literacy programs

- Programs to facilitate the transition of secondary students to postsecondary education or employment

Title I, Part C – SNS Requirements

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

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

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

- carry out high quality education programs to prepare children for secondary school completion, training, employment, or further education;

- facilitate the transition from the correctional program to further education or employment; and

- operate programs in local schools for children returning from correctional facilities (dropout prevention)

Allocations

Formula:

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

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

Delinquent Counts are from the second preceding year.
(i.e., FY19 Allocation is based on FY17 Delinquent Count)

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Title I, Part D Subpart 2 – Allowable Costs

- Transition services

- Dropout prevention programs for at-risk youth

- Coordination of health and social services

- Career and technical education, special education, career counseling, and entrepreneurship education

- Mentoring and peer mediation programs

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Title I, Part D Subpart 2 – SNS Requirements

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

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following

- These funds are carried over from one year to the next

Title II, Part A – Purpose Sec. 2001

The purpose of Title II, Part A is to:

- increase student academic achievement;

- improve educator quality and effectiveness;

- increase the number of effective educators; and

- provide low-income and minority students greater access to effective educators

Title II - Allocation

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

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

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

Title II - Allocations (continued)

Allocations are added together:

(Poverty Per Pupil x LEA Poverty Count) +
+ (Population Per Pupil x LEA Population Count)
Total LEA Allocation for Title II

Title II, Part A - Allowable Costs

- Professional development for **all** educators (evidence-based)

- Teacher leadership opportunities

- Class-size reduction (evidence-based)

- Recruitment and retention of effective educators

- High-quality induction and mentorship programs

- To support the instructional services provided by effective school library programs

- To develop feedback mechanisms

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Title II, Part A – SNS Requirements

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

Title II - Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following

- These funds are carried over from one year to the next

Title III – Purpose Sec. 3102(1-5)

- Ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English

- Assist all English learners, including immigrant children and youth, to achieve high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet

- Promote parental, family, and community participation in language instruction educational programs

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Title III – Purpose Sec. 3102(1-5)

- Assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth

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

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Federal Definition of an EL Student

An individual-

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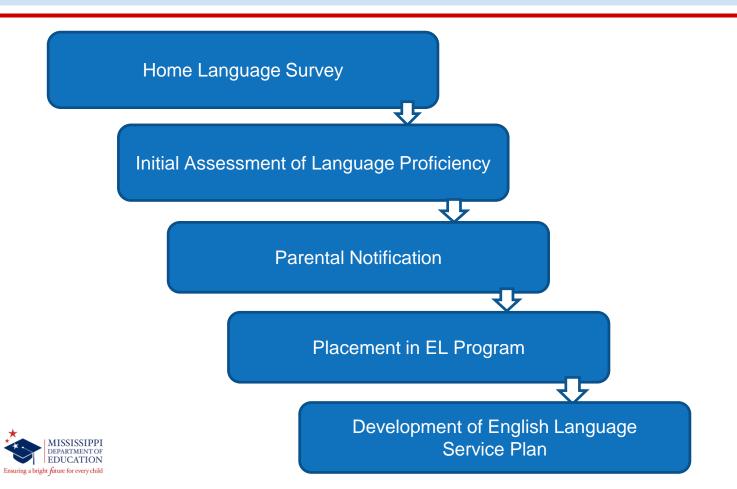
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Recently Arrived Students

- As stated in §1111(b)(3)(A) of the ESEA, as amended by the ESSA, a **recently arrived** EL is an EL who has been "enrolled in a school in one of the 50 States in the United States or the District of Columbia for less than **12 months**".

- "**12 months**" has been interpreted by the United States Department of Education as the cumulative number of months (not necessarily consecutive) the child has been enrolled in any and all public schools in the U.S. as calculated from the student's first enrollment in a school in the 50 States or the District of Columbia until the time of current enrollment.

Identification Process of an EL Student:

Home Language Survey

Initial Assessment of Language Proficiency

Parental Notification

Placement in EL Program

Development of English Language Service Plan

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Home Language Survey (HLS)

- The purpose of this survey is to determine if there is a primary language other than English spoken in the home.

- The parent or guardian of all students must complete the HLS at the time of initial enrollment into a Mississippi school, and the HLS should remain in the student's permanent record through graduation.

- If any response on the HLS indicates the use of a language other than English, an assessment may need to be conducted to determine the student's English language proficiency level.

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Initial Assessment of Language Proficiency

- Schools should conduct an initial assessment of English language proficiency, using the LAS Links Placement Test, to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions.

- A student must be assessed for English language proficiency within 30 days of enrollment at the beginning of the school year. Students who register after the beginning of the school year must be assessed within 2 weeks of enrollment.

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Parental Notification

- Prior to the initial placement of a student in a language instruction educational program, the district must notify the student's parents or guardians in a language the parents understand.

- Parents are not required to respond to the notification in order for the student to participate in the district's language instructional program. Parents do have the right to waive the Language Instruction Educational Program.

- If a student has been classified as an EL and the parents have waived services, the student still retains the status of an EL student and must take the English Language Proficiency Test (ELPT) until the student has tested proficient in English.

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Placement in EL Program

- Students identified as EL must be placed in a sound language instruction educational program in addition to mainstream classes.

- If a parent or guardian has waived EL services, the district must still ensure that the student is provided the help needed to be academically successful.

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Development of an
English Language Service Plan

- Once a student has been identified as an EL student, he/she must have an English Language Service Plan (LSP), which should be filed and updated annually until the student exits EL status.

- The plan should be developed and updated through the Student Evaluation Team (SET). The committee must include, at the minimum, an EL teacher, a general education teacher, a school administrator, and a parent representative. The team should meet at least quarterly.

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Exit Criteria

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

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

Monitored Status

- A student must be monitored for **4 years** once they have met the criteria to exit the program.

- The student will no longer receive classroom or assessment accommodations.

- Districts must monitor the student's academic progress during this time. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, Districts should re-test the student to see if the student must be offered additional language assistance services.

Federal Definition of an Immigrant Student

The term "immigrant children and youth" refers to individuals who:

- Are aged 3 through 21

- Were not born in any state

  - "State" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant

- Have not been attending one or more schools in any one or more states for more than three (3) full **academic** years

Title III - LEP Allocations

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

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

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

Title III – LEP Allocations (Continued)

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

LEA Allocation = Number of students tested x Per Pupil Rate

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Title III - Allowable Costs

- Upgrade program objectives and effective instructional strategies

- Improve the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures

- Provide tutorials and academic or vocational education for ELs

- Develop and implement elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services

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Title III - Allowable Costs

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

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Title III - Allowable Costs

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

Title III – SNS Requirements

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

Title III - Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following

- These funds are carried over from one year to the next

Title IV - Purpose

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

- provide all students with access to a well-rounded education;

- improve school conditions for student learning; and

- improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Allocations

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

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

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Title IV - Allowable Costs

Well Rounded (Sec. 4107)	Safe and Healthy (Sec. 4108)	Effective Use of Technology (Sec. 4109)
• Music and the arts • Science, technology, engineering, and mathematics, including computer science (STEM) • Accelerated learning programs • American history, civics, economics, geography, social studies, or government education • Reimbursing low-income student to cover part or all the costs of accelerated learning examination fees • Other programs that support well-rounded educational experiences	• Preventing bullying and harassment • Relationship building skills • School dropout prevention • Re-entry programs and transition services for justice involved youth • School readiness and academic success • Child sexual abuse awareness and prevention • Reducing use of exclusionary discipline practices and promoting supportive school discipline • Suicide prevention • Preventing human trafficking	• Provide personalized learning; • Discover, adapt, and share high-quality resources; • Implement blended learning strategies; and • Implement school-and district-wide approaches to inform instruction, support teacher collaboration, and support personalized learning. • Help educators learn how to use technology to increase the engagement of English learner (EL) students;

Title IV – SNS Requirements

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

Title IV - Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following

- These funds are carried over from one year to the next

Title V (REAP)- Purpose

There are two types of programs:

- Small, Rural Schools Achievement Program (SRSA)

   Three (3) LEAs in the State

- Rural and Low-Income School Program (RLIS)

   115 LEAs in the state

Title V RLIS - Allocation

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

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

LEA Allocation = Per Pupil x LEA ADA

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Title V- Allowable Costs

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

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Title V – SNS Requirements

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

Title V - Period of Availability/Carryover

- Funds are available for obligation for 24 months with a liquidation period ending three (3) month following

- These funds are carried over from one year to the next

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

The purpose of Title IX, Part A is to:

- ensure that each child experiencing homelessness has equal access to a free, appropriate public education, including a public preschool education;

- revise policies and remove barriers that impede the identification, enrollment, attendance, or school success of children experiencing homelessness; and

- ensure access to an education and other services to meet the Mississippi College and Career Readiness Standards.

Title IX - Allocations

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

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

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

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

Title IX, Part A McKinney-Vento – Allowable Costs

- Tutoring and supplemental instruction

- Expedited evaluations of the strengths and needs of homeless children (such as gifted and talented programs, children with disabilities, EL, CTE, and school nutrition programs)

- Professional development related to the needs of homeless children

- Excess cost of transportation

- Before- and after-school, mentoring, and summer programs

- Birth certificates, immunizations or other required health records

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Title IX, Part A McKinney-Vento – SNS Requirements

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

(42 U.S.C. 11433)

Title IX - Period of Availability/Carryover

- Funds are available for obligation for 15 months with a liquidation period ending one (1) month following.

- These funds are NOT allowed to be carried over from one year to the next.

21st CCLC – Purpose Sec 4201(a)(1-3)

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

- Provide opportunities for academic enrichment activities during non-school hours or periods when school is not in session

- Offer students a broad array of additional services, programs and activities that are designed to complement the regular academic program such as: youth development activities, music, art, counseling programs, career and technical programs, physical fitness and wellness programs, financial and environmental literacy programs

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21st CCLC – Purpose Sec 4201(a)(1-3)

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

Allocations

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

- Up to $250,000 for Years 1 & 2

- Year 3 is 80% of Year 1

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21st CCLC - Allowable Costs

- Academic enrichment learning programs

- Well-rounded education programs

- Remedial education, tutoring & credit recovery

- Limited English proficient programs

- Wellness and recreational activities

- Telecommunications & technology education programs

- Expanded library hours

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21st CCLC - Allowable Costs

- Parental involvement & family literacy programs

- Truant, suspended, or expelled student programs

- Drug & violence prevention and counseling programs

- Mentoring programs

- STEM programs

- STEAM programs

- In-demand workforce and career readiness programs

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21st CCLC – SNS Requirements

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

21st CCLC - Period of Availability/Carryover

- Funds are available for obligation for 12 months with a liquidation period ending one (1) month following

- These funds are NOT allowed to be carried over from one year to the next

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Equitable Services – Purpose

- Federal educational funding is for the benefit of all students. Equitable services under ESEA sections 1117 and 8501 require the proportional sharing of federal program allocations with participating private schools, with resulting services and activities administered by the LEA

- Equitable services are applicable to Titles I-A, I-C, II-A, III-A, IV-A and IV-B, and grants under ESEA sec. 4631 in response to violent or traumatic events

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Equitable Services – Allowable Costs

- In general, activities within the given program parameters are permitted at a participating private school, with some exceptions

- Equipment, including computer equipment, remains the property of the LEA, subject to its policies. The LEA must be able to control property to assure use only by the targeted audience for the program purpose. To this end, administrator tools can establish limits regarding internet access, etc.

- Any building, or installation of irremovable fixtures in a private school would create property ownership issues and are prohibited. Private school teachers may serve as contractors, but not during school hours

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Equitable Services – SNS Requirements

- Supplement Not Supplant is not a statutory point of consultation for equitable services under ESEA

- USDE has clarified that the "non-Federal funds" not to be supplanted, as used in NCLB and in ESSA (ESEA), means only public State and local funds, excluding private contributions and parent fees

- For equitable services, SNS applies only to items required by State law as a prerequisite for the private school's operation, for example: if core textbooks are required, these cannot be paid for with equitable services

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Transferability of Funds Sec. 5102

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

Transferability of Funds Allowability

- The LEA may transfer all or any amount of their allocations into Title I, Part A; Title I, Part C; Title I, Part D; or Title III, Parts A or B. Section 5103(b)(1)(B)

- An LEA may transfer all or any amount of their allocations from Title II, Part A or Title IV, Part A. Section 5103(2)

- An LEA may **_NOT_** transfer any funds from Title I, Part A; Title I, Part C; Title I, Part D; Title III, Part A; or Title III, Part B. Section 5103(c)

- Once funds are transferred into another program it takes on the new program's attributes and restrictions regarding transferability

Risk Assessment

Risk Analysis

Office of Federal Programs Risk Assessment Tool:

- Assess the financial and programmatic management of all federal grants

- Identify potential problems

- Analyze or evaluate the level of risk associated with concerns and areas of noncompliance

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Risk Analysis

- Identifies conditions, situations, and processes that may cause areas of noncompliance

- May determine if an LEA receives on-site monitoring annually *(if deemed "High Risk")*

Risk Assessment Indicators

- **Audit Findings (5 points)**

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

- **New Personnel (5 points)**

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

Risk Assessment Indicators

- **Fiscal Monitoring Findings (5 points)**

  - Fiscal monitoring findings from self-assessment, phone/desk review, or onsite review from the most recent fiscal year

- **Late Budget (5 points)**

  - Most recent consolidated budget application submitted any date after October 31st

Risk Assessment Indicators

- **Late FETS (5 points)**

  - Most recent FETS submitted any date after October 15th

- **Allocation Amount (5 points)**

  - Most recent fiscal year allocation amount in the top 10% of the Federal grant award for the state

Risk Assessment Indicators

- **Overpayments (5 points)**

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

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

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

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Risk Assessment Indicators

- **Application Revisions (5 points)**

    - LEA/Subgrantee has ten or more budget revisions within a fiscal year (excluding MDE allocation revisions)

- **Last Fiscal Monitoring (5 points)**

    -Date of last fiscal monitoring (phone/desk review or onsite review) more than three years ago

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Risk Assessment Indicators

- **LEA/Subgrantee Personnel Attend Division Training (5 points)**

    - LEA/Subgrantee personnel responsible for Federal grants management have not attended the Grants Management training in the past three years

- **Question Cost Repayment (5 points)**

    - LEA/Subgrantee had a repayment of Questioned Cost of less than $50,000

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Risk Assessment Indicators

- **Financial Concerns (25 points)**

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

Risk Assessment Indicators

- **Timely Correction of Findings (5 points)**

    - LEA/Subgrantee has not corrected all fiscal monitoring findings within given timeframe

- **Timely Submission of Data (5 points)**

    - LEA/Subgrantee has not submitted requested information within given timeframe

Risk Assessment Indicators

- **Data Quality (5 points)**

  - LEA/Subgrantee failed to submit complete and/or accurate data

Risk Assessment Scale Score

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

Monitoring Process and Procedures

1. The Office of Federal Programs will contact LEA/Subgrantee to establish a Primary Point of Contact for monitoring.

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

Grants Management

Indirect Cost

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

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

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

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

DUNS Number

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

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

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DUNS Number (Continued)

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

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

Written Procedures

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

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

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Written Procedures

Other procedures that should be in place:

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

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Special Education Updates

MASS New Superintendents' Meeting

September 18, 2019

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Goal 1

Proficiency and Growth

2017-18 3rd Grade Pass Rate
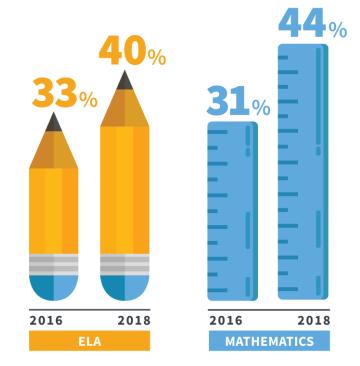
- The state LBPA pass rate (above PL 1) for students with disabilities for the 3rd Grade MAAP ELA (and retest) for the 2017-18 school year was 83.7%, as compared to 93% for all students.

- Data for 2018-19 has not been finalized.

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Outcomes 2 & 3: Increase percentage of students proficient (levels 4 & 5) and decrease percentage scoring at levels 1-3 on statewide assessments in each subgroup

- ❖ English Language Arts (ELA) and Mathematics proficiency rates **increased annually** since 2016

- ❖ **All student subgroups** saw proficiency **increases** in ELA and Mathematics

- ❖ **Proficiency rates increased for all grades and subjects** since 2016, with overall increases of **7.0 percent in ELA** and **12.3 percent in Mathematics**

33%   **40%**   **31%**   **44%**

2016   2018   2016   2018

ELA   **MATHEMATICS**

PROFICIENCY RATES IMPROVE SIGNIFICANTLY
in English Language Arts and Mathematics

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Outcomes 2 & 3: Increase percentage of students proficient (levels 4 & 5) and decrease percentage scoring at levels 1-3 on statewide assessments in each subgroup (continued)

ENGLISH LANGUAGE ARTS

GRADE	2016-17 PROFICIENT OR ADVANCED	2017-18 PROFICIENT OR ADVANCED	CHANGE
Grade 3	36.0%	44.7%	+8.7% ▲
Grade 4	31.3%	45.1%	+13.8% ▲
Grade 5	37.3%	36.2%	-1.1%
Grade 6	40.0%	38.0%	-2.0%
Grade 7	30.1%	34.7%	+4.6% ▲
Grade 8	34.2%	35.1%	+0.9% ▲
English II	47.8%	44.5%	-3.3%
Overall	**36.7%**	**39.8%**	**+3.1% ▲**

MATHEMATICS

GRADE	2016-17 PROFICIENT OR ADVANCED	2017-18 PROFICIENT OR ADVANCED	CHANGE
Grade 3	40.1%	46.0%	+5.9% ▲
Grade 4	35.8%	44.4%	+8.6% ▲
Grade 5	33.7%	33.8%	+0.1% ▲
Grade 6	37.7%	46.4%	+8.7% ▲
Grade 7	43.8%	49.2%	+5.4% ▲
Grade 8	36.6%	41.2%	+4.6% ▲
Algebra I	42.4%	46.6%	+4.2% ▲
Overall	**38.6%**	**43.9%**	**+5.3% ▲**

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SWD MAAP Reading Assessment Results

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
3	23.2%	29.3%	25.5%	19.2%	2.8%
4	11.8%	41.4%	26.9%	17.7%	2.2%
5	22.8%	34.4%	31.5%	10.2%	1.1%
6	26.4%	38.4%	23.7%	8.6%	3.0%
7	28.9%	41.1%	22.9%	5.4%	1.7%
8	41.9%	28.1%	22.8%	6.4%	0.8%
10	37.7%	37.3%	18.0%	5.8%	1.2%
OVERALL	**26.6%**	**35.7%**	**24.8%**	**11.1%**	**1.9%**

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SWD MAAP Math Assessment Results

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
3	15.3%	32.8%	25.7%	20.9%	5.2%
4	24.6%	32.3%	24.2%	14.0%	5.0%
5	22.8%	38.1%	28.7%	7.9%	2.4%
6	32.5%	33.5%	19.9%	11.2%	3.0%
7	19.4%	48.1%	20.0%	10.5%	2.1%
8	42.7%	33.1%	15.6%	6.8%	1.8%
10	14.2%	45.6%	31.0%	8.6%	0.8%
OVERALL	**23.7%**	**37.4%**	**24.0%**	**11.8%**	**3.0%**

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Mississippi Succeeds Long-Term Goals: MAAP Proficiency

ENGLISH LANGUAGE ARTS			
CURRENT Proficient	**INTERIM** Proficient Targets		**LONG-TERM** Proficient Goal
2015-2016	2018-2019	2021-2022	2024-2025
32.6%	45.1%	57.5%	70.0%

MATH			
CURRENT Proficient	**INTERIM** Proficient Targets		**LONG-TERM** Proficient Goal
2015-2016	2018-2019	2021-2022	2024-2025
31.1%	44.1%	57.0%	70.0%

- 2017-18 MAAP ELA Proficiency by Subgroup
- 2017-18 MAAP Math Proficiency by Subgroup

Goal 2

College- and Career Ready Graduation

❖ Graduation rate **increased for all subgroups** from 2014 to 2019

❖ Graduation rate for **students with disabilities** saw the **greatest increase** from 23.2 percent to 38.4 percent **(+15.2 percent**)

MISSISSIPPI'S GRADUATION RATE

Note: Mississippi rates reflect accountability year.

81.4

82.3

83.2

84.0

74.5%
2014

78.4%
2015

80.8%
2016

82.3%
2017

83.0%
2018

84.0%
2019

National Average
Mississippi

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Graduation Rates for SWD

- While Mississippi's graduation rate for SWD has increased dramatically in the last five years, it remains well below the national average of 67.1% (2016-17).

Additional Considerations

SBE Goals 3 - 6

Eligibility Categories (Ages 3-5)

ELIGIBILITY CATEGORY	PERCENTAGE
Autism	6.13%
Deaf-Blind	0.0%
Developmentally Delayed	33.1%
Emotional Disability	0.11%
Hearing Impaired	0.91%
Intellectual Disability	0.27%
Language/Speech Impairment	55.13%
Multiple Disabilities	0.94%
Orthopedic Impairment	0.61%
Other Health Impairment	2.5%
Specific Learning Disability	0.01%
Traumatic Brain Injury	0.06%
Visual Impairment	0.27%

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Eligibility Categories (Ages 6-21)

ELIGIBILITY CATEGORY	PERCENTAGE
Autism	8.2%
Deaf-Blind	0.015%
Developmentally Delayed	6.9%
Emotional Disability	5.4%
Hearing Impaired	1.0%
Intellectual Disability	6.5%
Language/Speech Impairment	20.4%
Multiple Disabilities	2.2%
Orthopedic Impairment	2.2%
Other Health Impairment	19.9%
Specific Learning Disability	28.0%
Traumatic Brain Injury	0.25%
Visual Impairment	0.48%

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Principal Leadership

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

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School Improvement

- 112 schools are identified for Additional Targeted Support and Improvement under ESSA, as single subgroup performance is below the bottom 5% of all Title I-A schools in the state.

- 97 of the 112 schools are identified based on SWD outcomes.

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District Determination Reports

Each year the Office of Special Education issues a Special Education District Performance Report.

These reports are based on Special Education Compliance and Results data.

These reports provide each district with one of the following determinations: Meets Requirements

Needs Assistance

Needs Intervention

District Determination Reports

- District Determination Reports can be found on the Office of Special Education's website at:

- www.mdek12.org/ose/spp-apr

Fiscal Information

- District's have received their FY20 Allocations and have submitted their FY20 Funding applications for approval in MCAPS. FY20 Funding applications will not be approved until the district has met Maintenance of Effort

- FY19 allocations must be obligated by September 30, 2020 and expended by December 2020

- FY18 allocations must be obligated by September 30, 2019 and expended by December 6, 2019

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Monitoring: From Compliance to Performance

- The MDE OSE is moving towards an results driven accountability system of monitoring.

- Historically State Education Agencies (SEAs) have been compliance monitors due to the job that the federal government and their state legislatures assigned.

- While the MDE OSE will continue to monitor compliance, a shift from compliance to results will allow the MDE OSE to support districts in implementing evidence based practices that will improve outcomes for ALL students

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Monitoring: From Compliance to Performance

- Currently SEAs are

  - challenged to play a new and more active role in managing the performance of schools

  - responsible for ensuring that schools make adequate progress relative to performance standards

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Monitoring From Compliance to Performance

- Coordination and alignment of supports within the MDE

- Evaluating compliance measures to ensure they are directly related to measures such as effective curriculum selection, implementation of standards, and mastery of goals

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School Improvement Overview

MASS: New Superintendents' Meeting

September 18, 2019

Dr. Sonja Robertson
Executive Director of School Improvement
601-359-1003

Session Targets

To provide attendees with an:

- Overview of School Improvement Identification and Exit Cycles

- Overview of the Comprehensive Needs Assessment Interview Process

- Overview of Support provided by the Office of School Improvement

- Overview of School Improvement Plans and Associated Federal Funding

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Background

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

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

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Theory of Action

If the OSI <u>supports district and school leaders</u> in building capacity to support school reform, *then* district and school leaders' <u>capacity to make courageous decisions</u> that are necessary to drive change will be strengthened; and *if* district and school leaders make courageous decisions that are necessary to drive change, *then* they will be equipped to <u>create and sustain conditions necessary</u> for schools to fully and effectively impact measurable student outcomes.

School Improvement Identification Criteria

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

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

ATSI – Low Performing Subgroup
- ❑ 3-year average subgroup performance is **at or below** that of all students in the lowest performing schools (CSI)

School At-Risk – State Designation
- ❑ School level accountability grade of F

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Exit Criteria

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

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Supports

CSI *Concentrated Support Partnerships*	CSI/ATSI (Failing) *Concentrated Support*	TSI/ATSI Non-Failing *Universal Support*
• Elementary and Middle Schools – Transformation Academy (Spring 2019) • Center on School Turnaround • Preps • ADI • High Schools – High School Redesign • Everyone Graduates Center @ Johns Hopkins University (Fall 2019) • Transformation Academy • MDE • RESA • Preps • ADI	• School improvement coaching Support • Provide and approve funding to support evidence-based interventions in plan • Provide technical assistance as requested/needed (face to face/virtual) • Leadership meetings and webinars (some meetings may be held regionally)	• Provide and approve funding to support evidence-based interventions in plan • Provide technical assistance as requested/needed (face to face/virtual) • Leadership meetings and webinars (some meetings may be held regionally)

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Transformation Academy

- ❏ 2 Cohorts (25 Schools that represent 14 Districts Spring 2019)
- ❏ Cohort III (19 Schools representing 11 Districts Fall 2019)
- ❏ CSI School Principal and Curriculum and Instruction Director *(the principal of the identified school and 1 instructionally focused district representative with decision making authority)*
- ❏ MDE Office of School Improvement Personnel and Coaching Staff

Outcomes: Participants will have a CSI plan aligned to the learnings from participation to strengthen focus on instructional transformation. Participants will be able to apply evidence-based practices to support the instructional transformation in their schools.

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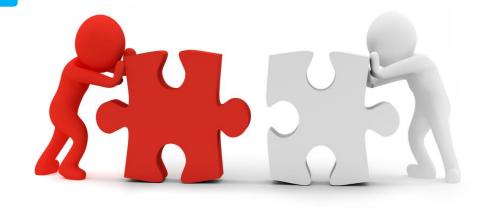
School Improvement Coaching Model

What do our coaches do?	Purpose: To strengthen capacity of key instructional personnel within schools through relationship building, specific, timely, honest and actionable feedback based on evidence-based strategies, and collaborative practices.
Principal Support	Work collaboratively with principals to examine and understand data to inform instructional practices (for example: Data meetings, classroom observations, feedback loop, learning walks, scheduling).
School Leadership Team Support	Work collaboratively with the decision-making leaders in the school to use current and relevant data to inform plans and processes being implemented based on evidence (for example: action plans, leveraging funds, coordination of efforts across the school and district).
Teacher Support	Work collaboratively with teachers through and with the principal to identify and implement effective instructional strategies (for example: lesson planning, differentiation, intervention practices).
Professional Learning Support	Support the principal and teachers through professional learning opportunities (for example: facilitating PLCs, providing topic specific PD, and providing support with identifying and selecting services through the MDE MENU of Service).

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MCAPS

Mississippi Comprehensive Automated Performance-based System

Logic Model

INPUTS ► Who supports the work?	ACTIVITIES ► What does the SEA do?	OUTPUTS ► What happens immediately?	OUTCOMES ► What are our goals?	IMPACT What are our long-term results?
• Office of School Improvement • Office of Federal Programs • Office of Teaching and Leading • Office of Secondary Education and Career Technical Education • Local Education Agencies • Office of School Safety • Office of Elementary Education and Reading • Office of Special Education • Office of Professional Development	Support LEAs and schools in implementing the *"Support Schools: A Framework for Practice"*	• Monitor implementation of *"Support Schools: A Framework for Practice"* • Deliver professional support that builds capacity • Provide targeted resources to address specific needs	All schools and districts are rated "C" or higher	Systems in place that support improved and sustained student achievement
PLANNED WORK		**INTENDED RESULTS**		

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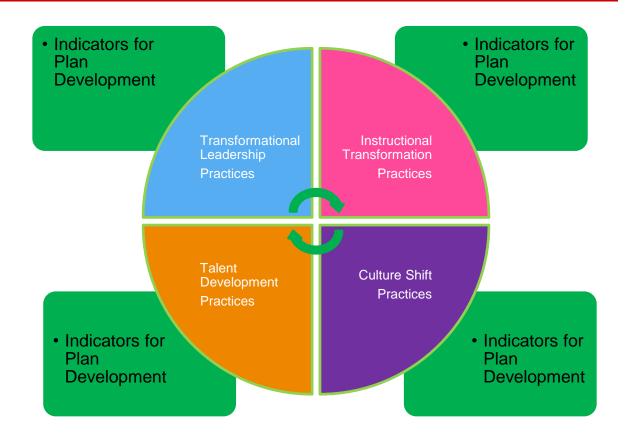
Continuous Improvement Cycle

Framework as a Basis for Plan Development

- Indicators for Plan Development

- Indicators for Plan Development

Transformational Leadership Practices

Instructional Transformation Practices

Talent Development Practices

Culture Shift Practices

- Indicators for Plan Development

- Indicators for Plan Development

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Evidence-based Requirements

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

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

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

Evidence-Based Resources

- What Works Clearinghouse: developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
- Results First Clearinghouse Database: developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- Best Evidence Encyclopedia: developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
- Evidence for ESSA: developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- RAND report on school leadership interventions under ESSA: (categorized in ESSA evidence tiers)
- Next Generation High Schools: developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
- Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools, developed by the Every Student Graduates Center at Johns Hopkins University
- Results for America: RFA advocates for programs and practices that use evidence and data to improve quality
- Preschool Curriculum Report: developed by the National Center on Quality Teaching and Learning
- SERP Institute: Strategic Education Research Partnership

https://www.mdek12.org/OSI/EBP/resources

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Who is Eligible to Receive Funding?

- Title I Identified CSI, TSI, & ATSI Schools

- Non-Title I Identified CSI, TSI, & ATSI Schools

- Schools At-Risk (SAR) <u>are not</u> eligible to receive funding <u>unless</u> they **<u>also have a federal designation</u>**

Methodology for 1003 Funding

CSI Schools are Funded First With A Base Allocation Of 100,000;

If funding remains:

TSI and ATSI Schools are Funded With A Base Allocation Of 40,000;

If funding remains:

Funds are Awarded on a Per Pupil Allocation based on Month 2 Enrollment to All Identified Schools.

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How can Funds be Utilized?

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

Considerations:

- *How is this expenditure addressing what caused the school to be identified?*
- *How will the expenditure have a positive effect on directly improving student outcomes?*
- *Is this expenditure a highly impactful lever for improving performance of the students in my school?*
    - *Food purchases – Will not be approved*
    - *Incentives – Financial Only (no treasure boxes/certificates/trophies)*
    - *Parental Engagement (consider leveraging Title I Parental engagement)*

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Reservation Requirement (20%)
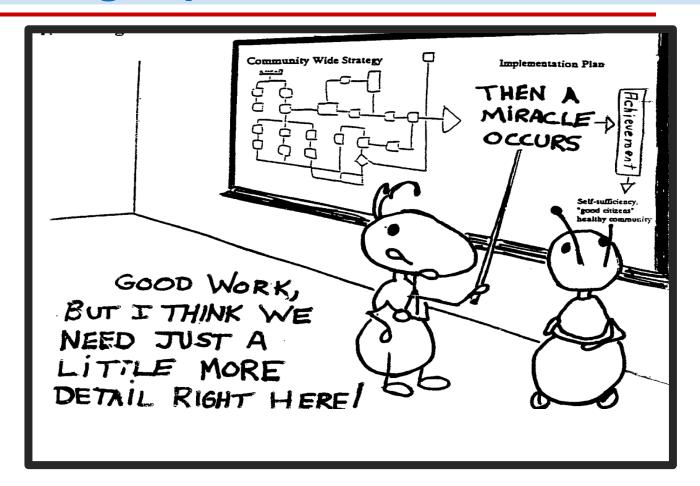
All Title I Schools with a designation of CSI, TSI, or ATSI

20% of the ***School's*** **FY20, Title I, Part A** allocation must be reserved for addressing areas that caused the school to be identified.

1. *(This will be addressed in the district's FY20 Title I, Consolidated Application in MCAPS)*

2. *Title I CSI, TSI, and ATSI Identified Schools – Must Reserve*

3. *Non-Title I CSI, TSI, and ATSI Identified Schools – Will not reserve because they do not receive Title I funds*

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Monitoring by Schools and Districts

- **Local Educational Agencies (LEAs) must approve and monitor implementation of TSI plans.**

  - If the district will receive Section 1003 funds for use in TSI schools (including ATSI schools), please describe how the **LEA** will **support** **schools** **developing** or **implementing** TSI plans.

  - Please describe how the **district** will **monitor** **schools** receiving Section 1003 funds. (If the district will receive Section 1003 funds for TSI (including ATSI) schools, this description should address how the district will **monitor the implementation** of those schools' TSI plans and **what additional** action the district will take if the TSI plan has been **unsuccessfully implemented** after a number of years.

Monitoring by MDE (Office of School Improvement)

What is the Process?

❑ **Continuous, on-going, checkpoints each semester**

    ❑ Touchpoint 1 - Implementation Progress Check *(SI Coach, SLT, DLT)*
    ❑ Touchpoint 2 - Implementation Progress Check *(SI Coach, SLT, DLT)*
    ❑ Touchpoint 3 - Implementation Progress Check
       (SI Coach, SLT, DLT, OSI Internal Staff)

SI – School Improvement
SLT – School Leadership Team
DLT – District Leadership Team
OSI – Office of School Improvement

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Monitoring by MDE (Office of School Improvement)

What will Take Place During Each Stage of the Process

❑ **What documentation will be needed from Schools?**

    ❑ CSI Plan
    ❑ List of Interventions within the Plan
    ❑ Evidence-base Supporting Interventions in Plan
    ❑ Relevant Data Documenting Progress (Implementation of Plan and Interventions)
    ❑ Monthly Board Reports
    ❑ Site Visit Reports
    ❑ Technical Assistance Reports
    ❑ 1003 Expenditure Report

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Improvement Plan and Funding Application

	Comprehensive Needs Assessment	MDE Interview Process	LEA Plan Approval	MDE Plan Approval	SI Plan and Funding (1003a)* MCAPS	20% School's Title I Reservation
CSI	X	X	X	X	X	X
TSI (Non-Failing)	X		X		X	X
ATSI (Non-Failing)	X		X		X	X
SAR (Any School with F Rating)	X	X	X			

Pending Availability of Funds

Any school with an F Rating regardless of SI Identification must engage in the MDE Interview Process.

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School Improvement Grant (SIG) Awardees

<u>Four Year Competitive Grant awarded in 2017-18 School Year</u>

- ❑ Currently in Year 3 of Cohort IV

- ❑ Schools have an Assigned SI Coach

- ❑ Monitoring takes place during Spring

- ❑ Monitoring Implementation Report Submitted to Superintendent

- ❑ Renewal Application for Subsequent Year's funding Released during the Spring

- ❑ Districts Complete Annual Report on Leading/Lagging Indicators/Verified by OSI

- ❑ Obligation Period for **Year 2** (<u>September 30, 2019</u>)/Liquidation Period (<u>November 12, 2019</u>)

- ❑ Obligation Period for **Year 3** (July 31, 2020)/Liquidation Period (September 12, 2020)

Monthly Community Update Requirement

Monthly updates addressing progress toward plan implementation are required.

Beginning September 14, 2019
- ❑ CSI Schools submit via CSI@mdek12.org
- ❑ TSI and ATSI Schools submit via TSI@mdek12.org
- ❑ Schools at Risk submit via SAR@mdek12.org
- ❑ School Improvement Grant (SIG) Schools submit via SIG@mdek12.org

When the FY20 MCAPS School Improvement Plan and Application are released, **ALL** the above designations will submit monthly updates into MCAPS.

Questions

Dr. Sonja Robertson

Executive Director
Office of School Improvement
601-359-1003
srobertson@mdek12.org

Secondary Education
Career and Technical Education

MASS New Superintendents' Meeting

September 18, 2019

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Stay Connected - Content Area Listservs

Administrators are encouraged to have all content area educators sign up for their respective listservs. Educators may register online at www.mdek12.org/ESE

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ACT Pilot Prep Program – 2019-2020 School Year

- In Fall 2019, **MasteryPrep** will select approximately 30 schools/school districts to participate in an ACT score improvement program. Through a $75,000 allocation from the MS Legislature, MasteryPrep will collaborate with key stakeholders at each selected site to develop an "ACT Success Plan".

- This individualized ACT Success Plan will take into account the needs of the rising juniors and educators at each school site and outline the products and services that best fit their ACT needs for the 2019-2020 school year.

- Application information will be sent out in late September/early October 2019.

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Changes to Mississippi Statewide Accountability System Business Rules Related to Acceleration

Multi-Year Accelerated Courses

- For students taking and passing accelerated courses in AP, IB, AICE, or industry certification that have a normed, end-of-course assessment, the numerator will be doubled in weight.

- For students that participate in Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or SBE-approved industry certification courses that are designed with a two (2) year curriculum and do not have an associated assessment in the first year, the student will be included in participation calculations, but will be excluded from performance measures in the first year and will be included in both participation and performance measures in year two.

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Mississippi Pre-AP Readiness Workshops

Holmes Community College	Tuesday, October 3, 2019	Tuesday, November 12, 2019
Copiah-Lincoln Community College	Friday, October 18, 2019	Friday, November 8, 2019

Session titles and link to descriptions	Session titles and link to descriptions
ELA: Pre-AP ELA: Texts Take Center Stage	ELA: Pre-AP ELA: From Sentence to Synthesis
Social Studies: Fostering Disciplinary Reasoning Skills in the Pre-AP History & SS Classroom	Social Studies: Effective Use of Source Sets in the Pre-AP History & SS Classroom
Math: Pre-AP Math: Developing Mathematical Mindsets through a Learner-Centered Classroom	Math: Using Higher Order Questioning to Support Contextualization in the Pre-AP Math Classroom
Science: Pre-AP Science: Developing Inquiry Mindsets in the Science Classroom	Science: Using Analytical Reading and Writing to Promote Conceptual Understanding in Pre-AP Science

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Dual Credit Courses

- Effective SY 2019-2020, dual credit courses shall be limited to the list of articulated course in Appendix V of the *Procedures Manual for the State of Mississippi Dual Enrollment and Accelerated Programs*. The Approved Courses for Secondary Education contains the approved Career and Technical Education (CTE) courses.

- Effective SY 2019-2020, non-weighted, course grades for dual credit courses must be provided by the post-secondary institution issuing credit for the course.

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Mississippi Diploma

Endorsement Options

Process Standard 14.1

- Proposed Revisions to Process Standard 14.1 of the *Mississippi Public School Accountability Standards, 2019*

- Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (See Appendix A.) (Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3.) Students receiving a standard diploma ~~may~~ **shall** select from graduation pathways as specified by the local school district's graduation requirements, **which must include the diploma endorsement options outlined in Process Standards 14.1.8, 14.1.9, and 14.1.10.**

Traditional Diploma Requirements

Curriculum Area	Carnegie Units	Required Subjects		
English	4	English I English II		
Math	4	Algebra I		
Science	3	Biology I		
Social Studies	3 ½	World History (1) US History (1) Economics (1/2)	US Government (1/2) MS Studies (1/2)	
Physical Ed	½			
Health	½			
Art	1			
College & Career Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.		
Technology or Computer Science	1			
Electives	5 ½			
TOTAL	**24**			

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Traditional Diploma with Career and Technical Endorsement

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I English II
Mathematics	4	Algebra I
Science	3	Biology I
Social Studies	3½	1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Art	1	
Career & College Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
CTE Electives	4	Must complete a 4-course sequential program of study
Additional Electives	3½	
Total	**26**	

Additional Requirements

- Earn an overall GPA of 2.5
- Earn Silver level on ACT WorkKeys
- Earn two additional Carnegie Units for a total of 26

Must successfully complete one of the following:

- One CTE dual credit course or earn articulated credit in the high school CTE course
- Work-based Learning Experience or the Career Pathway Experience
- Earn a State Board of Education approved national credential

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Traditional Diploma with Academic Endorsement

Curriculum Area	Carnegie Units	Required Subjects	
English	4	English I	English II
Mathematics	4	Algebra I + two (2) additional math courses above Algebra I	
Science	3	Biology I + two (2) additional science courses above Biology I	
Social Studies	3½	1 World History ½ U.S. Government ½ Mississippi Studies	1 U.S. History ½ Economics
Physical Education	½		
Health	½		
Art	1		
Career & College Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.	
Technology or Computer Science	1		
Additional Electives	7½	Must meet 2 advanced electives of the CPC requirements for MS IHLs	
Total	**26**		

Additional Requirements

- Earn an overall GPA of 2.5

- Courses must meet MS IHL college preparatory curriculum (CPC) requirements

- Earn MS IHL and Community College readiness benchmarks (ACT sub scores of 17 English and 19 math as approved by post-secondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or SAT equivalency

- Earn two additional Carnegie Units for a total of 26

Must successfully complete one of the following:

- One AP course with a C or higher and take the appropriate AP exam
- One DP-IB course with a C or higher and take the appropriate IB exams
- One academic dual credit course with a C or higher in the course

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Traditional Diploma with Distinguished Endorsement

Curriculum Area	Carnegie Units	Required Subjects	
English	4	English I	English II
Mathematics	4	Algebra I + two (2) additional math courses above Algebra I	
Science	4	Biology I + two (2) additional science courses above Biology I	
Social Studies	4	1 World History ½ U.S. Government ½ Mississippi Studies	1 U.S. History ½ Economics
Physical Education	½		
Health	½		
Art	1		
Career & College Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.	
Technology or Computer Science	1		
Additional Electives	8	Must meet 2 advanced electives of the CPC requirements for MS IHLs	
Total	**28**		

Additional Requirements

- Earn an overall GPA of 3.0

- Courses must meet MS IHL CPC recommended requirements

- Earn national college-readiness benchmarks on each subtest established by ACT (sub scores of 18 English and 22 math) or SAT equivalency

- Earn four additional Carnegie Units for a total of 28

Must successfully complete one of the following:

- One AP course with a B or higher and take the appropriate AP exam
- One DP-IB course with a B or higher and take the appropriate IB exams
- One academic dual credit course with a B or higher in the course

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Requirements for Early Release

For early release, students must have **EITHER**

1. met MS IHL and Community College readiness benchmarks (ACT sub scores 17 English and 19 Math or SAT equivalency) or earned a Silver level on ACT WorkKeys.

OR

2. meet **ALL** of the following:
- Have a 2.5 GPA
- Passed or met all MAAP assessments requirements for graduation
- Be on track to meet diploma requirements
- Be concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy

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Process Standard 14.1.4

"Beginning in school year 2018-2019, all seventh-grade students are required to have an Individual Success Plan (ISP) prior to exiting the seventh grade."

Changes in the standard:
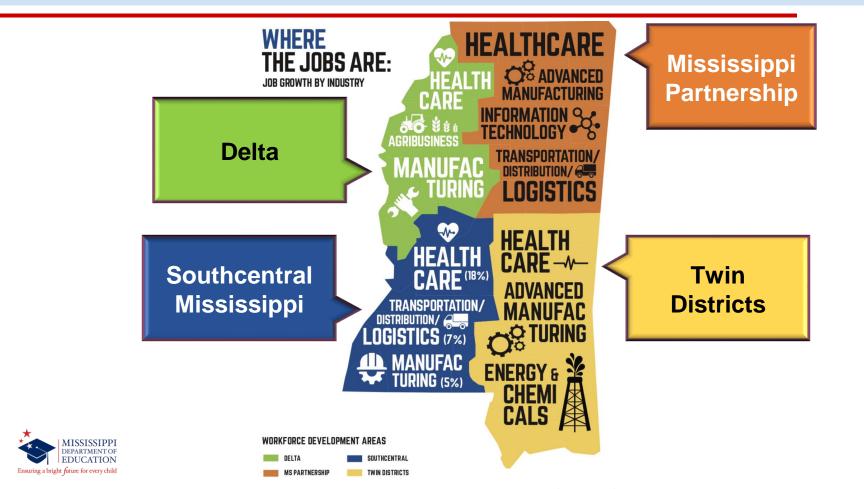
- The plan's name was changed from Individual Career and Academic Plan (ICAP) to Individual Success Plan (ISP)

- This plan will begin in the seventh grade instead of the eighth grade

- The plan has been changed from a four year plan to a five year plan

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Career and Technical Education

Workforce Investment Opportunity Act (WIOA) Job Sectors

WHERE THE JOBS ARE: JOB GROWTH BY INDUSTRY

HEALTHCARE

HEALTH CARE

ADVANCED MANUFACTURING

AGRIBUSINESS

INFORMATION TECHNOLOGY

MANUFACTURING

TRANSPORTATION/ DISTRIBUTION/ LOGISTICS

HEALTH CARE (18%)

HEALTH CARE

TRANSPORTATION/ DISTRIBUTION/ LOGISTICS (7%)

ADVANCED MANUFACTURING

MANUFACTURING (5%)

ENERGY & CHEMICALS

Delta

Mississippi Partnership

Southcentral Mississippi

Twin Districts

WORKFORCE DEVELOPMENT AREAS

- DELTA
- SOUTHCENTRAL
- MS PARTNERSHIP
- TWIN DISTRICTS

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Pathways to Success: 16 Career Clusters

- **Agriculture, Food, & Natural Resources**
- **Architecture & Construction**
- Arts, A/V Technology, & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- **Health Science**

- Hospitality & Tourism
- Human Services
- **Information Technology**
- Law, Public Safety, Corrections, & Security
- **Manufacturing**
- Marketing
- Science, Technology, Engineering, & Mathematics
- **Transportation, Distribution, & Logistics**

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Addressing the Workforce Challenge
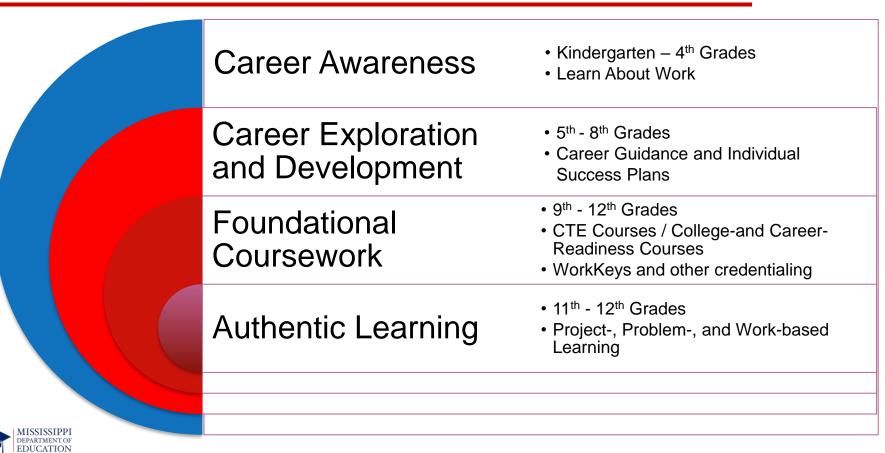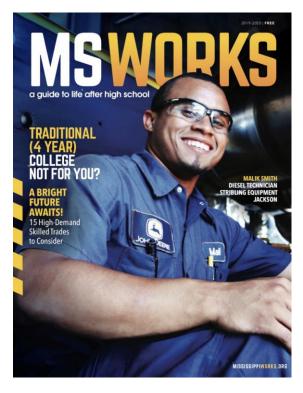
Perception: Change the current perception related to CTE

Partnerships: Build upon existing collaboration and create new partnerships to ensure educational offerings and curriculum are industry driven.

Pipeline: Create a viable pipeline of qualified workers

Career Awareness	• Kindergarten – 4th Grades • Learn About Work
Career Exploration and Development	• 5th - 8th Grades • Career Guidance and Individual Success Plans
Foundational Coursework	• 9th - 12th Grades • CTE Courses / College-and Career-Readiness Courses • WorkKeys and other credentialing
Authentic Learning	• 11th - 12th Grades • Project-, Problem-, and Work-based Learning

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Cover

2019-2020 | FREE

MS WORKS
a guide to life after high school

TRADITIONAL (4 YEAR) COLLEGE NOT FOR YOU?

A BRIGHT FUTURE AWAITS!
15 High-Demand Skilled Trades to Consider

MALIK SMITH
DIESEL TECHNICIAN
STRIBLING EQUIPMENT
JACKSON

MISSISSIPPIWORKS.ORG

EMT (EMERGENCY MEDICAL TECHNICIAN)

COURTNEY TULLOS

High School: Central Hinds Academy • **Age:** 23
Training: MedStat EMS (Winona, MS) • **Certification:** EMT-Basic
Employer: Pafford Medical Services, Central Mississippi
+ Concurrently pursuing Associates Degree in Paramedics

This option is for you if:

✓ You love your science classes and aren't afraid of a little blood

✓ You've been told you have grace under pressure (or play it cool in terror situations)

✓ You want to pursue a nursing or medical degree, but need to start making money NOW

WHAT DOES AN EMT DO?
EMTs are first responders in the event of medical emergencies. They respond to any medical emergency, but the most common are car accidents, childbirth, violent traumas, heart attacks and accidents.

JOB OUTLOOK
+11% Expected growth from 2016 to 2026 in the United States

HOW MANY JOBS IN MS BY 2027?
000000 BY 2016

HIGH END EARNERS MAKE:
$24/HOUR

AVG:
$14/HOUR

2 LEVELS OF EMT TRAINING:

1) EMT-basic covers a variety of different tasks including dealing with fractures, bleeding, cardiac emergencies and respiratory emergencies. To complete the basic coursework you'll need to pass the state written and practical exam.

2) Paramedic is the highest level of training. Paramedics are trained, usually at community colleges, in anatomy and physiology. In some cases, paramedics are awarded associates degrees for their training and finish the program prepared to take their NREMT (National Registry of Emergency Medical Technicians) to become a licensed paramedic.

TRAINING PROGRAMS
- MedStat EMS (Winona)
- Meridian Community College
- Pearl River Community College
- Southwest Mississippi Community College

READY TO HIRE YOU
- Pafford Emergency Medical Services
- American Medical Response

SOURCES: Bureau of Labor Statistics / Get on the Grid / PayScale / Megan Dunlap

10 • MSWORKS

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4 MSWORKS

DIESEL TECHNICIAN

MALIK SMITH

High School: Ridgeland High School
Age: 24 • **Training:** Hinds Diesel Technology Academy (Raymond) & Diesel Academy (Richland)
Degree: Associate Degree in Diesel Technology
Employer: Stribling Equipment

This option is for you if:

✓ You enjoy fixing things

✓ You love playing with the latest technology

✓ You thrive in a changing work environment

WHAT DOES A DIESEL TECHNICIAN DO?
Diesel technicians inspect, maintain, repair and care for diesel engines. Some diesel technicians specialize in a specific type of vehicle. When commercial transportation has malfunctions, they diagnose the problems and find solutions.

100X more biodiesel produced in the U.S. now than 10 years ago—just one of the reasons this field is projected to grow more than 9 percent by 2026.

JOB OUTLOOK
+9% Expected growth from 2016 to 2026 in the United States

RESPONSIBILITIES
- Inspect and drive vehicles to troubleshoot problems
- Use diagnostic equipment and interpret results
- Perform routine maintenance such as changing the oil and aligning the wheels
- Repair any malfunctions in the equipment or replace parts
- Communicate with customers
- Utilize charts to plan work procedures

"When I was done with my on-the-job training, I had enough college credits to have an associate degree! I enjoyed that my schooling was like going to work. I like working on equipment and fixing things, so it didn't seem like school."

HIGH-END EARNERS (TOP 10%) MAKE
$73,967

MEDIAN WAGES IN THE U.S.
$45,326 ANNUAL
$19.60 HOURLY

TRAINING PROGRAMS
- Hinds Community College (Raymond)
- Hinds Diesel Technology Academy (Richland)
- KLLM Transport (Richland)
- Northeast Mississippi Community College (Booneville)
- Southwest Mississippi Community College (Summit)

READY TO HIRE YOU!
- KLLM Transport (Richland)
- Puckett Machinery
- Taylor Machineworks

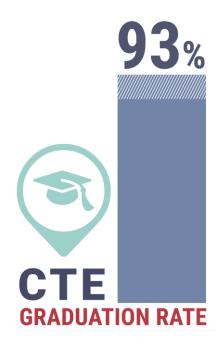SOURCES: Bureau of Labor Statistics / Get on the Grid / PayScale / Megan Dunlap

8 • MSWORKS

Mississippi Works Magazine Dissemination

- MS Works magazine will be sent to every 8th, 11th, and 12th grade public school student in Mississippi.

- Over 150,000 copies will be printed

- Online version available and can be disseminated to parents through social media outlets

- Editorial content is designed by Mississippi educators and business leaders

- Curriculum will come with the magazine to encourage teachers to include it in their classes

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Why is Perkins Important for Mississippi?

- The graduation rate for students who take a concentration of CTE courses is about 93 percent, 10 percent higher than the national average.

- The estimated impact of achieving a 90 percent graduation rate nationwide (calculated for the Class of 2015) is a $5.7 billion increase in economic growth and $664 million in additional federal, state and local taxes.

- CTE is a proven strategy to strengthen the U.S. economy, as it engages learners, strengthens the workforce and closes critical skills gap. Forty-six percent of employers have difficulty finding skilled talent, costing an estimated $14,000 to businesses per job that goes unfilled.

93%

CTE
GRADUATION RATE

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Comprehensive Local Needs Assessment

- Required of each district every two years

- Aligns CTE programs with local and state workforce data

- Completed regionally by workforce areas with secondary, postsecondary, and business and industry representatives

- Utilized by local districts to complete Local Plans and make decision on program additions and conversions

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Senate Bill 2447

- Provide CTE grants through the <u>MDE</u> and the <u>SWIB</u> to schools for each student who earns a qualifying industry certification

- The amount of the incentive per student shall be $600.

- Grants can be used for qualifying industry certification exam fees, professional development for teachers in CTE, instructional support for programs that lead to qualifying industry certification

Innovative and Accelerated Programs

Schools of Innovation

Early College High School

- Accepts 9th grade students yearly
- Hires principal, counselors, and teachers that will remain on the community (CC) college campus with students
- Located in a designated building on the community college campus
- Has a designated school code
- Students are interspersed into the CC student body as interests and prerequisites are met

Middle College program

- Accepts 11th and 12th graders
- Transports students to the community college, where they are scheduled with the CC student population
- Has a designated college counselor or coach to check on students at CC
- Students must attend a portion of each day at the traditional high school campus and a portion at the CC campus

New ECHSP Policy – Accountability

For accountability purposes:

- Student academic performance results shall be included in the students' high school of residence beginning in academic year 2018-2019 (results reported in the fall of 2019).

- ECHSPs must adhere to all applicable *Mississippi Public School Accountability Standards*.

MVPS & MOCA

MOCA Timeline

- Applications are due on October 15, 2019.

- Districts and vendors are notified of the decision no later than mid January.

- MOCA approved courses are added to the *Approved Courses for the Secondary Schools of Mississippi* for the 2020-2021 school year.

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MVPS SBE Approved Reimbursement Formula

Per-pupil funding will be based upon 5% of the 12th grade enrollment on October 1 of the prior school year.

$$\frac{Funds\ available}{(0.05\ x\ Statewide\ 12^{th}\ Grade\ Enrollment)} = Per\text{-}Pupil\ Amount\ (PPA)$$

$$[PPA\ x\ (0.05\ x\ District\ 12^{th}\ Grade\ Enrollment)] = District\ Allocation$$

Contact Information

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601.359.3461

Dr. Aimee Brown, Director
Office of Career and Technical Education
acbrown@mdek12.org
601.359.3974

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Statewide Accountability System

MASS New Superintendents' Meeting

September 18, 2019

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Student Assessment

MASS New Superintendents' Meeting

September 18, 2019

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Testing Security

MASS New Superintendents' Meeting

September 18, 2019

Educator Misconduct

*Mississippi Educator Code of Ethics
and Standards of Conduct*

September 18, 2019

Brian McGairty
Director, Office of Educator Misconduct

OEM Responsibilities

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

- Providing professional development to promote ethical conduct by all licensed, public school educators in Mississippi, as detailed in the *Mississippi Educator Code of Ethics and Standards of Conduct.*

- Providing technical assistance to Districts on *Best Practices* for *Conducting Investigations.*

- Managing cases of educator misconduct complaints/allegations.

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OEM Responsibilities, continued

- Reviewing investigations, follow-up investigations, and investigating cases regarding allegations of educator misconduct.

- Conducting hearings before the Commission on Teacher and Administrator Education, Certification and Licensure and Development when an educator has acted unethically.

- Communicating with courts, districts, and educators, when violations of the *Mississippi Educator Code of Ethics and Standards of Conduct* and/or Miss. Code Ann. § 37-3-2 (11) or (12) are reported.

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OEM Responsibilities, continued

- Evaluating licensure applications from applicants who have violated Miss. Code Ann. § 37-3-2 (11) and scheduling hearings if needed.

- Reporting Mississippi educators/applicants whose licenses have been surrendered, suspended, revoked, and/or denied to other state agencies.

Documentation Needed

- Appendix C Form – Report from Superintendent of Education for Reporting Infraction under Miss. Code Ann. § 37-3-2.

- Notarized affidavit stating the facts of the case.

- All district communication to the employee regarding the investigation.

- Employee Contract.

- Written statements/complaints from all parties involved, including the educator.

- Any law enforcement reports/records, if applicable.

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Documentation Needed

- Notarized board minutes of the school board's approval of the employee's resignation/termination, if applicable.

- Documentation of resignation/termination, if applicable.

- District policy that may be pertinent to case.

- Transcript from termination hearing including exhibits, as well as final order, if applicable.

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Why Conduct an Investigation?

- An investigation is conducted when there is reasonable information that there may have been wrongdoing, misconduct, or a violation of the *Mississippi Educator Code of Ethics and Standards of Conduct*.

- An investigation may also be appropriate when allegations are made regarding an educator or employee. The investigation is intended to exclude the possibility that wrongdoing occurred.

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

Standard 1: Professional Conduct

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

Standard 2: Trustworthiness

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

Standard 3: Unlawful Acts

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

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

Standard 4: Educator/Student Relationship, continued

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

- Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students.

- Nurturing the intellectual, physical, emotional, social and civic potential of all students.

- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.

- Creating, supporting, and maintaining a challenging learning environment for all students.

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Standard 4: Educator/Student Relationship, continued

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

- Committing any act of child abuse.

- Committing any act of cruelty to children or any act of child endangerment.

- Committing or soliciting any unlawful sexual act.

- Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability.

- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

- Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with a student.

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

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

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Standard 5: Educator Collegial Relationships

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

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

Standard 7: Public Funds and Property

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

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An educator should maintain integrity with students, colleagues, parents, patrons, or business 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, standardizes test results, and other information covered by confidentiality agreements.

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

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

- Violations of Standard 1.2 (Misuse or mismanagement of tests or test materials) that affect the validity of mandatory uniform test results as provided in Section 37-16-4 (1)

- Violations of Standard 2 (Trustworthiness) that result in a felony conviction

- Violations of Standard 3 (Unlawful Acts) (felony and sex offense convictions)

- Violations of Standard 4 (Educator/Student Relationships)

- Violations of Standard 7 (Public Funds and Property) that result in a felony conviction

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

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Violations of the Code of Ethics to Report to MDE

- Violations of Standard 6 (Alcohol, Drug and Tobacco Use or Possession) that result in termination and/or a felony conviction

- Violations of Standard 9 (Maintenance of Confidentiality) that affect the validity of mandatory uniform test results as provided in Miss. Code Ann. § 37-16-4 (1)

- Violations of Standard 10 (Breach of Contract or Abandonment of Employment)

- All other violations of the Educator Code of Ethics should be addressed by the local school district

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Questions?

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Accreditation

MASS New Superintendents' Meeting

September 18, 2019