

MISSISSIPPI
Columbus
MUNICIPAL SCHOOL DISTRICT



ACCOUNTABILITY REPORT
FALL 2009

Dr. Del Phillips, Superintendent



District Goals

1. Improve Student Achievement
2. Improve Graduation Rate
3. Efficient and Effective Use of Resources

Goal 1: Improve Student Achievement

- 1.1 Meet or exceed Adequate Yearly Progress (AYP) performance standards
- 1.2 Improve student performance as measured by the Mississippi Curriculum Test 2nd Edition (MCT2)
- 1.3 Improve student performance as measured by the Mississippi Subject Area Testing Program (SATP)
- 1.4 Meet or exceed student performance of comparable school districts

Goal 1: Improve Student Achievement

➤ Performance Indicator 1.1: Meet or exceed Adequate Yearly Progress (AYP) performance standards

Measures:

- ✓ Number to number of total schools in the district meeting / exceeding performance standards
- ✓ Number to number of subgroups in the district meeting / exceeding performance standards
- ✓ Number to number of subgroups in the district meeting / exceeding performance standards by school

Finding: All schools met OAI (Other Academic Indicators)
District and schools final AYP status designated 'OK' with
exception of Hunt in School Improvement Year 2

MISSISSIPPI Columbus MUNICIPAL SCHOOL DISTRICT

1.1 Meet or exceed Adequate Yearly Progress (AYP) performance standards.

A. Number of Schools/Subgroups meeting/exceeding performance standards by subject.

SCHOOL	LANG. ARTS	MATH	OAI	STATUS
All K-4 Schools	Met	Met	Met	OK
Hunt	Not Met (PI -16.00 IEP)	Not Met (PI – 24.50 IEP)	Met	Imp 2
Lee	Not Met (PI -21.85 IEP)	Not Met (PI -30.79 IEP) (PI – 2.01 ED)	Met	OK
CHS	Not Met < 95% tested (ED, BLK, ALL)	Not Met < 95% tested (ED, BLK)	Met	OK
District	Not Met 89% IEP tested PI -11.29 IEP	Not Met 88% IEP tested PI -16.66 IEP	Met	OK

Explanation of AYP Status

- The **District** did **not** meet AYP due to the negative Proficiency Index and < 95% tested in the IEP subgroup.
- **Hunt** did not meet the Proficiency Index for IEP students and is designated **Improvement Year 2**. *[The Proficiency Index is a statistical calculation using a ratio of subgroups/whole and the Proficiency Levels of split grade group spans (3-5, 6-8)]*
- **Lee** did not meet the Proficiency Index for IEP and ED students.
- **CHS** did not meet the required 95% tested in Subgroups, All, ED & Black, due to the number of IEP students enrolled in the Occupational Diploma track and not in SATP courses.

MISSISSIPPI Columbus MUNICIPAL SCHOOL DISTRICT

1.1 Meet or exceed Adequate Yearly Progress (AYP) performance standards.

B. Total schools and subgroups in the district meeting/exceeding performance standards.

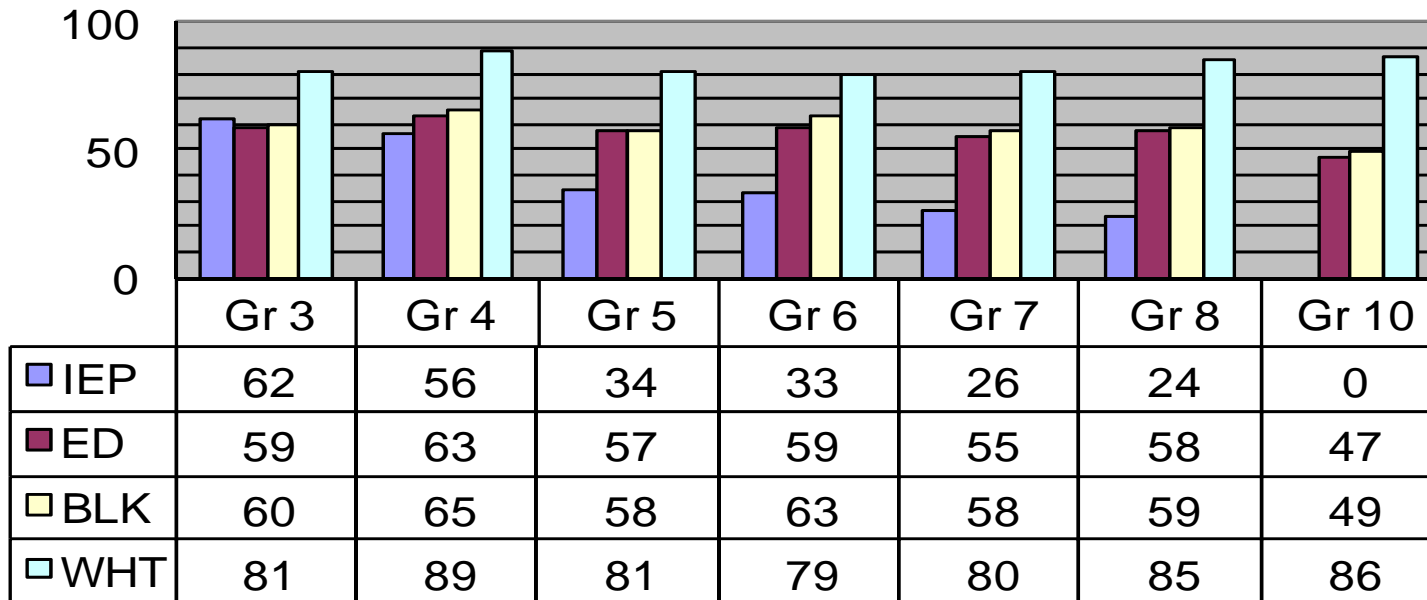
Subgroup	Prof. Index	% Tested	Met AYP Lg. Arts & Math
All	Yes	Yes	Yes
IEP	No	No	No
ED	Yes	Yes	Yes
Black	Yes	Yes	Yes
White	Yes	Yes	Yes

*Source: District & School Level Overall Report (Preliminary) Sept. 11 – Official AYP Results
Other Subgroups were less than minimum number of 40.

1.1 Meet or exceed Adequate Yearly Progress (AYP) performance standards.

B. Total schools and subgroups in the district meeting/exceeding performance standards.

**AYP Subgroups Percent Proficient
Language Arts - 3rd - Eng II**



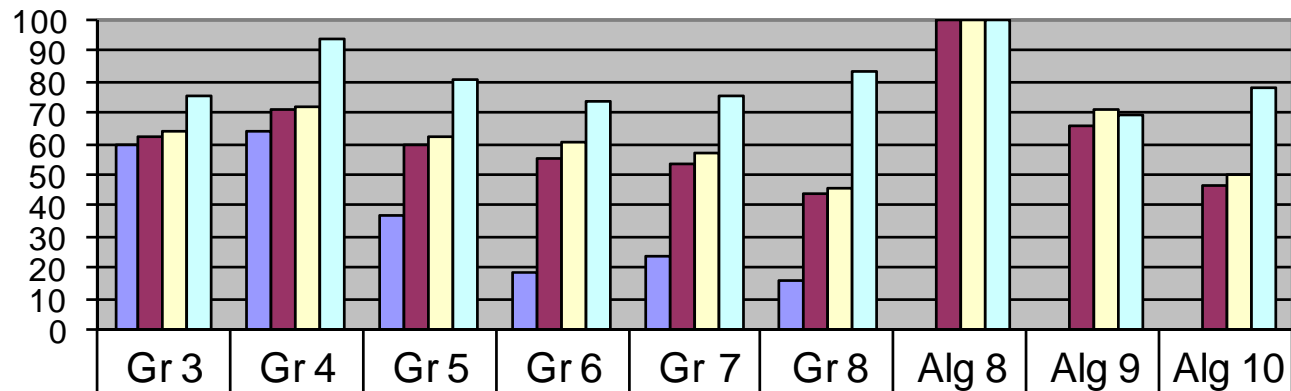
*Source: District & School Level Subgroup Report (Preliminary) Sept. 11 – Official AYP Results

MISSISSIPPI Columbus MUNICIPAL SCHOOL DISTRICT

1.1 Meet or exceed Adequate Yearly Progress (AYP) performance standards.

B. Total schools and subgroups in the district meeting/exceeding performance standards.

AYP Subgroups Percent Proficient
Math - Grade 3 - Algebra I



■ IEP	60	64	37	19	24	16			0
■ ED	63	71	60	56	54	44	100	66	47
■ BLK	64	72	63	61	57	46	100	71	50
■ WHT	76	94	81	74	76	84	100	70	78

*Source: District & School Level Overall Report (Preliminary) Sept. 11 – Official AYP Results

Goal 1: Improve Student Achievement

➤ Performance Indicator 1.2: Improve student performance as measured by MCT2

Measures:

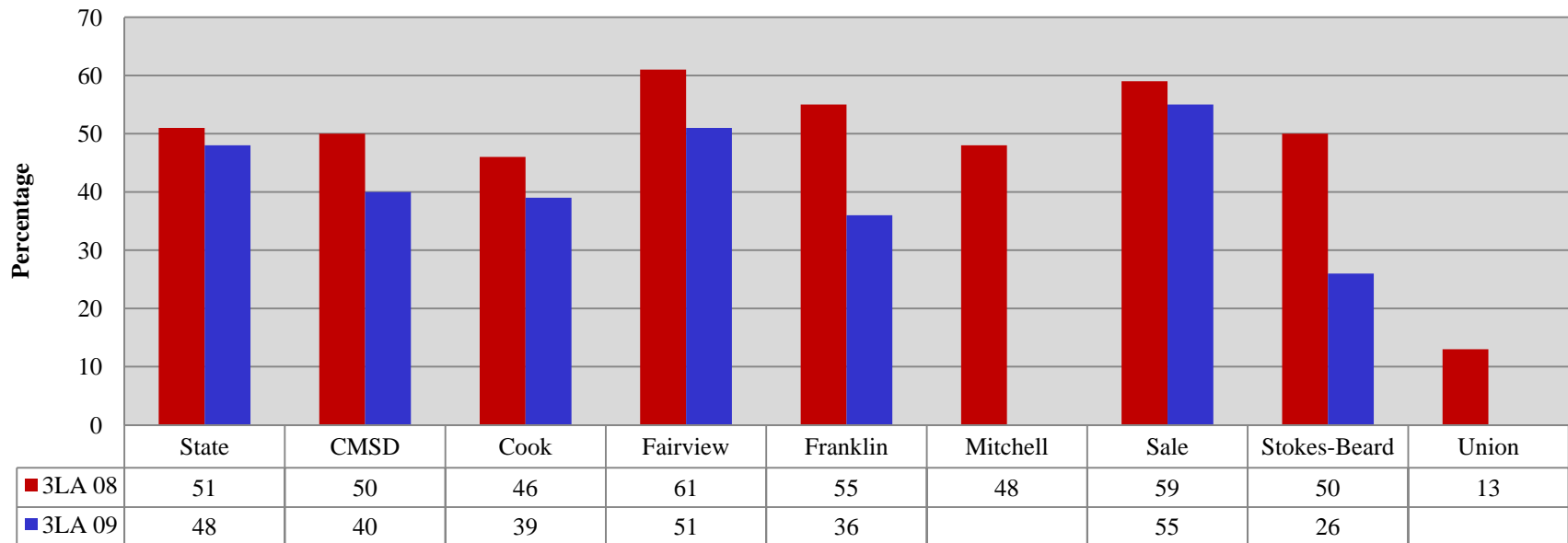
- ✓ % of students scoring proficient / advanced by content area at each grade level
- ✓ % of students scoring proficient / advanced by content area at each school

Findings: Hunt and Lee made gains in most areas. Lee made greater gains in Lg. Arts than state gains.
4 of 5 elementary schools were above the state average in math.
Overall decline in Lg. Arts in 3rd and 4th grade

1.2 Improve Student Performance as Measured by MCT2

A. Percentage of students scoring proficient/advanced by content area at each school/grade level.

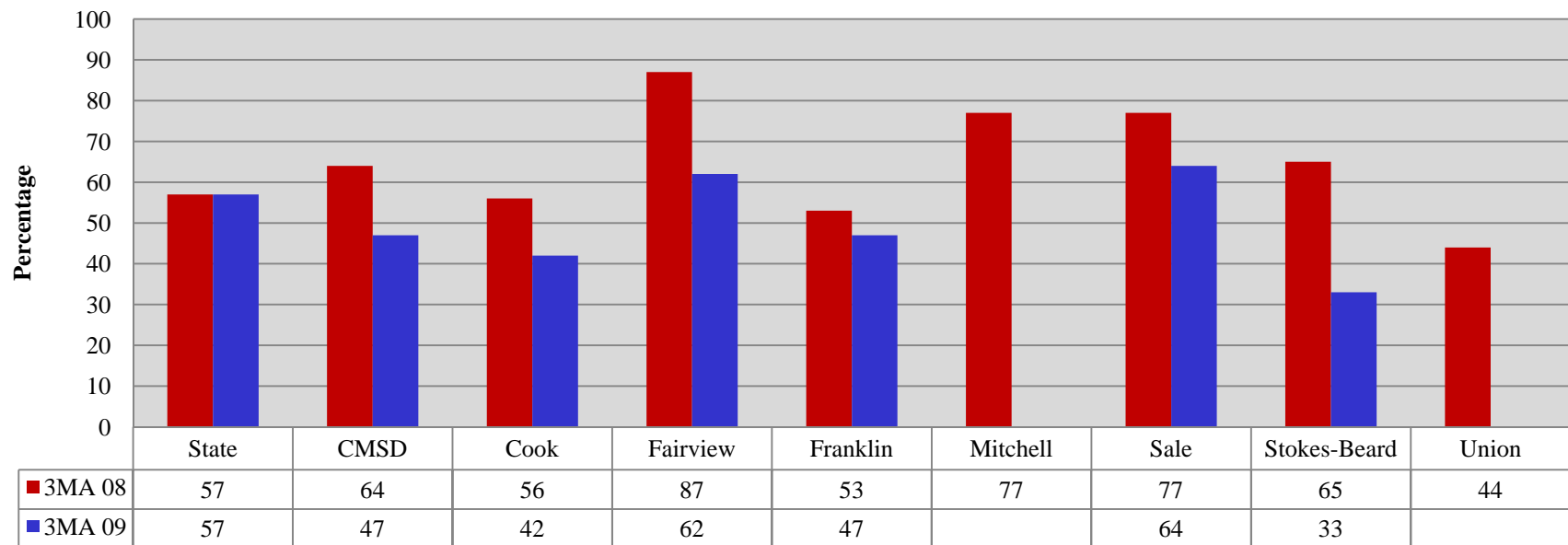
Proficient & Advanced – Grade 3 Language Arts



1.2 Improve Student Performance as Measured by MCT2

A. Percentage of students scoring proficient/advanced by content area at each school/grade level.

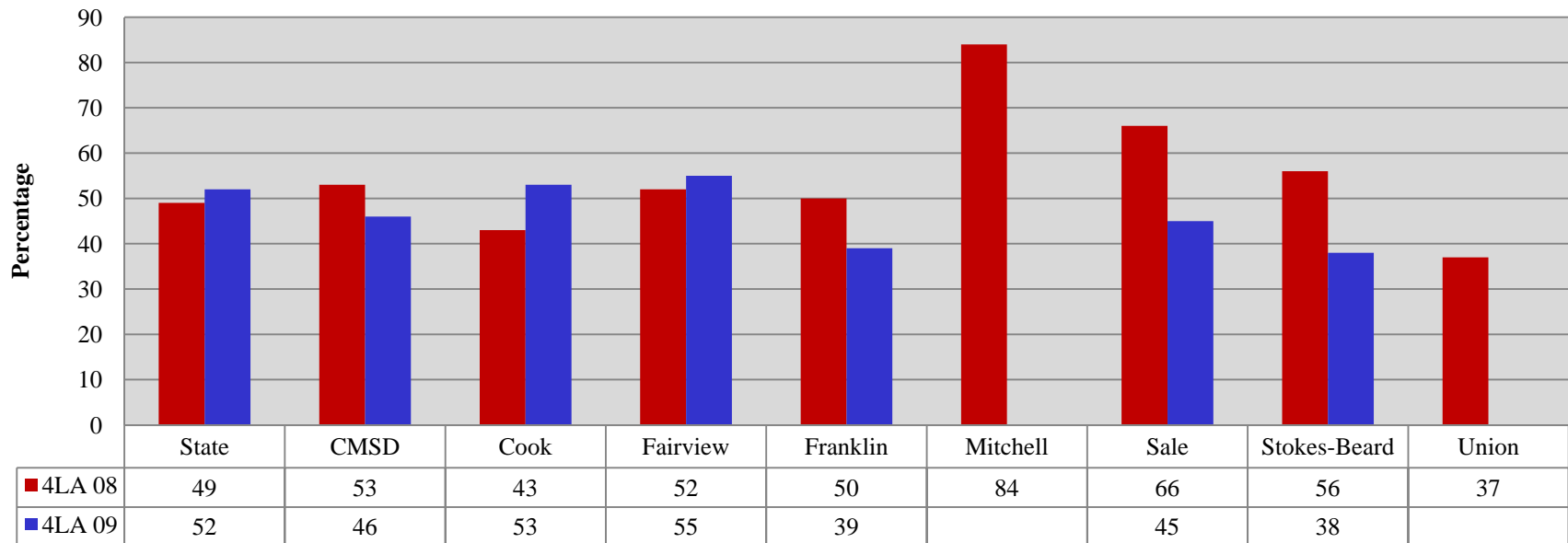
Proficient & Advanced – Grade 3 Math



1.2 Improve Student Performance as Measured by MCT2

A. Percentage of students scoring proficient/advanced by content area at each school/grade level.

Proficient & Advanced – Grade 4 Language Arts

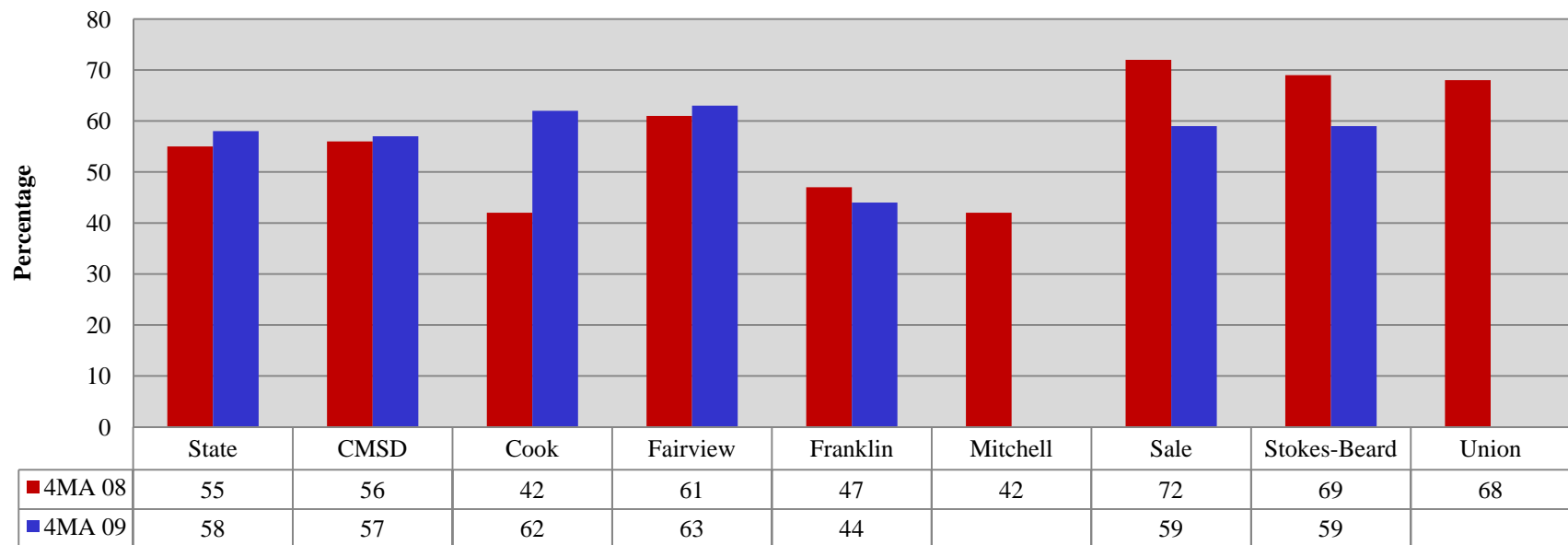


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1.2 Improve Student Performance as Measured by MCT2

A. Percentage of students scoring proficient/advanced by content area at each school/grade level.

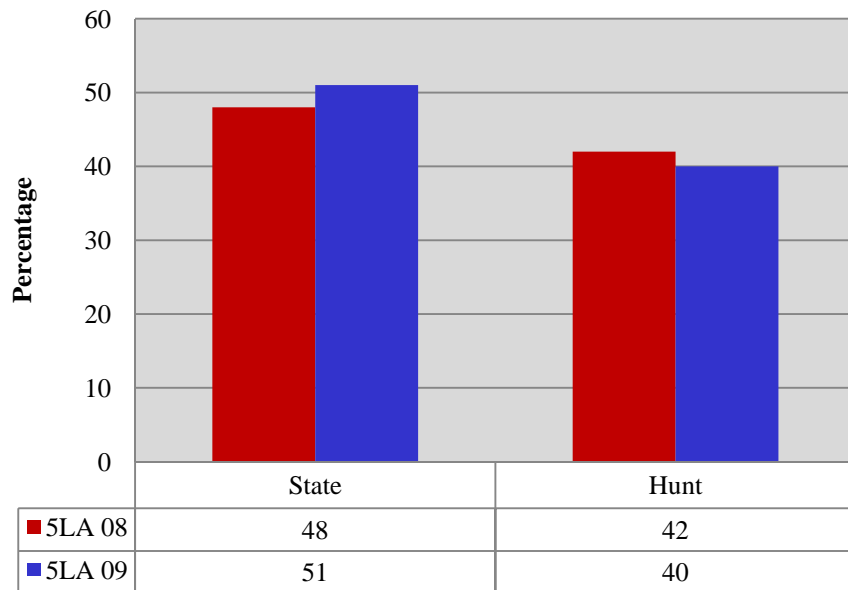
Proficient & Advanced – Grade 4 Math



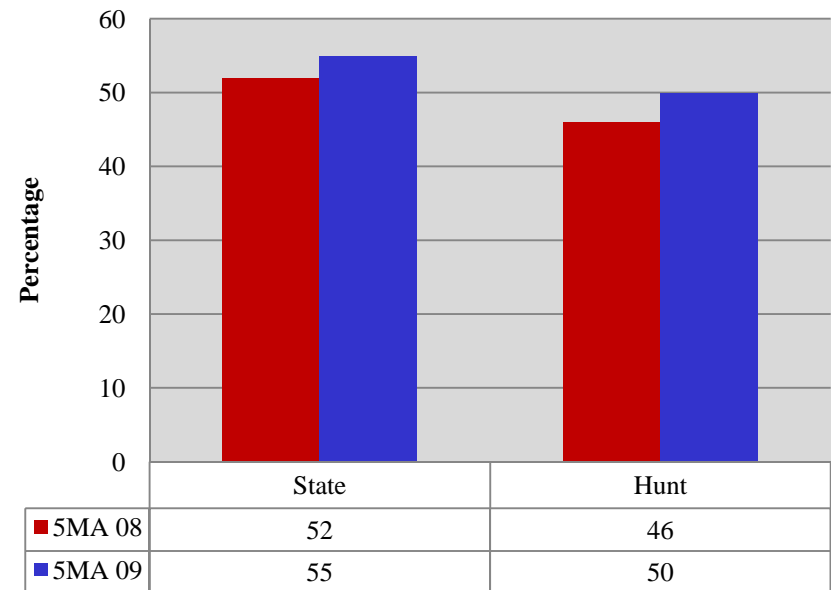
1.2 Improve Student Performance as Measured by MCT2

A. Percentage of students scoring proficient/advanced by content area at each school/grade level.

Proficient & Advanced – Grade 5 Language Arts



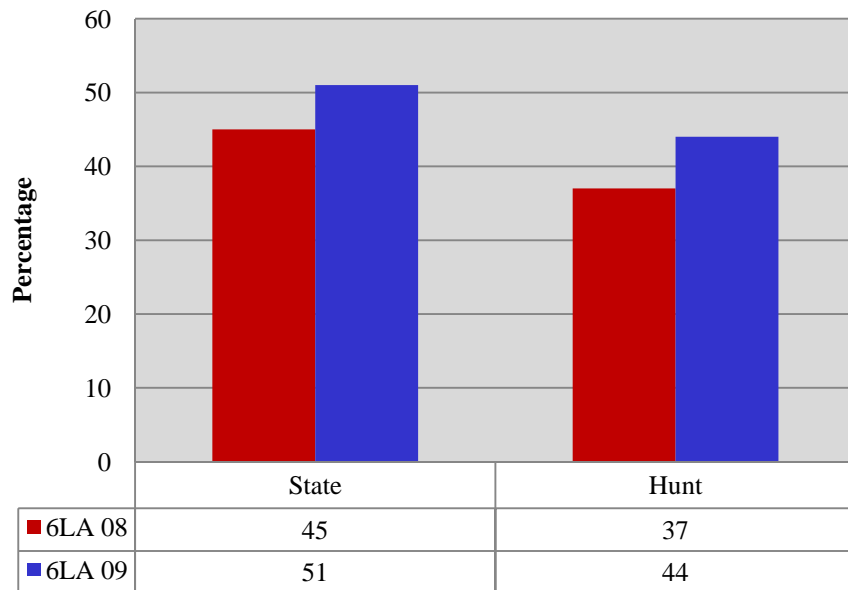
Proficient & Advanced – Grade 5 Math



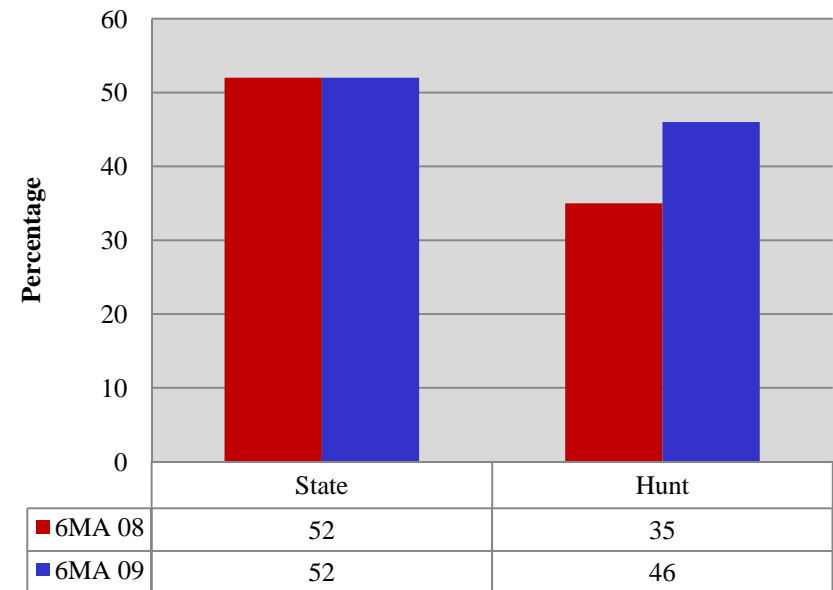
1.2 Improve Student Performance as Measured by MCT2

A. Percentage of students scoring proficient/advanced by content area at each school/grade level.

Proficient & Advanced – Grade 6 Language Arts



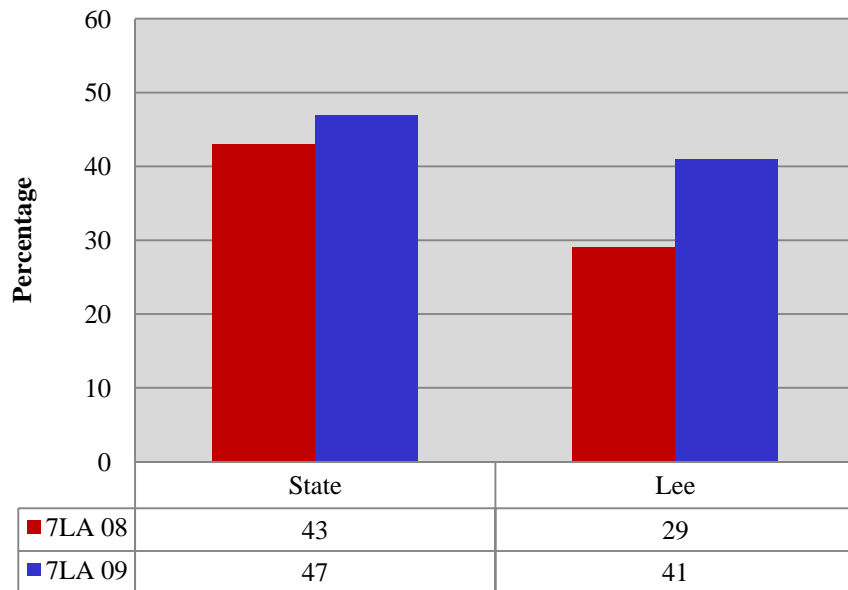
Proficient & Advanced – Grade 6 Math



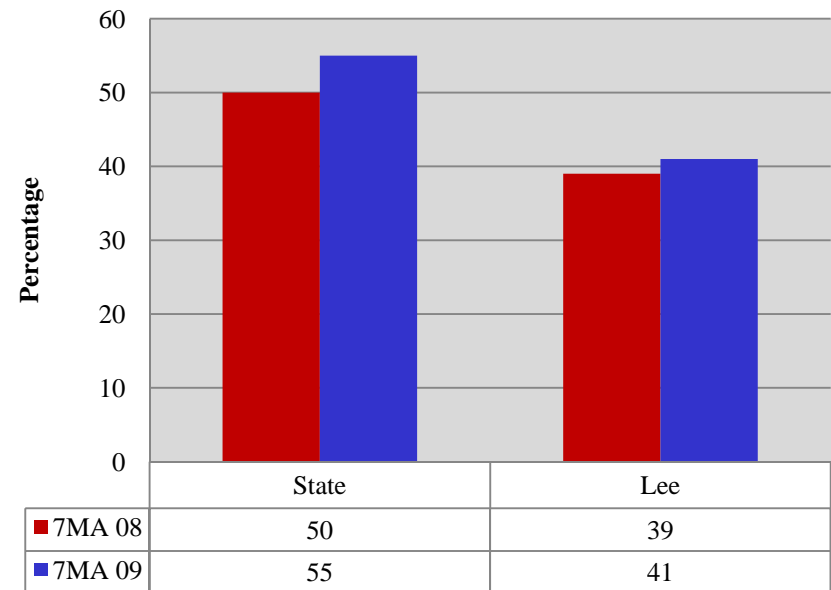
1.2 Improve Student Performance as Measured by MCT2

A. Percentage of students scoring proficient/advanced by content area at each school/grade level.

Proficient & Advanced – Grade 7 Language Arts



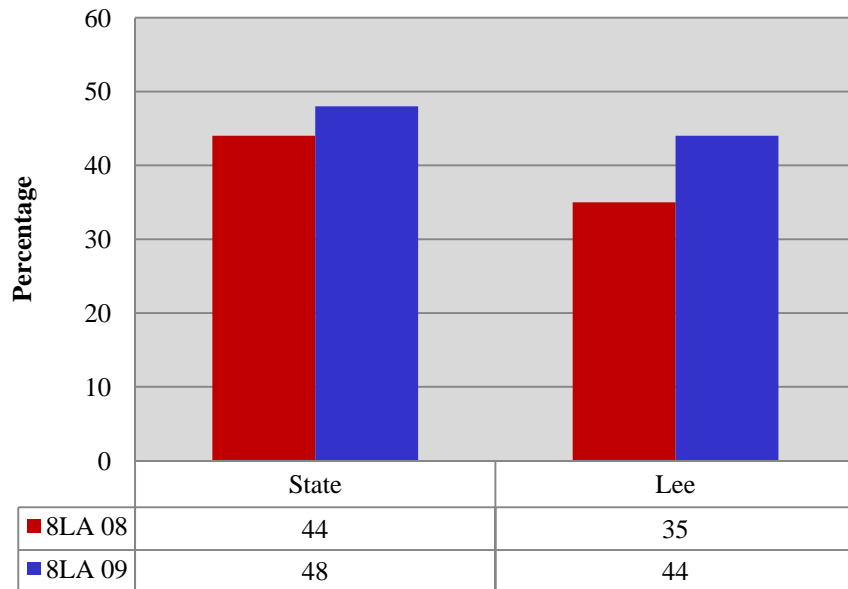
Proficient & Advanced – Grade 7 Math



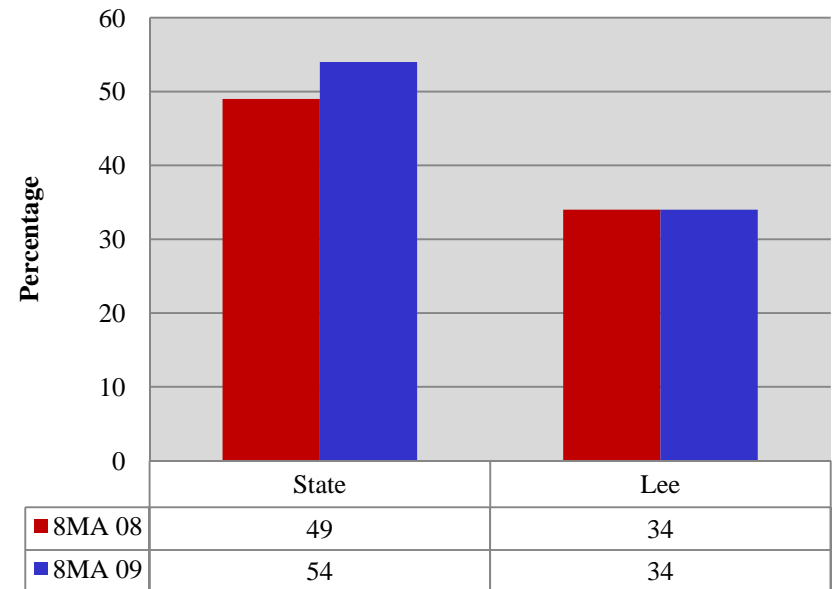
1.2 Improve Student Performance as Measured by MCT2

A. Percentage of students scoring proficient/advanced by content area at each school/grade level.

Proficient & Advanced – Grade 8 Language Arts



Proficient & Advanced – Grade 8 Math



Goal 1: Improve Student Achievement

- Performance Indicator 1.3: Improve student performance as measured by the Subject Area Testing Program (SATP)

Measures:

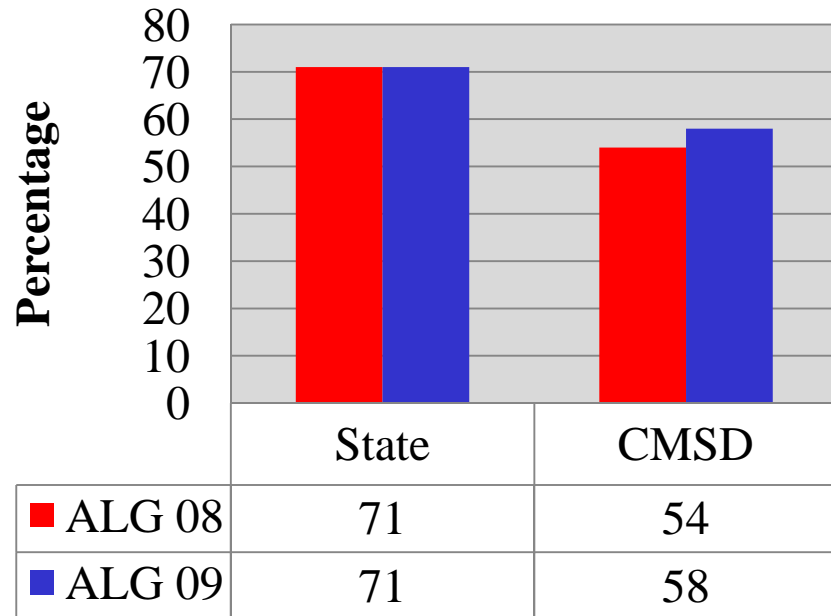
- ✓ % of students passing Algebra I Subject Area Test
- ✓ % of students passing English II Subject Area Test
- ✓ % of students passing U.S. History Subject Area Test
- ✓ % of students passing Biology I Subject Area Test

Finding: Increase in the percentage passing in 3 of 4 Subject Area Tests.

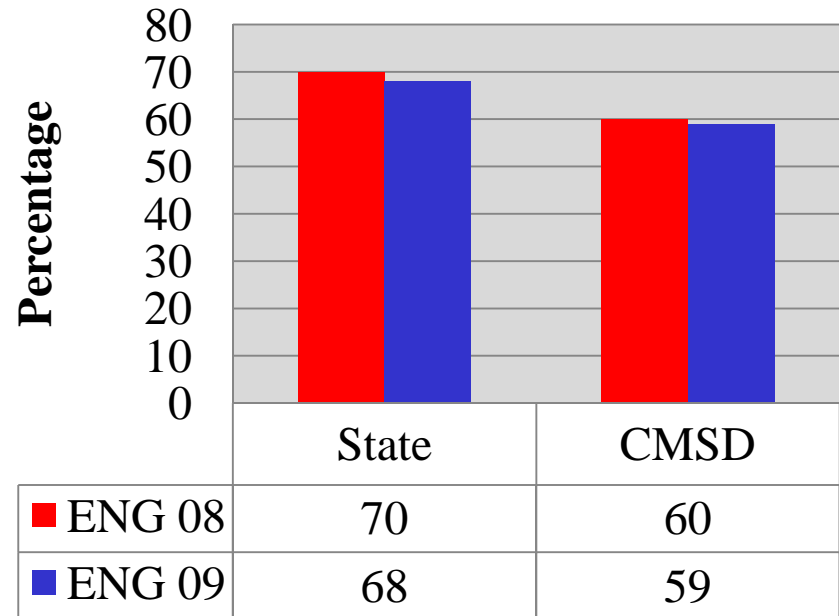
1.3 Improve Student Performance as Measured by SATP

A. Percentage of students passing Subject Area Tests

Algebra I Percentage Passing



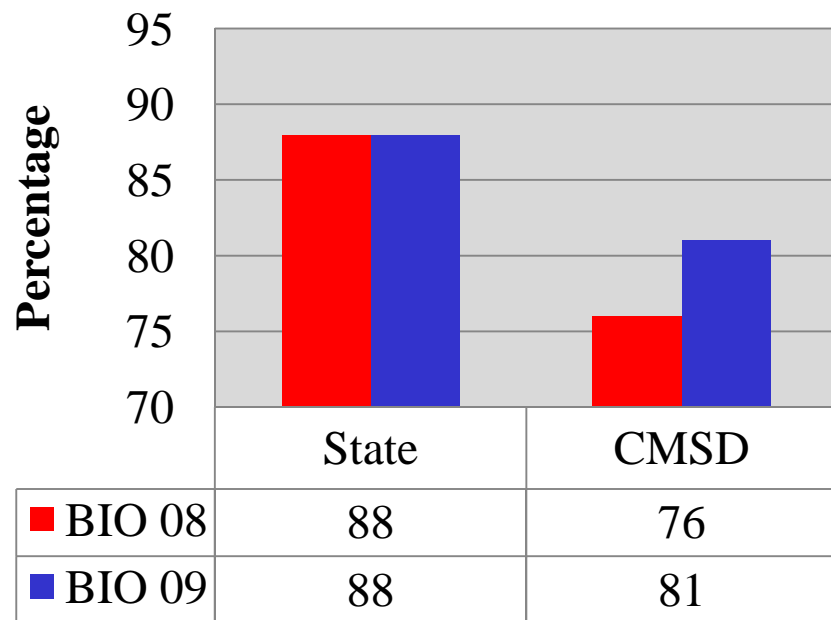
English II MC Percentage Passing



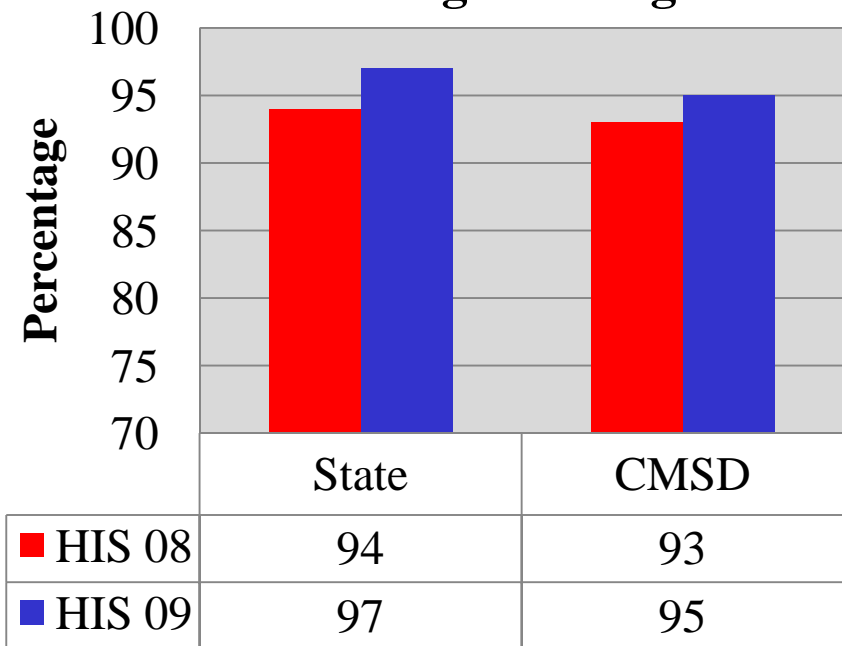
1.3 Improve Student Performance as Measured by SATP

A. Percentage of students passing Subject Area Tests

Biology Percentage Passing



US History Percentage Passing



Goal 1: Improve Student Achievement

- Performance Indicator 1.4: Meet or exceed student performance of comparable school districts

Measures:

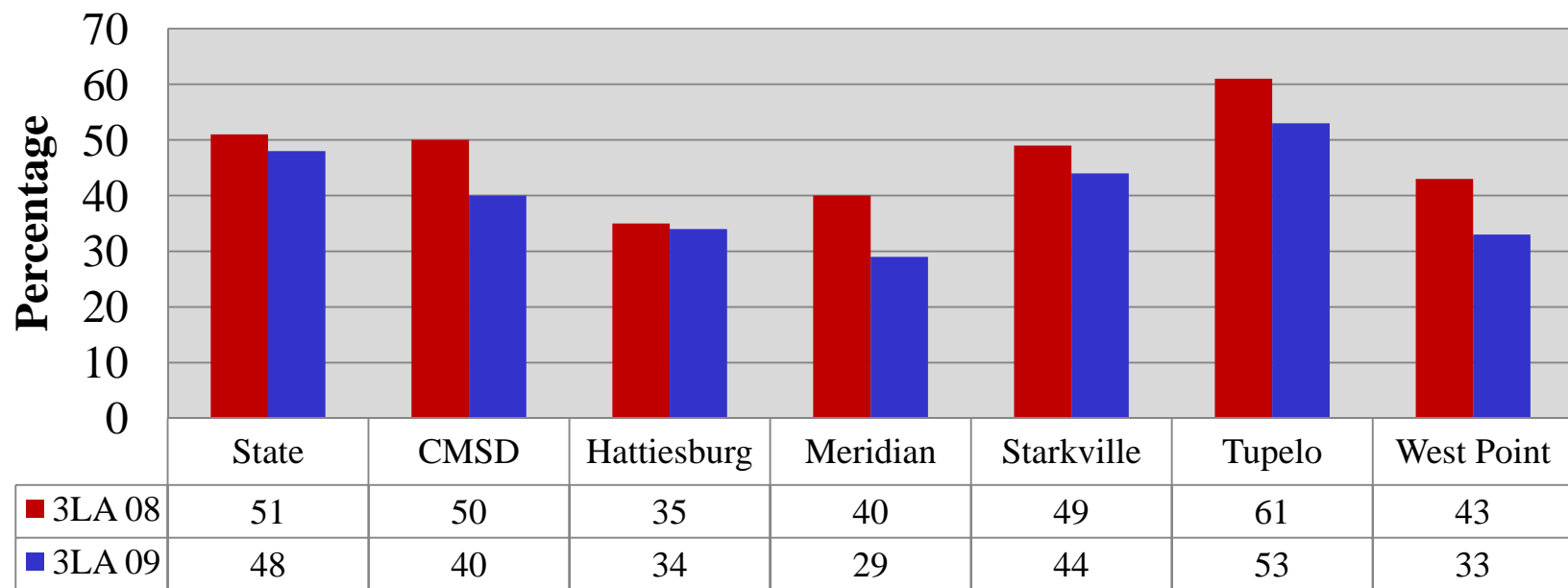
- ✓ % of students scoring proficient/advanced on MCT2 by content area at each grade level
- ✓ % of students passing the core content areas on the SATP

Finding: CMSD made gains in 11 of 16 measures. 3rd grade Language Arts and Math declined in all comparable districts.

1.4 Meet or exceed student performance of comparable school districts

A. Percentage of students scoring Proficient & Advanced at each grade level

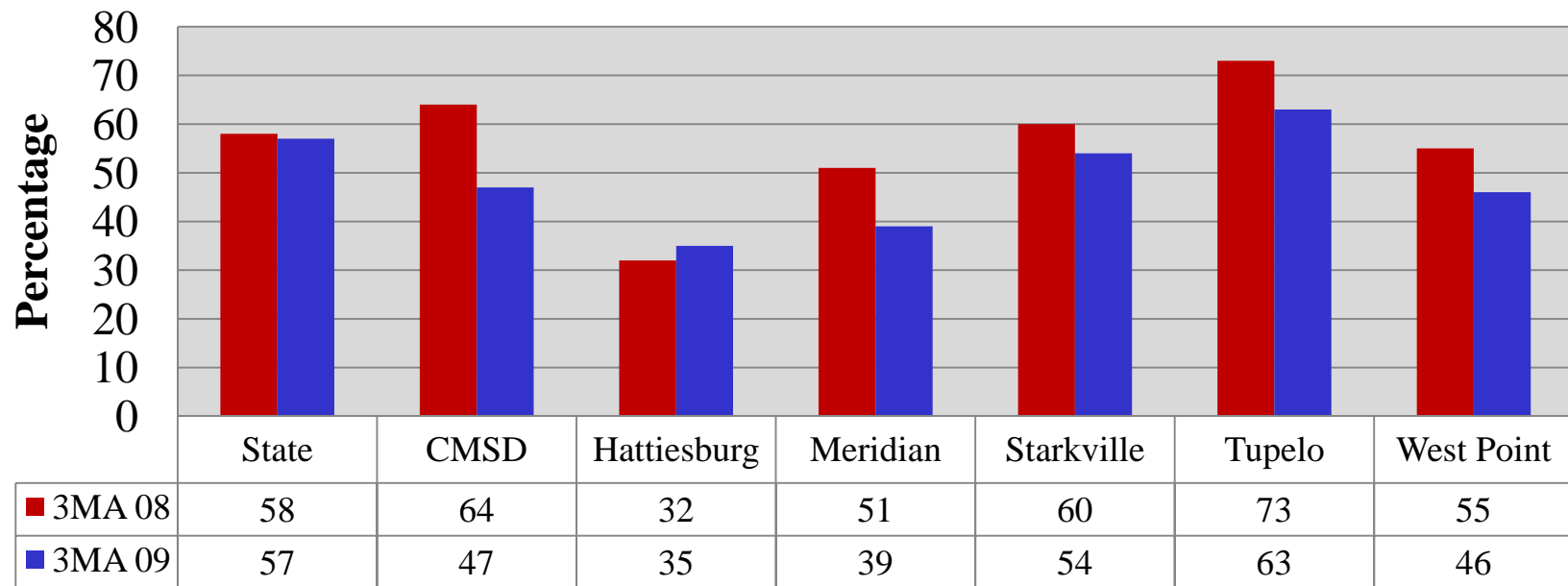
Proficient / Advanced – Language Arts Grade 3 Comparison



1.4 Meet or exceed student performance of comparable school districts

A. Percentage of students scoring Proficient & Advanced at each grade level

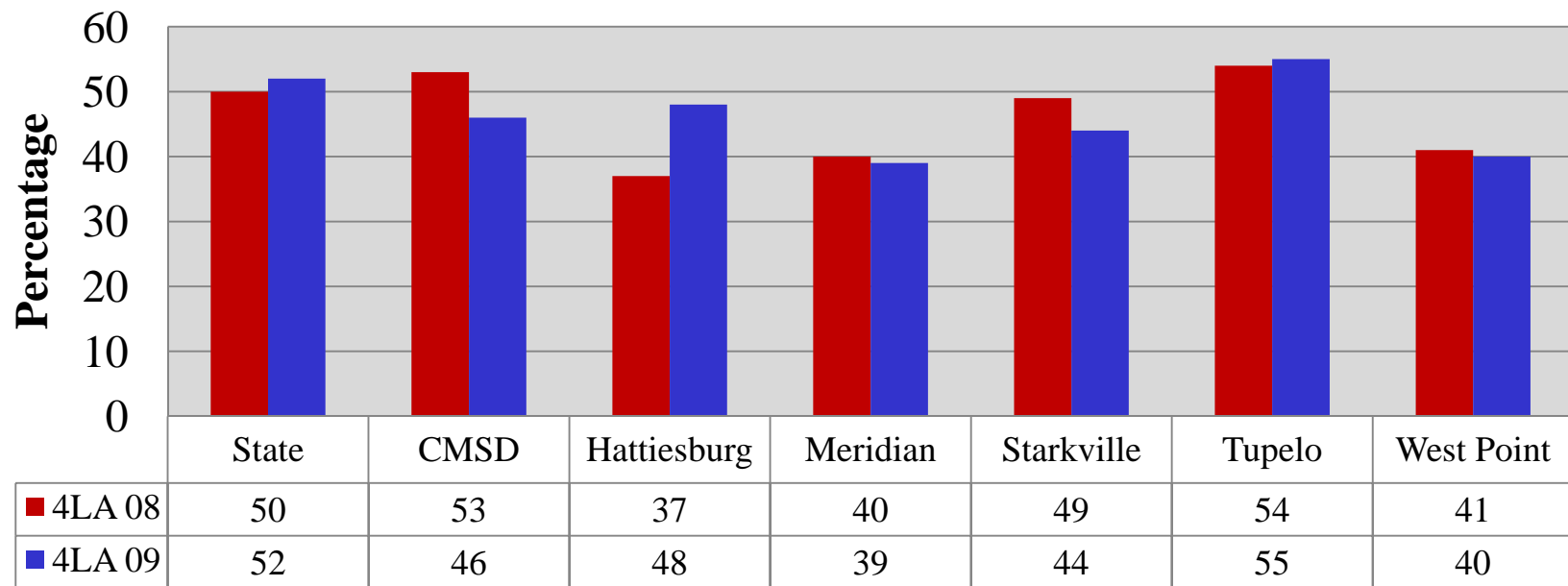
Proficient / Advanced –Math Grade 3 Comparison



1.4 Meet or exceed student performance of comparable school districts

A. Percentage of students scoring Proficient & Advanced at each grade level

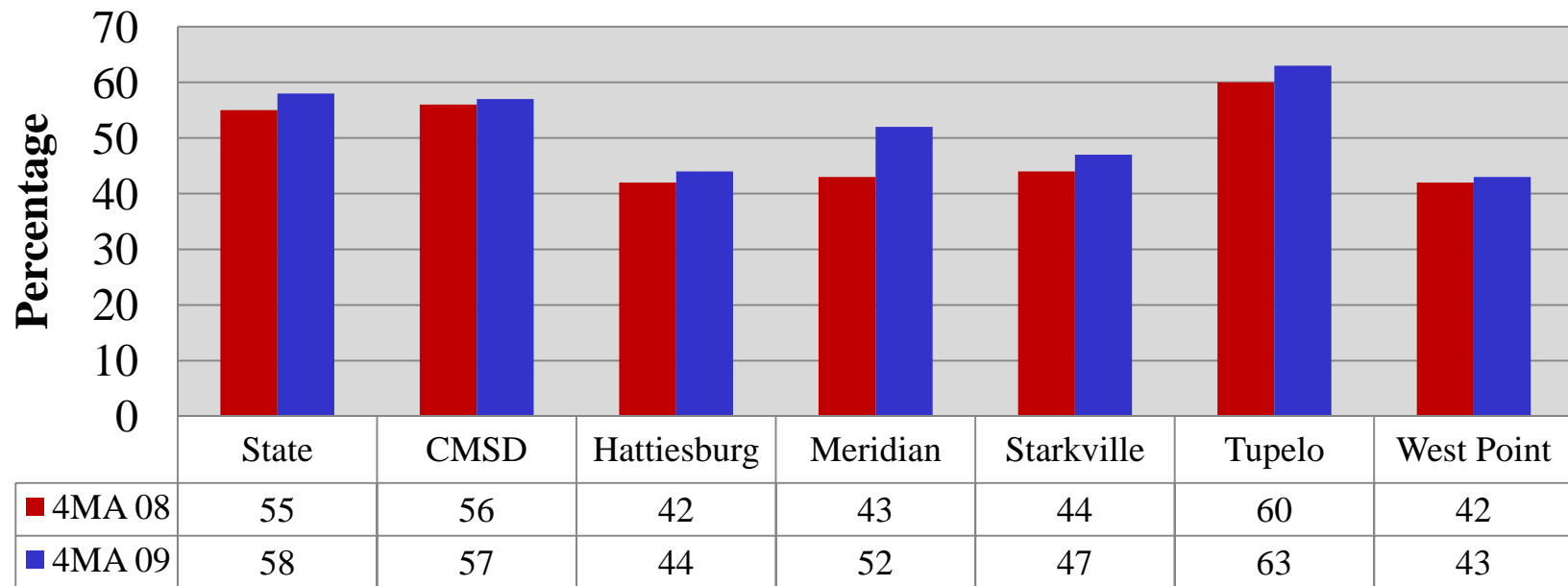
Proficient / Advanced – Language Arts Grade 4 Comparison



1.4 Meet or exceed student performance of comparable school districts

A. Percentage of students scoring Proficient & Advanced at each grade level

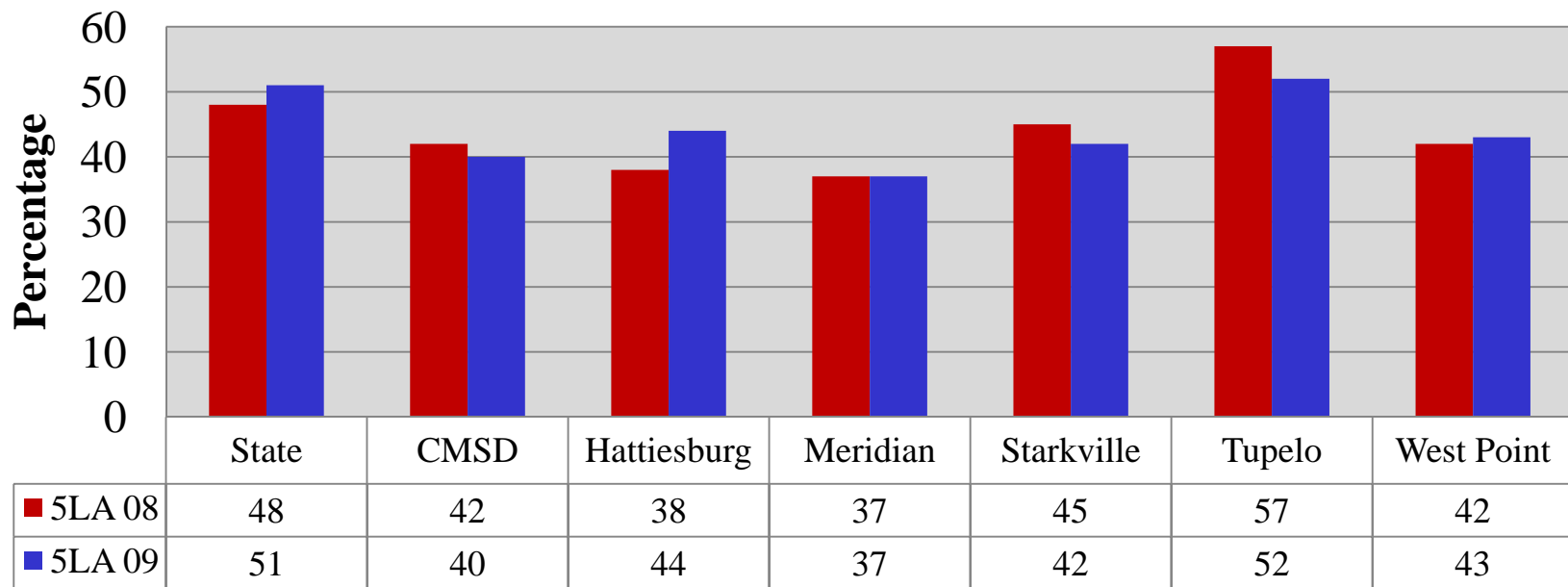
Proficient / Advanced –Math Grade 4 Comparison



1.4 Meet or exceed student performance of comparable school districts

A. Percentage of students scoring Proficient & Advanced at each grade level

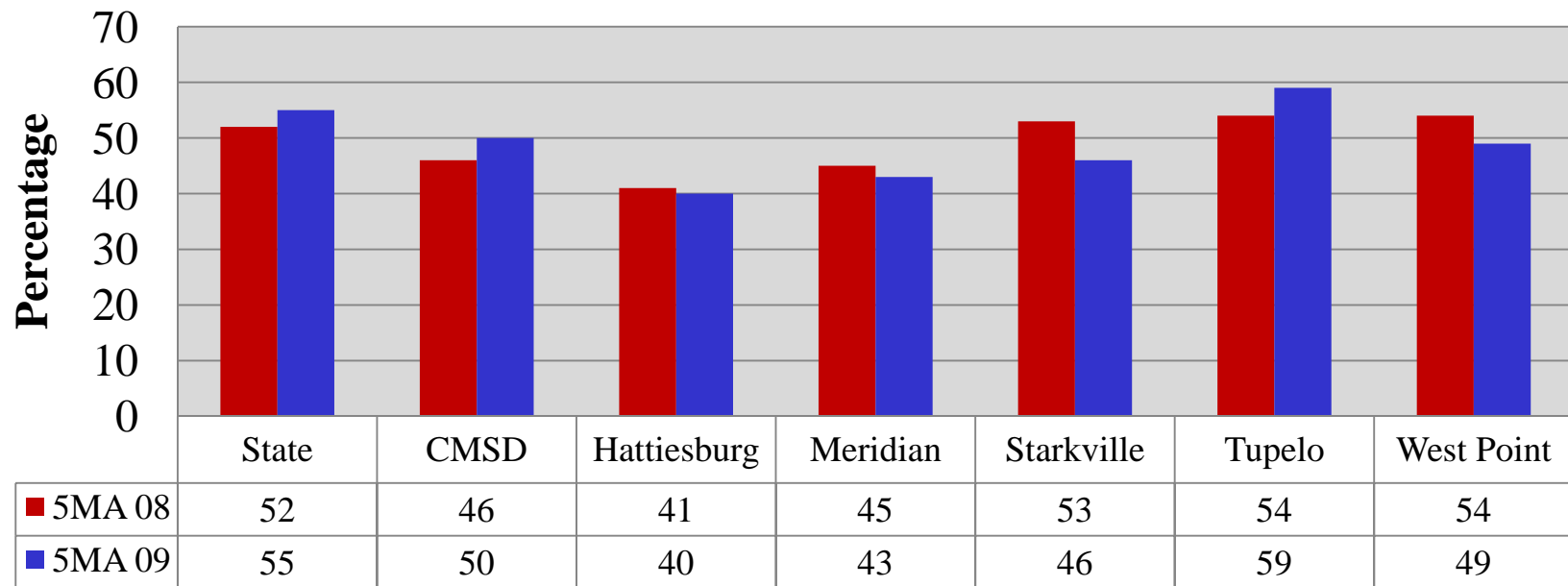
Proficient / Advanced – Language Arts Grade 5 Comparison



1.4 Meet or exceed student performance of comparable school districts

A. Percentage of students scoring Proficient & Advanced at each grade level

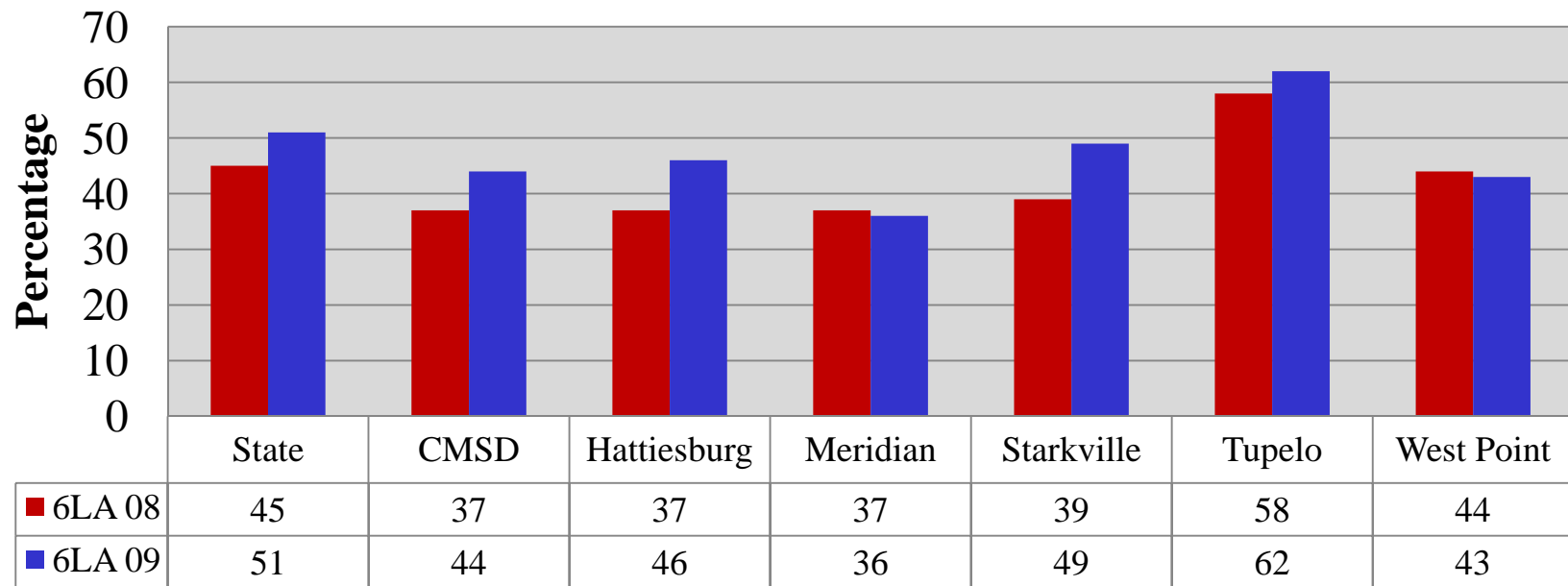
Proficient / Advanced –Math Grade 5 Comparison



1.4 Meet or exceed student performance of comparable school districts

A. Percentage of students scoring Proficient & Advanced at each grade level

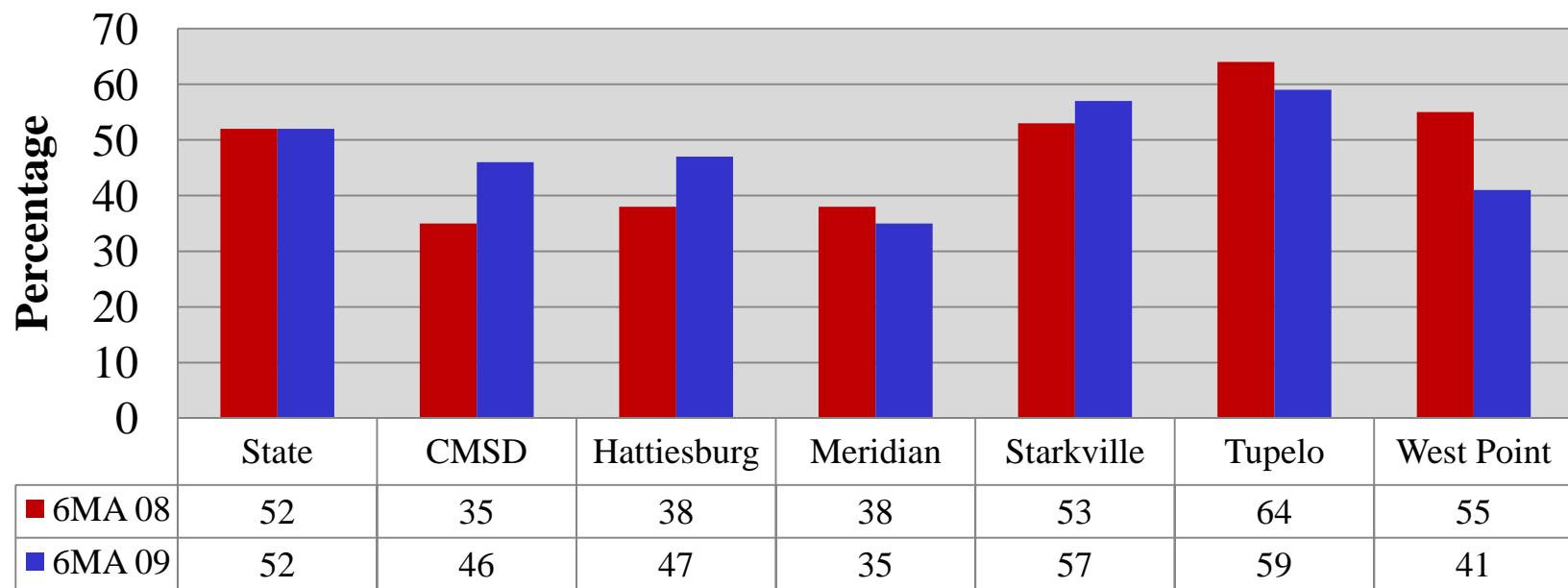
Proficient / Advanced – Language Arts Grade 6 Comparison



1.4 Meet or exceed student performance of comparable school districts

A. Percentage of students scoring Proficient & Advanced at each grade level

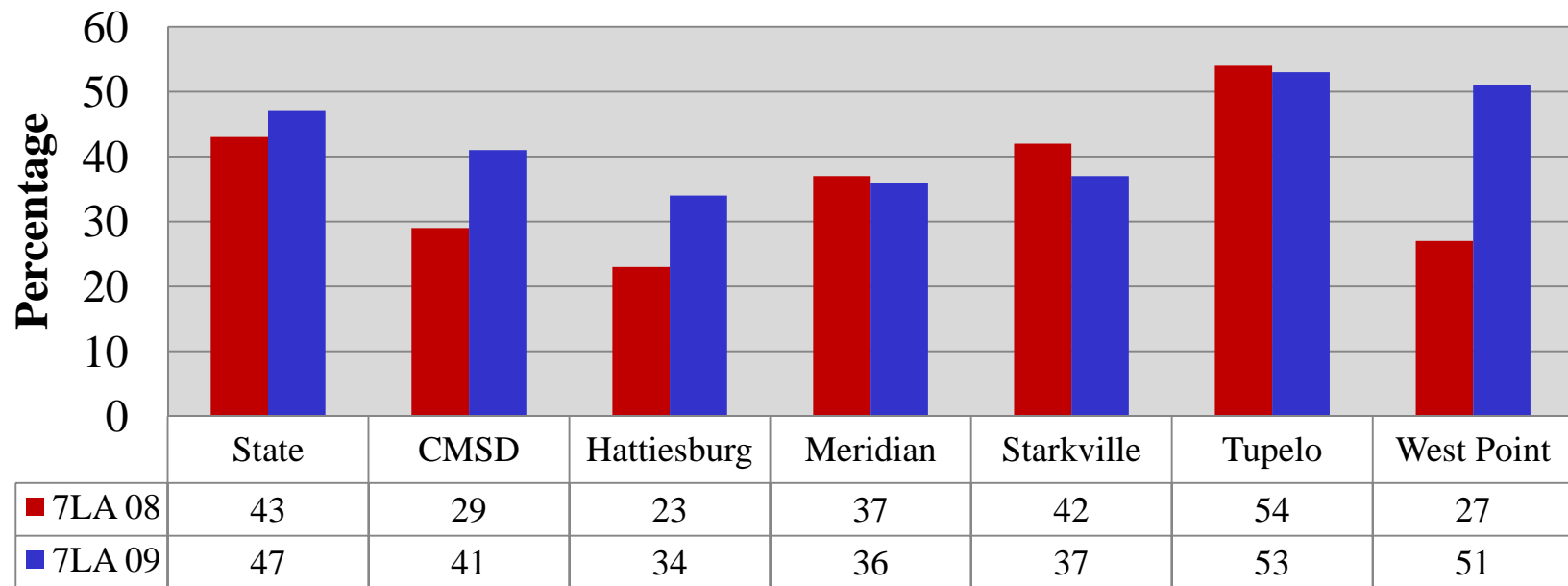
Proficient / Advanced –Math Grade 6 Comparison



1.4 Meet or exceed student performance of comparable school districts

A. Percentage of students scoring Proficient & Advanced at each grade level

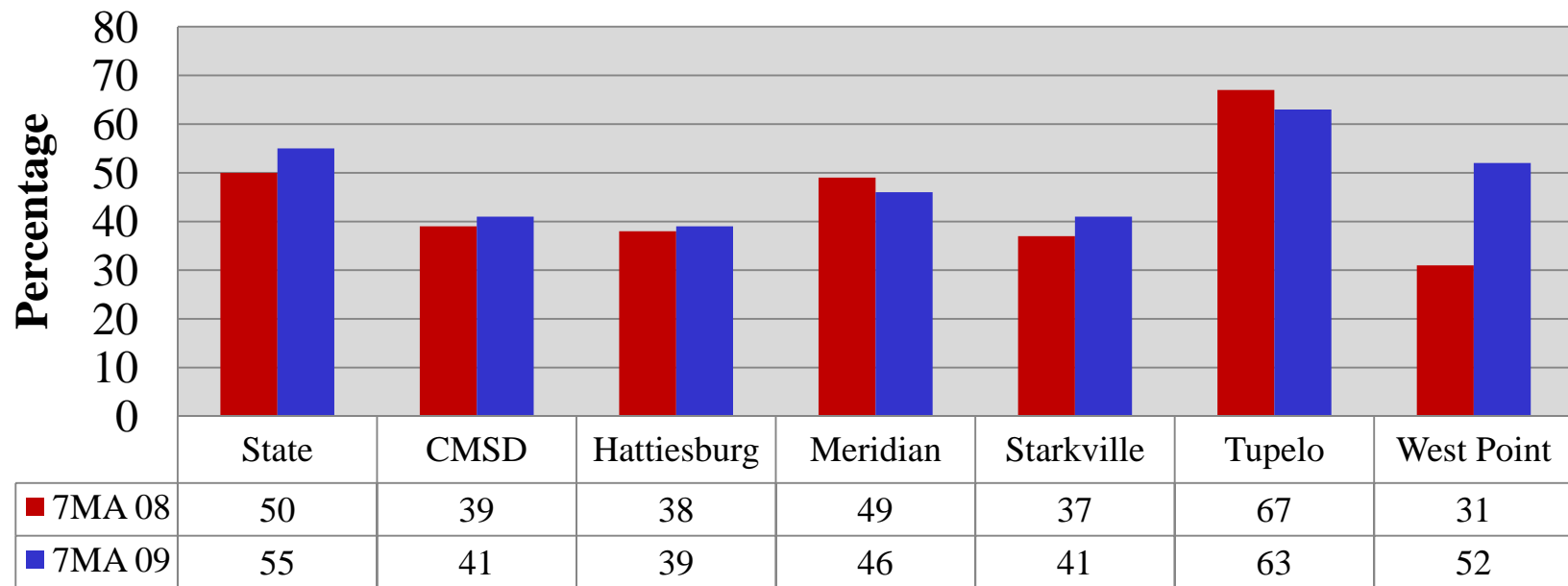
Proficient / Advanced – Language Arts Grade 7 Comparison



1.4 Meet or exceed student performance of comparable school districts

A. Percentage of students scoring Proficient & Advanced at each grade level

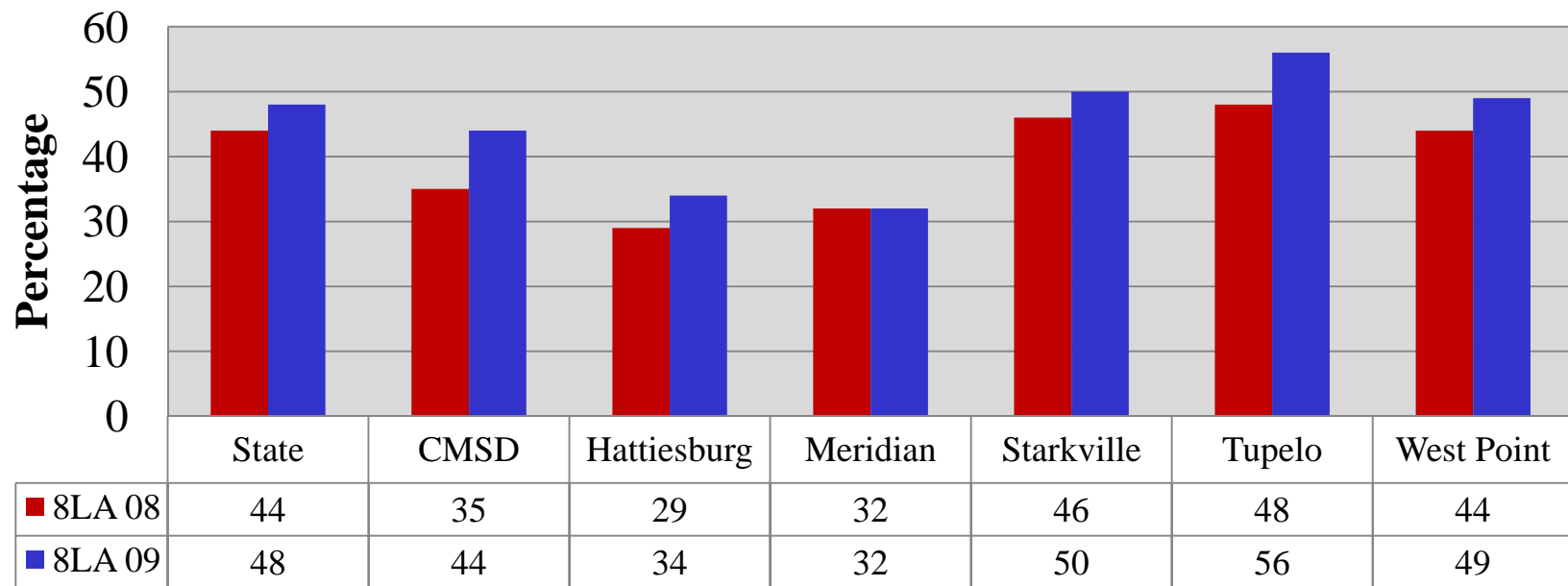
Proficient / Advanced –Math Grade 7 Comparison



1.4 Meet or exceed student performance of comparable school districts

A. Percentage of students scoring Proficient & Advanced at each grade level

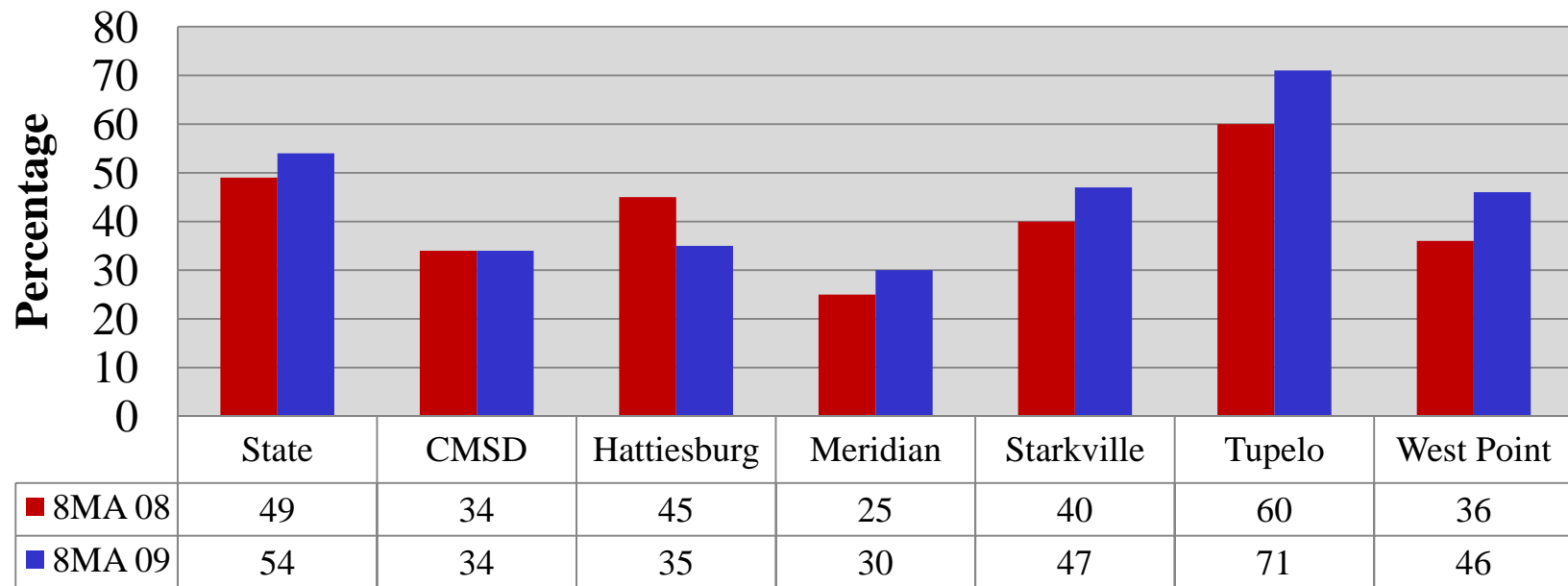
Proficient / Advanced – Language Arts Grade 8 Comparison



1.4 Meet or exceed student performance of comparable school districts

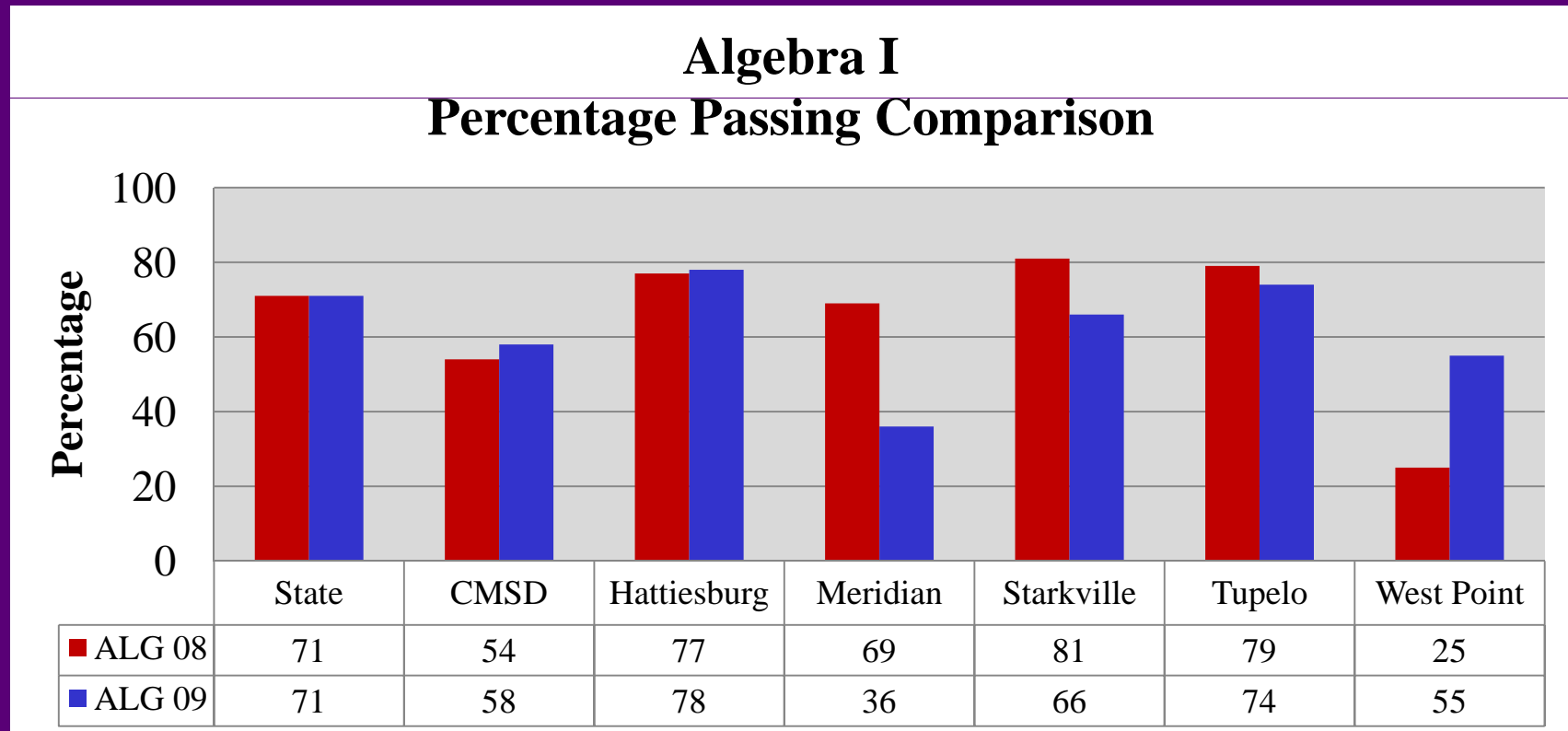
A. Percentage of students scoring Proficient & Advanced at each grade level

Proficient / Advanced –Math Grade 8 Comparison



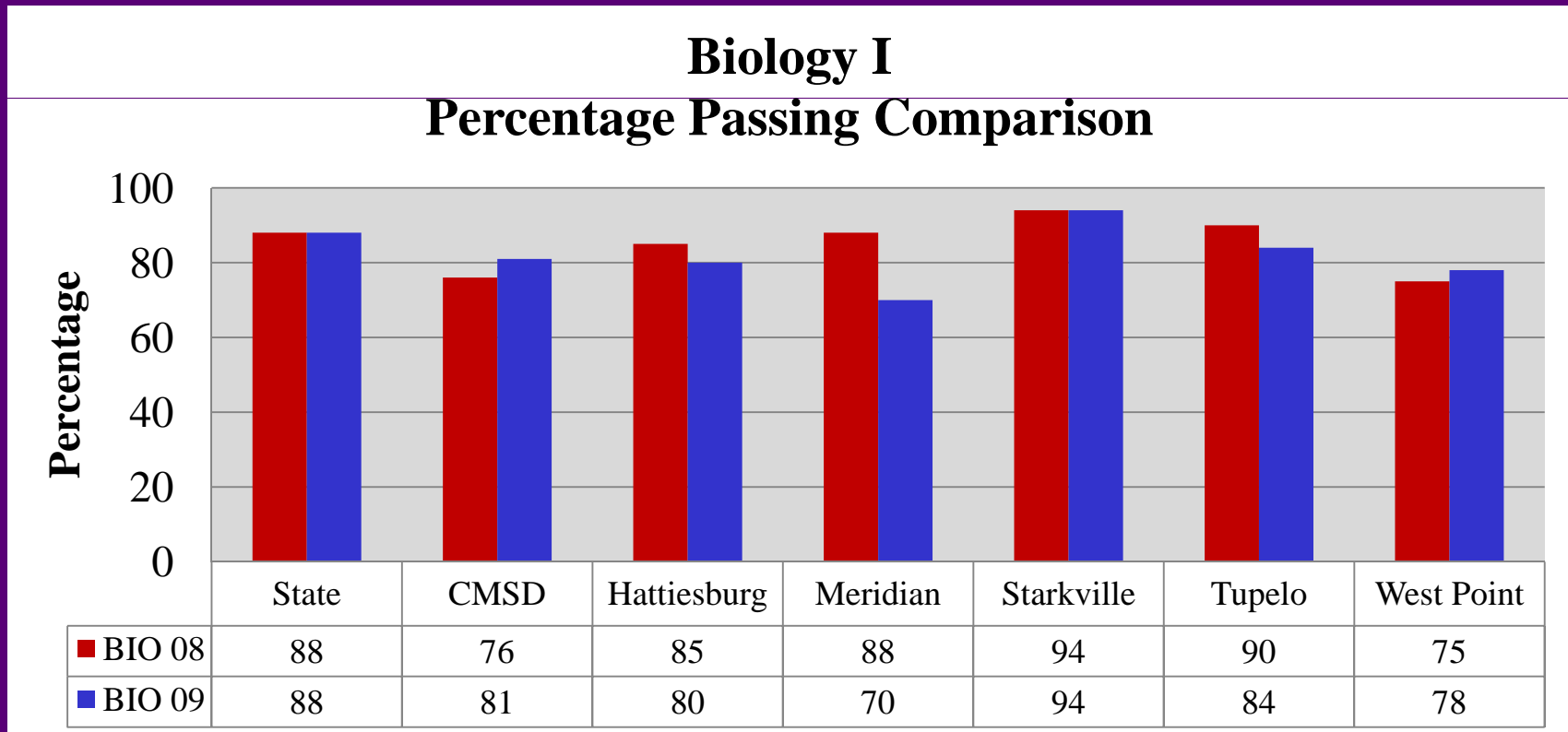
1.4 Meet or exceed student performance of comparable school districts

B. Percentage of students passing the core content areas on the SATP.



1.4 Meet or exceed student performance of comparable school districts

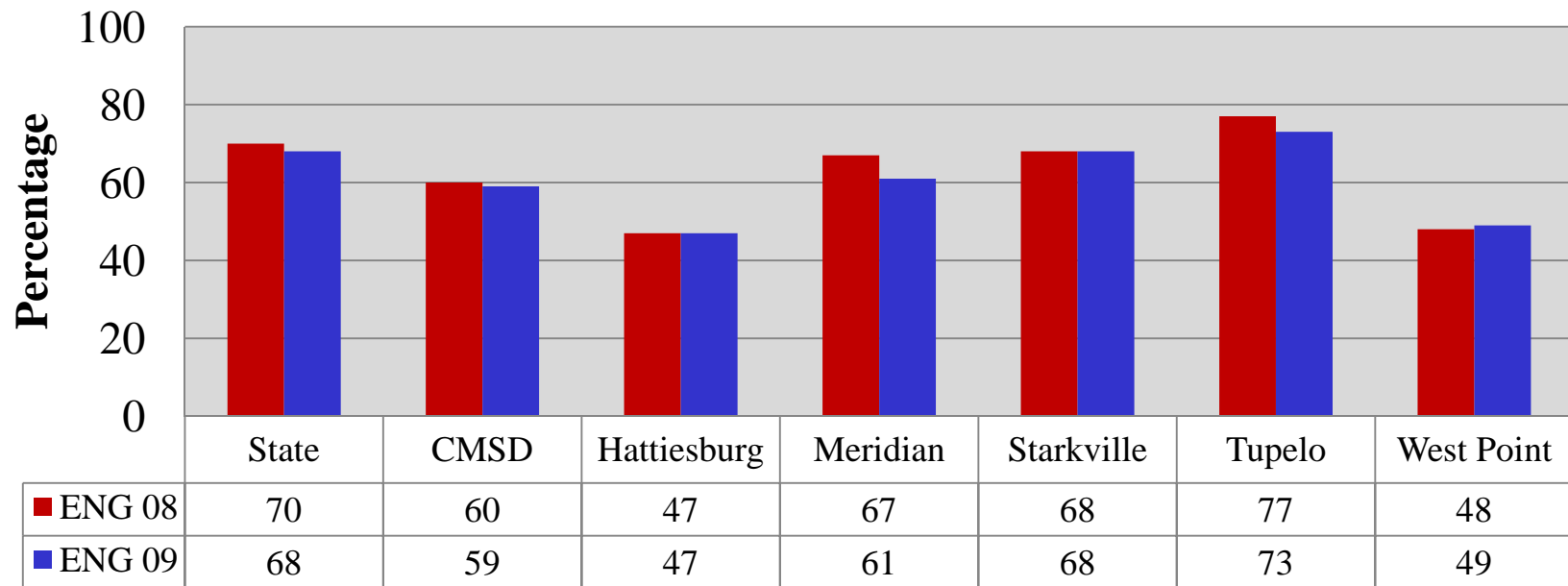
B. Percentage of students passing the core content areas on the SATP.



1.4 Meet or exceed student performance of comparable school districts

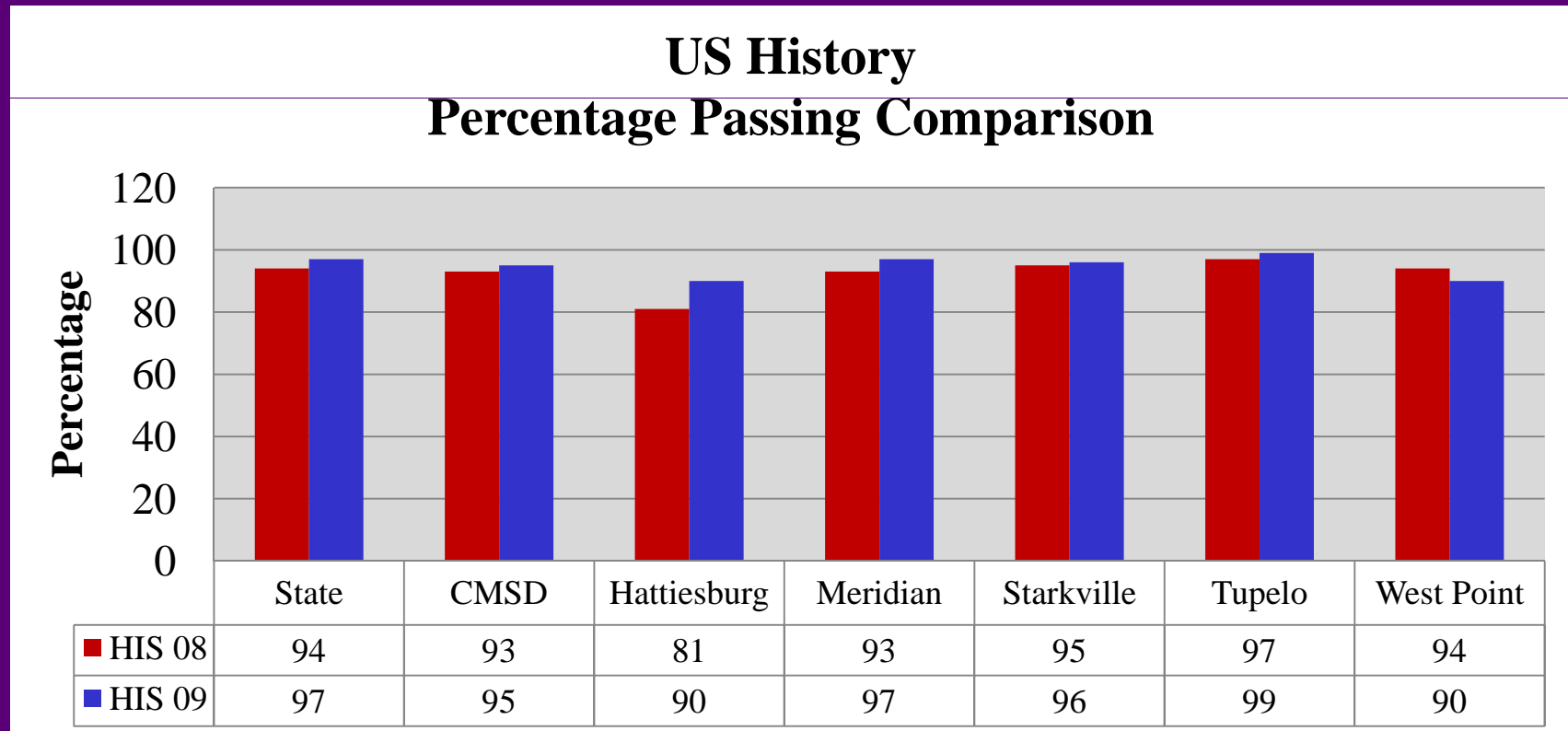
B. Percentage of students passing the core content areas on the SATP.

English II Multiple Choice Percentage Passing Comparison



1.4 Meet or exceed student performance of comparable school districts

B. Percentage of students passing the core content areas on the SATP.



Goal 2: Improve Graduation Rate

- 2.1 Improve graduation rate as measured by the Mississippi Department of Education
- 2.2 Meet or exceed the graduation rate as measured by the Mississippi Department of Education for comparable schools

Goal 2: Improve Graduation Rate

- Performance Indicator 2.1: Improve graduation rate as measured by MDE

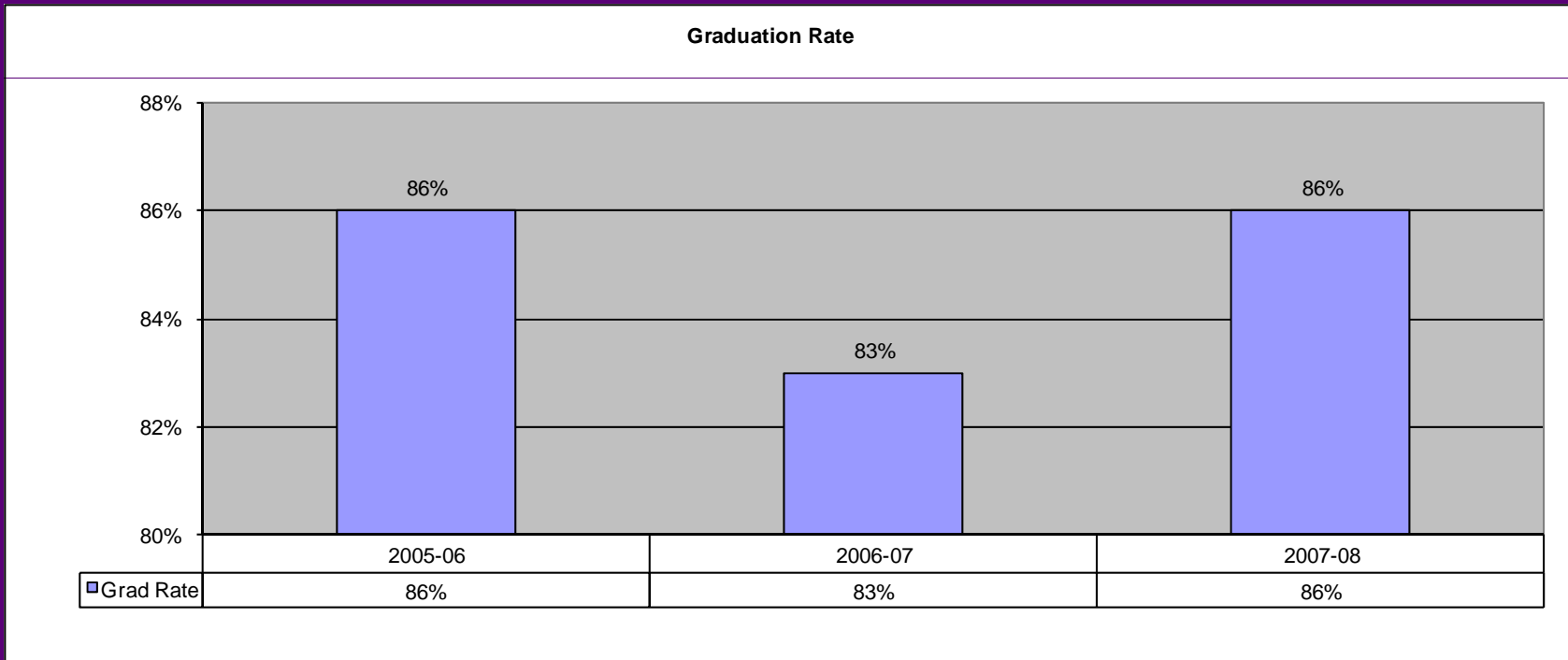
Measures:

- ✓ % of students graduating
- ✓ Number of students graduating by race / gender

Finding: Graduation rate increased by 3%.

2.1 Graduation Rate as measured by MDE

A. Percentage of students graduating



Goal 2: Improve Graduation Rate

- Performance Indicator 2.2: Meet or exceed the graduation rate as measured by MDE for comparable school districts

Measures:

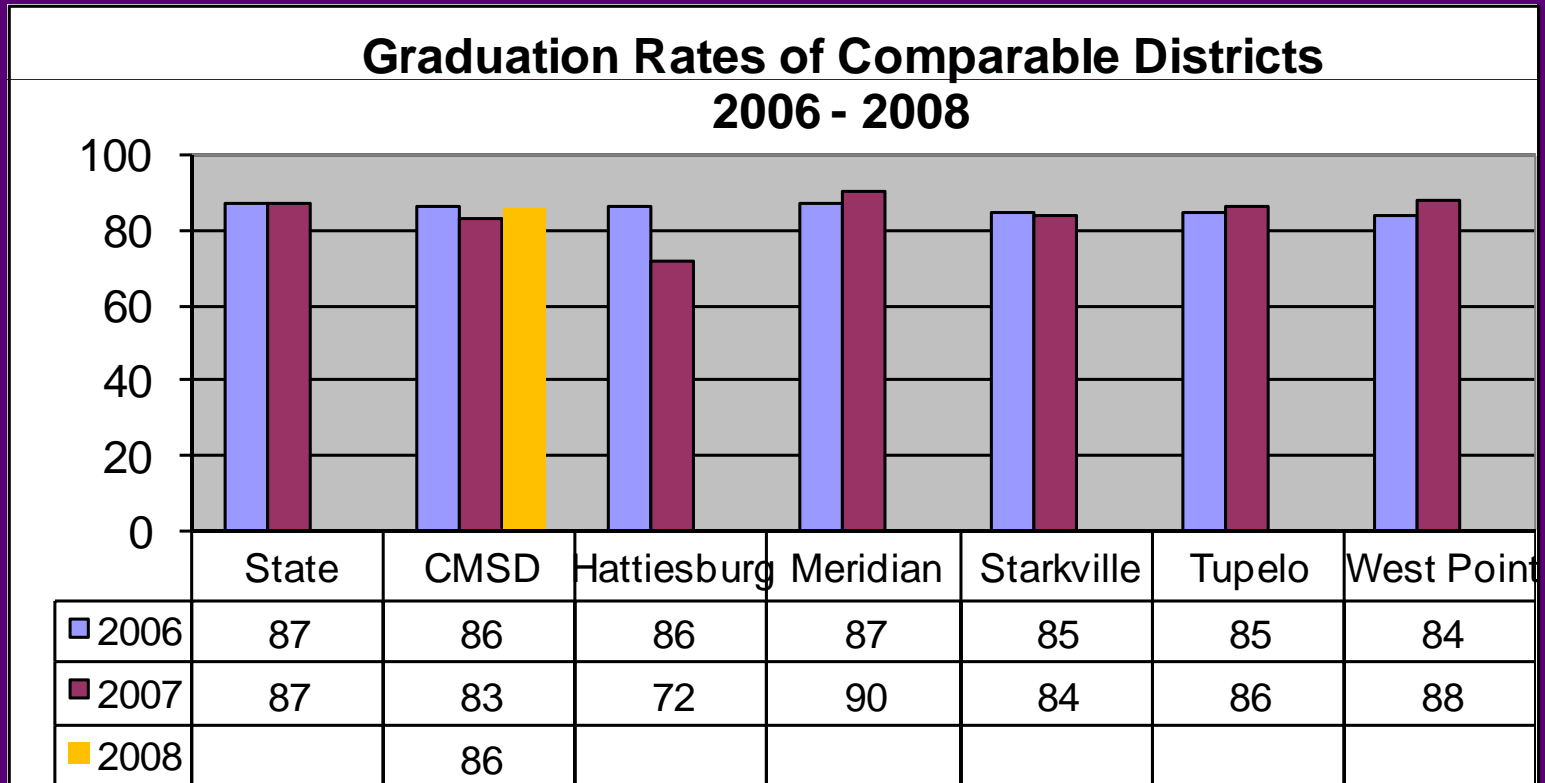
- ✓ % of students graduating
- ✓ Number of students graduating by race / gender

Finding: Information not available at this time.

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2.2 Meet or Exceed the graduation rate as measured by MDE for comparable districts

A. Percentage of students graduating



Goal 3: Efficient and Effective Use of Resources

- 3.1 Optimize the district budget allocated for instructional costs / support services costs
- 3.2 Retain high quality employees

Goal 3: Efficient and Effective Use of Resources

- Performance Indicator 3.1: Optimize the district budget allocated for instructional costs / support services costs

Measures:

- ✓ Total Instructional Costs/Support Services Costs as a % of the overall budget
- ✓ Total Instructional Costs/Support Services Costs per building
- ✓ Total Instructional Costs/Support Services Costs per building / per child

Finding:

More dollars directed toward instruction.

More equity between like buildings.

MISSISSIPPI Columbus MUNICIPAL SCHOOL DISTRICT

3.1 Optimize the district budget allocated for instructional costs / support services cost

A. Total Instructional Costs as a % of the overall budget per building / per child

		FYE 6/30/2007 Instructional Costs	FYE 6/30/2007 Instructional Cost Per Student	FYE 6/30/2008 Instructional Costs	FYE 6/30/2008 Instructional Cost Per Student	FYE 6/30/2009 Instructional Costs	FYE 6/30/2009 Instructional Cost Per Student
CAS ***		\$ 393,690	\$ 5,624	\$ 455,183	\$ 6,503	\$ 401,003	\$ 5,729
CHS		5,176,235	3,851	5,697,214	4,572	5,743,967	4,541
Cook		2,353,028	4,286	2,527,674	4,937	3,173,802	4,936
Fairview		1,121,822	4,674	1,202,981	5,493	1,259,808	5,293
Franklin		1,776,483	4,814	1,758,461	5,187	1,949,361	5,171
Hunt		2,835,878	4,177	2,963,860	4,660	2,742,750	4,489
Lee		3,232,595	4,747	3,088,199	4,582	3,149,633	4,729
McKellar		666,190	1,851	782,964	2,175	817,227	2,270
Mitchell		567,370	4,728	508,881	4,669	-	-
Sale		1,061,224	4,440	1,209,549	4,670	1,251,296	5,066
Stokes-Beard		1,283,040	3,708	1,713,693	4,582	1,994,671	4,704
Union		725,869	6,424	506,189	6,840	-	-
		\$ 21,193,425		\$ 22,414,848		\$ 22,483,518	
Percentage of Overall Budget		52%		50%		45%	

MISSISSIPPI Columbus MUNICIPAL SCHOOL DISTRICT

3.1 Optimize the district budget allocated for instructional costs / support services cost

A. Total Support Services Costs as a % of the overall budget per building / per child

		FYE 6/30/2007 Support Services Costs	FYE 6/30/2007 Support Services Cost Per Student	FYE 6/30/2008 Support Services Costs	FYE 6/30/2008 Support Services Cost Per Student	FYE 6/30/2009 Support Services Costs	FYE 6/30/2009 Support Services Cost Per Student
CAS ***		\$ 138,908	\$ 1,984	\$ 137,419	\$ 1,963	\$ 152,348	\$ 2,176
CHS		1,981,672	1,474	2,169,485	1,741	2,994,287	2,367
Cook		643,547	1,172	702,128	1,371	1,140,363	1,774
Fairview		351,927	1,466	359,915	1,643	465,869	1,957
Franklin		432,163	1,171	467,033	1,378	554,484	1,471
Hunt		764,664	1,126	806,550	1,268	842,954	1,380
Lee		1,327,351	1,949	1,026,558	1,523	1,126,169	1,691
McKellar		276,170	767	286,678	796	287,963	800
Mitchell		309,466	2,579	267,983	2,459	11,489	-
Sale		359,476	1,504	377,707	1,458	412,632	1,671
Stokes-Beard		415,823	1,202	443,096	1,185	486,577	1,148
Union		350,143	3,099	263,977	3,567	18,828	-
		\$ 7,351,308		\$ 7,308,527		\$ 8,493,963	
Percentage of Overall Budget		18%		16%		17%	

MISSISSIPPI Columbus MUNICIPAL SCHOOL DISTRICT

3.1 Optimize the district budget allocated for instructional costs / support services cost

A. Total Costs as a % of the overall budget per building / per child

	Number of Students	FYE 2008 Total Cost Per Student			Number of Students	FYE 2009 Total Cost Per Student
CAS ***	70	\$ 8,466		CAS ***	70	\$ 7,905
CHS	1,246	6,314		CHS	1,265	6,908
Cook	512	6,308		Cook	643	6,709
Fairview	219	7,137		Fairview	238	7,251
Franklin	339	6,565		Franklin	377	6,641
Hunt	636	5,928		Hunt	611	5,869
Lee	674	6,105		Lee	666	6,420
McKellar***	360	2,971		McKellar***	360	3,070
Mitchell	109	7,127		Mitchell	-	-
Sale	259	6,128		Sale	247	6,737
Stokes-Beard	374	5,767		Stokes-Beard	424	5,852
Union	74	10,408		Union	-	-

Goal 3: Efficient and Effective Use of Resources

➤ Performance Indicator 3.2: Retain high quality employees

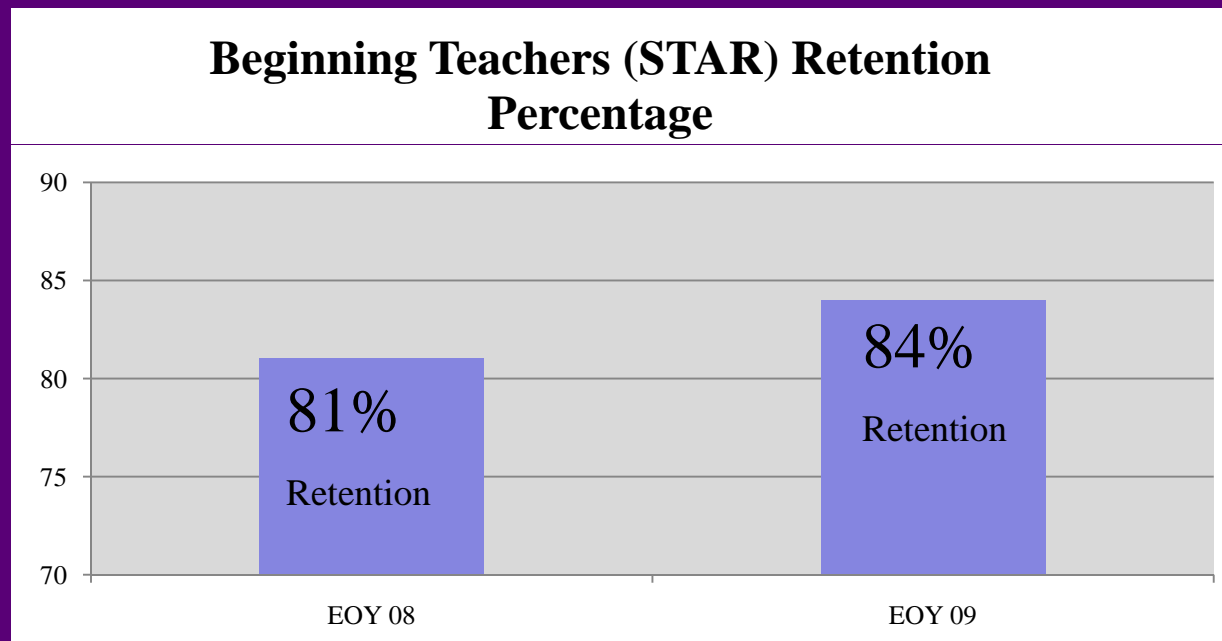
Measures:

- ✓ % of beginning teachers (STAR Teachers) continuing to teach in CMSD
- ✓ % of certified staff turnover per school year
- ✓ % of support staff turnover per school year

Finding: Retained a higher percentage of beginning teachers.
Retained a higher percentage of certified teachers.

3.2 Retain high quality employees

A. Percentage of beginning teachers (STAR Teachers) continuing to teach in CMSD



EOY 09

4 - moved

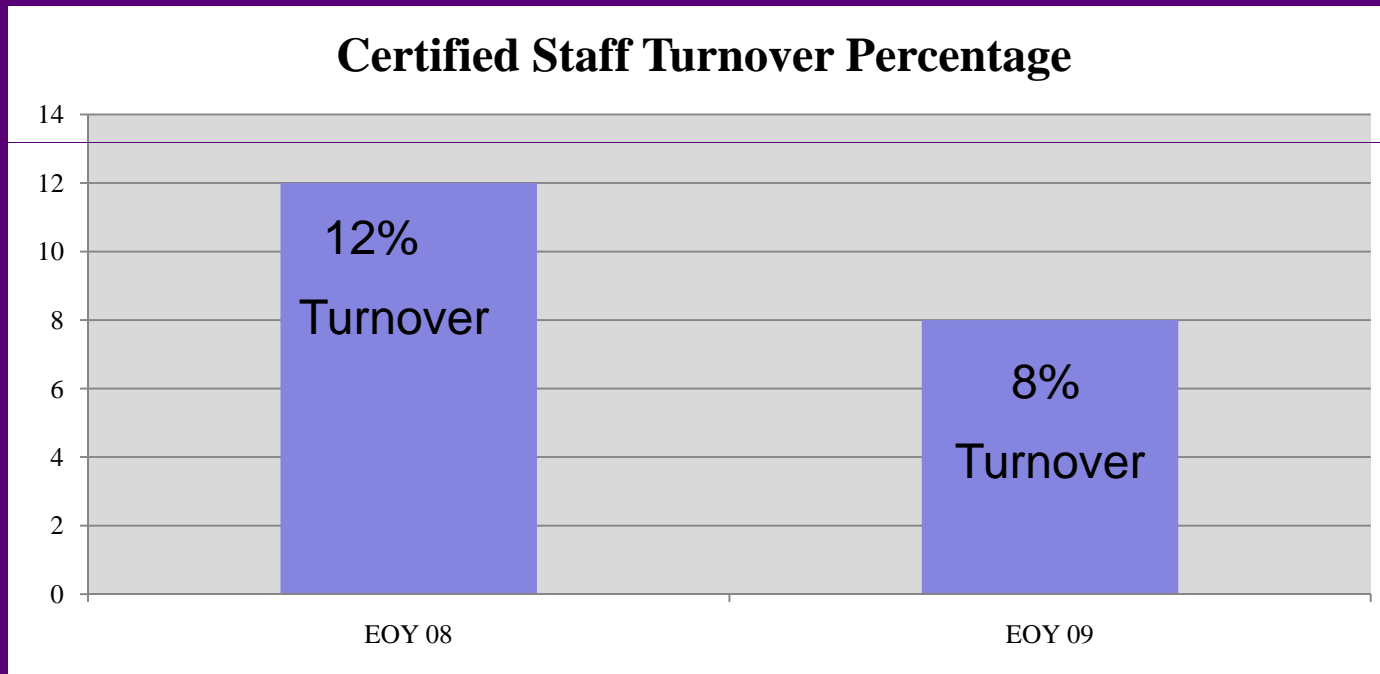
2 - other employment

1 - personal

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3.2 Retain high quality employees

B. Percentage of certified staff turnover per school year



EOY 09	4—other employment	1 - health	9 - personal
	7 - retired	2 - return to school	6 - moved

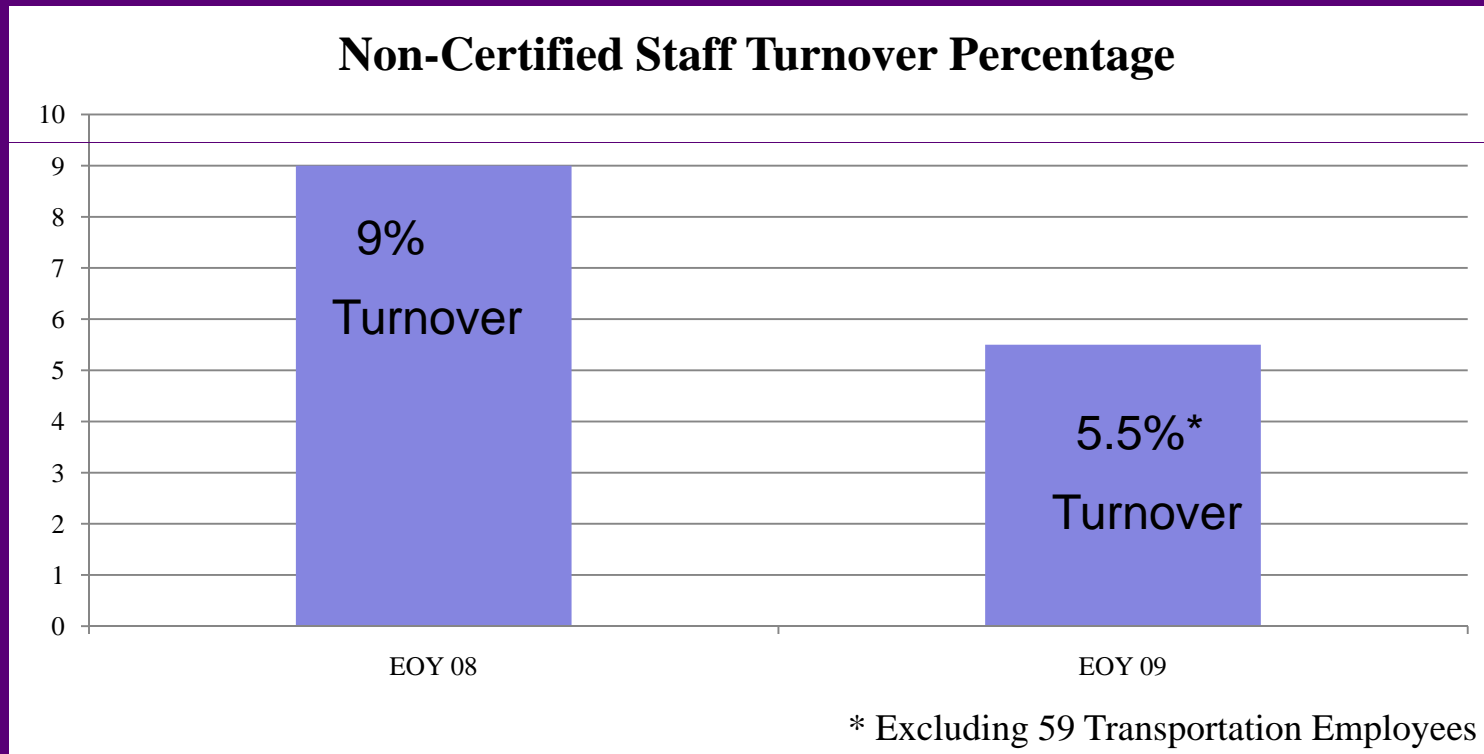
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3.2 Retain high quality employees

C. Percentage of non-certified staff turnover per school year



EOY 09	4 – moving	1 – stay home	2 – other employment	1 – abandoned job
1 - terminated	6 – personal	2 – retired	1 – return to school	1 – health
				52

MISSISSIPPI
Columbus
MUNICIPAL SCHOOL DISTRICT

School Reports





Columbus High

Training and Professional Development

- Identify and Utilize Common Teacher Resources
- Ongoing SATP Training for All Subject Area Teachers
- Utilization of USA TestPrep
- Monthly Teacher Study Groups
- Vertical Alignment of Curriculum
- Make Data Driven Decisions
 - Lesson Plans
 - Assessments
 - Teacher Assignments
 - Student Class Selection
- Non-traditional Educational Opportunities
- Communication with Stakeholders
- Evaluation of Staff



Successful Steps at LMS

- Cohort Group increased in Proficient and Advanced Categories; Reduced students in Minimal categories
- All Algebra I students passed SATP
- TeenBiz students increased in Proficient categories and over 250 students met their reading goal in AR
- Addition of Read 180 program and revised Math Achievement Class
- Schoolwide Focus on Literacy in all subject areas with Academic Vocabulary

Hunt Intermediate School

Instructional Focus

- Data Analysis
- Intensive Research-Based Interventions
 - *Read 180*
 - Intervention Tutors
- Small Group Instruction
- 9-Week Assessments
- Daily Math & Language Drills

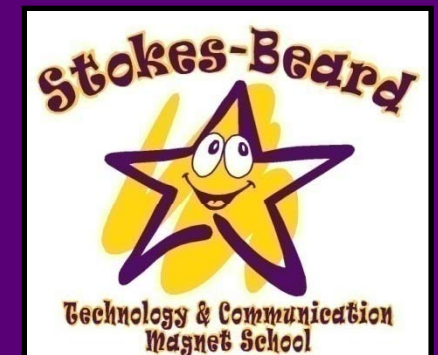
- *Fastt Math*
- Digital Classrooms
- Self-Contained Fifth Grade Classes

Professional Development

- EM3
- Language Arts
- Science

Stokes-Beard Magnet School

- Increasing Student Achievement Through...
 - Consistency in Instructional Practices
 - Conscious awareness of DOK levels
 - Schoolwide Intervention Block
 - Daily Language and Math Warm-Ups
 - Implementation of Thinking Maps
 - Success Days
 - Enrichment
 - Remediation



Sale International Studies Magnet School

Pieces of the Puzzle

- Know our children
- “Success Calendar”
- Magnet Concept
- Testing



Putting the Pieces Together

- Inventories / Universal Screeners
 - Learning Styles/Interests
 - Strengths & Weaknesses
 - Differentiating Instruction
- “Success Days” Project
 - MUW – Enrichment
 - Sale – Intensive Remediation
 - Excellence Group
- International Studies
- Proficient & Advanced Results for *All* Students

Franklin Academy Medical Sciences & Wellness Magnet School

- Analyze Group Dynamics & Personnel
- Launch an Aggressive Literacy Instructional Plan
- Implement Children's Progress & AIMS WEB
- Provide Technology Power Reading Classes
- Infuse Medical Sciences & Reading
- Provide Students with Pathway Leadership Clinics
- Continue Successful Strategies Implemented Last Year

Fairview Elementary Aerospace & Science Magnet School

- Language Arts & Math Curriculum (rigor, alignment, assessments, pedagogies)
- Discovery Lab, Problem Solving, Innovative Experiments, Technology, Parent Workshops, Etc.
- 21st Century Community Learning Centers
- Data Driven Decisions (Universal Screeners, DOK, Peer Coaching, Professional Learning Communities)



Cook Elementary Fine Arts Magnet

Map for Successful Students



Tools used 08-09 . . .

- Falcon Lab – *Tunein to Reading*
- Accountability at all grade levels
- Interventionists
- Universal Screeners
- Fine Arts Curriculum

Focus on . . .

- Accelerated Reading
- Study Island – reinforces skills
- Collaboration among teachers
- Writing Skills
- Literacy
- Math

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