

MISSISSIPPI STATE BOARD OF EDUCATION

Strategic Plan

Annual Progress Report

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State Superintendent of Education

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

January 20, 2022





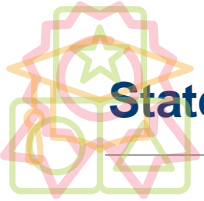
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community





1

ALL Students Proficient and Showing Growth in All Assessed Areas

EVERY School Has Effective Teachers and Leaders

4

2

EVERY Student Graduates from High School and is Ready for College and Career

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5

3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School and District is Rated “C” or Higher

6



Strategic Plan Impact on Student Achievement

F

Quality Counts K-12 Achievement

D+ for chance for success

D for school finance

50TH

Quality Counts National Ranking

50th in nation for K-12 achievement

75.5

Graduation Rate

75.5% second lowest among neighboring states

NAEP

NAEP

4th graders reading more than **one full grade level behind** national average on National Assessment of Educational Progress

GAP

Honesty Gap

Large “honesty gap” between state assessment proficiency rates and NAEP results

C-

Quality Counts Overall Grade

C for chance for success

D+ for school finance

D+ for K-12 achievement

35TH

Quality Counts National Ranking

35th in nation for K-12 achievement

87.7

Graduation Rate

87.7%
Higher than the national average

NAEP

NAEP

No. 1 in the nation for gains in 4th grade reading and math, **higher than national average** in math and tied for reading

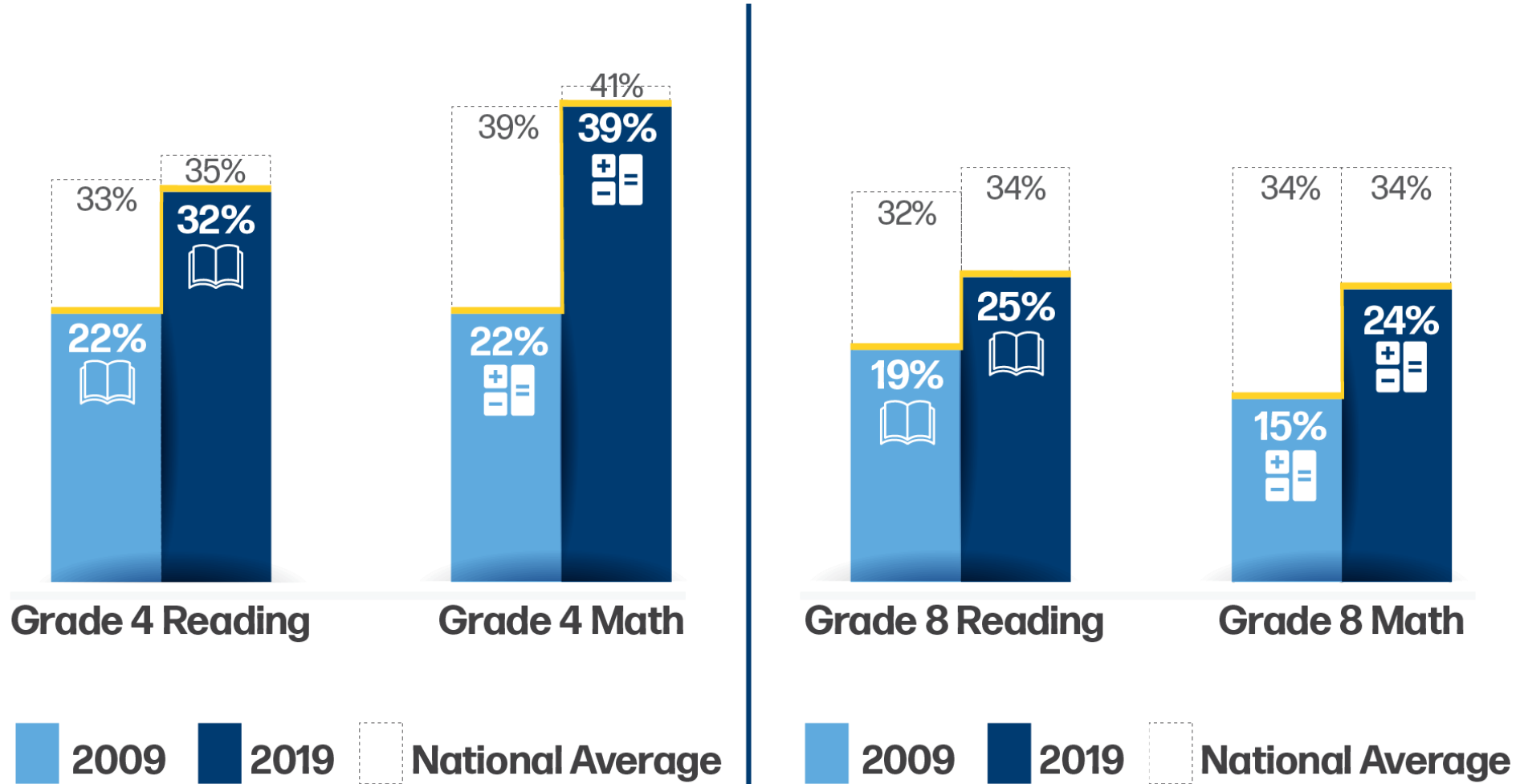
No. 2

Most Improved in Nation

No. 2 state in nation with greatest improvements for **three consecutive years**

National Assessment of Educational Progress (NAEP)

Mississippi Students Scoring Proficient or Above



Mississippi National Rankings NAEP Gains



2021 QUALITY COUNTS

Mississippi 2nd Most Improved State

- **No. 2 state** or jurisdiction with the **greatest improvement** for three consecutive years
- **No. 2 state** for **closing 4th grade reading achievement gap** between students in low-income families and their wealthier peers
- C grade in chance-for-success index
- C- overall grade, just shy of the nation's grade of C

Top Four States for Closing 4th Grade Reading Achievement Gap 2003-2019

9

STATE	POINTS NARROWED
Illinois	6.9
Mississippi	5.4
Nevada	4.8
Florida	4.4

Achievement gap closed between students in low-income families and their wealthier peers.

Source: EdWeek Research Center, 2021





COVID-19 Response

- Provided districts with guidance on uses for \$2.2 billion in Elementary and Secondary School Emergency Relief (ESSER) I, II and III funds to accelerate learning and educate students safely
- Reviewed all district plans for spending ESSER I, II and III allocations and disbursed funding requests:

	Allocated	Amount Requested	Available Balance	Percent Disbursed	Obligation Deadline
ESSER I	\$158,832,904	\$125,355,677	\$33,477,226	79%	9/30/22
ESSER II	\$652,079,556	\$111,402,684	\$540,676,872	17%	9/30/23
ARP ESSER III	\$1,465,529,524	\$9,570,592	\$1,455,958,932	1%	9/30/24

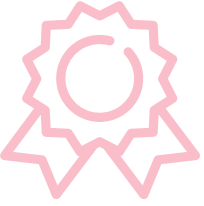
Developed plans to spend \$246 million in ESSER state reserve funds to implement projects and initiatives to benefit districts, teachers and students:

- Supplemental Digital Content (ELA, Math, Science and Social Studies)
- High Dosage Tutoring (K-12)
- High Quality Instructional Materials (ELA and Math)
- Digital Learning Coaches
- School Improvement Coaches
- Professional Development Coordinators (Science and Math)
- Career Academy Support
- Licensure System
- MSIS 2.0 & Staffing
- Licensure Call Center & Staffing
- School Safety Platform
- College and Career Readiness Platform
- Counselor Supports and Early Warning System
- ESSER Technical Assistance Contractors



Key Actions

To Advance Strategic Plan



GOAL 1



ALL Students Proficient and Showing Growth in All Assessed Areas





Literacy

- Hosted statewide Regional Family Literacy Nights with 2,000 parents participating. (Goals 1, 4, 6)
- Partnered with Mississippi Public Broadcasting (MPB) to develop MPB Classroom TV to provide 261 episodes of literacy-specific lessons grounded in the Science of Reading. (Goal 1)
- Developed and provided synchronous and asynchronous Science of Reading training modules for administrators and elementary and secondary teachers. (Goals 1, 3, 4)

The flyer is titled "Looking for strategies to improve reading for K-3 students?" and "Join us. REGIONAL FAMILY NIGHTS". It features the "STRONG READERS STRONG LEADERS MISSISSIPPI" logo and a photo of a group of people. The "KEY INFORMATION & DATES" section includes a description of the meetings, the Literacy-Based Promotion Act (LBPA), and session times. The "SESSIONS:" section lists dates, times, and locations for various events. A QR code and the website "StrongReadersMS.com" are also included.

Looking for strategies to improve reading for K-3 students?

Join us. REGIONAL FAMILY NIGHTS

STRONG READERS STRONG LEADERS MISSISSIPPI

KEY INFORMATION & DATES

The Mississippi Department of Education announces a series of regional meetings across the state for families of students in kindergarten through grade 3. At the meetings, families will receive an overview of the state law concerning literacy and assessment, as well as strategies that can be used at home to help students improve their reading skills.

The state law, known as the Literacy-Based Promotion Act (LBPA), focuses on prevention and intervention to help children develop the reading skills required for 4th grade.

Family engagement is also a critical component of students' reading success.

Session times at all locations are 6 - 7 p.m.

NO registration is required to attend.

Open the camera app on your phone and scan the QR code to visit StrongReadersMS.com

SESSIONS:

Monday, Nov. 8, 6 - 7 p.m.
McComb High School Cafeteria
310 7th Street, McComb

Tuesday, Nov. 9, 6 - 7 p.m.
Bramlett Elementary School
225 Bramlett Boulevard, Oxford

Thursday, Nov. 11, 6 - 7 p.m.
McWille Elementary School
4851 McWille Circle, Jackson

Monday, Nov. 15, 6 - 7 p.m.
Family Education Center
3524 Prentiss Avenue, Moss Point

Tuesday, Nov. 16, 6 - 7 p.m.
McCoy Elementary School
1835 School Drive, Yazoo City

Thursday, Nov. 18, 6 - 7 p.m.
MS Valley State Business Building
14000, US-82 West, Itta Bena

Tuesday, Nov. 30, 6 - 7 p.m.
Partnership Middle School
11200 MS-182, Starkville

Monday, Dec. 6, 6 - 7 p.m.
Bates Elementary School
3180 McDowell Rd Ext, Jackson

StrongReadersMS.com gives you the needed resources, activities and information so you can help your children become strong readers and strong leaders.

FOR MORE DETAILED INFORMATION, PLEASE VISIT MSDE.ORG/LITERACY



Literacy

- Published the [How to Build Strong Readers: Mississippi's Guide to Developing Literacy Skills from Birth through Grade 12](#), which provides a clear vision and comprehensive guide for educators to implement effective, evidence-based literacy instruction throughout the state. (Goals 1, 2, 3, 4, 5, 6)
- Redesigned and Relunched Strong Readers Strong Leaders Mississippi website strongreadersms.com, providing resources and strategies to assist families with literacy supports and social and emotional learning birth to grade 5. Total page views: 61,987. (Goals 1, 3)





Educator Support and Student Intervention Services

- Developed a curated list of high-quality standards-aligned ELA, mathematics, social studies and science curriculum materials for districts and schools. (Goals 1, 2, 6)
- Adopted the Mississippi English Language Proficiency (ELP) standards and Mississippi Alternate-ELP standards for students with significant cognitive disabilities. (Goals 1, 2, 4, 6)
- Developed state-approved, evidence-based academic and behavior intervention lists for districts with guidance on the grade-level skills addressed, delivery method, and the recommended implementation time for each intervention. (Goals 1, 2, 3, 4, 6)
- Provided four-hour required dyslexia awareness training for all educators and paraprofessionals. This training is available on the MDE dyslexia web page with resources to support the training. (Goals 1, 2, 3, 4, 6)



Special Education

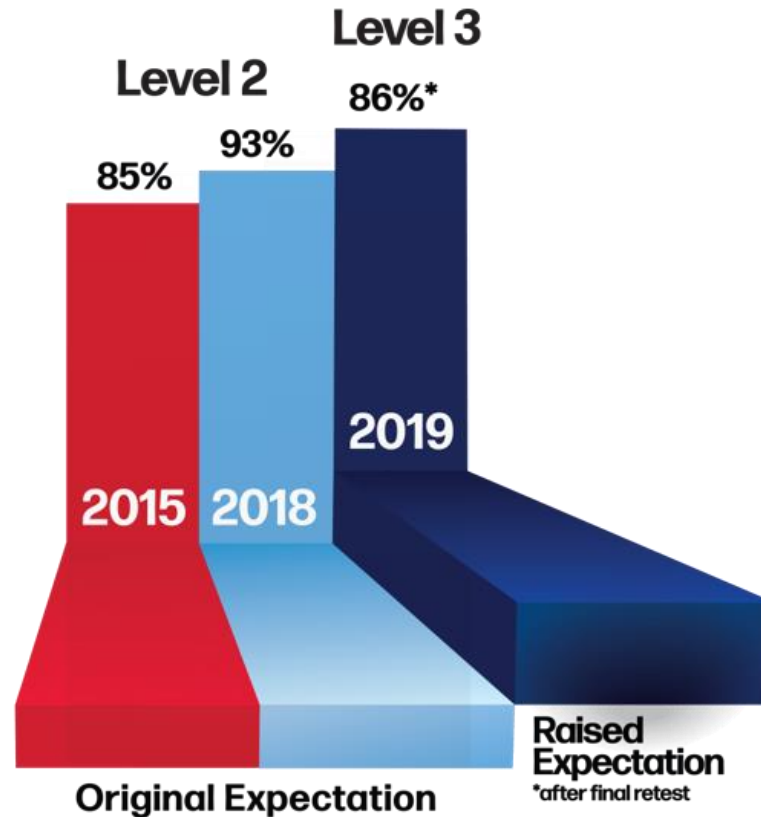
- Provided technical assistance and professional development sessions regarding access, inclusion, diversity and equity for students with disabilities; and the new fiscal and programmatic monitoring systems, resources, and best practices. (Goals 1, 2, 3, 4, 6)

Assessment

- Served as the lead state among seven collaborating states in the Competitive Grants for Student Assessments (CGSA), *Evaluating English Language Progress Models: The Sensitivity of Claims About Progress Across State Models*. The project aims to develop or improve models to measure and assess English learner student progress or student growth on federally required and other assessments. (Goals 1, 2, 6)
- Provided additional practice items in science and social studies for grades 5, 8 and high school Biology and U.S. History. (Goals 1, 2)

Final Pass Rate

3rd Grade Reading Achievement



2018-19

Initial pass rate: **74.5%**

Final pass rate: **86%**

COVID-19 | DISRUPTION

2019-20

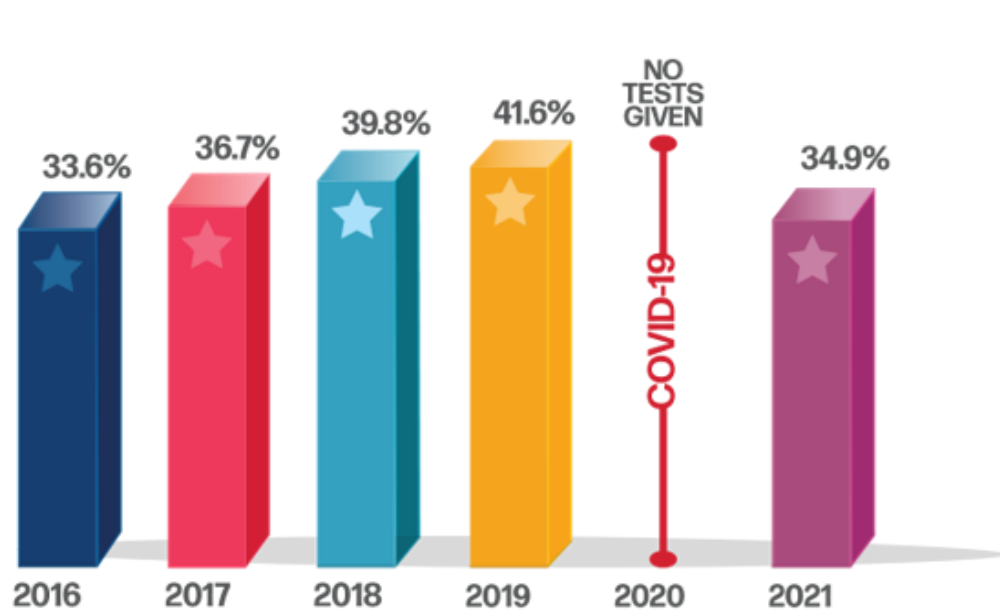
No tests administered

2020-21

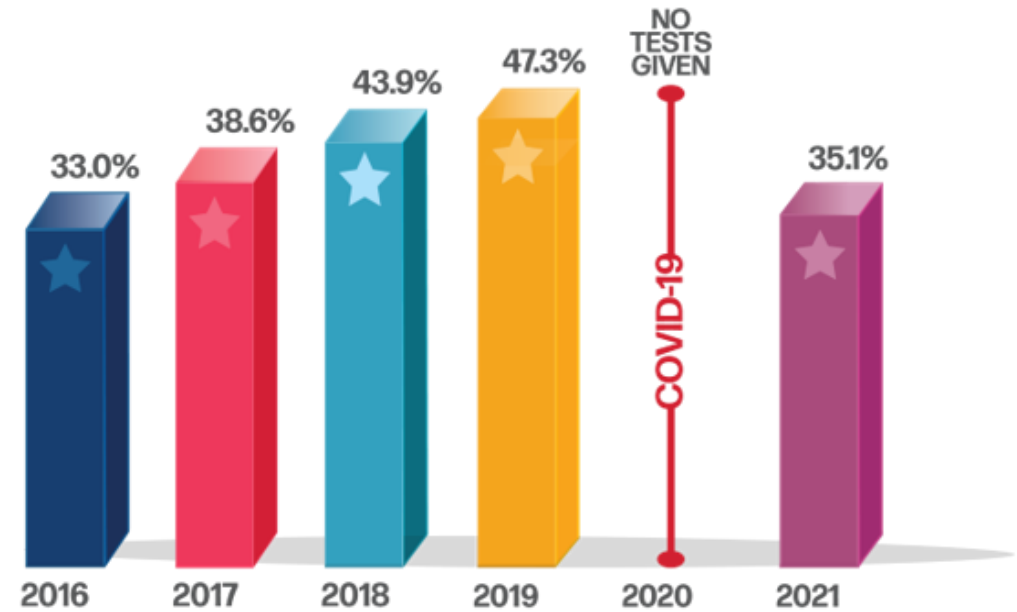
Initial pass rate: **65.4%**

No retests because passing requirement waived

Mississippi Academic Assessment Program (MAAP)



English Language Arts (ELA)
Proficient & Advanced



Mathematics
Proficient & Advanced

Outcomes 2 & 3: Increase the percentage of students proficient (levels 4 and 5) and decrease percentage scoring at levels 1-3 on statewide assessments (grades 3-8 and high school composite) in each subgroup

ENGLISH LANGUAGE ARTS

GRADE	2018-19 PROFICIENT OR ADVANCED	2020-21 PROFICIENT OR ADVANCED	CHANGE
Grade 3	48.3%	34.8%	-13.5%
Grade 4	48.5%	37.2%	-11.3%
Grade 5	43.1%	41.5%	-1.6%
Grade 6	33.6%	29.6%	-4.0%
Grade 7	39.0%	30.7%	-8.3%
Grade 8	35.5%	35.6%	0.1%
English II	43.8%	34.9%	-8.9%
Overall	41.6%	34.9%	-6.7%

MATHEMATICS

GRADE	2018-19 PROFICIENT OR ADVANCED	2020-21 PROFICIENT OR ADVANCED	CHANGE
Grade 3	51.4%	34.9%	-16.5%
Grade 4	48.8%	33.2%	-15.6%
Grade 5	38.9%	33.4%	-5.5%
Grade 6	47.6%	35.0%	-12.6%
Grade 7	51.1%	41.7%	-9.4%
Grade 8	44.8%	34.3%	-10.5%
Algebra I	49.3%	33.2%	-16.1%
Overall	47.4%	35.1%	-12.3%

COVID-19 | NO TESTS GIVEN IN 2019-20

From 2016 to 2019

- **ELA growth increased** from 57.5% to 58.8% **(+1.3%)**
- **Math growth increased** from 61.7% to 65.2% **(+3.5%)**
- **Female students** had the **greatest increase in math growth**, from 61.4% to 67.4% **(+6.0%)**

COVID-19 | DISRUPTION

No growth data for 2020-21 because assessments were canceled due to COVID-19 in 2019-20



GOAL 2

EVERY Student Graduates from High School and is Ready for College and Career



College and Career Readiness

- Expanded the implementation of Career Academies in schools throughout the state and provided collaborative support and resources for existing and emerging career academies. (Goals 1, 2)
- Expanded opportunities for students to acquire post-secondary credentials that are recognized by local business and industry. (Goal 2)
- Provided district and school teams with guidance and support on implementation of approved diploma endorsements. (Goals 1, 2, 6)

Standards and Policy

- Developed a statewide Computer Science Strategic Plan to promote and expand computer science education in Mississippi. (Goals 1, 2, 4)
- Promoted the acquisition of work-ready skills through the ACT WorkKeys assessment and related supports to all students through policy updates and technical assistance. (Goals 1, 2)
- Revised the State Perkins V plan to include Work-based Learning. (Goals 1, 2)

Teacher, Counselor and Administrator Support

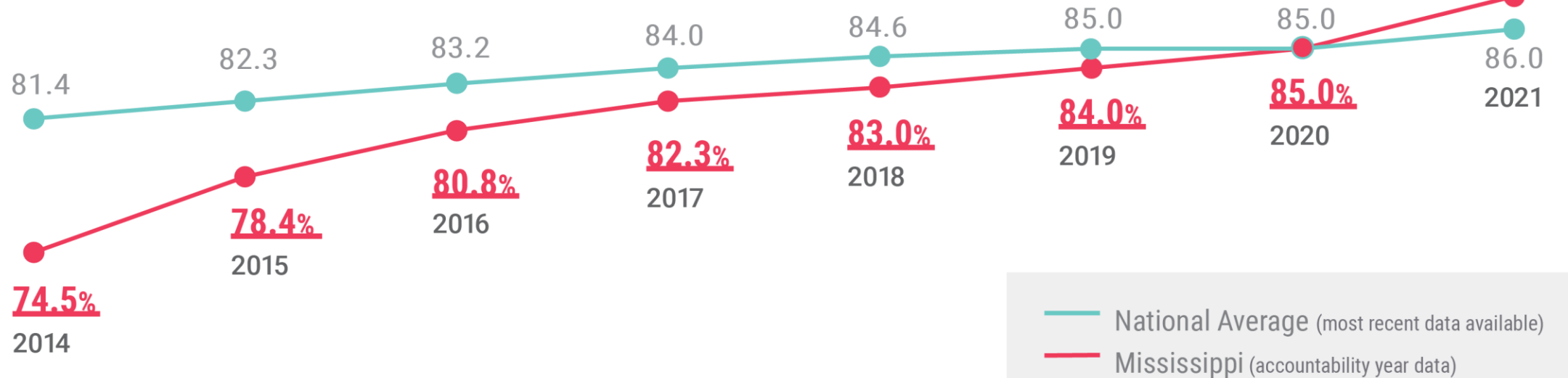
- Promoted student access to dual credit/dual enrollment opportunities, Advanced Placement (AP), International Baccalaureate diploma program courses, and Cambridge Advanced International Certificate of Education (AICE) courses, and Science, Technology, Engineering and Mathematics (STEM) pathways through policy updates, statewide communication and technical assistance. (Goals 1, 2)
- Developed and distributed supports for parents and guardians of English Learners available in English, Arabic, Spanish, Chinese, and Vietnamese to help families better understand their rights and responsibilities. (Goals 1, 2)
- Provided Orton-Gillingham dyslexia-based instruction training to 995 K-12 teachers statewide. (Goals 1, 2, 3, 4, 6)

Teacher, Counselor and Administrator Support

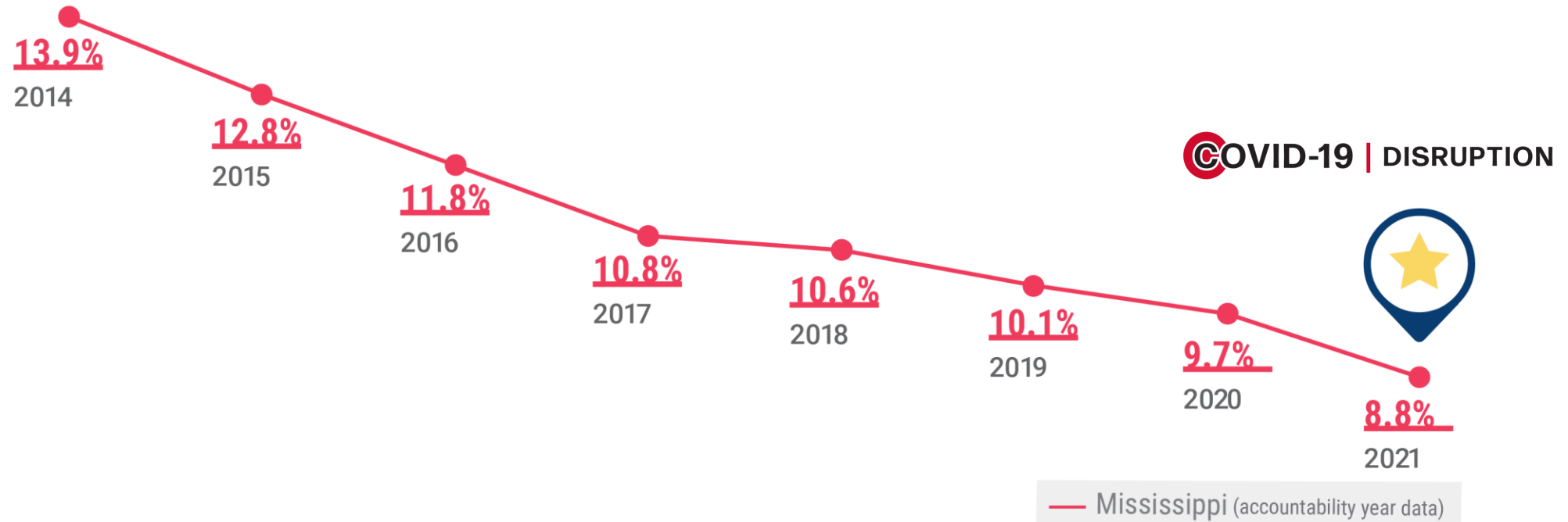
- Provided professional development and resources to aid districts with the creation and use of dropout prevention plans. (Goals 1, 2, 6)
- Released ELA and mathematics (K-8) Teacher Resource Guides for students identified as having a significant cognitive disability (SCD). Guides are broken into grade bands (K-2, 3-5, and 6-8) to be most useful to teachers. There are now guides for all the Mississippi Alternate Academic Achievement Standards (MS AAAS). (Goals 1, 2, 3, 4, 6)
- Conducted Southern Regional Education Board (SREB) Literacy Ready and Math Ready courses for teachers to assist seniors with an ACT sub-score below 15 in English/reading and mathematics. (Goals 2, 4)

MISSISSIPPI'S GRADUATION RATE

COVID-19 | DISRUPTION



MISSISSIPPI'S DECLINING DROPOUT RATE



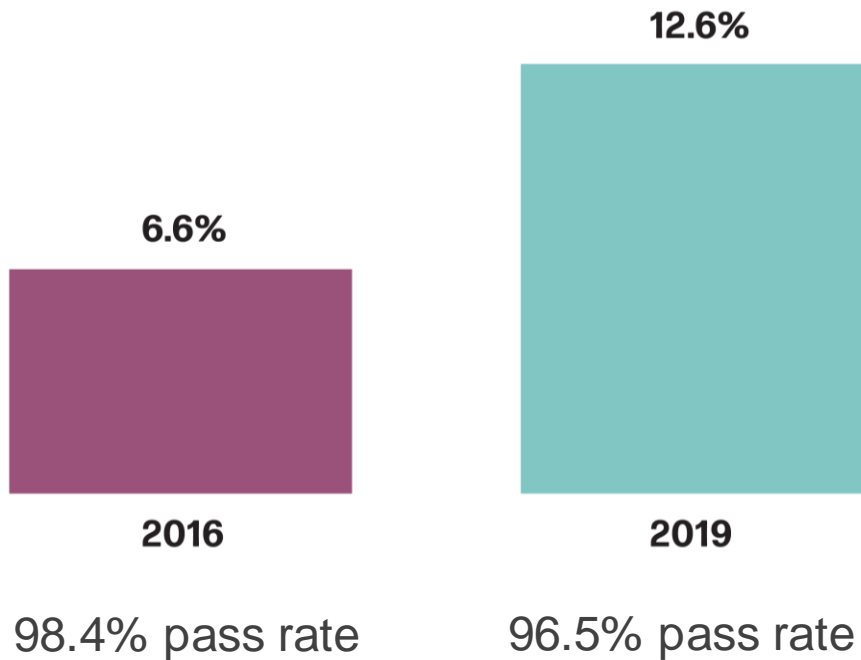


Achievement among the graduating class is higher than the junior class, which shows students improve scores when they retake the ACT as seniors.

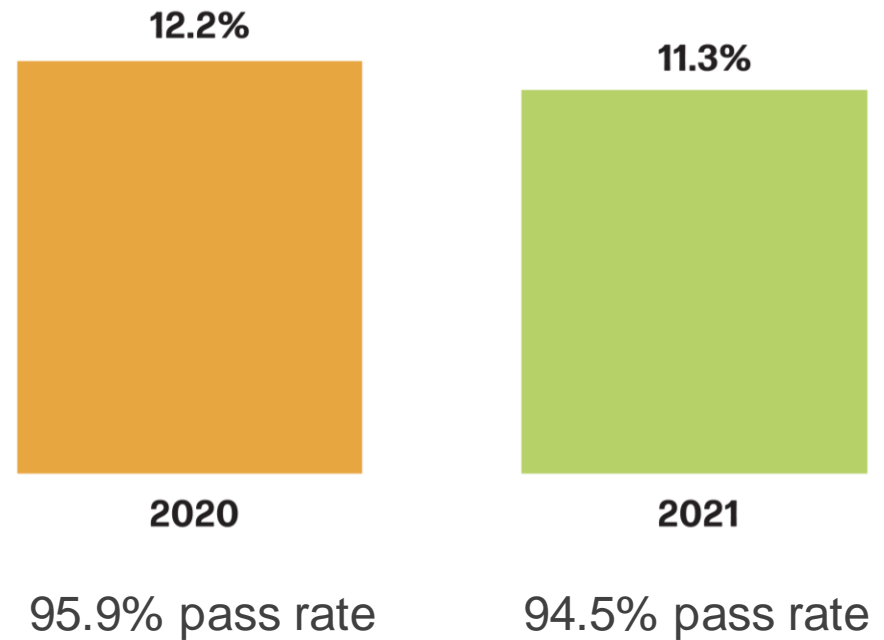


COVID-19 | DISRUPTION

Dual Credit Enrollment 2016 to 2019

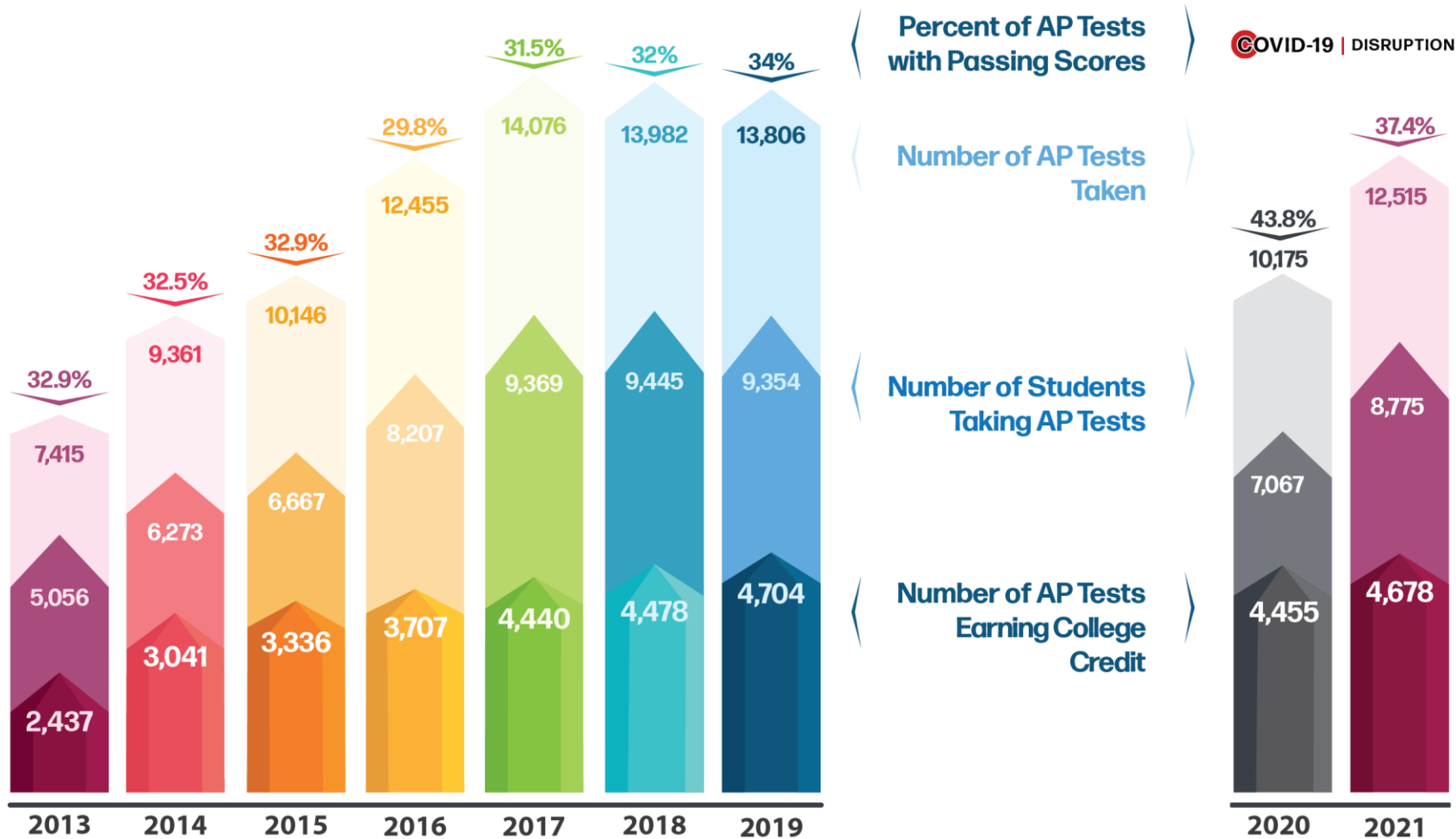


Dual Credit Enrollment 2020 & 2021



COVID-19 | DISRUPTION

2015-16 (AP only)	2016-17 (AP only)	2017-18 (AP & IB)	2018-19 (AP, IB & AICE)	2019-20	2020-21 (AP, IB & AICE)
10.7%	13.3%	12.0%	12.9%	N/A	13.3%

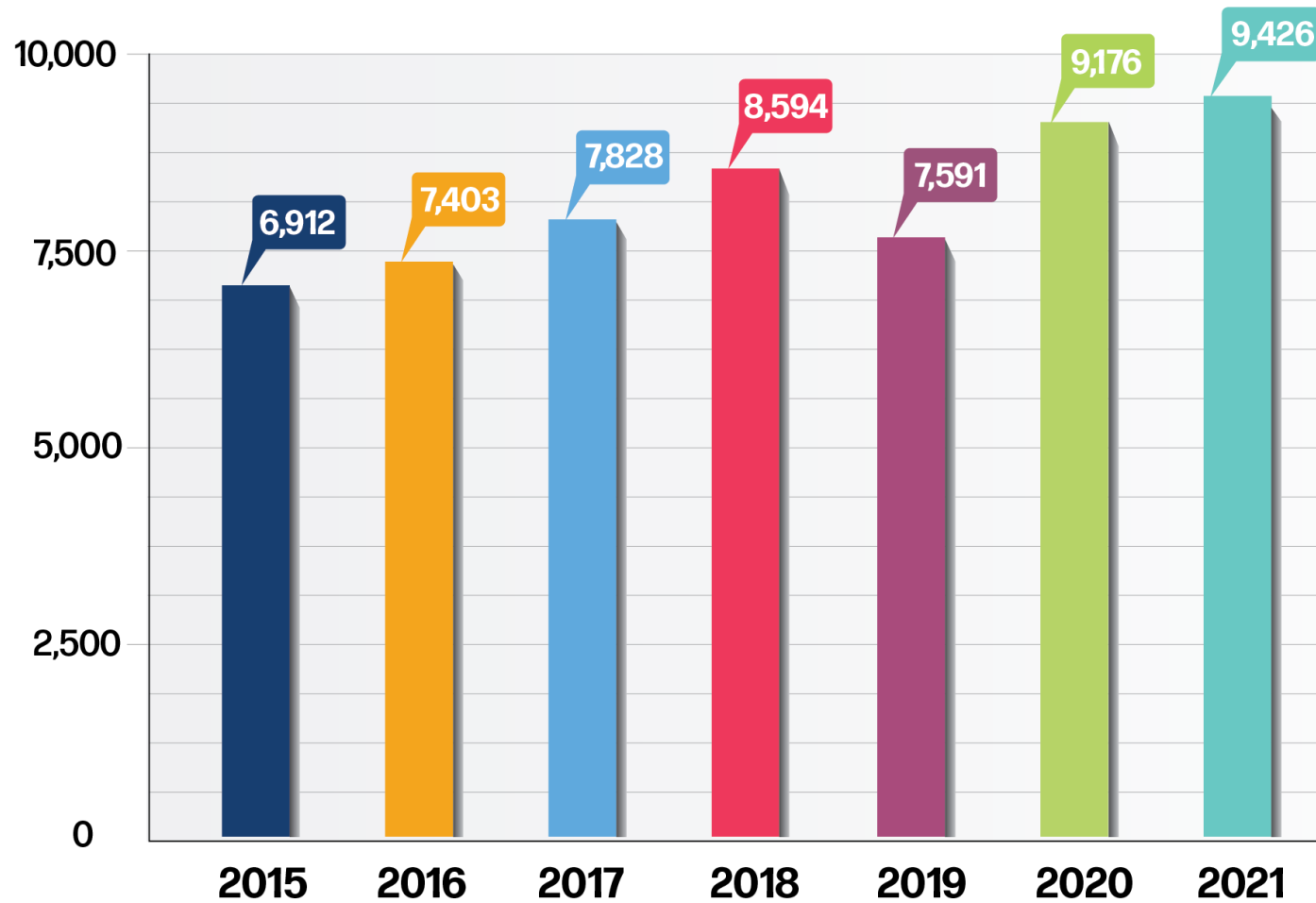


Advanced Placement

2021 passing rate reached an **all-time high** of **37.4%** for a full school year.

2020 figures cannot be compared to other years because exams were abbreviated, and students nationwide were permitted to test on mobile phones and other devices while quarantining at home.

Career and Technical Education Program Completers



Students who complete a four-course sequence of a Career and Technical Education (CTE) program of study are considered CTE completers.



GOAL 3

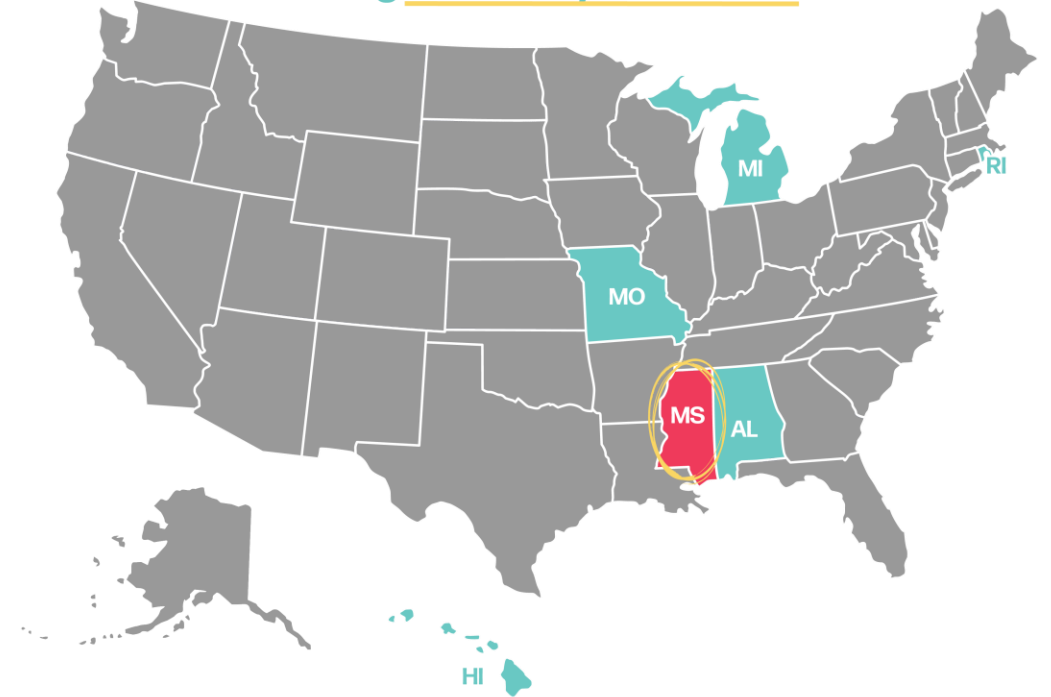
EVERY Child Has Access to a High-Quality
Early Childhood Program



Access to High-Quality Early Childhood Education

- Earned Mississippi national recognition for being named one of only six states meeting all 10 National Institute for Early Education Research (NIEER) quality standards for pre-K. NIEER tracks state-funded preschool access, resources and quality. (Goal 3)
- Issued Request for Proposals to double the size of the Early Learning Collaborative program. (Goal 3)

ONE of Only **SIX** States
Meeting All Quality Standards for Pre-K





Professional Development and Strengthening Early Child Education Infrastructure

- Held two-week summer training to alleviate the shortage of highly qualified early childhood teachers by providing an alternative pathway for teachers to earn a pre-K endorsement and for assistant teachers to earn a highly qualified status. (Goals 3, 4)
- Formulated an evidence-based curriculum aligned with the Mississippi Early Learning Standards named, *Mississippi Beginnings: Pre-K*. (Goal 3)
- Provided coaching and/or professional development support to 184 Early Learning Collaborative classrooms, 16 blended pre-K classrooms, and 33 classrooms supported by the Kellogg Foundation, the Regional Education Laboratory Southeast or other specialized funding. (Goals 3, 4)
- Provided guidance and support to teachers and administrators to implement virtual, hybrid and in-person instruction to manage the impact of COVID-19. (Goals 3, 4)



Family Engagement and Support

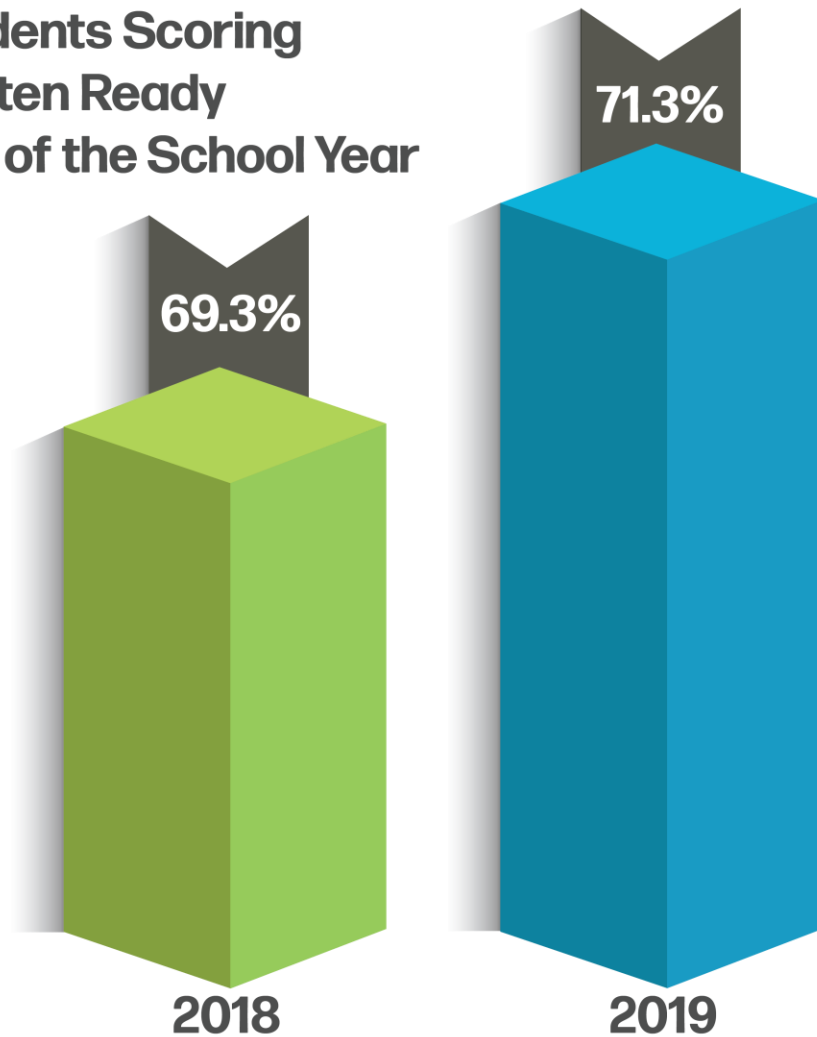
- Created the Mississippi Transition Toolkit for pre-K providers and state agencies to enhance equitable transition services and increase kindergarten readiness. (Goals 3, 4)
- Developed the Family Guide for Back to School to educate families in making informed decisions regarding their child's return to school. (Goal 3)
- Developed supplemental resources and training to further support the MDE Family Engagement Framework. (Goals 3, 4)
- Released the Family Engagement Calendar to encourage learning outside the classroom and to provide conversation starters to strengthen communication with children. (Goal 3)



Family Engagement Professional Development

- Assisted sites in completing a self-assessment to determine progress in current family engagement implementation and the development of a quality implementation plan. (Goals 3, 4)
- Launched the Mississippi Leading Innovative Teaching and Learning Environments (LITE) in Early Childhood Institute to fulfill the critical need for early childhood leadership development in Mississippi. (Goals 3, 4)

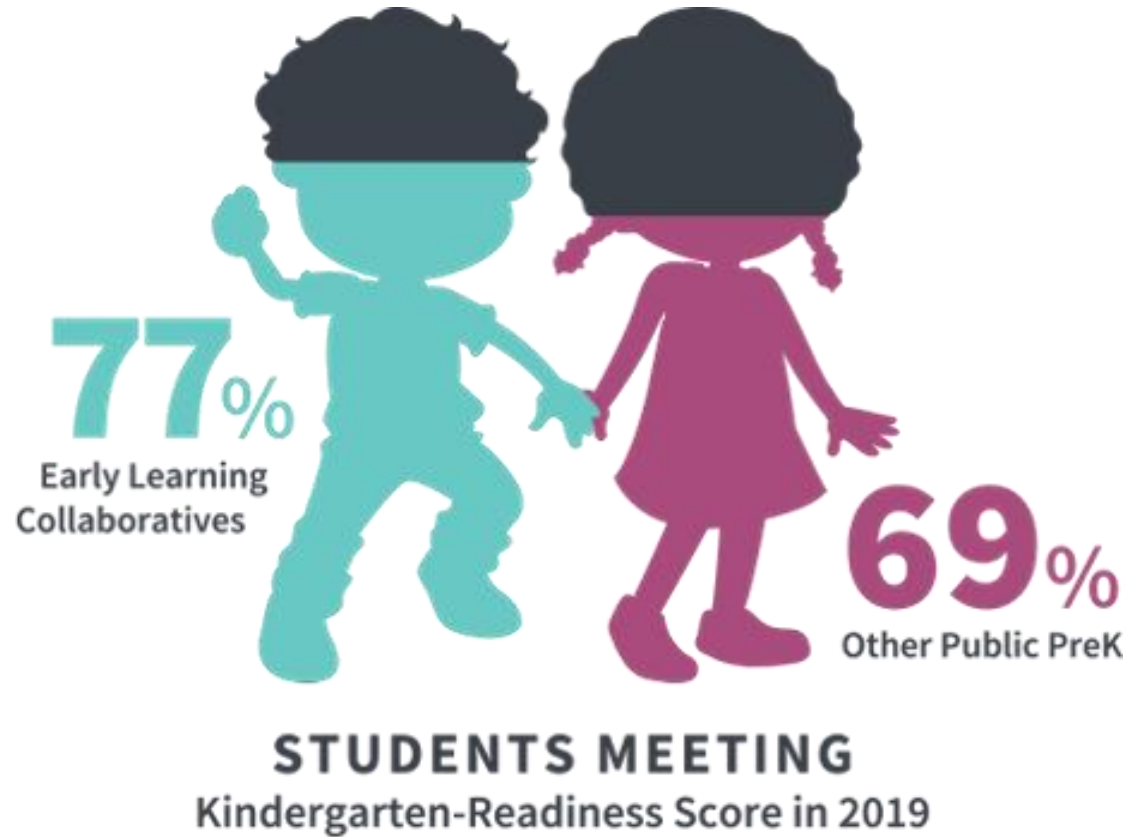
Pre-K Students Scoring Kindergarten Ready at the End of the School Year



- Pre-K achievement increased from 2018 to 2019

COVID-19 | DISRUPTION

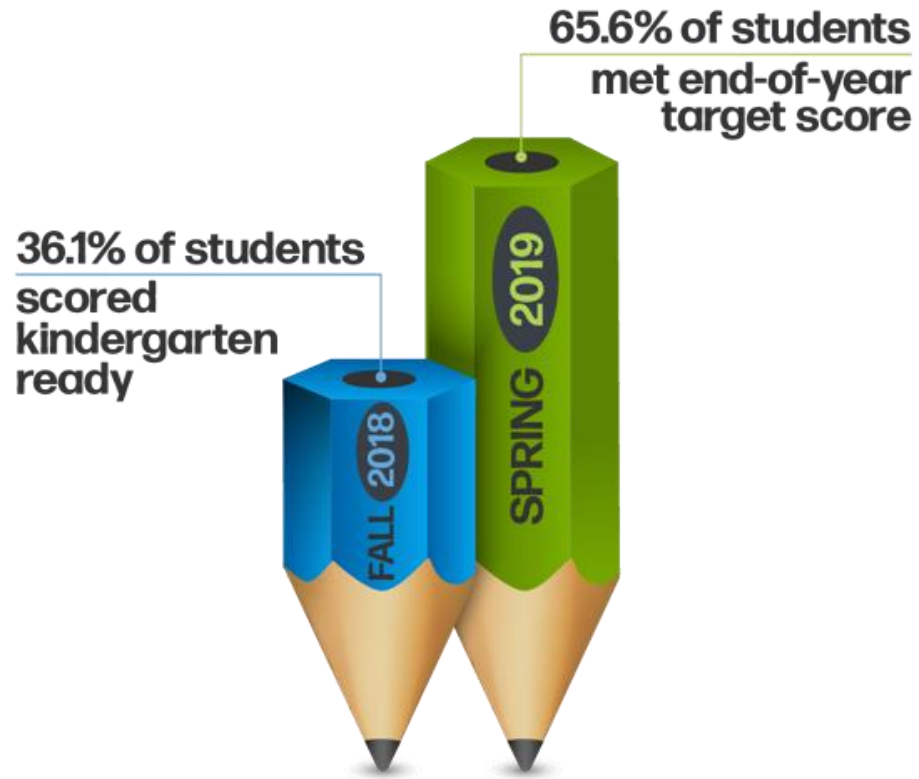
- End-of-year Kindergarten Readiness Assessment not administered in pre-K in 2020 and 2021



- Early Learning Collaborative students show higher rates of kindergarten readiness (77%) than students in other public pre-K classes (69%)
- Kindergarten readiness among Early Learning Collaborative students increased annually, rising from 59% in 2015 to 77% in 2019

2018-19 School Year

KINDERGARTEN READINESS AND GROWTH

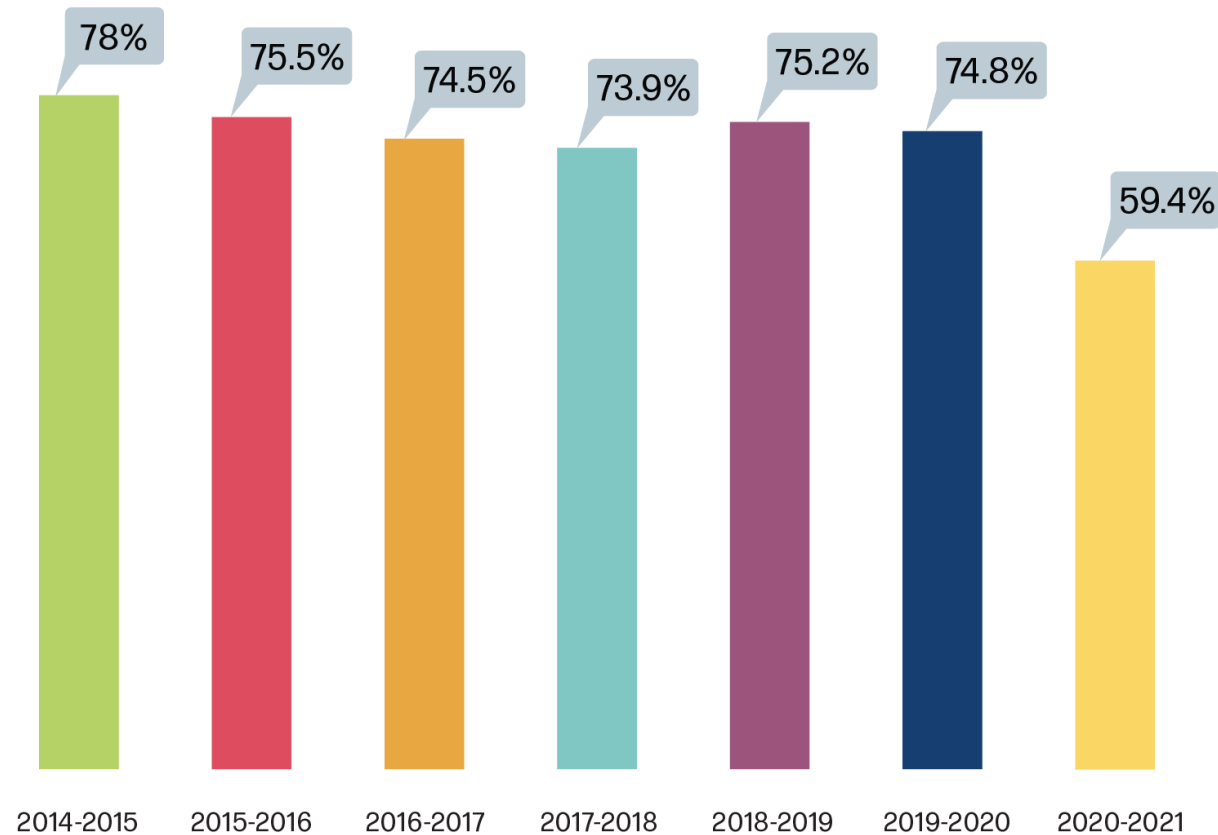


COVID-19 | DISRUPTION

End-of-year Kindergarten Readiness Assessment not administered in spring 2020 and spring 2021

Fall 2021
31.8% of kindergarten students scored kindergarten ready at the start of the 2021-22 school year

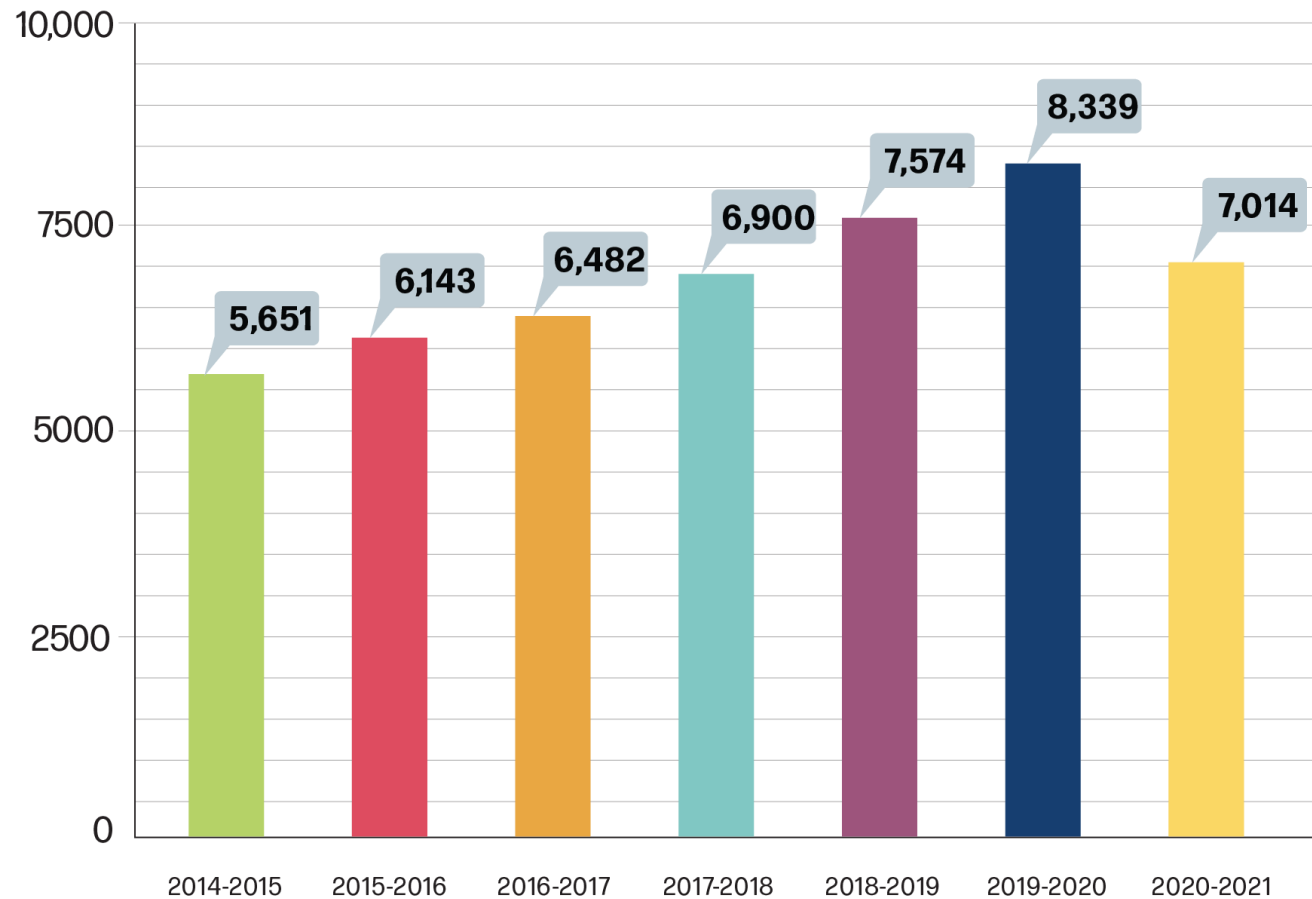
Percentage of children with disabilities in general education early childhood programs



COVID-19 | DISRUPTION

Overall Pre-K and Kindergarten enrollment declined in 2020-21

Pre-K Students Enrolled in Title I or Locally Funded Classrooms



COVID-19 | DISRUPTION

Overall Pre-K and Kindergarten enrollment declined in 2020-21

18 Early Learning Collaboratives statewide



COVID-19 | DISRUPTION

2018-19

95% of Early Learning Collaborative sites met required readiness rate in 2019 compared to 79% in 2016

2019-20 and 2020-21

Site readiness rate measure waived



GOAL 4

EVERY School Has Effective Teachers
and Leaders



- Provided professional development sessions in the areas of English Language Arts, mathematics, special education and science. (Goals 1, 2, 3, 4, 6)
- Offered districts, schools and teachers professional learning through scheduled sessions, direct support, online courses and on-demand sessions. (Goals 1, 2, 3, 4, 6)
- Shifted to virtual sessions and coaching in response to the pandemic. (Goals 1, 2, 3, 4, 6)

Participants

14,917

participants

11,462

virtual

2,988

Canvas course enrollment

467

in-person



Sessions

471

trainings

57

Canvas courses

81

districts served

Educator Effectiveness and Professional Growth

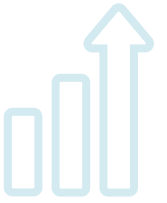
- Supported 198 aspiring educators in their pursuit to become a licensed teacher through the Mississippi Teacher Residency and Performance-Based Licensure pilot programs. (Goal 4)
- Based on success with the Mississippi Teacher Residency, awarded more than \$9.8 million in grants to expand access to diverse and effective teachers through residency-based preparation in communities disproportionately impacted by COVID-19. (Goal 4)
- Developed Special Education Teacher Growth Rubric to support inclusive practices, collaboration, and specific needs of special education teachers. (Goals 1, 2, 3, 4, 6)
- Trained 815 participants in the Mississippi Professional Growth System. (Goal 4)

Professional Development and Educator and Leader Preparation

- Provided monthly Special Education Deep Dive sessions to prepare administrators to grow and develop effective special education teachers and increase knowledge of inclusive frameworks in connection with high leverage practices. (Goals 1, 2, 3, 4, 6)
- Developed on-demand, virtual English Language training session series with leader supports for middle and secondary teachers and paraprofessionals. (Goals 1, 4)
- Expanded pathways to licensure for K-6 elementary education by recommending a new Master of Arts in Teaching Elementary alternate route program. (Goal 4)
- Continued to strengthen literacy preparation by requiring four common courses for all pathways leading to elementary licensure. (Goal 4)
- Conducted the Educator Shortage Survey with a 100% response rate from traditional public school districts. (Goal 4)

		2017-18*	2018-19	2019-20	2020-21
Outcome 1	Increase the percentage of districts reporting Professional Growth System (PGS) ratings for teachers and leaders	41.7%	71.3%	no data COVID-19	no data COVID-19
Outcome 2	Increase the percentage of teacher candidates passing licensure exams on the first attempt				
	Praxis Content	not collected	83.4%	85.5%	data available spring 2022
	Foundations of Reading	not collected	64.2%	72.0%	data available spring 2022
Outcome 3	Increase the percentage of licensed, diverse teachers and leaders	29.2%	29.2%	29.7%	32.0%
Outcome 4	Reduce the percentage of inexperienced teachers in schools that are both High Poverty And High Minority	23.2%	23.5%	25.7%	34.0%
Outcome 5	Reduce the percentage of non-certified teachers in schools that are both High Poverty And High Minority	3.1%	2.1%	2.7%	3.3%

*Baseline year



GOAL 5

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes



MSIS Modernization

- Contracted with Mississippi Student Information System (MSIS) modernization vendor and launched the second phase of MSIS 2.0 project. (Goal 5)

Digital Learning

- Deployed and supported maintenance/repair for 390,000 computer devices purchased through the Mississippi Connects program with funds from the Equity in Distance Learning Act (SB 3044). (Goals 1, 2, 5, 6)
- Provided training to increase capacity of district technology staff. (Goal 5)



Data Privacy, Security and Systems

- Re-engineered and re-launched Data Governance Program to implement new data governance requirements and student privacy protections established in SBE Policy Chapter 55, Rule 55.1: Office of Technology and Strategic Services. (Goal 5)
- Completed third annual security audit and significantly reduced identified vulnerabilities. (Goal 5)
- Implemented new “virtual office” systems and strengthened encryption on department-issued devices to all MDE employees to support work outside the office building. (Goal 5)

Outcomes Achieved through 2020-21

- ✓ **Outcome 1:** Create a public-facing data system for all stakeholders
- ✓ **Outcome 2:** Create a user-friendly website for the public and school districts to access data to make decisions
- ✓ **Outcome 3:** Create a roadmap to improve the Mississippi Student Information System (MSIS)
- ✓ **Outcome 4:** Publish research results to support improved student outcomes and teacher effectiveness

New Outcome Measures

- **Outcome 1:** Modernize the Mississippi Student Information System (MSIS)
- **Outcome 2:** Increase capacity of MDE to manage, secure and use data
- **Outcome 3:** Increase capacity of districts to provide a rigorous, engaging and secure digital learning experience



GOAL 6

EVERY School and District is
Rated “C” or Higher





District and School Support

- Provided coaching to teachers and administrators in Comprehensive Support and Improvement (CSI) schools to implement professional learning communities focused on improvement of instructional practices. (Goals 1, 2, 4, 6)
- Provided targeted, program-specific professional learning to CSI, Targeted Support and Improvement (TSI), and Additional Target Support and Improvement (ATSI) schools. (Goals 1, 2, 4, 6)
- Distributed resources across program offices to coordinate, enhance, and align school improvement efforts and provided professional development for: Access for All (AFA) 2.0, Family Guides to Special Education, Specially Designed Instruction (SDI) Guidance Document, Special Education Growth Rubric Observation and Feedback Guidebook, and Supporting High-Quality Instruction for English Learners in Onsite, Hybrid, and Remote Learning Environments. (Goals 1, 2, 4, 6)



IMPROVED **DISTRICT** LETTER GRADES 2018 TO 2019

DISTRICT		
GRADE	2018	2019
A	18	31
B	42	34
C	37	34
D	27	22
F	20	19
TOTAL	144	140

Note: Grades for charter schools and special schools are included in charts for school grades only.

74% (35 of 47) of **D and F districts** in 2018 improved their grade or accountability score in 2019

32% (45 out of 140) of **all districts** improved letter grades from 2018 to 2019

COVID-19 | DISRUPTION

Districts retained 2019 letter grades in 2020 and 2021

IMPROVED SCHOOL LETTER GRADES 2018 TO 2019

SCHOOL GRADE	2018	2019
A	181	196
B	247	280
C	191	169
D	165	153
F	109	77
TOTAL	893	875

66% (180 of 274) of D and F schools in 2018 improved their grade or accountability score in 2019

29% (258 of 875) of all schools improved letter grades from 2018 to 2019

COVID-19 | DISRUPTION

Schools retained 2019 letter grades in 2020 and 2021

COVID-19 | DISRUPTION

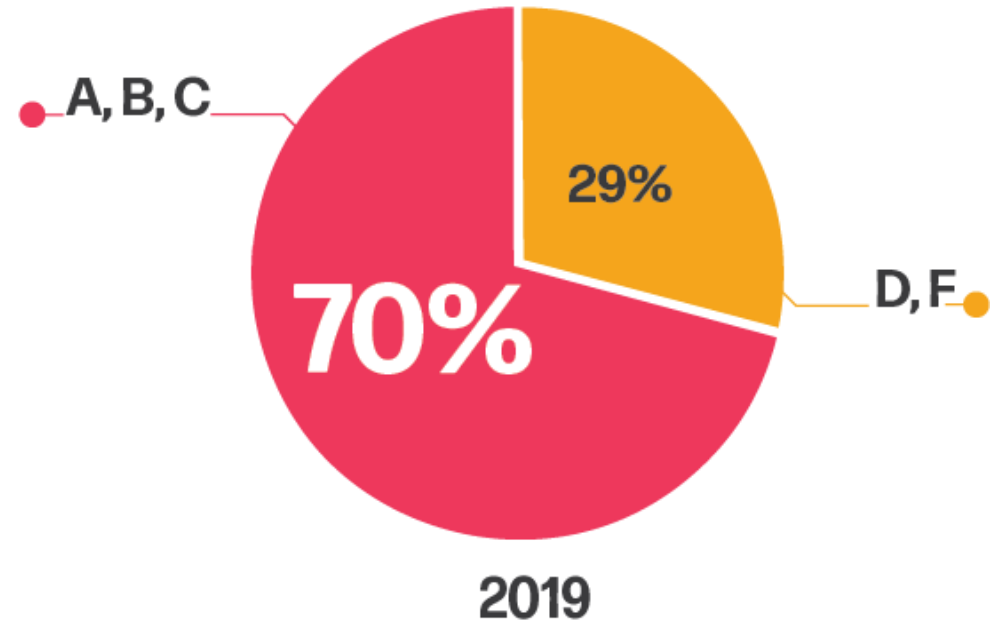
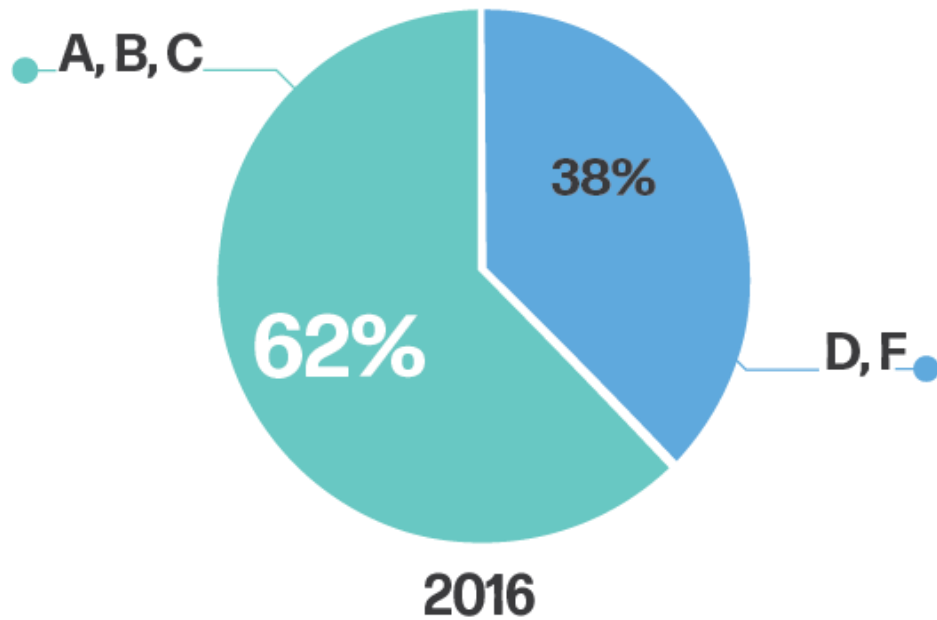
Districts retained 2018-19 letter grades in 2020 and 2021

Districts of Transformation	School year designated	2018-19 grade
Tunica	2015-16	C
Noxubee County	2018-19	F
Holmes County	2021-22	F

Achievement School District	School year designated	2018-19 grade
Yazoo City	2019-20	F
Humphreys County	2019-20	F

DISTRICT GRADE IMPROVEMENTS

2016 - 2019

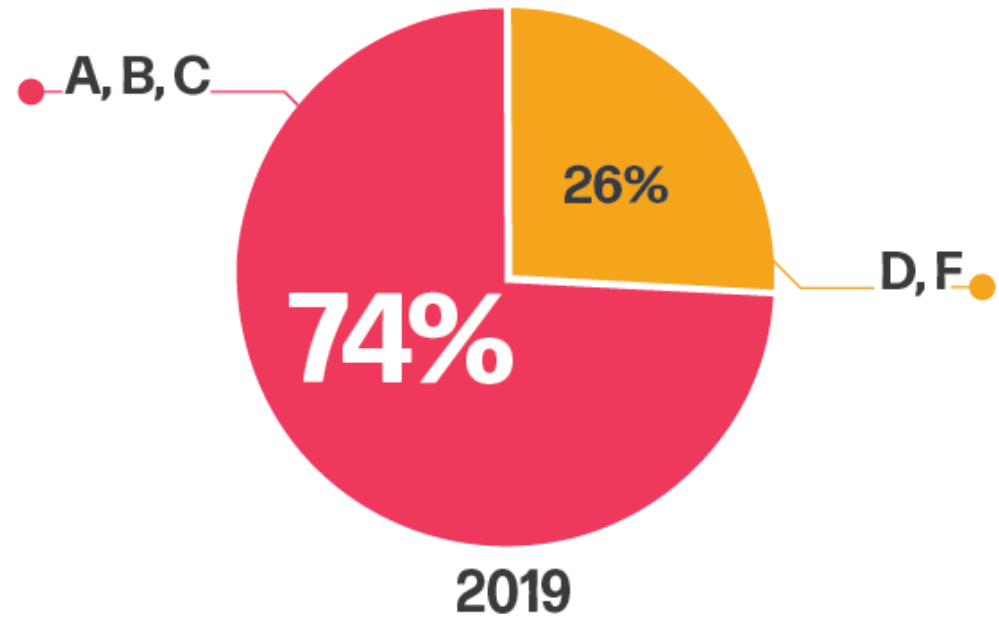
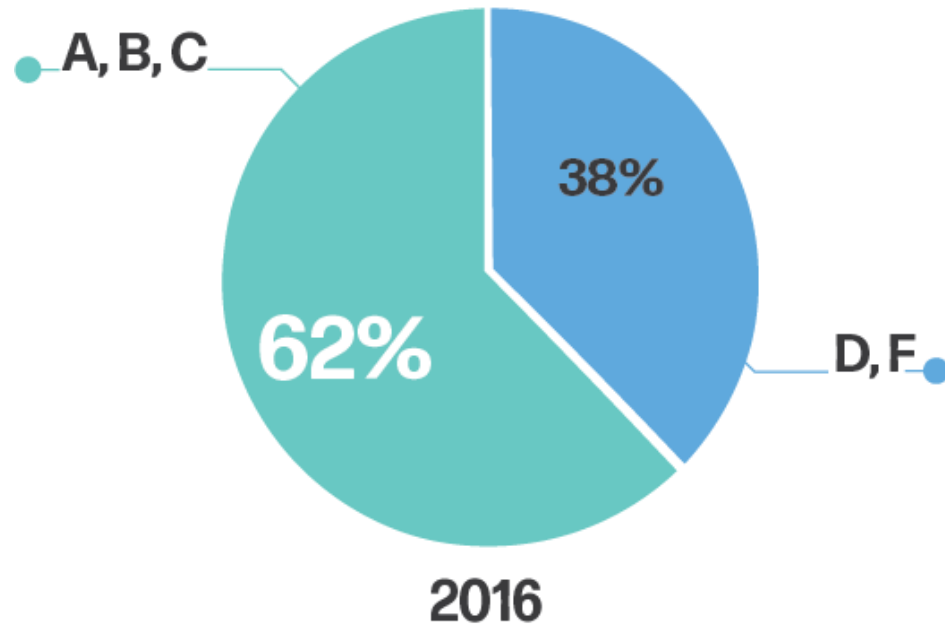


COVID-19 | DISRUPTION

Districts retained 2019 letter grades in 2020 and 2021

SCHOOL GRADE IMPROVEMENTS

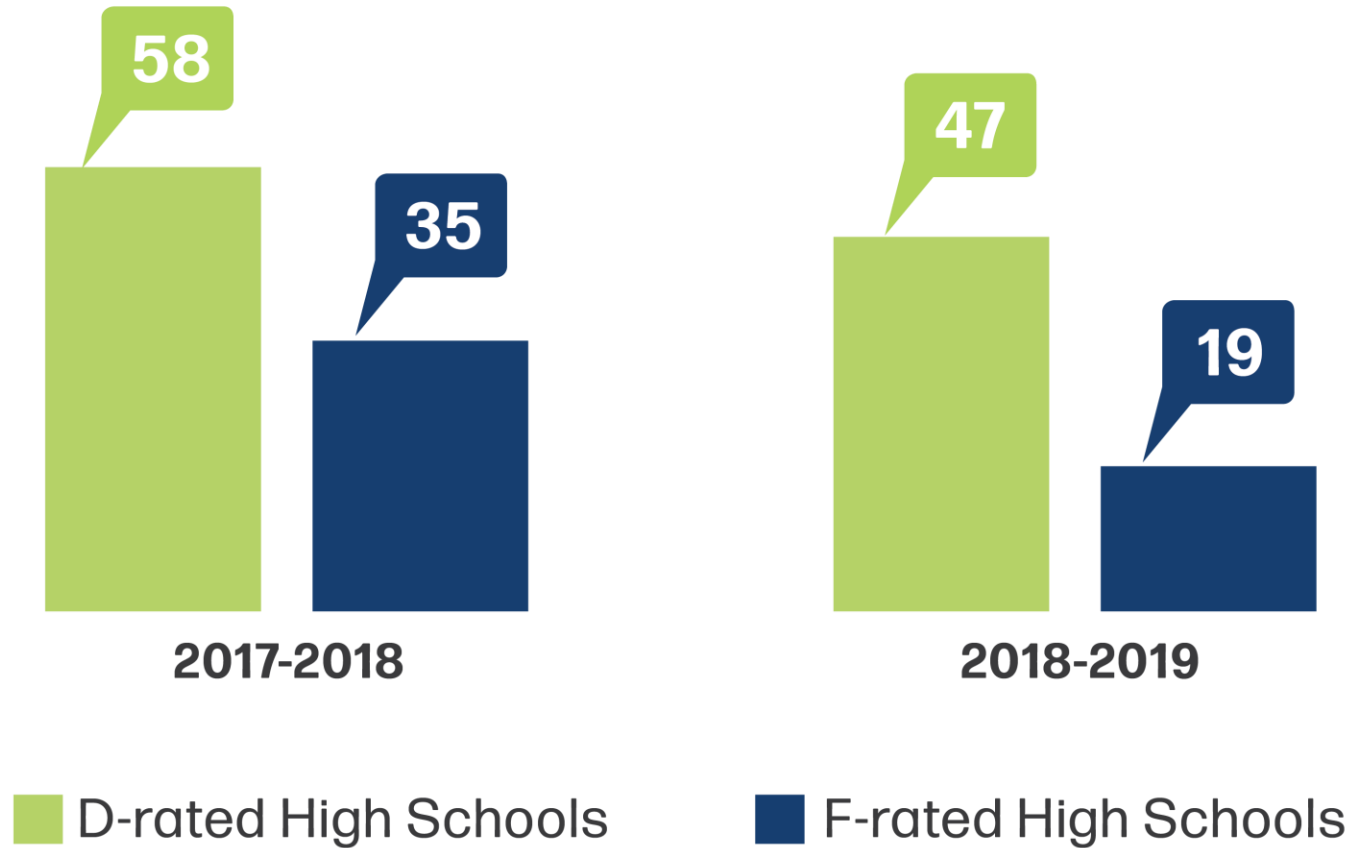
2016 - 2019



COVID-19 | DISRUPTION

Schools retained 2019 letter grades in 2020 and 2021

High Schools Rated D or F



COVID-19 | DISRUPTION

Schools retained 2019 letter grades in 2020 and 2021



MISSISSIPPI CONNECTS



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Devices and Services

Delivered **324,000** computer devices Sept.- Nov. 2020

Spent **98.6%** of \$200 million appropriation for devices

Learning Management Systems (LMS)

Negotiated contracts for districts to purchase **214,656** LMS licenses for a total cost of **\$1.6 million**

Connectivity

Districts spent **78.9%** of \$50 million appropriation for enhanced connectivity

Professional Development

27,797 teachers attended digital learning sessions

675 attended Mississippi Connects summits

755 teachers hold Google Educator Level I certification

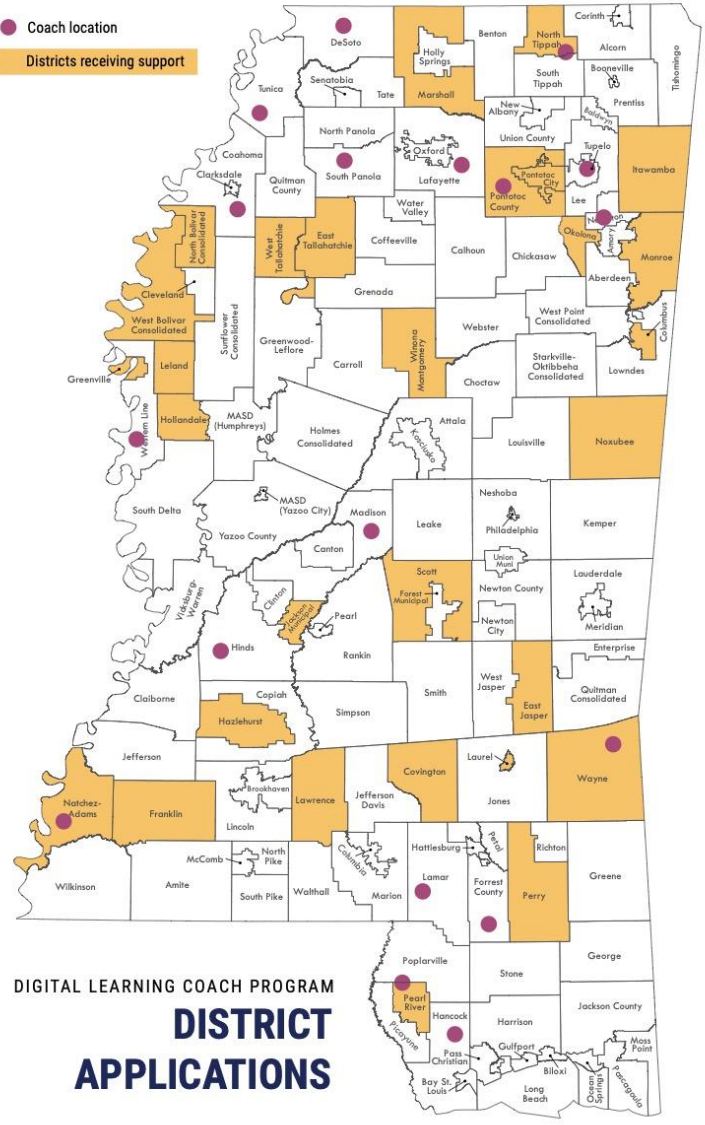
Telehealth and Teletherapy

Established methodology to award funds for statewide, school-based telehealth and teletherapy services for students

Digital Learning Coach Program

Hired **22 digital learning coaches** to serve **62 schools** in **29 districts**, supporting **340 teachers** beginning in the 2021-22 school year

- Columbus Municipal
- Covington County
- East Jasper
- East Tallahatchie
- Franklin County
- Greenville Public
- Hazlehurst City
- Hollandale
- Itawamba County
- Jackson Public
- Scott County
- Laurel
- Lawrence County
- Leland
- Marshall County
- Natchez-Adams
- Nettleton
- North Bolivar Consolidated
- North Tippah
- Noxubee County
- Okolona Municipal
- Pearl River County
- Perry County
- Pontotoc City
- Pontotoc County
- Wayne County
- West Bolivar Consolidated
- West Tallahatchie
- Winona-Montgomery Consolidated

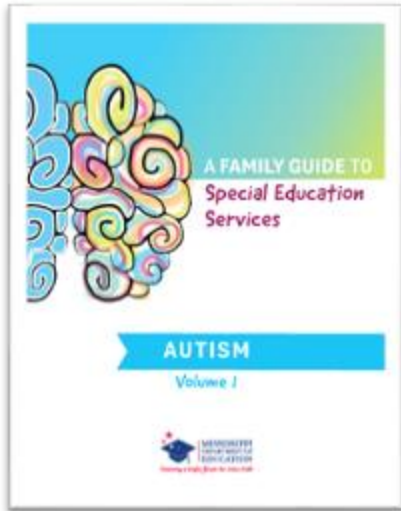




Resources To Advance Strategic Plan



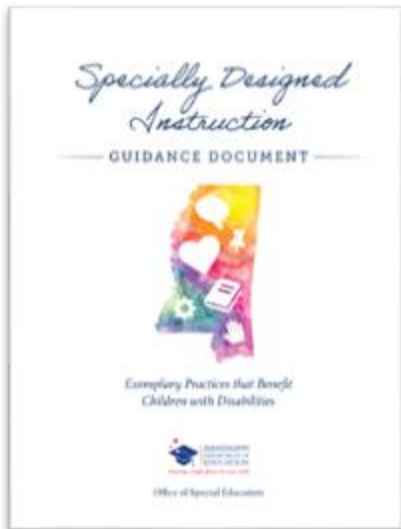
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Family Guide to Special Education Services

14-volume set of guides for supporting students with disabilities. Each volume covers a specific disability such as autism, deaf-blind, traumatic brain injury, orthopedic impairment, and intellectual, emotional, and specific learning disabilities.

🔍 | mdek12.org/OSE



Specially Designed Instruction Guidance Document

Defines Specially Designed Instruction as it relates to the content, methodology, and delivery of that instruction for students with disabilities.

🔍 | mdek12.org/OSE

English Language Arts (ELA)



HOMER Learning for grades K-2

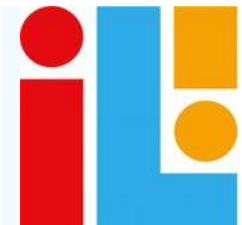
- Improves reading fluency
- Increases academic vocabulary
- Develops independent reading skills



Newsela English for grades 3-12

- Provides content specifically for ELA
- Expands content curation to support academic standards
- Includes instructional supports

Mathematics



Imagine Learning for grades K-8

- Builds problem-solving skills
- Provides personalized learning
- Includes scaffolded instruction for all students

Science



Discovery Education for grades K-6

- Provides multimodal resources
- Aligns with academic standards
- Includes virtual STEM activities



Cengage | Gale for grades 7-12

- Includes interactive labs for biology, chemistry, and human anatomy
- Provides Lexile-level articles
- Includes multimedia content

Social Studies



News-O-Matic for grades K-8

- Publishes daily news articles with multimedia features
- Provides a teacher dashboard to help track and monitor students' progress

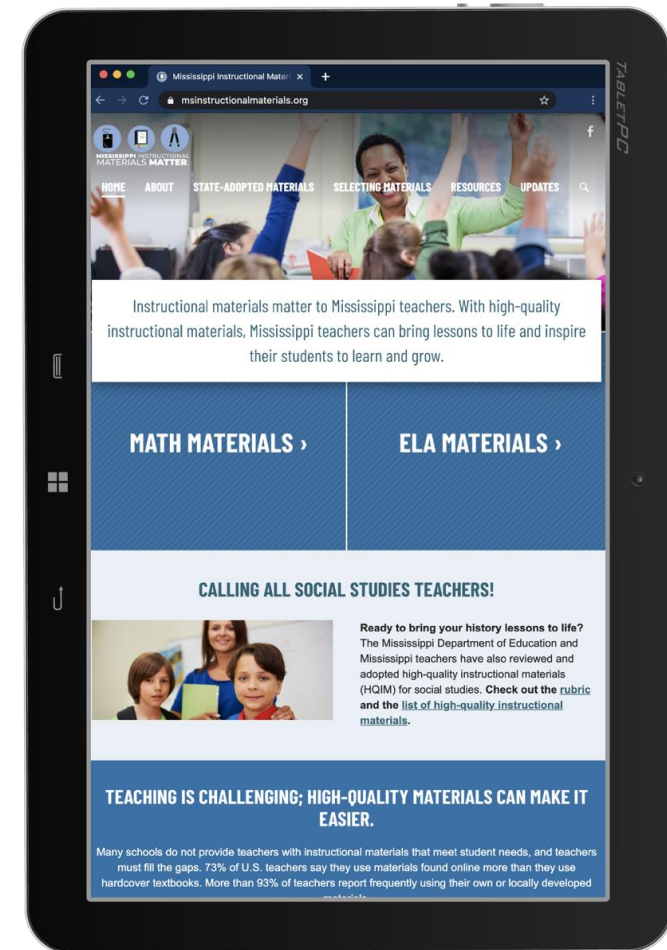
High-Quality Instructional Materials Website

The Mississippi Instructional Materials Matters website, msinstructionalmaterials.org, increases teacher access to high-quality instructional materials. The site provides a central location for teachers to review high-quality, standards-aligned materials that have been evaluated and adopted by other Mississippi teachers and school districts.

Available Subjects

- English Language Arts
- Mathematics
- Social Studies
- Science

25,877 page views in 2020-21



MDE
Website
7.6 million
page views
in 2020-21



Mississippi Achieves
661,690 page views in 2020-21



Web-based
newsletter
for announcements
to teachers
and school and
district staff and
leaders



State Superintendent National and State Activities





National and State Leadership Roles

- National Assessment Governing Board Executive Committee
- Regional Educational Laboratory Southeast Governing Board Vice-Chair
- Chiefs for Change Executive Board
- Education Commission of the States
- Science of Learning Development Alliance National Advisory Committee
- Strategic Education Research Partnership Board of Directors
- State Longitudinal Data System Governing Board
- State and School Employees Health Insurance Management Board
- Education Achievement Council
- Mississippi Child Health Council





Legislative Activities

- Worked with Governor, Lt. Governor and House Speaker to align priorities for federal COVID-19 relief funds
- Maintained regular communication with House and Senate Education Chairs and other key elected leaders
- Testified in congressional hearing on attendance and state legislative hearings on dual credit/dual enrollment, year-round school and maintaining momentum through COVID-19



State Leadership Activities

- Communicated frequently with Mississippi State Health Department leaders Dr. Thomas Dobbs and Dr. Paul Byers to stay updated about the COVID-19 pandemic and its impact on students, teachers and schools
- Hosted virtual meetings with district superintendents and Dr. Thomas Dobbs
- Met virtually with all district superintendents
- Met virtually meetings with student, teacher, principal and superintendent advisory councils
- Participated in frequent media interviews





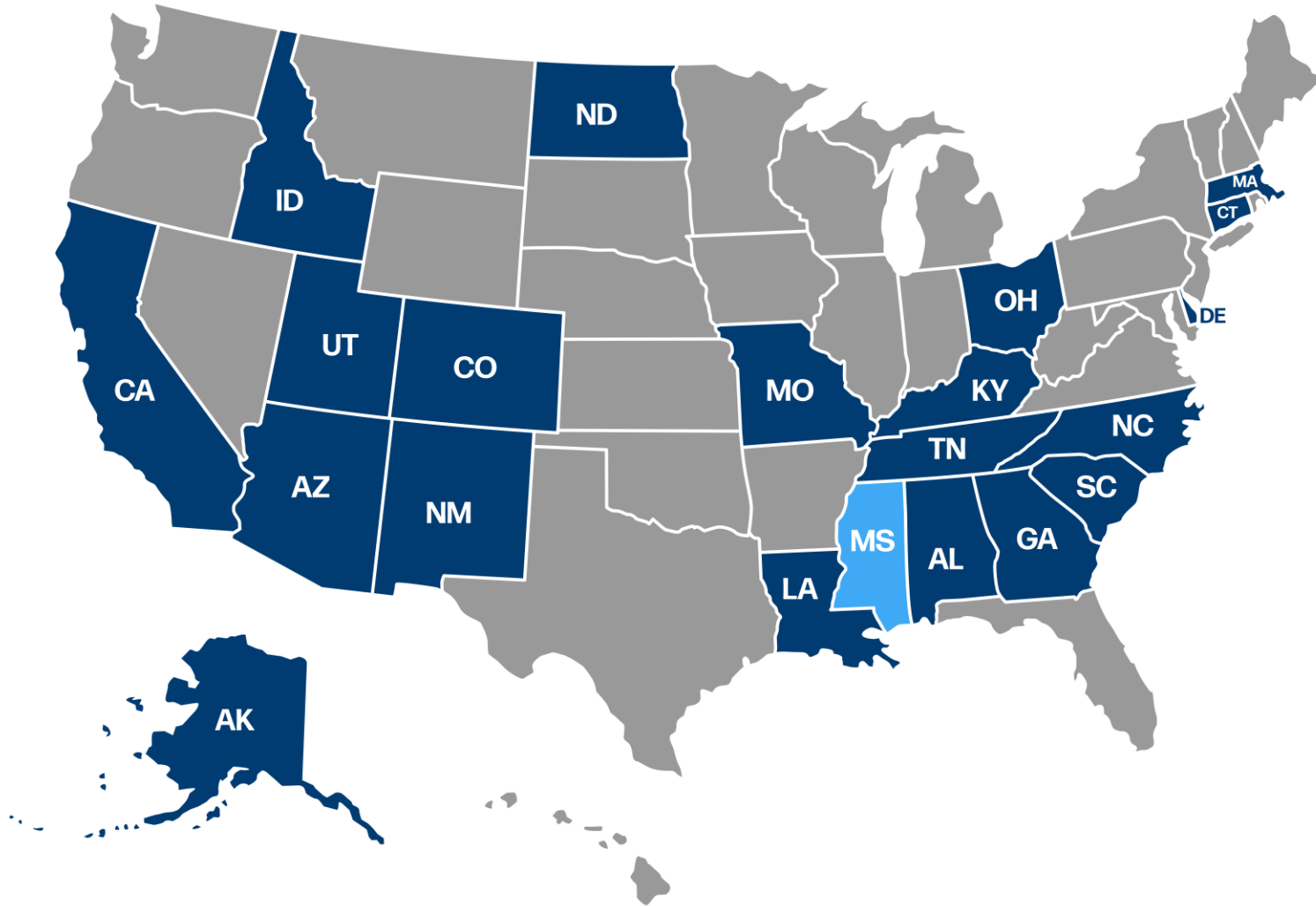
95

 news releases and editorials led to national and statewide media coverage

Other communication activities:

- Mississippi Achieves news blog
- Bi-weekly email digest to teachers and school and district leaders
- School Focus and Connections magazines
- Superintendent’s Annual Report
- Legislative Update
- Facebook followers: 16,406
- Twitter followers: 8,672

Provided direct literacy policy and implementation support to 20 states



1. Arizona*
2. Alabama
3. Alaska
4. California (literacy/dyslexia partnership)
5. Connecticut
6. Colorado*
7. Delaware
8. Georgia
9. Idaho
10. Kentucky
11. Louisiana
12. Massachusetts*
13. Missouri*
14. New Mexico
15. North Carolina
16. South Carolina
17. North Dakota
18. Ohio*
19. Tennessee
20. Utah

*State is part of the Path Forward for Teacher Preparation and Licensure and Early Literacy cohort



Raised profile of pre-K through grade 12 education and achievement in Mississippi through 44 state and national presentations on a range of topics:

- Literacy
- Early childhood education
- Assessment and accountability
- Attendance and chronic absenteeism
- Mississippi Connects digital learning initiative
- Managing impact of COVID-19
- Mississippi K-12 initiatives and achievements



1. *Mississippi Digital Learning Plan*, Mississippi Alliance of Nonprofits and Philanthropy
July 9, 2020
2. *Maintaining Momentum in Mississippi*, Campaign for Grade-Level Reading, July 14, 2020
3. *Mississippi Attendance Policy in COVID-19 Era*, Council of Chief State School Officers, July 16, 2020
4. *National Governors Association Virtual Symposium: Critical Aspects to Support PreK to Grade 3, Aligning Policy and Practice to Improve 3rd Grade Outcomes in the Era of COVID-19*, August 4, 2020
5. *What Has Worked in Reforming Mississippi's Education System*, Chautauqua Institution, August 7, 2020
6. *Grade Transitions in COVID-19 Era*, Hunt Institute: Homeroom with Mississippi and Alabama Education Leaders, August 11, 2020
7. *Back-to-School Chats About Children*, Children's Foundation, August 12, 2020
8. *2020-21 Mississippi Teaching Policy Fellows Kickoff*, TeachPlus, August 19, 2020
9. *Conversation with Chiefs*, Reagan Institute Summit on Education (RISE) 2020, September 17, 2020

10. *Building a High-Quality Early Childhood Education Infrastructure*, U.S. Chamber of Commerce Foundation, Mississippi Economic Council and Children's Foundation of Mississippi, September 29, 2020
11. *State of the States: Assessment and Accountability in the Year Ahead*, Council of Chief State School Officers, October 6, 2020
12. *Advancing Early Literacy in Mississippi*, Kentucky Task Force on Teacher Preparation and Professional Learning: Literacy and Numeracy for Primary Grades, October 8, 2020
13. *Mississippi Connects: Bringing Equity to Education through Digital Learning*, Education Achievement Council, October 22, 2020
14. *Why Children Can't Read — and What We Can Do About It*, American Enterprise Institute (AEI), October 29, 2020
15. *DeSoto County Schools National Blue Ribbon Award Celebration*, November 2, 2020
16. *Mississippi Senate Hearing on Year-Round Schools*, November 9, 2020
17. *Mississippi Senate Hearing on Dual Credit/Dual Enrollment*, November 10, 2020

18. *Mississippi Connects*, Stennis Capitol Press Forum, November 30, 2020
19. *Effective Instructional Models in the Era of COVID-19*, Foundation for Excellence in Education EdPalooza panel with Chiefs for Change, December 1, 2020
20. *Policy to Practice: What Happens After a Literacy Bill Becomes a Law*, Foundation for Excellence in Education EdPalooza, December 2, 2020
21. *Climate Change Can Be A Good Thing: State Policy Actions to Address School Climate*, Foundation for Excellence in Education EdPalooza program with the Aspen Institute Education & Society, December 2, 2020
22. *Presently UnAccounted For: Why Attention to Attendance Matters More Than Ever*, Aspen Institute and Attendance Works, December 8, 2020
23. *Starting At Zero Panel Discussion*, December 10, 2020
24. *Maintaining Momentum Through COVID-19*, Mississippi Senate Education Committee Hearing, January 6, 2021
25. *Maintaining Momentum Through COVID-19*, Mississippi Alliance of Nonprofits and Philanthropy Quarterly Meeting, January 8, 2021

26. *School Improvement Conference*, Mississippi Department of Education, January 25, 2021
27. *The Path Forward for Teacher Preparation and Licensure in Early Literacy*, Multi-State Learning Community Kick-Off with Arizona, Colorado, Massachusetts, Missouri, North Carolina, Ohio, January 29, 2021
28. *Congressional Briefing on Attendance with Mississippi, California and Washington*, the Aspen Institute, February 1, 2021
29. *A Nation of Readers: How State Chiefs Can Help Every Child Learn to Read*, Council of Chief State School Officers, February 3, 2021
30. *Key Decisions in Implementing Mississippi's Early Learning and Literacy Laws*, Center for Development and Learning 2021 Plain Talk about Literacy and Learning Institute, February 10, 2021
31. *Implementation is Key: Strategies for Improving Literacy Outcomes Statewide*, Center for Development and Learning 2021 Plain Talk about Literacy and Learning Institute, February 10, 2021
32. *Advancing Inclusive Principal Leadership State Initiative*, Council of Chief State School Officers, March 9, 2021

33. *Mississippi Succeeds: Rising to the Challenge*, Gulfport Reports Update on Education, March 18, 2021
34. *Equity Talks: Women Education Leaders*, Discovery Education, March 18, 2021
35. *Accelerating Equitable Learning Recovery Post-COVID: A Few Big Bets*, Campaign for Grade-Level Reading, June 1, 2021
36. *Women in Public Service: Leading in State Agencies*, Mississippi University for Women NEW Leadership Mississippi 2021 Summer Institute, June 15, 2021
37. *Moving Out of Recovery and Into Excellence: A Keynote Conversation About Education After COVID*, Southern Regional Education Board (SREB) Making Schools Work Conference, July 7, 2021
38. *Mississippi Succeeds: Rising to the Challenge*, Brookhaven Servitium Club, July 21, 2021
39. *Computer Science Education Summit*, Mississippi Department of Education and the Center for Cyber Education at Mississippi State University, July 27, 2021
40. *Improving Early Literacy in Mississippi: Policies, Strategies and Outcomes*, Presentations to the Alaska State Legislature and District Superintendents, July 26-30, 2021

41. *2021-22 Mississippi Teaching Fellows Kickoff*, TeachPlus, August 17, 2021
42. *The Path Forward Summit for Teacher Preparation and Licensure in Early Literacy*, Multistate learning community convened by The Barksdale Reading Institute, The Belk Foundation, and The Hunt Institute, November 5, 2021
43. *Mississippi's Vision for Pre-K through Grade 3 Literacy*, Presentation to Utah Department of Education, Institutions of Higher Learning, Policymakers and District Leaders, November 8, 2021
44. *Chiefs-Only Session on Working with Legislatures*, Council of Chief State School Officers, December 10, 2021

Note: MDE leaders also support public education through presentations and their work on local, state and national boards and commissions and their service as experts on policy and practice in their respective fields.

View complete list of Key Actions to Advance Strategic Plan: mdek12.org/MBE/StrategicPlan



Carey M. Wright, Ed.D.

State Superintendent of Education



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ADDENDUM

Mississippi State Board of Education Strategic Plan

Key Actions to Advance Strategic Plan 2020-21

January 20, 2022

Goal 1: All Students Proficient and Showing Growth in All Assessed Areas

- Provided literacy coach support to 174 schools and 75 school districts. (Goals 1, 4)
- Developed a virtual and hybrid coaching model aligned to the School Reopening Plan. (Goals 1, 4, 6)
- Partnered with Barksdale Reading Institute to publish the Virtual Literacy Instruction Guide for Kindergarten through Grade 5 teachers. (Goals 1, 4)
- Provided grant funding to 31 schools to host K-3 Literacy Support: Summer Reading Camps. (Goal 1)
- Provided synchronous and asynchronous trainings for literacy to include the three shifts: text complexity, finding evidence and building knowledge. (Goals 1, 2, 4)
- Provided targeted professional development to teachers, coaches, non-certified staff, paraprofessionals, and administrators in all content areas based on data. (Goals 1, 2, 4)
- Publicized availability of Mississippi Online Course Application (MOCA) process and continued with MOCA review, adding new courses driven by demand. (Goals 1, 2, 6)
- Collaborated with offices within the agency to ensure a Multi-Tiered System of Supports (MTSS) is part of ALL students' education. (Goals 1, 2, 3, 4, 6)
- Conducted monthly Multi-Tiered System of Supports (MTSS) virtual office hours to answer questions from schools and districts and to provide updated information around MTSS, dyslexia, gifted, English Learners, and intervention supports. (Goals 1, 2, 4, 6)
- Provided specific MTSS trainings to local schools and districts to ensure appropriate implementation of the three-tiered intervention process. (Goals 1, 2, 4, 6)
- Provided specific English Language Learner trainings for schools and districts across the state to ensure they understand how to support English learners. (Goals 1, 2, 4, 6)
- Provided internal staff availability to support districts through weekly open door virtual office hours designed to support special education directors as they navigated the implementation of the Individuals with Disabilities Education Act (IDEA). (Goals 1, 2, 3, 4, 6)
- Provided training to districts, regional and state-level personnel in the areas of Child Find, visual supports, hearing supports, behavior, Significant Cognitive Disabilities (SCD), Individual Educational Program (IEP) development, IDEA indicator strategies, classroom practices, inclusive practices, and leadership supports when working with students with disabilities. (Goals 1, 2, 3, 4, 6)
- Revised and clarified Appendix A-10 of the *Mississippi Public School Accountability Standards, 2021*, regarding the requirement that SCD students must participate in

Alternate Assessment in the same year the corresponding course is taken. (Goals 1, 2, 3, 4, 6)

- Conducted English Language Proficiency (ELP) assessment training for districts; this virtual training provided a hands-on approach to registering students and understanding the LAS Links system. It also provided districts a better understanding of how to assess English Learner (EL) students. (Goals 1, 2, 6)
- Adopted the Mississippi English Language Proficiency (MS-ELP) Standards and the Mississippi Alternate English Language Proficiency (MS AltELP) Standards for English learners. (Goals 1, 2, 6)
- Launched and continued the monthly virtual EL office hours jointly with Federal Programs and EL Intervention Support staff. We provide office updates, guest speakers, and an open forum for questions from the field regarding EL. (Goals 1, 2, 6)
- Revised testing times for all Mississippi Academic Assessment Program (MAAP) assessments (ELA, Math, Science, and U.S. History) after several years of study and approval by the Technical Advisory Committee (TAC). This change provides consistency across all assessment programs. (Goals 1, 2)
- Shortened the mathematics test to combine session 2 into session 1. This removes session 2 and maximizes instructional time for students and educators by reducing time for required state summative assessments. Scale scores produced for the revised mathematics tests will not change and will continue to be on the same scale as the original tests. (Goals 1, 2)

Goal 2: Every Student Graduates from High School and is Ready for College and Career

- Communicated to districts and parents the new opportunities available through earning college credit for Advanced Placement (AP) courses and diploma endorsements. (Goals 1, 2)
- Provided support and professional development for district leadership in the use of innovative practices and programs to improve student outcomes. This includes innovative activities (online personalized learning, project-based learning, mastery-based learning, and innovative school models (career academies, early college high schools, and middle college programs). (Goals 1, 2, 6)
- Continued statewide implementation of the Algebra Nation platform to improve all students' Algebra I content knowledge and performance in the Algebra I course and on the Algebra I end-of-course assessment. (Goals 1, 2)
- Continued implementation of the JumpSTART Test Prep ACT Complete Review Program (science and reading) in selected high schools to improve ACT scores. (Goals 1 and 2)
- Implemented the Individual Success Plan (ISP) for all grade 7 students. Plans are revised annually through grade 12. (Goals 1, 2)
- Developed a cross-agency transition partnership team dedicated to increasing opportunities for students with disabilities post-secondary and/or upon reaching the exit age under IDEA. (Goals 1, 2, 4, 6)
- Initiated discussions with the Mississippi Community College Board regarding courses of study for students with disabilities. (Goals 1, 2, 4, 6)
- Provided multiple training and work sessions on-site in districts and at potential student work locations. (Goals 1, 2, 4, 6)
- Conducted SREB Essentials for College Literacy and the Essentials for College Math courses for teachers to assist seniors with an ACT sub-score between 15 and 18 in English/reading and/or mathematics. (Goals 2, 4)
- Provided *Family Guides for Student Success* to schools and districts for students in grades pre-K through 8. (Goals 1, 2)
- Provided training on the *Instructional Planning Guide in Science, Mathematics and English Language Arts (ELA)*. (Goals 1, 2, 4)
- Provided training on writing instructional methods across content areas. (Goals 1, 2, 4)
- Provided training to school counselors integrating the core components of the American School Counselor Association (ASCA) with social and emotional learning (SEL) standards. (Goals 2, 4)
- Provided content support to teachers and administrators through monthly chats and newsletters. (Goals 1, 2, 4)
- Provided ongoing support for Gifted Education programs with monitoring and program implementation. (Goals 1, 2, 4)
- Created two working groups with district personnel related to refugee English learners and newcomer English learners. (Goals 1, 2, 4)

- Revised Process Standard 2.4 of the *Mississippi Public School Accountability Standards, 2021*, for School Counselors. (Goals 1, 2)

Goal 3: Every Child Has Access to a High-Quality Early Childhood Program

- Collaborated with multiple organizations to support early childhood including: Education Counsel, National Association of State Boards of Education, Head Start Collaboration Director, Head Start Association, Mississippi Department of Human Services, Mississippi Department of Health Child Care Licensure, Realizing Excellence for all Children in Mississippi (REACH MS), North Mississippi Education Consortium, the University of Mississippi Graduate Center for the Study of Early Learning, Mississippi Foundation for Children, Mississippi First, State Early Childhood Advisory Committee, and Social Science Research Center. (Goal 3)
- Filled all Office of Early Childhood Kellogg positions. (Goal 3)
- Facilitated 25 face-to-face trainings, 12 virtual live trainings and recorded 21 on-demand trainings that were posted for public viewing. The trainings served more than 1,100 early childhood staff, administrators, and teachers from state agencies, public pre-K, Head Start, private childcare, and other community members. (Goals 3, 4)
- Registered 340 participants for the 2021 Virtual Boot Camp. Fourteen teachers completed the requirements from 2020-21, received their certificate, and are eligible to submit their application to receive the pre-K endorsement. Currently, there are 50 teachers in Mississippi with the 122 pre-K endorsement. (Goals 3, 4)
- Held the 2021 Early Childhood Summer Conference. (Goals 3, 4)
- Launched the Early Learning Coaching Community, which includes a four-part virtual training series other supports and resources. (Goals 3, 4)
- Held quarterly stakeholder meetings with the Special Education Advisory Panel and the Annual Building Partnership Conference for parents, Local Education Agencies (LEAs), and others including staff from MDE's Office of Special Education Bureau of Parent Engagement and Support. (Goals 1, 2, 3, 4, 6)
- Provided ongoing support to families through the services of the Family Engagement Transition Coordinator in implementing the Mississippi Family Engagement Framework and Toolkit. (Goals 3, 4)
- Continued to deliver training on the Mississippi Family Engagement Framework and Toolkit. (Goals 3, 4)
- Provided training to districts on the Multi-Tiered Systems of Support for Family Engagement (MTSS). (Goals 3, 4)
- Increased the pre-K seat allocation to \$2,500 for full-time seats and \$1,250 for part-time seats. Mississippi now provides an average rate of pre-K funding for the southeast. (Goal 3)

Goal 4: Every School Has Effective Teachers and Leaders

- Revised the rubric for school librarians to ensure alignment with both current research and stakeholder feedback. (Goal 4)
- Launched a self-paced Mississippi Professional Growth System training to meet accreditation standard requirements. (Goal 4)
- Aligned the Professional Development Catalogue with the Professional Growth System domains.
- Launched a special education mentoring pilot program to strengthen support and resources for new special education teachers. (Goals 1, 2, 3, 4, 6)
- Reorganized talent acquisition staff to focus on the policy levers for increasing teacher effectiveness and diversity through the support of education workforce specialists. (Goal 4)
- Codified new Educator Preparation Process and Performance Guidelines including a rigorous licensure program review process. (Goal 4)
- Conducted virtual national sites visit with the Council for the Accreditation of Educator Preparation (CAEP). (Goal 4)
- Strengthened requirements for special education licensure by requiring the Foundations of Reading licensure exam. (Goal 4)
- Provided monthly statewide training sessions on the *Implementation of Specially Designed Instruction* to promote integration of special education and general education roles and responsibilities in supporting students with disabilities. (Goals 1, 2, 3, 4, 6)
- Utilized digital learning to expand student access to qualified teachers and advanced coursework opportunities offered in schools throughout the state. (Goals 2, 4)
- Provided professional learning opportunities to school leaders and teachers through the Professional Development Catalog and program offices on ELA, mathematics, science, instructional leadership, data, high-quality instructional materials, and other identified areas of need. (Goals 1, 2, 4)
- Convened an Educator Preparation faculty group to develop competencies for High-Quality Instructional Materials (HQIM) in teacher and leader preparation programs. (Goals 1, 2, 4)

Engaged in multiple partnerships for the advancement of all students. (Goals 1, 2, 3, 4, 6):

- Southern Regional Education Board (SREB): Began implementation process of recommendations made in *Addressing Mississippi's Teacher Shortage: A Collaborative Action Plan*.
- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), the University of Mississippi, Delta State University, Tougaloo College, William Carey University, and the University of Southern Mississippi: To strengthen education preparation programs in the areas of policy, communication, data, preparation, practice, recruitment and retention.
- CEEDAR: Strengthening partnerships between State Education Agency (SEA), Institution of Higher Education (IHE), and Local Education Agencies (LEA). In partnership with local school districts data collected was used to support work with the PGS, development of licensure requirements, programmatic improvement, and

mentoring and induction pilot. The work has been instrumental in the development of a common inclusive language, supporting statewide guidelines on the implementation of Universal Design for Learning (UDL), embedding inclusive frameworks across the work of all departments and the development of the Special Education Teacher Growth Rubric and statewide Social Emotional Learning Standards (SEL).

- Council of Chief State School Officers (CCSSO): Participated in collaboratives for Systems to Elevate Excellence in Teaching and School Leader Development and Support. (Goal 4)
- CCSSO Advancing Inclusive Principal Leadership: Creating supports for the leadership development of inclusion, equity, diversity, and access to meet the needs of all students, by creating an *Access for All: Leadership Guide* and resources aligned to the existing PGS to strengthen statewide implementation. The work has focused on revising preparation standards and program curriculum, development of common assessments for developing inclusive leaders.
- CCSSO, CEEDAR and the Oak Foundation: To continue implementation of inclusive practice in leader preparation through a multi-state initiative.
- CCSSO Assessment, Standards, and Education for Students with Disabilities (ASES): Supports states as they enhance their assessment, accountability, and curriculum and instruction systems to provide equity and inclusion for students with disabilities.
- CCSSO Student-Centered Learning (SCL): Founded in the tenets of learning should be personalized, learning is competency based, learning happens anytime and anywhere, and students should take ownership of their learning, the CCSSO SCL group has allowed the MDE special education team to grow and focus agency-wide efforts for Universal Design for Learning (UDL). In partnership with REACH MS, UDL efforts in the state are committed to establishing model school sites, increasing student outcomes, and supporting teachers.
- Mississippi Education Leadership Faculty Association (MELFA): To implement four common assessments for principal preparation that include PGS training, school improvement efforts, safe and orderly schools, and family and community relations.
- Region 7 Comprehensive Center (R7CC): Continue efforts to strengthen state implementation of PGS, comprehensive literacy supports, and P-16 councils.
- National Center for Systemic Improvement (NCSI): Committed to helping states transform their systems to improve outcomes for children and youth with disabilities, NCSI worked with MDE special education staff to develop resources, supports, and structures through intensive, targeted, and universal technical assistance. NCSI has also remained committed to a partnership of support through learning collaborative that includes Evidence-Based Practices, Improving Low-Performing School Systems, Results-Based Accountability and Support, and State Education Agency Leadership.
- National Technical Assistance Center on Transition (NTACT): Development of Mississippi Transition Team, which promotes collaboration within and across multiple agencies, service providers, and community organizations to provide students and families seamless transition from youth to adult living. The team is designed to help youth with disabilities achieve successful integration into community life by providing continuous improvement resources to the systems, practitioners, and citizens who assist these young people with their transition to adulthood.
- Mississippi Association for Gifted Children: Provide statewide professional development on best practices in gifted instruction and instructional strategies.

- University of Mississippi Karnes Center for Gifted Studies: Provide additional training for gifted teachers and a pathway to gifted certification.

Goal 5: Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

- Developed 25 new Key Process Action Plans to prepare OTSS to develop and support MSIS 2.0. (Goal 5)
- Developed a new virtual attendance data collection methodology for MSIS 1.0 to meet reporting requirements outlined in Mississippi's ESSER Plan. (Goal 5)
- Re-engineered and added new college- and career-readiness data elements to the District and School Data public reporting website. (Goals 4, 5, 6)
- Redeveloped and automated the Gap Analysis Report and redeveloped the Special Education LEA Determination Reports as part of an ongoing effort to improve efficiency, transparency, consistency and interoperability through automation. (Goal 5)
- Required annual security awareness training and tested all MDE employees. (Goal 5)
- Created a system of attendance management for all School Attendance Officers (SAO) in the state. (Goal 5)
- Established professional learning community for 46 instructional technologists from 40 districts. (Goal 5)
- Established Digital Teacher Academy to provide virtual trainings focused on digital learning best practices for 223 teachers from 69 districts. (Goal 5)
- Conducted two biannual "Technology and Learning" surveys of teachers, administrators, students and parents to support development of district and school digital learning action plans. (Goal 5)

Goal 6: Every School and District is Rated C or Higher

- Provided team coaching to select principals and their leadership teams on data analysis, effective teaming, professional learning communities, other topics identified by participants. (Goals 4, 6)
- Provided role specific professional learning for assistant principals and new principals of identified schools. (Goals 4, 6)
- Provided role specific, individualized professional learning virtual work sessions on the school improvement plan and application in Mississippi Comprehensive Automated Performance-based System (MCAPS) to new federal programs directors. (Goals 4, 6)
- Hosted annual convening, through a virtual platform, focused on social emotional learning, instructional practices, and leadership. (Goals 1, 2, 4, 6)
- Partnered with the Edunomics Lab to modify interview process with 17 CSI schools and their respective districts to pilot Resource Allocation Review Process required under the federal Every Student Succeeds Act). (Goals 1,2, 4, 5, 6)
- Conducted interviews with district superintendents and/or their designees to garner input about the hiring of school improvement coaches. (Goal 6)
- Increased the State Systemic Improvement Plan (SSIP) literacy supports to include middle school support and expanded to target students with the disability categories of other health impairment, specific learning disabilities, and language/speech. The SSIP team was able to increase the State Identified Measurable Results (SiMR) from 18% (baseline) to 30% proficiency rate for SSIP schools. (Goals 1, 2, 4, 6)
- Revised District Determination Reports to better inform all stakeholders about how well each district is supporting students in special education. Meetings were held with representatives from each district to fully explain and develop plans to address problem indicators. Input from districts was received to continue making the reports helpful to districts to support continued student improvement. (Goals 1, 2, 4, 6)