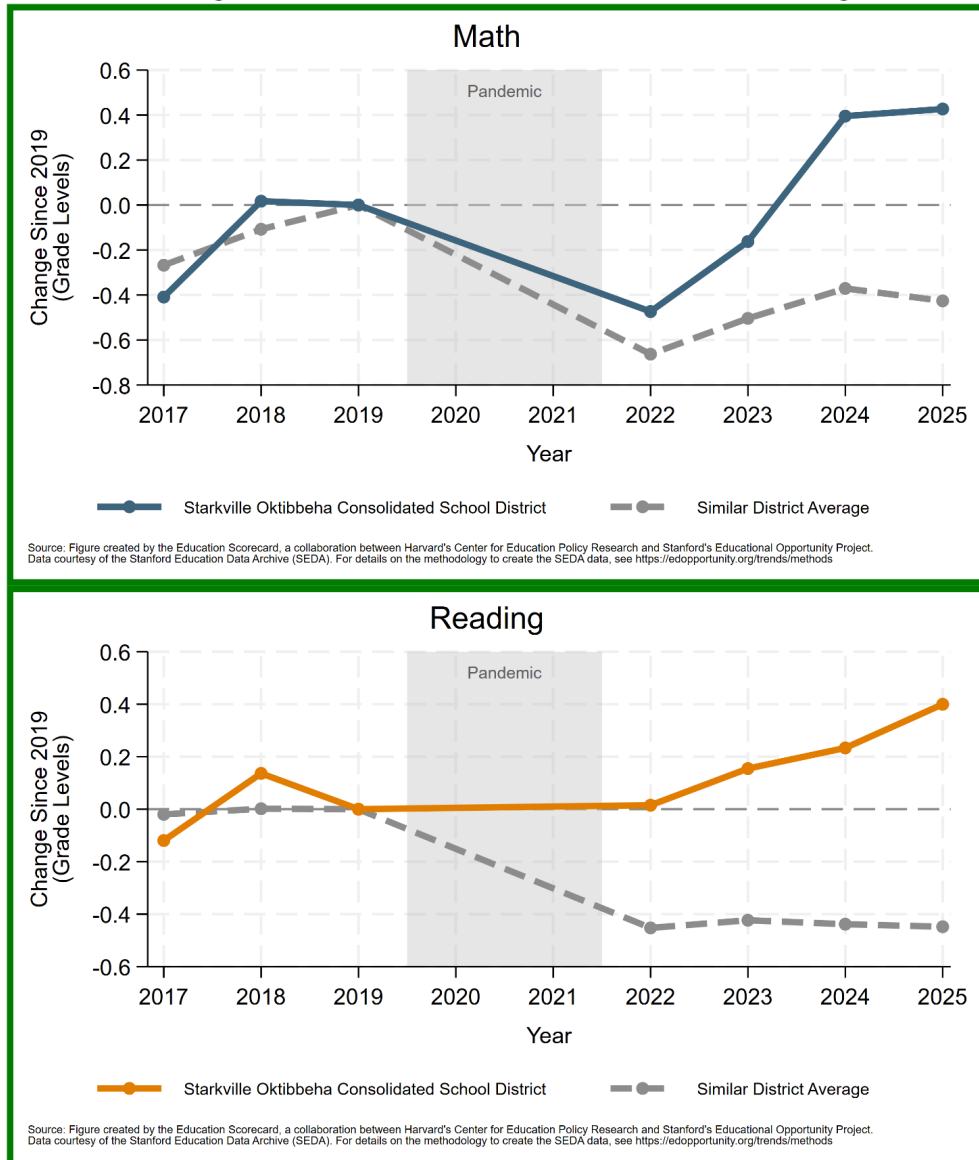


# EDUCATION SCORECARD

**Starkville Okibbeha Public Schools**  
Starkville, Mississippi

## Starkville Oktibbeha Consolidated School District, MS

Rising Faster than Similar Districts in Math & Reading



Similar Districts: Brookhaven School District, Kosciusko School District, Cleveland School District, Tupelo Public School District, Laurel School District

### **Student Demographics:**

Total student population: 4,882

Economically Disadvantaged: 67%

Three largest racial demographics:

Black/African American 65.32 %

White 29.21%

Asian 3.20%

### **Dr. Tony McGee, Superintendent**

tmcgee@starkvillesd.com

- “Sustained progress doesn’t happen by chance—it comes from aligning strong instruction, empowered leadership, and intentional supports, so every student has the opportunity to succeed.”

### **Background**

Starkville-Oktibbeha Consolidated School District has demonstrated sustained academic progress by focusing on strong instruction, leadership development, and targeted student supports. Under Superintendent Dr. Tony McGee, the district has aligned its efforts around improving classroom instruction, strengthening school leadership, and ensuring resources are directed toward strategies that directly impact student learning.

### **Strategies for Success:**

#### **Strengthening HQIM + Structured Literacy**

- The district prioritized high-quality instructional materials (HQIM) in both math and ELA, ensuring consistency across classrooms.
- SOCSO transitioned from balanced literacy to a structured literacy approach, emphasizing phonemic awareness, phonics, fluency, vocabulary, and comprehension starting in early grades.
- In math, teachers use manipulatives and concrete models to help students build conceptual understanding before applying skills independently.
- Instruction follows the gradual release model including teacher modeling, guided practice, and independent application, reinforcing mastery of key concepts.

#### **Investing in Leadership and Teacher Development**

- The district prioritized principal development, helping school leaders better understand accountability systems, data analysis, and instructional leadership.
- SOCSO created principal PLCs, where leaders collaborate, share strategies, and learn how to support teachers more effectively.
- The district also launched an emerging leaders pipeline to develop future assistant principals and school leaders.

- Teachers are given greater voice and ownership in lesson planning and instructional decisions, increasing buy-in and consistency.

#### Building a Data-Driven Instructional Culture

- Teachers and school leaders regularly use formative and district-created assessments to monitor student progress throughout the year.
- Schools analyze data to identify learning gaps and adjust instruction in real time, supporting continuous improvement.
- The district emphasized helping educators understand student growth—not just proficiency, shifting the focus toward measurable academic progress.
- The district strengthened its multi-tiered system of supports (MTSS), ensuring interventions are aligned to student needs and grounded in data.
- The district enhanced support for subgroups, including SPED, EL, and the lowest-performing quartile of its students.

#### Addressing Attendance Through Community-Based Supports

- The district hired a dedicated parent liaison to work directly with families and address barriers to attendance.
- SOCSO partners with community organizations to provide wraparound supports, including assistance with housing, utilities, transportation, and basic needs.
- Schools use proactive communication strategies, including phone calls, written notices, and coordination with truancy courts when needed.
- The district maintains a strong collaborative relationship with its local Youth Court and MDE-appointed truancy officer to encourage regular student attendance.