

# MS Pathways to Success SIG Overview

Fall 2016



Requires whole school reform that fosters student centered learning opportunities that:

1. Improve graduation rates
2. Improves student engagement
3. Provides more rigorous and relevant instruction

# Requires systemic structural change

- A college and career for ALL mindset that requires high standards for every student and implements rigorous and relevant coursework that places each student on a pathway to success.
- The expectation that ALL students will have the opportunity to earn college credit through tuition-free dual-credit.
- The expectation that ALL students will be provided an opportunity to participate in well-defined and focused programs of study in approved career pathways.
- The establishment of a personalized learning environment where educators build strong relationships with students and families.

# Requires systemic structural change

- The delivery of effective teaching based on common instructional practices that intentionally empower all students in all classes to develop and apply critical knowledge and skills in authentic contexts.
- The creation of a collegial, collaborative environment that redefines professionalism, promotes continuous school improvement, and supports shared accountability among school staff.
- The creation of an environment that supports improved student outcomes by granting significant school level autonomy over budgets, staffing, scheduling, professional development, and instructional designs to the administration.
- The purposeful design of a learning environment that includes strategic partnerships and intentional use of resources.

# Graduation Rates

- What is your graduation rate?
- What efforts have you implemented to improve it?
- What were the results of your efforts?
- What is the graduation rate for your SPED students?
- What percentage of the students in your school are on the MOD diploma track?

# Student Engagement

- What is your attendance rate?
- What does your behavior data tell you?
- What percentage of your students are currently participating in accelerated programs? (CTE, Dual credit, AP, IB)
- What percentage of your students participate in extracurricular activities?

# Rigorous and Relevant Instruction

- What is your state test proficiency rate in each area? Subgroups?
- What is your ACT average score?
- What is your current course taking pattern?
- What percentage of your seniors are graduating needing no remediation at post-secondary?
- What is your graduated students' persistency rate through college?
- What percentage of your students that have not met ACT benchmarks are enrolled in appropriate classes their senior year?
- What is your students' GPA as compared to their ACT score?

# Starting Point

- Where are we?
- What's our goal?
- How are we going to get there?
- Why are we doing what we are doing?



# Mississippi College and Career Readiness Design Rubric

- Pathways to Success Model is aligned to these principals
- Self-assess with this rubric whole school to get your baseline information before you address any initiatives
- Your self-assessment will let you know if you should move forward with the early college model or career academy model
  - What are career academies?
  - What is early college?

# Career Academies

The career academy concept has three key elements:

1. A small learning community (SLC)
2. A college-prep sequential curriculum with a career theme
3. An advisory board that forges partnerships with employers, higher education institutions, and the community

- I. Defined Mission and Goals
- II. Academy Design
- III. Host Community and High School
- IV. Faculty and Staff
- V. Professional Development and Continuous Learning

VI. Governance and Leadership

VII. Teaching and Learning

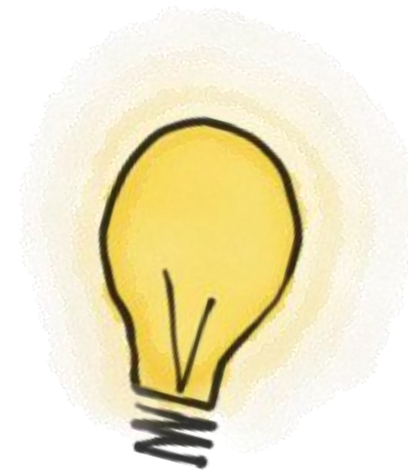
VIII. Employer, Post Secondary Education, and  
Community Involvement

IX. Student Assessment

X. Sustainability

# MCCR Design Principles

1. Ready for College and Career
2. Require Powerful Teaching and Learning
3. Personalization
4. Redefine Professionalism
5. Leadership
6. Purposeful Design



# Understanding the MCCR Rubric

**INDICATORS  
(each row)**

Design Principle 1: Ready for College				
	Beginning	Early Steps	Growing Innovations	New Paradigms
High School Course of Study	Students are tracked according to past performance into regular and advanced level courses.	All students are given the option to take at least one advanced course. All students are given the option to take math and science courses beyond the minimum graduation requirements.	All courses are taught at an advanced or AP level. All students earn credit for mathematics or science courses beyond the minimum graduation requirements.	Every student graduates with the minimum admissions standards for the MS IHL system. All students earn credit for mathematics and science beyond the minimum requirements including physics.
	Students are allotted time to receive academic assistance (i.e. regular scheduled meeting with staff member, tutorials).	During and after school support is scheduled on an individual basis, determined by student performance and data.	Schools implement the academic supports necessary for every student to succeed and graduate college and career ready	Schools revise high school experience of current students based on data collected from graduates.
College Ready Skills	A curriculum integrating but not limited to self-advocacy, note taking skills, study skills, research skills, written and oral communication, self-monitoring and time management (college ready skills) exists.	College and career ready skills are implemented throughout the curriculum.	Opportunities for students to practice college and career ready skills are provided via exhibitions, and/or presentations to authentic audiences.	Every student regularly and successfully demonstrates college and career ready skills via exhibitions, and/or presentations (including a graduation project) to authentic audiences.
	Students are aware of college, career and post-secondary opportunities and resources, e.g. study groups, tutoring center, library and office hours.	Some students are prepared to make use of college and career resources.	Every student learns how to make effective and efficient use of college and career resources.	Every student is an advocate for their own learning, seeking opportunities for personal growth and success after graduation
College Credit	Students develop a four/five year iCAP before the freshman year.	Students review their four/five year iCAP occasionally with a staff member.	Each student has a well-defined four/five year iCAP that is continually monitored and updated to ensure graduation with a career credential or transferrable college credit.	Every student is accepted into a two or four year institution of higher education with credits earned fully recognized without remediation. Or every student graduates with a career credential. Students' acceptance to college is celebrated.
	Selected students enroll in some college classes.	Most students enroll in some college classes, selected by interest only.	All students are enrolled in and complete college classes with transferable credit.	All students have the opportunity to graduate high school with both a high school diploma and a two-year degree or career credentials.

**Continuum of Improvement**

# Supports in place

- Office of Secondary Education: Jean Massey  
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- RCU Mississippi State University: Amanda Tullos  
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- Professional development provided by MDE through the National Career Academy Coalition
- Professional development and support provided by MDE through Impact Learning at the RCU