State Board of Education Goals
5-Year Strategic Plan for 2016-2021

✓ All Students Proficient and Showing Growth in All Assessed Areas
✓ Every Student Graduates High School and is Ready for College and Career
✓ Every Child Has Access to a High-Quality Early Childhood Program
✓ Every School Has Effective Teachers and Leaders
✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
✓ Every School and District is Rated “C” or Higher
• Purpose of an EWS
• Strongest Predictors of High School Graduation
• Establishing Teams
• Identifying Accurate Indicators
• Designing and Using Reports
• Mapping Appropriate Interventions to Individual Student Needs
• Evaluating Student Progress and Intervention Effectiveness
• SBE Goal 2: Every Student Graduates from High School and is Ready for College and Career.

• Objective: Develop an Early Warning System to identify students in need of assistance to reach graduation so that appropriate interventions could be provided to assist each student with reaching the goal of exiting high school ready for college and career.
Assist school districts and schools with:

– Collecting, documenting, and carefully analyzing student data to verify that students are on track to graduate

– Ensuring that at-risk students are identified, supported, and monitored as early as possible

– Providing supports and interventions that get students back on track to graduate

– Identifying students at risk of missing key educational milestones

– Recognizing factors that are negatively impacting student’s learning and behavior
Critical Components for Implementation:

– EWS teams
– Accurate indicators
– Reports
– Appropriate interventions matched to individual student needs
– Student progress and intervention effectiveness evaluation measures
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End of school year responsibilities:

– determine changes that need to be made in the Early Warning System process
– notice trends in the data specific to interventions used and progress made
– determine what professional training is needed for ensuring an improved graduation rate
– recommend/solicit community resources and volunteer groups for partnering in the effort to assure that all students graduate
The strongest predictors of high school graduation are:

– Student Attendance
– Behavior
– Course Performance

(University of Chicago Consortium on Chicago School Research, 2014).
• Data for attendance, behavior, and course performance indicators are currently reported monthly to the State by each district through MSIS.

• The District MSIS Primary Contact can provide monthly reports to the EWS team for analysis and use.

• The data can be downloaded as three separate reports (attendance, behavior incidents, and course performance) and can be displayed on an Excel spread sheet.
• Consider interventions when determining how to assist students identified as ‘sliding off track’ or ‘off track’ for graduation.
• Utilize the What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/findwhatworks.aspx) to locate effective evidence-based interventions.
• Access MDE resources when determining ways to assist potential dropouts, inclusive of innovative educational programs, School Attendance Officers, the Multi-Tiered System of Supports, and the Positive Behavioral Intervention Services and Supports.
• Student progress in relation to the predictor indicators and Tiered data must be examined at least monthly for groups identified as ‘sliding off target’ and ‘off target’ for graduation.

• Data should be reviewed by the EWS team on a bi-weekly basis.

• Schools and districts should establish a process so the
  – EWS team can modify interventions as necessary,
  – add new students to the process, and
  – take students out of the process that have experienced positive change.
Activity 2: SHARE YOUR IDEAS!
**Process Standard 14.1.4**

Currently: All Eighth grade students are required to have an Individualized Career and Academic Plan (iCAP) with a chosen career pathway prior to exiting the eighth grade. The iCAP must be revisited and updated at least annually until graduation from high school.

How are you currently meeting this standard for Accreditation?
Process Standard 14.1.4

2017-2018: All seventh grade students are required to have an Individual Success Plan (ISP) with a chosen career pathway prior to exiting the seventh grade. The ISP must be revisited and updated at least annually until graduation from high school.
Why

Individual Success Plan (ISP)?

State of Mississippi

Workforce Innovative and Opportunity Act (WIOA)
Mississippi Works Smart Start Career Pathway

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• Approximately 14,000 annual dropouts
• Nearly 20% of Working Age Adults are HS Dropouts
• Low College Completion Rates: 34% for 2 & 4 year colleges
• Second lowest workforce participation: 55%
• Low Incomes and Generational Poverty: 22%
• Increasing Retirement of Skilled Workers
• MS Department of Education shall require all school districts to adopt a policy on student suicide prevention.

• Requires all school districts employees be trained in suicide prevention curriculum in the 2017-18 school year.
  1. Including bus drivers, cafeteria staff, custodians, nurses, teachers, administrators.
  2. After 2017-18 school year, only new employees trained.
  3. Department of Mental Health responsible for selecting the curriculum.
Curriculum

Certified Staff
• Teachers
• Administrators
• Coaches
• Counselors
• School Nurses

Classified Staff
• Bus drivers
• Custodians
• Cafeteria Personnel
• School Resource Officers

For the Awareness and Prevention of Youth Suicide

• The Coordinator should register prior to the training

1. Go to “Get Involved”
2. Choose Educator, Youth Worker, Coach
3. Choose Professional Development Series
4. Choose Mississippi under “State” drop down menu
5. Under My Courses click Two-Hour Courses
6. Choose Module 5—Youth Suicide: “A Silent Epidemic”
7. Click View Course- there are Five Chapters with Review
Society for the Prevention of Teen Suicide-certified staff

- [http://www.sptsusa.org/](http://www.sptsusa.org/)
- Coordinator should register prior to training
- Choose Courses the 2016-17 National Version—Making Educators Partners In Youth Suicide Prevention: Act on Facts

1. Click the 2016-17 National Version—Making Educators Partners In Youth Suicide Prevention: Act on Facts
2. Go to the Educators tab
3. Choose online training
4. Left side of page choose Login or Create New Account
District Implementation plan

• It is recommended the classified staff complete The Jason Foundation Curriculum.
• It is recommended the certified staff complete the Society for the Prevention of Teen Suicide curriculum.
• It is up to the district/school to determine how the training will reach all groups of employees.
• Districts must select a Suicide Prevention Coordinator to communicate and report to MDE.
• Districts may select a school specific coordinator to communicate with the District Coordinator.
Monitoring

- Each district will report initial training by January 15, 2018
- Each district will provide signed verification of training, how the training was delivered, and the curriculum used
- MDE includes verification of yearly training on the yearly monitoring tools. Districts will maintain sign-in, agenda, and certificate verification for school staff. Available on request.
- All resources will be posted on the MDE and DMH websites for easy access
Mississippi Department of Education

Mississippi Cumulative Folders and Permanent Records

August 28, 2013