STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

For reporting on
FFY 2021

Mississippi

PART B DUE February 1, 2023

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

Increase the percentage of third grade students with Specific Learning Disability (SLD) and Language/Speech (LS) rulings in targeted districts who score proficient or higher on the general statewide reading assessment to 32 percent by FFY 2025.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (*e.g.*, a sample, cohort model)? (yes/no)

YES

Provide a description of the subset of the population from the indicator.

Grade three (3) students with disabilities who have an eligibility of SLD or LS.

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/SPP-APR/ssip_theory_of_action.pdf

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages)*.*

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2014	16.00%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	24.00%	26.00%	28.00%	30.00%	32.00%

FFY 2021 SPP/APR Data

Number of subset scoring proficient	Number of subset assessed	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
15	50		24.00%	30.00%	Met target	N/A

Provide the data source for the FFY 2021 data.

Mississippi Academic Assessment Program (MAAP) English Language Arts

Please describe how data are collected and analyzed for the SiMR.

The Office of Technology and Strategic Services (OTSS) disaggregated the data into the following categories:
Percentage of students statewide who scored a level 4 or 5 on the grade three (3) MAAP ELA
Percentage of grade three (3) students statewide with an SLD and Speech/Language ruling who scored a level 4 or 5 on the MAAP ELA
Percentage of grade three (3) students in targeted districts with an SLD and Speech/Language ruling who scored a level 4 or 5 on the MAAP ELA

Optional: Has the State collected additional data *(i.e., benchmark, CQI, survey)* **that demonstrates progress toward the SiMR? (yes/no)**

YES

Describe any additional data collected by the State to assess progress toward the SiMR.

Mississippi districts are allowed to select an MDE approved Universal Reading Screener. The screeners are administered 3 times a year to provide a critical "first look" at the individual literacy needs of students. Screener data is used to target specific student deficits in reading, In addition, Learning Walks were conducted as an opportunity for administrators and the literacy coaches to obtain a brief snapshot of instruction and learning in the classroom. Observation data was collected using the MDE Learning Walk protocol which includes the following elements: 1) instruction (application of concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation/planning, 4) writing and literacy centers.
Classroom observations are conducted to obtain a brief snapshot of the interaction between the classroom teacher(s), SSIP literacy coaches, and students where appropriate.

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/SPP-APR/ssip_evaluation_activities.pdf

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

YES

If yes, provide a description of the changes and updates to the evaluation plan.

The evaluation plan was updated to reflect an SSIP Advisory Board that will help to determine needed revisions or changes to the evaluation plan. It also reflects updates to SSIP literacy coaches that hired during the reporting period.

If yes, describe a rationale or justification for the changes to the SSIP evaluation plan.

The evaluation plan has not been changed. Only updates were reflected.

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

The Office of Special Education (OSE) collaborated with the Offices of School Improvement (OSI) and Elementary Education and Reading (OEER) in determining which schools to support. The OEER collaborated with the OSE to provide Middle School Science of Reading Training for teachers of grades six through eight to continue building capacity across the State. The OSE and OEER continued to train MDE and SSIP literacy coaches together so that schools across the state were provided the same professional learning and resources. The OSE employed a Literacy Coordinator (K-8) as well as three additional literacy coaches as we work to scale-up the literacy team to support additional districts to inmprove outcomes for students with disabilities in the coming school years. The Offices of Special Education, Student Intervention Services, and School Improvement, as well as a staff member of Realizing Excellence for ALL Children in Mississippi (REACH MS), continues to engage in Cross-State Learning Collaborative (CSLCs) through the National Center for Systemic Improvement (NCSI). The collaboratives are designed to increase SEA capacity in improving outcomes for students with disabilities. Our State team has members in the Evidence- Based Practices, Improving Low-Performing School Systems, and Results-Based Accountability and Support learning collaboratives.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

The MDE released the 2021-2022 Superintendent's Annual Report Mississippi Succeeds Road to Recovery which highlights how committed MS is to providing all the support and resources necessary to ensure academic progress continues for all Mississippi students. MDE's coaching model has proven to be an effective method of transforming Mississippi schools and improving student achievement. Developed around transformational coaching, it is a powerful, comprehensive and systematic way to plan and organize coaching supports. A team of 107 coaches support teachers and school leaders in the areas of literacy, early childhood education, special education, school improvement and digital learning. The offices collaborate and align resources to provide PD for educators to support the delivery of high quality, evidence-based literacy instruction for ALL students.

Literacy School-Based Support
1,404 model lessons to literacy support schools
993 professional learning sessions

499 co-teaching lessons
523 educators participated in Language Essentials for Teacher Reading and Spelling (LETRS) training
8 cross-state literacy collaboration session
545 educators attended 90 sessions during the Mississippi Literacy Association Conference

The MDE has invested more than $96 million in federal American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER) funds to provide products and services to support student health, safety and learning statewide. MDE procured Web-Based High-Dosage Tutoring (PAPER) which provides students in grades 3-12 with online access to English Language Arts (ELA) tutors 24 hours a day, seven days a week. Districts that sign up for this service will be able connect their students' courses to the tutoring platform so tutors will have access to the course content and assignments. Teachers and administrators at each school will monitor student progress and schedule one-on-one or small group tutoring sessions during the school day. Parents may also schedule tutorial services for their child(ren) after school hours and on the weekend.Six companies provide districts with supplemental digital subscriptions to online learning resources for all subjects, including English Language Arts for students in grades K-12. Online Learning Resources such as Newsela provides supplemental digital subscription to districts for online learning resources for students in grades K-12. For districts that signed up, teachers assign tasks, or students use the resources to help with their assignments. Students can use the resources at home and during school breaks.

Did the State implement any <u>new</u> (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

NO

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

The OSE is in the planning phase of restructuring the organization of the SSIP to help support more districts to improve outcomes for students with disabilities. The office will continue to seek applicants to employ as SSIP literacy coaches. The restructure entails employing three (3) additional Regional Coordiantors, one (1) Regional Coordinator to support for Speech Language Pathologists, and sixteen (16) additional Literacy Coaches. We are also scaling-up to include grades 4-8. This will build the literacy capacity of secondary teachers as well as provide continued growth for students who have completed grades K-3. The new hiring process will use one centralized fiscal agent, such as a state agency or university. When an EIR, such as an SSIP literacy coach is needed, the MDE will contact the centralized fiscal agent and they will do the hiring and Human Resources processes. This will allow for a more timely and efficient process to get more boots on the ground.

The OSE will collect baseline data using the following tools:
Infrastructure Analysis which is a survey to gather information regarding infrastructure within schools and district support and IDEA indicators
Literacy Capacity Survey is a self-efficacy measure to gauge growth in perception of capacity over time
Teacher Knowledge of Early Literacy Skills (TKELS) is a skills-based survey that has been validated in MS

The Office of Policy and Programmatic Supports will work with the Office of Data and Compliance to determine what areas of improvement were deemed necessary for selected SSIP districts.

List the selected evidence-based practices implement in the reporting period:

SSIP Literacy Coach Monthly Report
Phonics First® courses offered by Brainspring
Professional Development Coordinators (PDC) Professional Learning Opportunities
Learning Walks

Provide a summary of each evidence-based practices.

SSIP Liteacy Coaches offered support to K-3 teachers to effectively identify the needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of grade three.

From August – May 2021-2022 SSIP Literacy Coaches provided the following coaching activties:
57 Co-Teaching
187 Modeling
516 Conferencing with Teachers
159 Professional Learning Communities
17 Professional Developments
170 Debriefing
10 Learning Walks

MDE's professional development team (PDC) offerd in-person and virtual training, online Canvas courses and self-directed professional development on demand in the areas such as English Language Arts and special education topics.

Professional development sessions and participants for 2021-2022 SY:
428 trainings
65 Canvas courses

104 districts served
15,369 On-demand trainings viewed
11,002 participants (9,732 in-person/virtual & 1,270 Canvas course participants)

REACH MS focuses on district and schoolwide implementation of SEL, UDL, and PBIS practices through evidence-based professional development. Part of their first goal is to increase the percentage of K-12 students with disabilities who are showing growth in ELA on statewide assessments. The second goal is meeting the needs of individual educators, teachers focusing on low incidence priority groups and families of students with disabilities. There are some SSIP districts that also receive support through REACH MS Model Sites.
Professional Learning (training and coaching) provided Between October 1, 2021 – February 28, 2022
School Administrators – 147
General Education Teachers – 123
District-Level Staff – 59
Special Education Teachers – 56

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

Literacy coaches work with the MDE to coordinate the Literacy-Based Promotion Act and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. Literacy coaches will provide a non-threatening, open, professional, and collaborative work relationship with district-level school personnel, school-based literacy coaches,
principals, and teachers. They are required to effectively identify the needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of grade three.

Conferencing between the SSIP literacy coach and teacher is meant to discuss strategies, feedback, and next steps based on model lessons, co-teaching, and/or teacher observations.
Co-teaching is used to jointly deliver a skill or strategy during instruction to improve teacher instructional practices.
Debriefing allows the SSIP literacy coach and teacher or the SSIP literacy coach and the administrator to have constructive conversations about the implementation of the school literacy goals and specific next steps.
Learning Walks allow a team to obtain a snapshot of student engagement, routines/procedures, and instructional/planning.
Modeling allows the SSIP literacy coach to deliver a pre-planned skill or strategy while the teacher observes, and pre-post conferences are held.
Professional Development is conducted formally for small or whole groups to improve professional knowledge, competence, skill, and effectiveness.
Professional Learning Community is conducted informally to collaborate and share learning to increase effective planning, data analysis, and content knowledge development.

The OSE, in conjunction with the Office of Professional Development (PDCs) provides professional learning opportunities, technical assistance to schools, and monitors schools for student outcomes and compliance with the regulations of the IDEA.

The Office of Student Intervention Services coordinates and manages the review and award of student dyslexia scholarships, as well as the selection process of a State Board of Education approved list of dyslexia screeners. In addition, the intervention staff provides professional development and technical assistance related to dyslexia to parents, teachers, and administrators. In 2022, the Mississippi Dyslexia Support Guide was update. This guide supports teachers, administrators and parents with material needed to assist students with dyslexia. During the 2021 Regular Session, House Bill 754 was enacted by the legislature of the state of Mississippi:

AN ACT TO CREATE NEW SECTION 37-173-16, MISSISSIPPI CODE OF 1972, TO PROVIDE THE STEPS SCHOOLS MUST TAKE FOR THE EDUCATION AND CARE OF STUDENTS WITH DYSLEXIA AND OTHER RELATED DISORDERS; TO PROVIDE THAT THE DEPARTMENT OF EDUCATION SHALL REQUIRE SCHOOL DISTRICTS TO CONDUCT FOUR HOURS OF AWARENESS TRAINING FOR DYSLEXIA AND OTHER RELATED DISORDERS TO ALL LICENSED EDUCATORS AND PARAPROFESSIONALS RESPONSIBLE FOR INSTRUCTION; TO PROVIDE THAT STANDARD 1 AND STANDARD 2 OF THE INTERNATIONAL DYSLEXIA ASSOCIATION'S "KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING" 2018 EDITION SHALL BE THE MINIMUM CONTENT USED FOR THE DYSLEXIA TRAINING; TO AMEND SECTION 37-173-9, MISSISSIPPI CODE OF 1972, TO DELETE CERTAIN PROVISIONS RELATING TO SCHOOL'S DETERMINATION OF STUDENTS WITH DYSLEXIA; AND FOR RELATED PURPOSES.
HB 754 (As Sent to Governor) - 2021 Regular Session (state.ms.us)

Describe the data collected to monitor fidelity of implementation and to assess practice change.
SSIP Literacy Coach Monthly Reports are used to document supports and strategies provided by the SSIP literacy coaches, which are submitted to the building administrator and the MDE OSE. The coaches conduct observations and coaching at grade-level and/or school-wide. Professional Development and/or Professoinal Learning Communities are provided with the coach indicating the topics, audience, and number of participants. Data Analysis is conducted based on data from screeners, assessments, teacher-student ratio, etc. Other activities are conducted to identify next steps and contributing factors.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

MDE approved Universal Screeners are listed below:
FAST: Adaptive Reading, CBMReading, and earlyReading English
i-Ready
Istation Indicators of Progress (ISIP)
mCLASS Reading 3D
Measures of Academic Progress (MAP)
STAR Early Literacy
STAR Reading

Average Scale Score School 1 and School 2 – STAR
SPED BOY PM1 MOY EOY
K   408   423   479   562
1st   69   75   8   *
2nd 79   73   76   *
3rd   46   65   64 33**

School 1 – i-Ready
SPED K-3 BOY MOY EOY
At or Above Level 0% 10% 6%
1 Level Below 30% 20% 24%
> 1 Level Below 70% 60% 70%

School 2 – i-Ready
SPED K-3 BOY MOY EOY
At or Above Level 10% 35% 47%
1 Level Below 72% 50% 50%
> 1 Level Below 18% 13% 3%

School 3 – i-Ready
SPED K-3 BOY MOY EOY
At or Above Level 17% 36% 37%
1 Level Below 17% 18% 27%
> 1 Level Below 66% 45% 36%

Mississippi Annual Review Survey Analytical Results for 2020-2021 Brainspring Educator Academy had 103 respondents indicating they completed the training within the last 12 to 24 months.
85.4% of respondents indicated that they are currently using strategies learned in Phonics First®.
48.9 % use the Phonics First® strategies in the general education setting in whole group, the special education setting in a small group, intervention, or other small group.
33 respondents agreed that they have seen improvements in student learning as a result of implementing Phonics First®.
32 respondents agreed that students were engaged in phonics instruction.
46 respondents intend to register for Level II in the future.
68 respondents either agreed or strongly agreed that they feel supported by their administrators in how they were implementing Phonics First®.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

Universal screeners will be used to gather data on all students three times each school year (within 30 days of start of school; middle-of-year; end-of-year) to identify need for intervention. Data will help to determine whether each student is likely to meet, not meet, or exceed academic benchmark and needed tiered support will be developed. Effectiveness of overall curriculum and instruction for all students, as well as subgroups of students, will be measured using aggregated and disaggregated data.
MDE will offer AIM Institute for Learning and Research's Pathways Professional Development courses that will assist teachers and leaders in furthering their ability to apply the Science of Reading, while supporting Mississippi's mission to prepare students to compete in a global community. The comprehensive hybrid courses include asynchronous learning and two in-person training sessions:
Pathways to Literacy Leadership includes guidance and support for creating a Literacy Leadership Plan for your schools and fidelity tools to ensure classroom implementation.
Pathways to Proficient Reading focuses on implementing structured literacy learning into classroom instruction with content and tools available in the course for immediate classroom use, including AIM's Oral Language Talking Deck, lesson plan templates, decoding bookmarks, and an assessment guide for reading.
Educational Leader Participants will acquire knowledge through hundreds of learning tools including articles, teacher classroom videos, animations, and videos of experts in the field, practice with specially-designed interactive activities and downloadable resources to help translate new knowledge into instructional practice, create a literacy plan for their school and learn how to support

teachers in implementing new instruction in the classroom, and benefit from in-person and virtual coaching sessions with AIM facilitators to support knowledge acquisition and classroom implementation.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

NO

If no, describe any changes to the activities, strategies or timelines described in the previous submission and include a rationale or justification for the changes.

The MDE OSE is in the process of developing an SSIP Advisory Panel which will include SPED directors, district administrators, and teachers. In an effort to scale-up, the OSE will provide literacy support for students with disabilities in grades 4-8. The OSE is scheduling several SSIP Family Focus Group meetings to determine whether the SiMR will be revised based on Stakeholder Feedback. The reset of the SiMR should be considered to include grade 3 students with an OHI eligibility and grade 8 students with an SLD or OHI eligibility based on historical data and baseline data for grade 8 students.

Section C: Stakeholder Engagement

Description of Stakeholder Input

The Mississippi Department of Education solicited stakeholder feedback through multiple in person and virtual meetings with teachers, administrators, special education directors, representatives of parent advocacy groups, and parents as outlined in the Introduction. Stakeholder feedback was also solicited from the Special Education Advisory Panel. Because Indicator baseline and targets were set last year based on stakeholder feedback, The MDE OSE did not seek feedback regarding updating targets or baseline. Rather based on stakeholder feedback, the MDE OSE determined that it would continue to report data to stakeholders and defer to stakeholders as to when updates or changes need to be made. Stakeholders would like to see some trend data prior to making changes.

 Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

The MDE OSE conducted the Mississippi Parent Conference that engaged parents in providing feedback on revising the SiMR's target.

The Office of Special Education conducted SSIP Family Focus Groups in targeted districts to provide feedback on how families feel the districts supports their students in the area of literacy.

Additional engagement strategies from MDE offices and other entities that the OSE collaborates with on the SSIP:
The Office of Elementary Education and Reading, supported by the Office of Intervention Services, conducted Families as Partners Literacy Nights across the State to inform families of the Literacy Based Promotion Act and provided resources for parents to use with their student(s) at home.

The Office of School Improvement (Miss. Code Ann. § 37-18-5) requires implementation of broad-spectrum community-based support for schools and districts implementing improvement plans to improve outcomes for learners. Districts host one or more information sessions before electing a Community Engagement Council (CEC). These information sessions emphasize the importance of CECs in the community and provide details about how community members can become involved and the importance of community engagement for school improvement.

REACH MS provided trainings and support such as webinars that were supported collaboratively by REACH MS and the MS Parent Training and Information Center (MSPTI), and the distribution of PBIS Family Toolkits which provides resources for families. Effectively helping families to have greater confidence to be effective partners in the education of their child(ren) with disabilities.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

NO

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

Describe any newly identified barriers and include steps to address these barriers.

Provide additional information about this indicator (optional).

17 - Prior FFY Required Actions

The State did not provide data for FFY 2020; therefore, OSEP cannot determine if the State's FFY 2020 data are valid and reliable. The State must provide the required data for FFY 2021 in the FFY 2021 SPP/APR.

The State did not provide a Theory of Action. The State must provide a link to the current Theory of Action in the FFY 2021 SPP/APR.

The State did not provide an Evaluation Plan. The State must provide a link to the current Evaluation Plan in the FFY 2021 SPP/APR.

The State must provide the required numerator and denominator descriptions within the data table in the FFY 2021 SPP/APR.

Response to actions required in FFY 2020 SPP/APR

17 - OSEP Response

17 - Required Actions