



***23rd Regional Leadership Conference for
Administrators on Minority Issues***

“Cultivating Success for All Students”

June 13, 2013

**Lynn J. House, Ph.D.
Interim State Superintendent of Education**

STATE BOARD 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.

Goal 1

To mobilize resources and supports to help ensure that all students exit Third Grade reading on grade level **by 2015.**

Goal 2

To reduce the dropout rate to 13% **by 2015.**

Goal 3

To have 60% of students scoring proficient and advanced on the assessments of the Common Core State Standards **by 2016** with incremental **increases of 3%** each year thereafter.



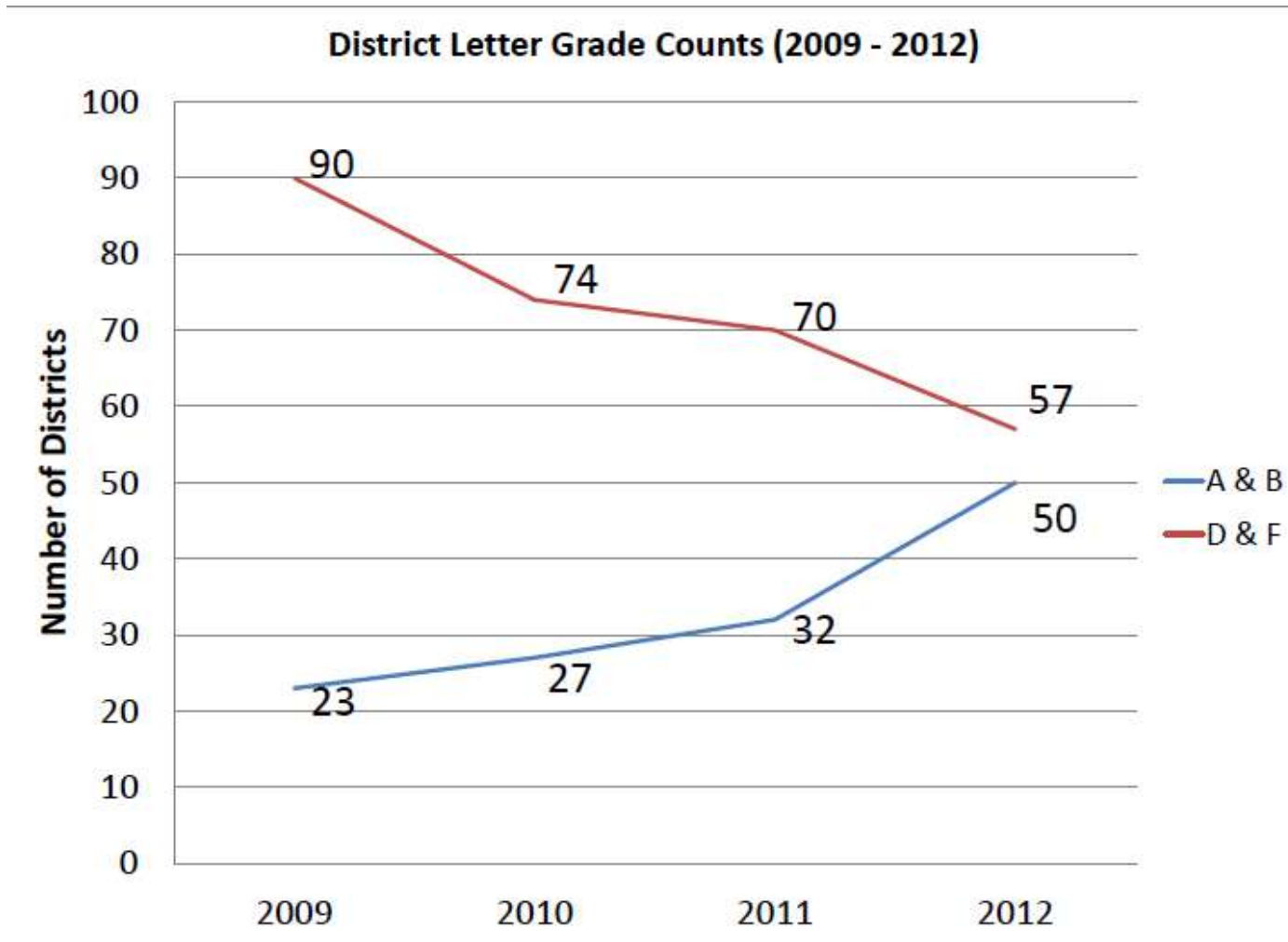
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Ensuring a bright future for every child

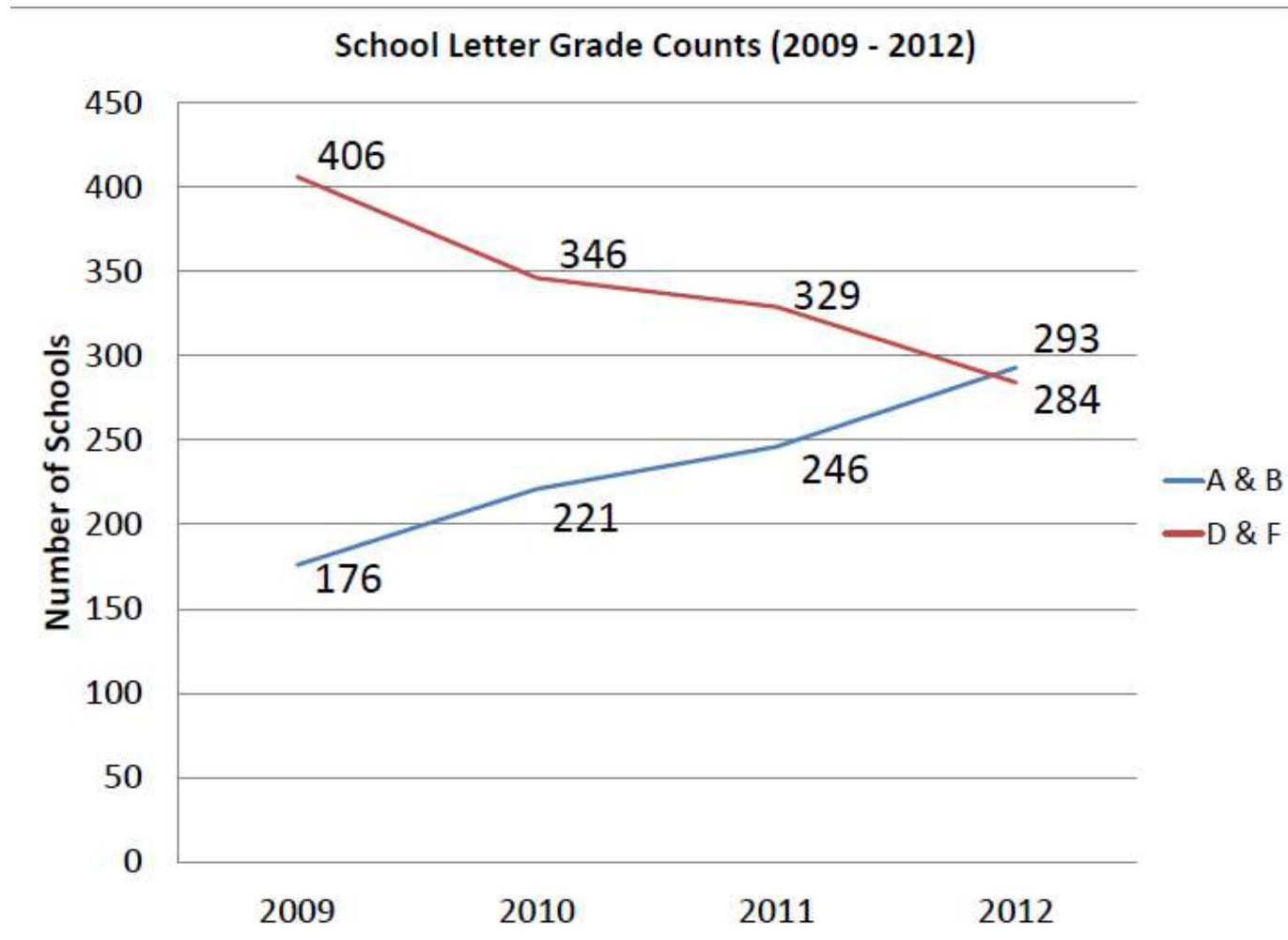


Accountability Results

District Letter Grade Counts

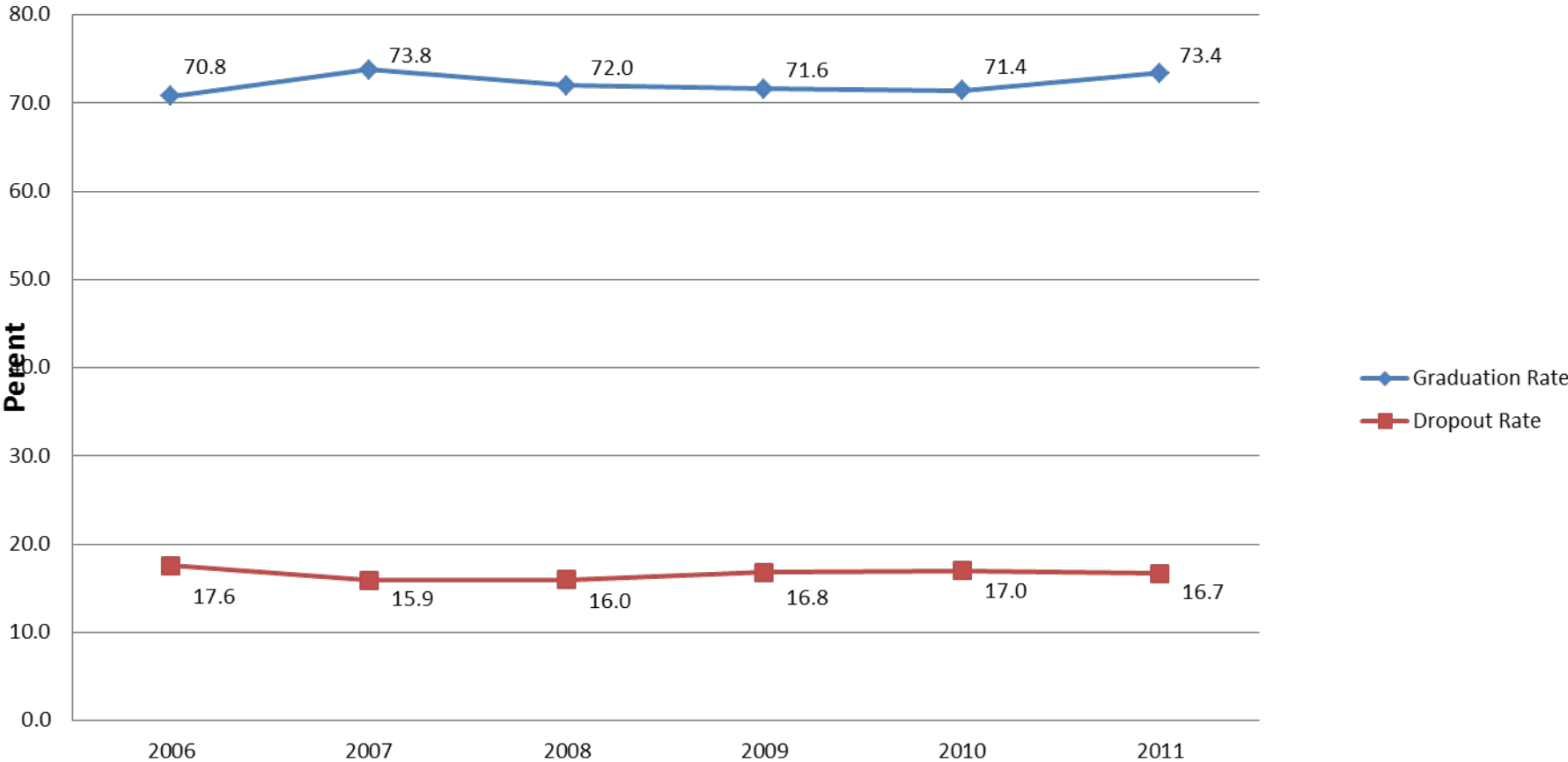


School Letter Grade Counts



Graduation and Drop-Out Rates

2006-2011 4-Yr Cohort



Why do kids drop out of school?

- Nearly one half leave because classes are not interesting
- Nearly 70% leave because they are not motivated to work hard
- Nearly one third leave school failing
- The majority said improving supervision in the classroom would have helped keep them in school
- Most said their teachers and parents didn't expect them to do well
- Nearly 80% said that they would have stayed if the learning was connected to real world

“The Silent Epidemic” American’s Promise – Powell Foundation

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Mississippi's Dropout Pilot Program Go HARD Campaign

- Youth-led movement
- Increases public awareness of the dropout crisis
- Focuses on supporting and encouraging middle and high school youth in the state to stay in school and graduate
- Acknowledges the strengths of teenagers – their Heart, Attitude, Resilience and Dedication (HARD)
- Campaign strives to increase graduation rates throughout the state, starting with 13 school districts participating in this pilot program

Mississippi's Dropout Pilot Program Go HARD Campaign

- Helps students, educators and administrators understand how to allow youth to play a role in transforming schools and school districts
- Shows students the existing in-school and community support networks and infrastructures
- Informs students how they can help in the development of effective policies that result in increased student performance
- Educates students on how data is utilized to support their graduation efforts

Go HARD Campaign Update

- Reached approximately 12,000 students during its on-campus and tour events in February and March
- Students completed survey:
 - More than 2/3 of youth (67%) indicated being extremely motivated or very motivated to work
 - Approximately 11% of youth indicated they did not believe they would be able to stay in school, 18% stated they did know if they would be able to stay in school
 - About 10% of youth stated that they did not believe adults in their schools and communities had high expectations of them
 - Majority of youth who attended tour events (86%) think the Go HARD campaign is effective in helping them and/or their peers stay in school and graduate
 - Overwhelming majority of youth who attended tour events (93%) indicated that they want the Go HARD campaign to continue doing events in their schools and communities
- Adding other components as identified, such as “Capturing Kids’ Hearts”



Pathways to Success for Every Student

Why Pathways to Success

- Assist students in selecting their appropriate graduation pathways
- Increase attendance rates, high school GPA, and scores on statewide tests in secondary schools
- Increase enrollment in dual-credit courses
- Higher rates of postsecondary (PS) enrollment and completion
- Decrease remediation at the PS level
- Higher skilled employees in the workforce
- Brighter future for students, families, and communities

MDE Lead Initiatives

1. Every 8th-grade student must exit 8th grade with an individual career and academic plan that is updated each year. (Standard #20)
2. Program of study for all secondary career pathways
3. Dual-credit equivalency for students to earn college and high school credit simultaneously
4. Multiple options to obtain a standard high school diploma
 - Multiple Graduation Pathways
 - Excellence for All Innovative Models
 - Mississippi Works Dual Enrollment/Dual Legislative Initiative
 - Career Academies

Mississippi Students' Pathways to Success

Career Clusters

- Groupings of similar occupations and industries
- Mississippi uses the 16 national clusters.



Career Pathways

- Broad groups of careers that share similar characteristics within a career cluster

Early Childhood Education

- Child-Care Assistant
- Teacher Assistant
- Child-Care Director
- Elementary School Counselor
- Preschool Teacher

Program of Study (Major)

- A district-developed, sequential set of courses that include academic and career and technical education courses that are logical, challenging, and aligned to industry-recognized and college readiness standards
- Should include opportunities for dual or articulated credit at the postsecondary level for all students
- Should meet college and career readiness standards
- Leads to an associate's degree or a bachelor's degree, a certificate at the postsecondary level, or an industry-recognized credential
- Should align to national standards, both academic and career and technical education



Name _____
 School ID _____
 School/Campus/Community _____

Career Pathway: *Early Childhood Education*

This pathway was developed in collaboration with other career education programs. Courses listed include the ones with instructional coursework and should be individualized to meet each learner's individualized career goals. This should be understood with career, BEC, and appropriate district and high school graduation requirements. Refer to the listed section of the semester courses for the secondary schools of Mississippi at the MDE's Web site: www.mde.k12.ms.us/Secondary/SecondaryCourses/2014-2015/2014-2015SecondaryCourses/2014-2015SecondaryCourses.html

Grade	English Language Arts	Math	Science	Social Studies	Other Required Courses	Industry Related Courses
9	English I (Advanced) (1)	Math I (Advanced) (1)	Science I (Advanced) (1)	U.S. History I (Advanced) (1)	Health and Physical Education I (1)	Child-Care Assistant (1)
10	English II (Advanced) (1)	Math II (Advanced) (1)	Science II (Advanced) (1)	U.S. History II (Advanced) (1)	Health and Physical Education II (1)	Child-Care Assistant (2)
11	English III (Advanced) (1)	Math III (Advanced) (1)	Science III (Advanced) (1)	U.S. History III (Advanced) (1)	Health and Physical Education III (1)	Child-Care Assistant (3)
12	English IV (Advanced) (1)	Math IV (Advanced) (1)	Science IV (Advanced) (1)	U.S. History IV (Advanced) (1)	Health and Physical Education IV (1)	Child-Care Assistant (4)

Individual Career and Academic Plan (iCAP)

- An education plan detailing the courses necessary for a high school student to successfully prepare for graduation and transition into a profession or postsecondary educational experience
- Each student in Mississippi schools should have an Individual Career and Academic Plan (iCAP) that is personalized to meet each learner's educational and career goals.

Graduation Pathways

- Diploma Options
- Career Pathway (21 credits)
 - Traditional Pathway (24 credits minimum)
 - District Pathway (21 credits minimum)

Postsecondary Options

- Community College
- Institutions of Higher Learning
- Technical training options
- Workforce
- Military



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Ensuring a bright future for every child

See this handout on
*Mississippi Students'
Pathway to Success.*

www.mde.k12.ms.us

Pathways to Success

RIGOR

RELEVANCE

RELATIONSHIPS



Rigor

Rigor

Common Core State Standards

- An initiative of the National Governors Association (**NGA**) and the Council of Chief State School Officers (**CCSSO**)
- A **significant** and **historic opportunity** for states to **collectively develop and adopt** a core set of academic standards in Mathematics and English/Language Arts


Why is This Initiative Important?

- Provides means for states to work together on curriculum development
- Allows equal opportunity for students to access a strong curriculum
- Prepares student to compete globally
- Supports more focused professional development
- Allows use of better assessment that is more consistent across states (PARCC)

Shift from “What’s Taught” to “What Students Need to Be Able to Do”

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

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



**The Partnership for Assessment of Readiness
for
College and Careers (PARCC)**

**Mississippi Institutions of Higher Learning
Office of Academic and Student Affairs
May 20, 2013**

***Susan Lee, Director of Academic Affairs
State Chair for the PARCC Higher Education Leadership Team***



Background: College- and Career-Ready Determination (CCRD) Policy

- **Two College and Career Ready Determinations:**
- English language arts/literacy
- Mathematics
- Students who receive a **CCRD** will have demonstrated the **academic knowledge, skills, and practices** necessary to enter directly into and succeed in entry-level, credit-bearing courses at public postsecondary institutions without the need for remediation.
- Students who achieve the CCRD will be **guaranteed exemption** from remedial course work in that content area.
- *The PARCC Governing Board and ACCR approved the final policies during a special October 25, 2012 session.*
- **Policies are located at www.parcconline.org/parcc-assessment-policies**



Background: Policy-Level Performance Level Descriptors

- PARCC states will use **5 achievement levels** for grades 3-8 and HS in ELA/literacy and mathematics
- Each of the proposed performance levels includes:
 - **Policy claims**, which describe educational implications for students at a particular performance level.
 - **General content claims**, which describe academic knowledge and skills students across grade levels performing at a given performance level are able to demonstrate.
- **Level 4 will be the threshold for earning the College and Career Ready Determinations on the designated high school assessments**



Standard-Setting Validation Studies of the CCRD

The following statement was approved for use to inform standard-setting:

- Students who earn a PARCC College- and Career-Ready Determination by performing at a Level 4 in **Mathematics** and enroll in College Algebra, Introductory Statistics, and technical courses requiring an equivalent level of mathematics have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.
- Students who earn a PARCC College- and Career-Ready Determination by performing at a Level 4 in **ELA/literacy** and enroll in College English Composition, Literature, and technical courses requiring college-level reading and writing have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.



CCRD: Placement NOT Admission

A College and Career Ready Determination on the PARCC assessments indicate:

- **Mastery** of the core competencies in the Common Core State Standards identified by postsecondary education faculty as prerequisites for and key to success in entry-level, credit-bearing courses in English and mathematics
- **Readiness** for placement into entry-level, credit-bearing courses in ELA and mathematics

A College and Career Ready Determination will not:

Determine admission to college or university

- **Replace** college/university tests to place students into **higher level mathematics and English courses.**
- **Address** non-traditional students who delay enrollment



Keys to Success for Alignment and Implementation

Alignment between K-12 and Postsecondary

- ✓ **Articulate** course content for entry-level courses in mathematics and English language arts across two- and four-year postsecondary institutions to provide the K-12 system with a benchmark against which to align graduation requirements to adequately prepare students for postsecondary success at **any** public institution.
- ✓ **Establish** common college placement policies across all postsecondary institutions for placement into entry-level, college credit-bearing courses. Specifically,
 - ❑ Establish common high school course prerequisites for placement into credit-bearing courses,
 - ❑ Align the default high school course taking graduation requirement to these standards and set policies to ensure that students who complete this coursework are guaranteed entry into college credit-bearing courses.



Keys to Success for Alignment and Implementation

Statewide Longitudinal Data Systems

- ✓ **Link** K-12 and postsecondary data warehouses to provide feedback to the K-12 system on the postsecondary performance of high school graduates.
- ✓ **Create** governance structures to manage a linked P-20 data system by developing cross- sector and sector-specific data accessibility and feedback systems.
- ✓ **Establish** processes for utilizing data to shape policy and drive improvement towards college- and career ready goals.
- ✓ **Define**, collaboratively, cross-sector metrics linking first-year student performance, e.g., remediation, performance in entry-level courses, persistence, to public high schools.



Benefits of CCSS to Higher Education

- **Better information** about the preparation of incoming students
- **Better use of 12th grade**
- **Improved preparation** of incoming students – from all states
- **Increased academic rigor** in entry-level, credit-bearing courses
- **Reduced remediation** rates
- **Increased degree** attainment rates
- **Increased capacity** – colleges can admit more students
- **Options for academic interventions** to ensure students remain on-track to college readiness



Relationships



Individual Career and Academic Plan

- A student's guide that helps them establish and achieve their career and academic goals for success after high school
 - Provides mentoring and guidance to assist students in career pathway planning
 - Helps identify correct graduation pathway options
 - Supports changes to meet student needs and ambitions
 - Transitions into a profession or postsecondary educational major



Individual Career and Academic Plan

Students will be introduced to career options in the 6th-7th grades.

- Spring pre-registration for the 2012-2013 school year
 - All 8th and 9th grade public school students in Mississippi
 - Should select a program of study (major).
 - Develop an iCAP based on this major with input from counselors, mentor teachers, and parents.
- In the following years, iCAP will be developed for all incoming 8th graders.
- Students will revise iCAP each year in grades 9-12.



Relevance

Graduation Pathway Options

Multiple pathway options to a standard diploma

Career Pathway Option

(21 Credits LAW) (MS Code 37-16-17)

Or

Traditional Pathway Option

(24 Credits minimum)

Or

District Pathway Option

(21 Credits minimum)



Graduation Pathways

Career Pathway Option 21 Credits		Traditional Pathway Option 24 Credits minimum		District Pathway Option 21 Credits minimum	
Graduation Requirements	Required Subjects	Graduation Requirements	Required Subjects	Graduation Requirements	Required Subjects
4 Credits of English	English I, English II	4 Credits of English	English I, English II	4 Credits of English	English I, English II
3 Credits of Math	Algebra I	4 Credits of Math	Algebra I	4 Credits of Math	Algebra I
3 Credits of Science	Biology I	4 Credits of Science	Biology I	3 Credits of Science	Biology I
3 Credits of Social Studies	1 U. S. History ½ U.S. Government ½ Mississippi Studies	4 Credits of Social Studies	1 World History 1 U. S. History ½ Geography ½ U. S. Government ½ Economics ½ Mississippi Studies	3 Credits of Social Studies	1 World History 1 U. S. History ½ U. S. Government ½ Mississippi Studies
½ Credit of Health/Physical Education	½ Comprehensive Health, ½ Family and Individual Health, or ½ Physical Education	½ Credit of Health	½ Comprehensive Health or ½ Family and Individual Health	½ Credit of Health	½ Comprehensive Health or ½ Family and Individual Health
		½ Credit of Physical Education		½ Credit of Physical Education	
1 Credit of Integrated Technology	Computer Discovery, ICT II, 9th STEM, or Computer Applications and Keyboarding	1 Credit of Business & Technology	Computer Discovery, ICT II, 9th STEM, or Computer Applications and Keyboarding	1 Credit of Business & Technology	Computer Discovery, ICT II, 9th STEM, or Computer Applications and Keyboarding
		1 Credit of Art		1 Credit of Art	
4 Credits of Career & Technical Education Electives and 2 ½ Credits of Electives	From Student's Program of Study	5 Credits of Electives		4 Credits of Electives	

Individual Career and Academic Plan (iCAP)

Each student in Mississippi schools should have an Individual Career and Academic Plan that is personalized to meet each learner's educational and career goals. Students who choose the Career Pathway Option must complete four career and technical education credits and two and one half elective credits specified in the student's iCAP.

Subject Area Tests

The Subject Area Testing Program (SATP) consists of four academic, end-of-course tests (Algebra I, Biology I, English II, and U.S. History from 1877). A passing score in each of the four subject-area tests is required.

Innovative High School Models

- MS Works
- Gateway to College
- Career Academy
- Excellence for All
- Early College High School
- Dual Credit/Dual Enrollment



MS Works

Section 37-15-38 and Section 35-151-7

- A Dual Enrollment-Dual Credit Program for at-risk students
- College courses help students earn both college certification/degree and a high school diploma
- Base MAEP funds flow from district to community college
- Any course required for subject area testing for graduation is eligible for dual credit
- Dual credit courses shall also include career, technical, and degree programs
- Pilot Projects beginning January 2013 - full implementation Fall 2013

Gateway to College

- Grant from the Gates Foundation
- Partnership with Hinds Community College and Rankin County School District
- Have 78 students in the co-hort this year
- 6 students have graduated
- Retention rate is approximately 80%
- Will convert to MS Works

Career Academy

1. A small learning community
 - Cohort of high school students
 - Cohort takes classes together for a minimum of 2 years
 - Cohort taught by a team of teachers from different disciplines
2. A college-preparatory curriculum with a career theme
 - Enables students to see relationships among academic subjects
 - Promotes application of academic and CTE to a broad field of work
3. Partnerships with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement
4. Grant to three additional school districts spring 2013
5. Lamar, Madison, Rankin, Meridian, George County, and Clinton School Districts

Excellence for All

National Center on Education and the Economy

- Offers multiple pathways for high school completion
- Includes expectation that all students meet high standards
- Allows the opportunity to exit high school at end of 10th grade OR to continue to grade 12 to complete AP, IB, or CTE program leading to industry certification.
- Sound core program, solid teacher training, high quality exams

Excellence for All

- Students **motivated to take tough courses** and study hard
- A very **strong curriculum and teachers trained** to teach it for schools and students with weak instructional resources
- A **strong system for preparing** the most able students for selective colleges
- A way to **identify students not college-ready** by the end of their sophomore year and **to provide focused instruction** on the things they must do to succeed
- **Trading a time-in-the-seat** system for one that rewards **performance**
- College entrants **ready to do college-level work**

Early College High School (ECHS)

- Designed for students at-risk for post-secondary education, but open to all.
- Typically offered on post-secondary campus
- Offers college coursework as early as 2nd semester of freshman year
- Students can complete coursework to exit high school with an AA degree and a high school diploma
- Can also stay an additional year to complete the AA.

ECHS National Statistics (2011)

- 230 Early/Middle Colleges in 28 States
- Serve over 50,000 students per year
- 70% Students of Color
- 59% Free and Reduced Lunch
- 71 – NC Early/Middle Colleges
- 44 – TX Early /Middle Colleges

Career Pathway Diploma Option

- Provides a course of study linked to one of the 16 nationally-recognized career clusters
- Aligned with career readiness/industry certifications.
- Combines career-technical knowledge/skills with academic competencies, such as technical writing, to support workplace success
- Emphasizes appropriately rigorous standards and relevant hands-on experiences

Dual Credit/Dual Enrollment

- Multiple ways to implement
- Multiple ways to cover cost
- Alignment to MDE and postsecondary practices
- Collaborative effort toward postsecondary attainment and career readiness
- Part of new accountability system in 2015

High School Options Expected Outcomes

- Increase flexibility to meet student needs
- Increase high school graduation rates
- Reduce drop out rates
- Increase college-going/completion rates
- Reduce college remediation rates
- Reduce suspension and expulsion rates
- Provide better transitions to the workplace and college

Other Initiatives:

Professional Learning Communities

Education Achievement Council

***Mississippi is committed to ensuring success
for every student through a cohesive,
but flexible approach.***

Questions / Comments

Contact:

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