

2021-22  
Superintendent's Annual Report

# MISSISSIPPI SUCCEEDS

Road to Recovery

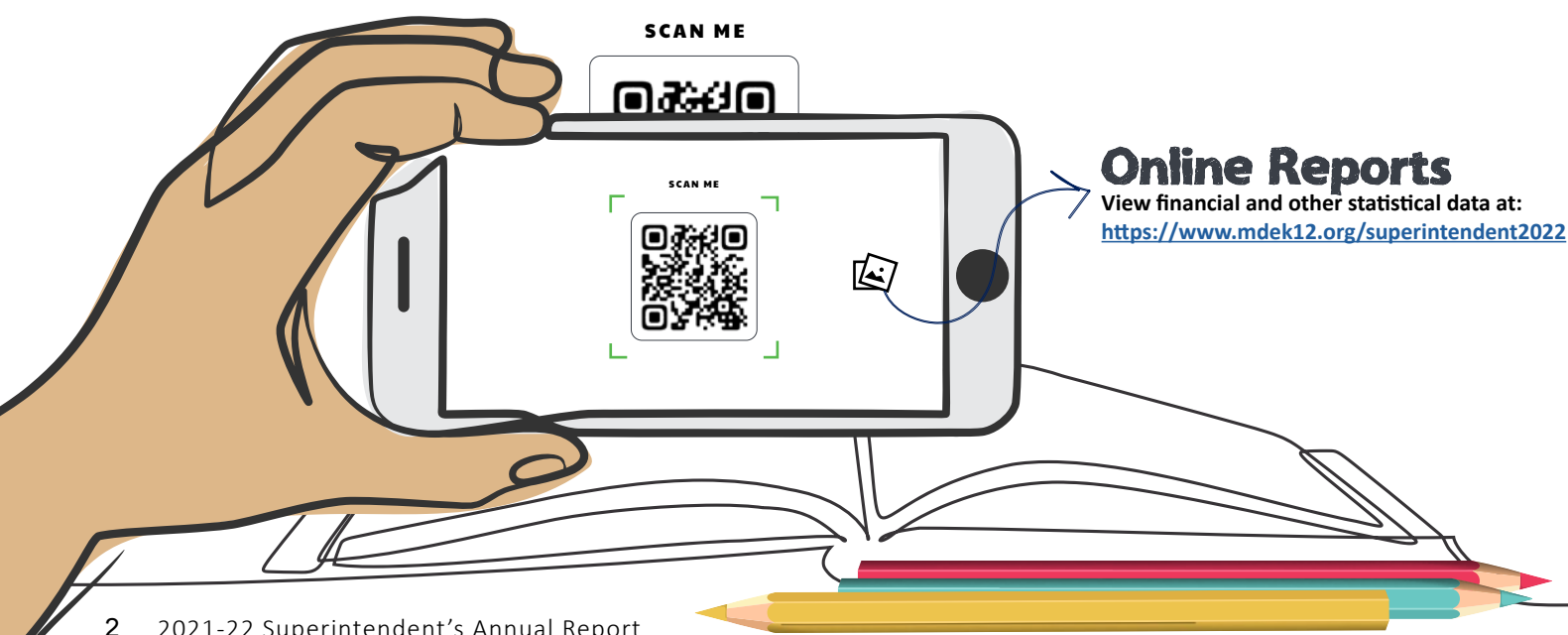


MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

[www.mdek12.org](http://www.mdek12.org)

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## A message from the desk of the **State Superintendent of Education**

Mississippi schools and districts are in full recovery mode following the COVID-19 pandemic, and tremendous academic progress is being made across the state. The latest accountability grades reflect approximately 81% of schools and 87% of districts are now rated C or higher. Statewide student assessment results show the overall percentage of students scoring proficient and advanced mostly returned to pre-pandemic rates, and Mississippi remains one of the few states that has shown improvements on one or more National Assessment of Educational Progress (NAEP) assessments over the past decade.

I applaud the hard work of students, educators, parents and communities to overcome pandemic disruptions to learning. Still, there remains more work to be done so all Mississippi students will succeed. As educators focus on evidenced-based strategies to improve proficiency, the MDE has utilized millions in COVID-19 funds to buy products and services to help accelerate learning, and we are committed to providing all the support and resources necessary to ensure academic progress continues for all Mississippi students.

*Kim S. Benton*

Kim S. Benton, Ed.D.  
State Superintendent of Education, Interim



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION



# Mississippi State Board of Education

The Mississippi State Board of Education's vision is 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. The Board sets policies and standards that advance public education in Mississippi.



**Rosemary G. Aultman, Chair**  
At-Large Representative



**Glen East, Vice-Chair**  
Administrator Representative



**Wendi Barrett, Ph.D.**  
Teacher Representative



**Angela Bass, Ph.D.**  
Central Supreme Court District Representative  
*Served October 2020 to July 2022*



**Karen Elam, Ph.D.**  
3rd Supreme Court  
District Representative



**Bill Jacobs**  
At-Large Representative



**Ronnie McGehee, Ph.D.**  
At-Large Representative



**Matt Miller**  
Southern Supreme Court  
District Representative



**Mary Werner**  
At-Large Representative



**Charlie Frugé**  
Junior Student Representative

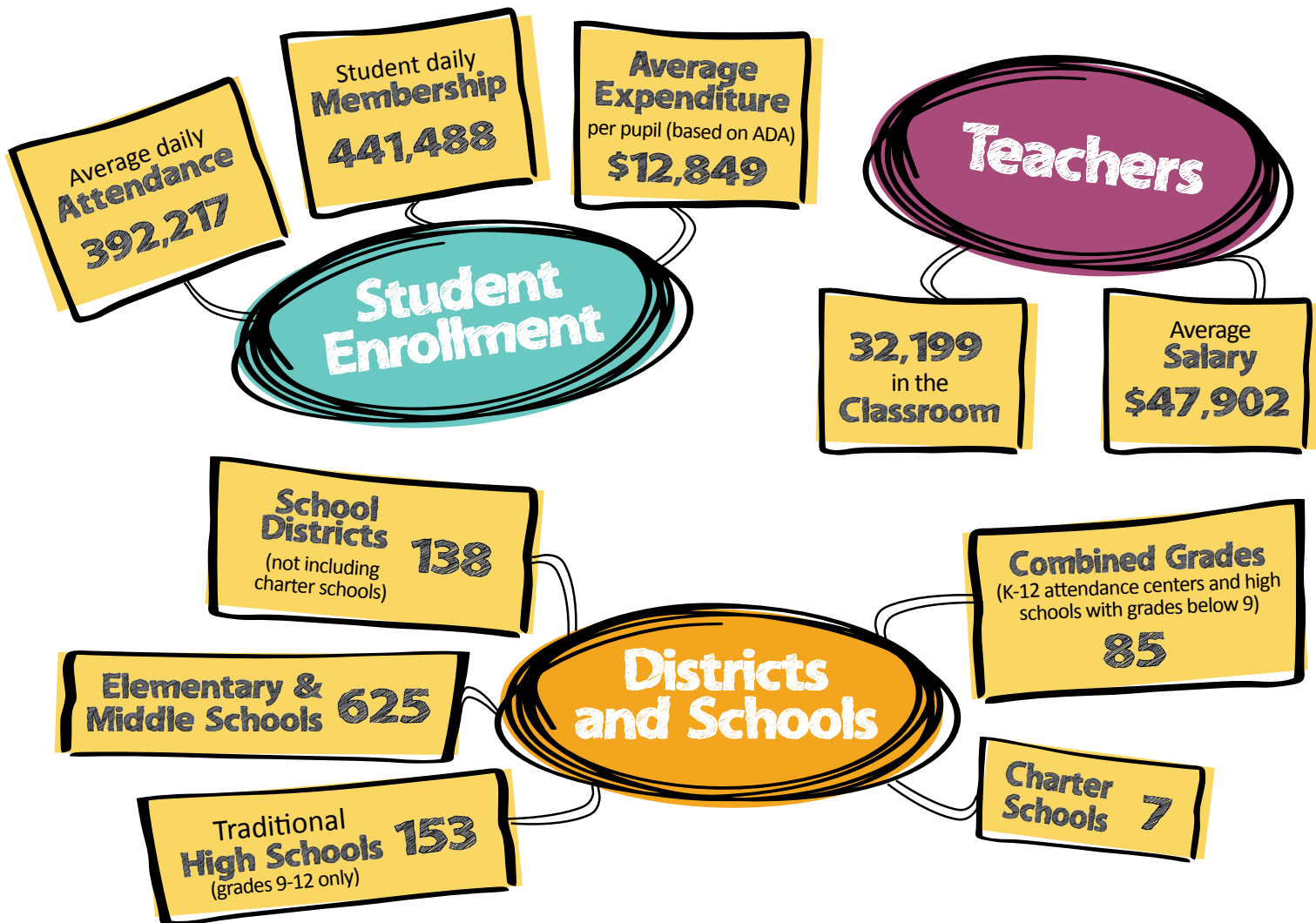


**Micah Hill**  
Senior Student Representative



**Kim S. Benton, Ed.D.**  
State Superintendent of Education, Interim

# 2021-22 Facts and Figures



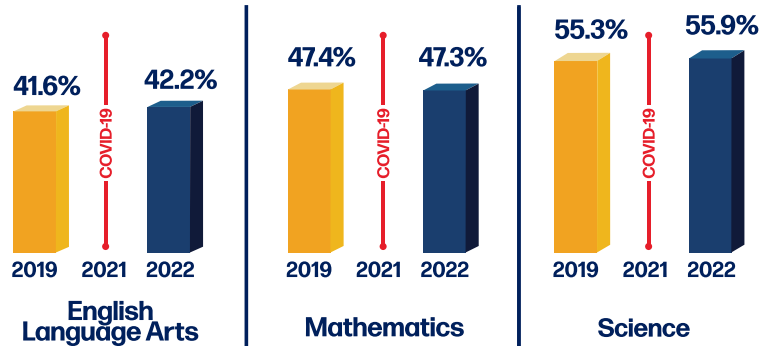
# Mississippi Student Achievement Rebounds

Mississippi schools and districts are on the road to recovery with the worst of the COVID-19 pandemic behind them. Results of statewide 2021-22 assessments from the Mississippi Academic Assessment Program (MAAP) as well as the 2022 National Assessment of Educational Progress (NAEP) reflect just how much students have excelled or maintained academic outcomes.

## Statewide PROGRESS

MAAP scores show student achievement exceeded pre-pandemic levels in English Language Arts (ELA) and science and nearly tied in mathematics in 2021-22. Overall, the percentage of students scoring proficient or advanced reached an all-time high of 42.2% in ELA and 55.9% in science, and reached 47.3% in mathematics, just shy of the pre-pandemic rate of 47.4%.

## Mississippi Academic Assessment Program (MAAP) 2021-22 Proficient or Advanced

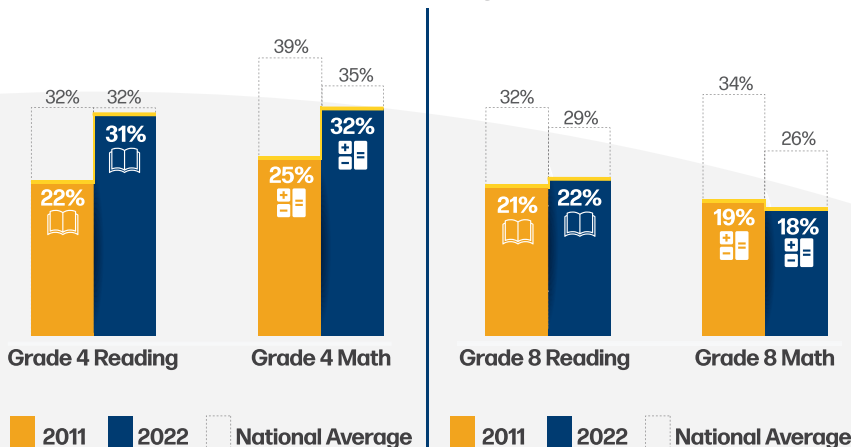


## National PROGRESS

Following historic gains in 2019 on NAEP, Mississippi students achieved laudable 2022 results. NAEP, known as the Nation's Report Card, is the largest nationally representative assessment of what America's students know and can do in reading and mathematics.

The 2022 NAEP results provide the first national measure of student learning since the start of the pandemic. NAEP measures student performance in 4th and 8th grade reading and math in all 50 states and Washington, D.C.

## National Assessment of Educational Progress (NAEP) Mississippi Students Scoring Proficient or Above



The 2022 NAEP scores show Mississippi students are maintaining historic gains in 4th grade reading, even though scores nationally dropped in all four NAEP subjects and grades. Mississippi 4th graders ranked at the national average in both reading and math, and **Mississippi's economically disadvantaged 4th graders achieved higher scores in reading and math than their peers nationally and in the South.**

These positive signs do not negate there is still work to be done. Among 8th graders, the 2022 NAEP scores show Mississippi scores dropped three points in reading and eight points in math, matching the national decline in both subjects. Mississippi 4th graders dropped seven points in math, which is statistically equivalent to the national five-point decline.

# ONLY STATE with Significant Increases

in 2 of the 4 NAEP-tested subjects over the past decade

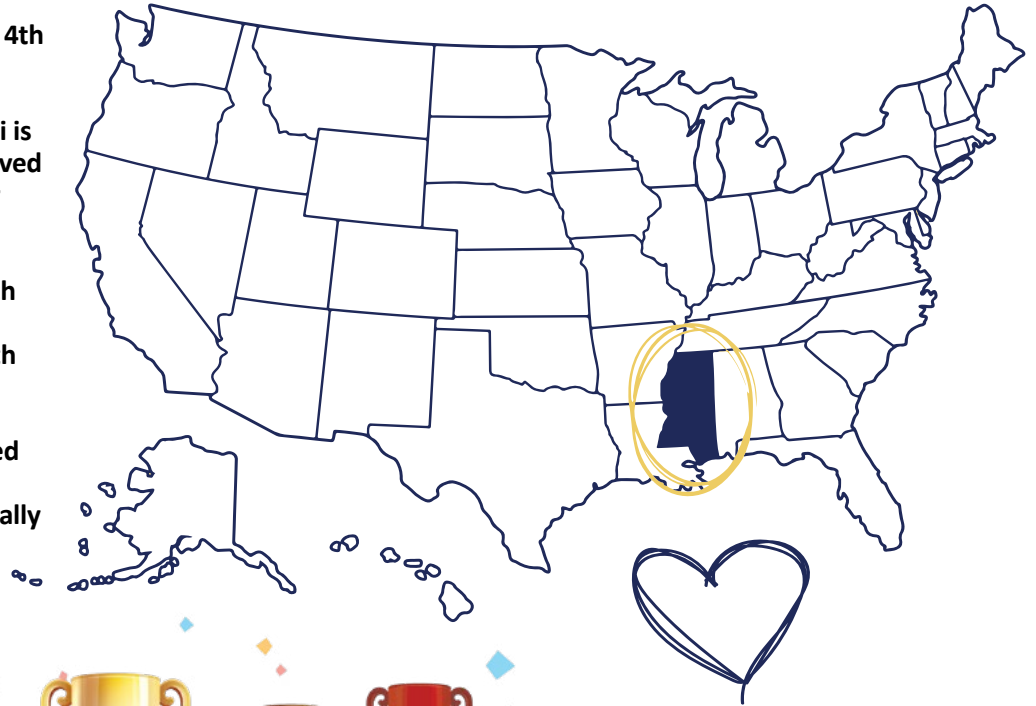
While pandemic disruptions are believed to have affected this year's national decline on NAEP, scores have been falling over the past decade in most states. Despite this national trend, Mississippi is a leader among the few states that have shown improvements on one or more NAEP assessments over the past decade. Specifically:

Mississippi achieved significant gains in 4th grade reading and math since 2011.

Along with Washington D.C., Mississippi is the only state or jurisdiction that improved over a 10-year period in two of the four core NAEP subjects.

Mississippi is one of only two states with improved 4th grade math scores over a decade and one of only three states with gains in 4th grade reading.

In 8th grade, Mississippi scores remained flat in reading and math over the past decade while the average scores nationally dropped in both subjects.



## Mississippi National Rankings

National Assessment of Educational Progress (NAEP) Gains



## NAEP Gains

Over the past 10 years, Mississippi has improved significantly in reading and math in 4th grade and held steady in both subjects in 8th grade, while scores nationally in both grades and subjects declined.

# Mississippi STATE INVESTS to Further Accelerate Learning

One strategy the Mississippi Department of Education (MDE) has to achieve more positive student outcomes is using millions in federal COVID-19 relief funds to help accelerate learning in school districts across the state. The MDE has invested more than \$96 million in federal American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER) funds to provide products and services to support student health, safety and learning statewide. Additional funds are being used to support teacher preparation and licensure and the development of a new statewide student information system.

## LEARNING: \$35.1 million

### On-Demand Tutoring

MDE procured tutorial services through PAPER for \$10.7 million that provide students in grades 3-12 with online access to English Language Arts (ELA) and mathematics tutors 24 hours a day, seven days a week. Students connect with a tutor within 30 seconds after logging on to the platform. Nearly all school districts – 142 districts, including six charter schools – and approximately 350,000 students have access to these services.

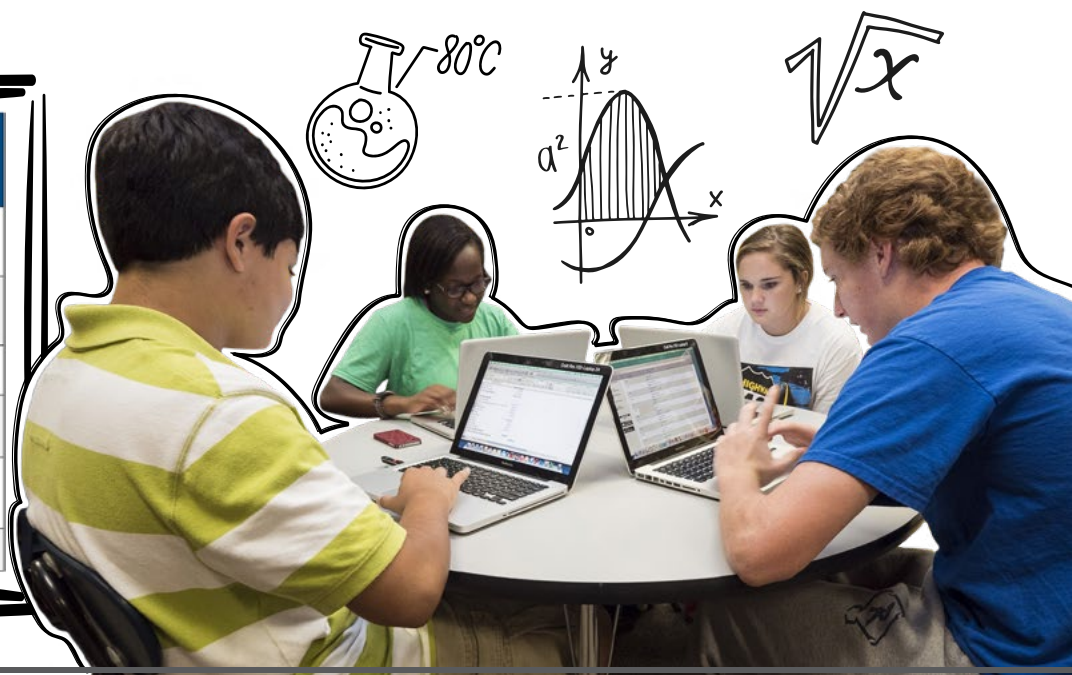
### Online Learning Resources

Six companies provide districts with supplemental digital subscriptions to online learning resources for English Language Arts, mathematics, science and social studies for students in grades K-12. MDE procured the digital subscriptions for \$23 million.

### College and Career Readiness Platform

Approximately 120 districts have opted to implement the MajorClarity computer platform MDE procured for \$1.4 million to manage college and career readiness goals and automate the Individual Success Plans (ISPs) for students in grades 7-12.

Grades and Subjects	Service Provider	Total Districts Opting to Use Service
K-2 English Language Arts	Homer	85
3-12 English Language Arts	Newsela	93
K-8 Math	Imagine Learning	87
K-8 Social Studies	News-O-Matic	89
K-6 Science	Discovery Education	103
7-12 Science	Gale	89





## **TELEHEALTH: \$17.6 million**

MDE partnered with the University of Mississippi Medical Center (UMMC) to create a telehealth delivery system within K-12 schools to provide remote healthcare and healthcare provider access to students. Funds cover specialized equipment, laptops and training to allow health care workers to provide health and behavioral health services to students while at school.

As of November 2022, 34 school districts and 235 schools had access to UMMC telehealth services. The program will be fully implemented in 100 school districts and 668 schools by August 2023.

## **SAFETY: \$14 million**

A total of 135 districts now have access to the nSide web-based school safety platform that enables them to develop and implement stronger health and safety plans that protect students, teachers and staff. The service includes surveillance cameras, a portal to upload emergency operation plans, a mobile app for emergency notifications and a system to create detailed campus maps and building floor plans that give first responders precise locations.

## **OTHER INVESTMENTS: \$29.4 million**

### **Mississippi Teacher Residency**

MDE's Mississippi Teacher Residency (MTR) program granted \$9.8 million to five universities: Delta State University, Jackson State University, Mississippi State University, University of Southern Mississippi and William Carey University. The funds cover tuition and expenses for up to 200 individuals seeking a graduate degree in elementary and secondary education. Individuals accepted into the MTR program receive full scholarships, testing fees, books and mentor stipends. MTR graduates commit to teach in a geographical critical shortage school or district serving low-income children, racial/ethnic minorities and children with disabilities disproportionately impacted by COVID-19.

### **Licensure Call Center**

MDE contracted with a staffing agency for \$1.8 million to expand its Licensure Call Center with longer hours and additional customer service to better assist prospective and current educators. The investment expanded the staff from four to 15.

### **Educator Licensing System**

MDE used \$5.1 million of its American Rescue Plan ESSER funds to develop a new educator licensing system called Mississippi Educator Career Continuum Archive (MECCA). MECCA is a single sign-on educator workforce information system that captures the lifecycle of a Mississippi educator from recruitment to retirement. MECCA will be fully implemented in 2024 with four portals: Educator Preparation, Licensure, and Misconduct Evaluations; Professional Growth System (PGS) Observation and Development; Educator Talent; and Accreditation.

### **MSIS 2.0**

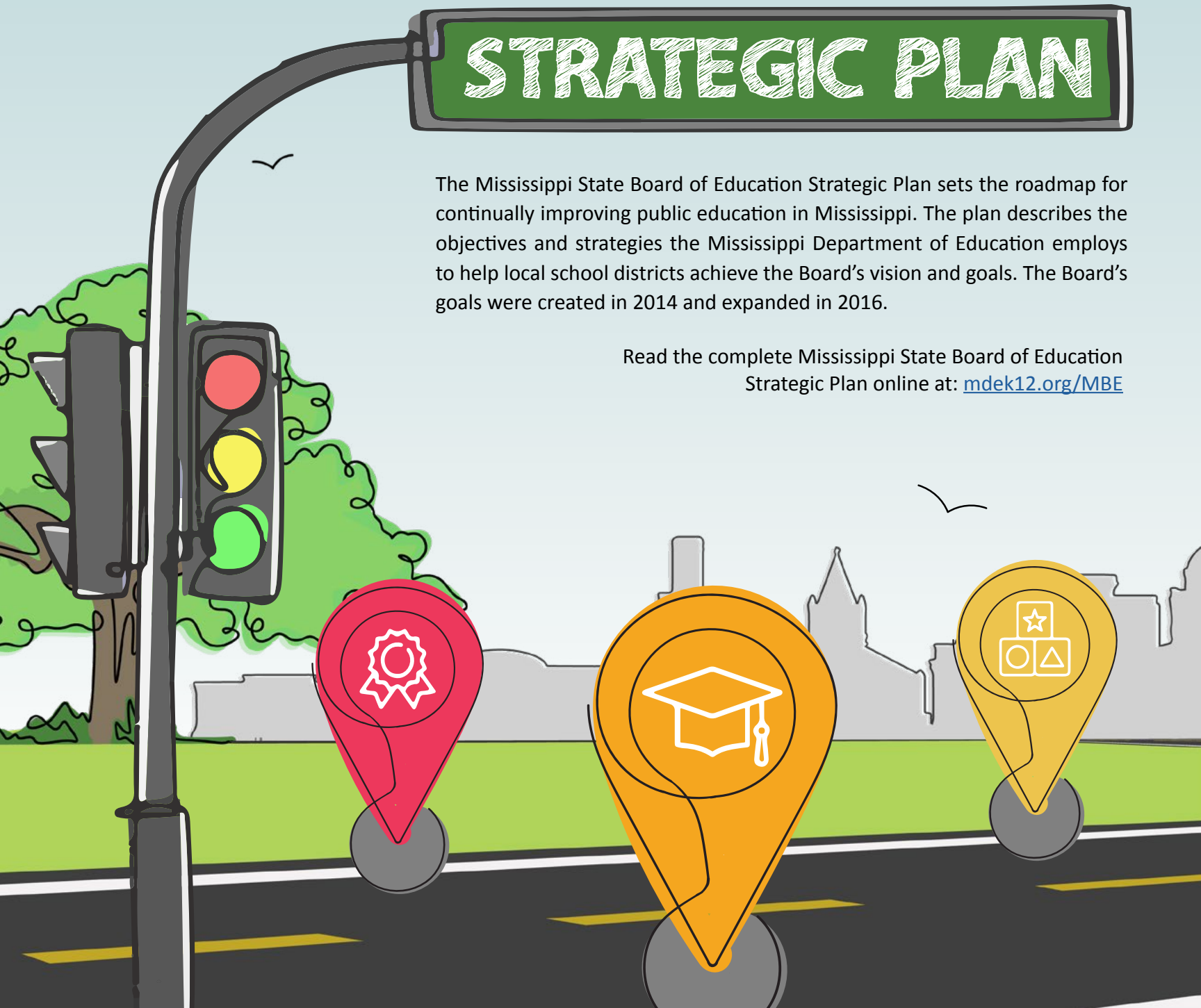
MDE is using \$12.7 million of its American Rescue Plan ESSER federal funds to modernize the current Mississippi Student Information System (MSIS) that launched in 2000. MSIS provides for the electronic collection, management and reporting of data about teachers, administrators, students, school board members and support staff, as well as annual financial data.

# MISSISSIPPI STATE BOARD OF EDUCATION

## STRATEGIC PLAN

The Mississippi State Board of Education Strategic Plan sets the roadmap for continually improving public education in Mississippi. The plan describes the objectives and strategies the Mississippi Department of Education employs to help local school districts achieve the Board's vision and goals. The Board's goals were created in 2014 and expanded in 2016.

Read the complete Mississippi State Board of Education Strategic Plan online at: [mdek12.org/MBE](http://mdek12.org/MBE)



# STRATEGIC PLAN GOALS



**GOAL #1: All Students Proficient and Showing Growth in All Assessed Areas**



**GOAL #2: Every Student Graduates from High School and is Ready for College and Career**



**GOAL #3: Every Child Has Access to a High-Quality Early Childhood Program**



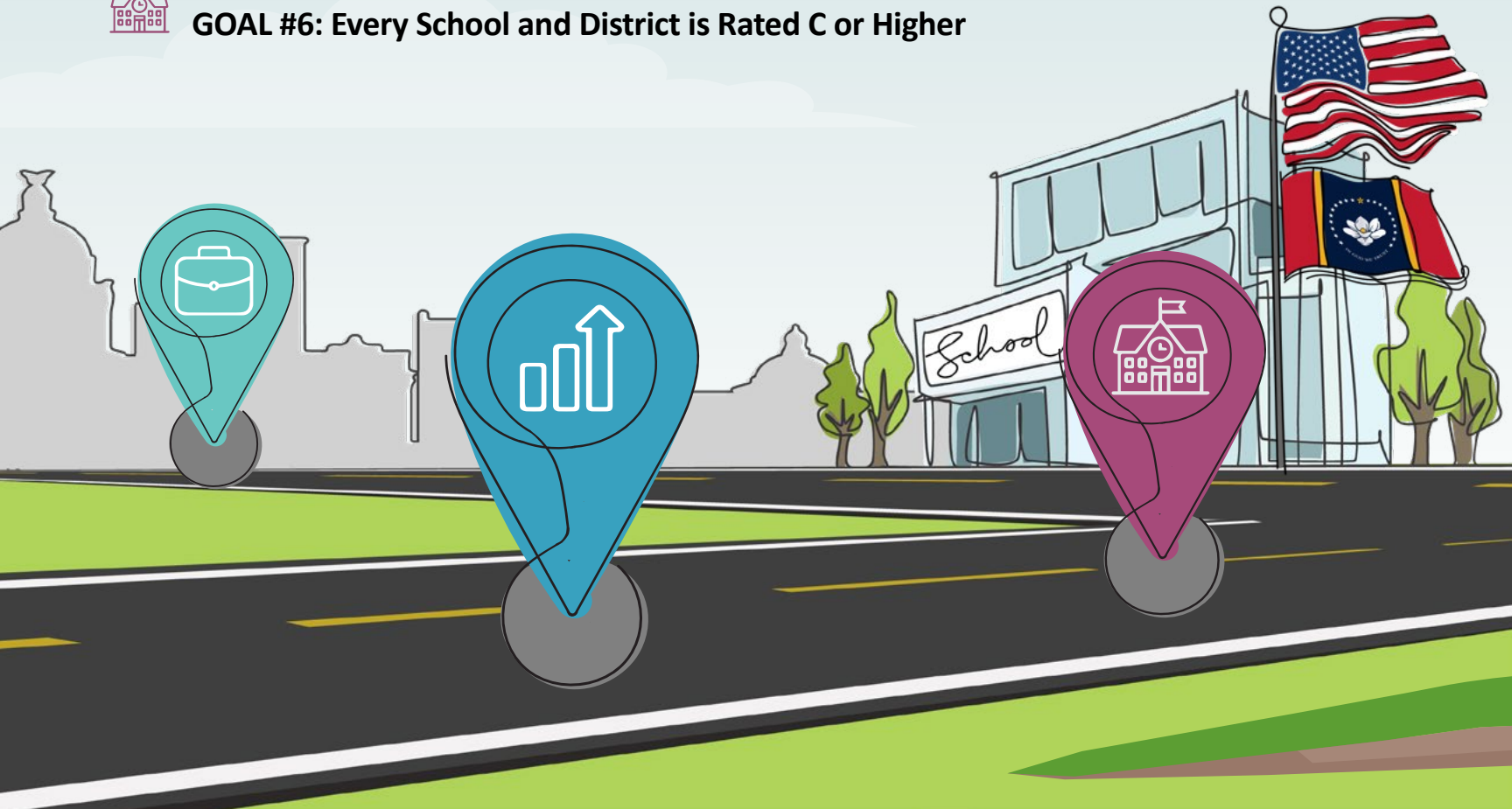
**GOAL #4: Every School Has Effective Teachers and Leaders**



**GOAL #5: Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes**



**GOAL #6: Every School and District is Rated C or Higher**





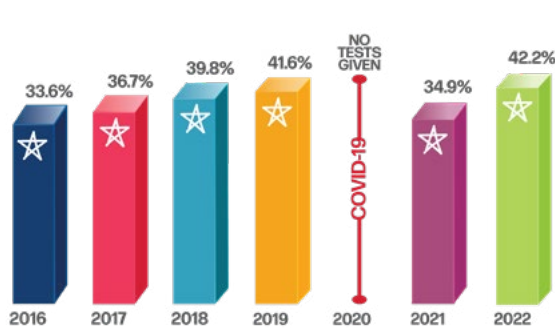
# GOAL #1

## All Students Proficient and Showing Growth in All Assessed Areas

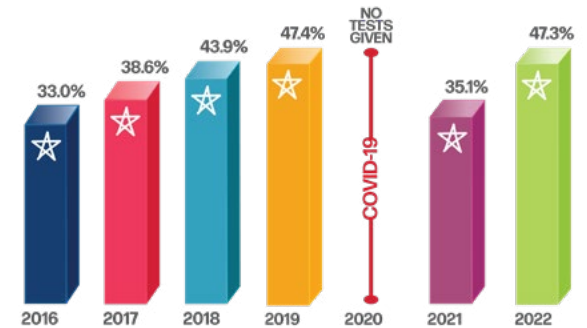
The Mississippi Department of Education statewide results from the 2021-22 Mississippi Academic Assessment Program (MAAP) showed student achievement exceeded pre-pandemic levels in English Language Arts (ELA) and science and nearly tied in mathematics.

**Overall, the percentage of students scoring proficient or advanced reached an all-time high of 42.2% in ELA and 55.9% in science, and reached 47.3% in mathematics, just shy of the pre-pandemic rate of 47.4%.**

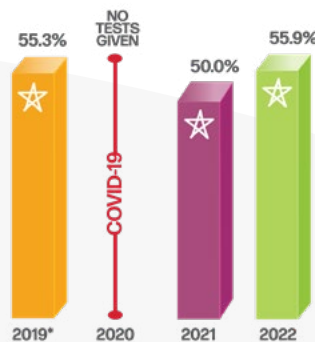
By 2021-22, districts had more experience managing pandemic disruptions and were provided with additional support, including federal COVID-19 relief funds and state investments to help accelerate learning. The additional funds enabled districts to pay for extended learning days, tutorial services and intensive interventions, among other supports. State investments include the Mississippi Connects digital learning initiative, which provided all students with a computer device, and services including on-demand tutoring, high-quality digital curriculum subscriptions and access to digital learning coaches.



**MAAP English Language Arts - Proficient & Advanced**

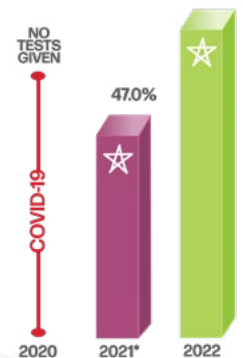


**MAAP Mathematics - Proficient & Advanced**



**MAAP Science - Proficient & Advanced**

\*Science was a new assessment for 2019 with five performance levels.



**MAAP U.S. History - Proficient & Advanced**

\*U.S. History was a new assessment for 2020-2021 with five performance levels.

# MAAP RESULTS 2019-2022

## Comparison of Grade-Level Results from 2018 – 2019 and 2021 – 2022:

Grade	Mathematics			English Language Arts (ELA)		
	2018–19 Proficient or Advanced	2021–22 Proficient or Advanced	Difference to Pre-Pandemic	2018–19 Proficient or Advanced	2021–22 Proficient or Advanced	Difference to Pre-Pandemic
Grade 3	51.4%	49.5%	-1.9%	48.3%	46.4%	-1.9%
Grade 4	48.8%	45.5%	-3.3%	48.5%	43.8%	-4.7%
Grade 5	38.9%	36.6%	-2.3%	43.1%	46.5%	+3.4%
Grade 6	47.6%	45.2%	-2.4%	33.6%	41.0%	+7.4%
Grade 7	51.17%	46.1%	-5.0%	39.0%	38.3%	-0.7%
Grade 8	44.83%	44.8%	0.0%	35.5%	36.3%	+0.8%
English II				43.8%	44.0%	+0.2%
Algebra I	49.3%	64.9%	+15.6%			
Overall	47.4%	47.3%	-0.1%	41.6%	42.2%	+0.6%

## Comparison of Grade-Level Results from 2020–21 and 2021–22:

Grade	Mathematics			English Language Arts (ELA)		
	2020–21 Proficient or Advanced	2021–22 Proficient or Advanced	Change	2020–21 Proficient or Advanced	2021–22 Proficient or Advanced	Change
Grade 3	34.9%	49.5%	+14.6%	34.8%	46.4%	+11.6%
Grade 4	33.2%	45.5%	+12.3%	37.2%	43.8%	+6.6%
Grade 5	33.4%	36.6%	+3.2%	41.5%	46.5%	+5.0%
Grade 6	35.0%	45.2%	+10.2%	29.6%	41.0%	+11.4%
Grade 7	41.7%	46.1%	+4.4%	30.7%	38.3%	+7.6%
Grade 8	34.3%	44.8%	+10.5%	35.6%	36.3%	+0.7%
English II				43.8%	44.0%	+0.2%
Algebra I	33.2%	64.9%	+31.7%			
Overall	35.1%	47.3%	+12.2%	34.9%	42.2%	+7.3%

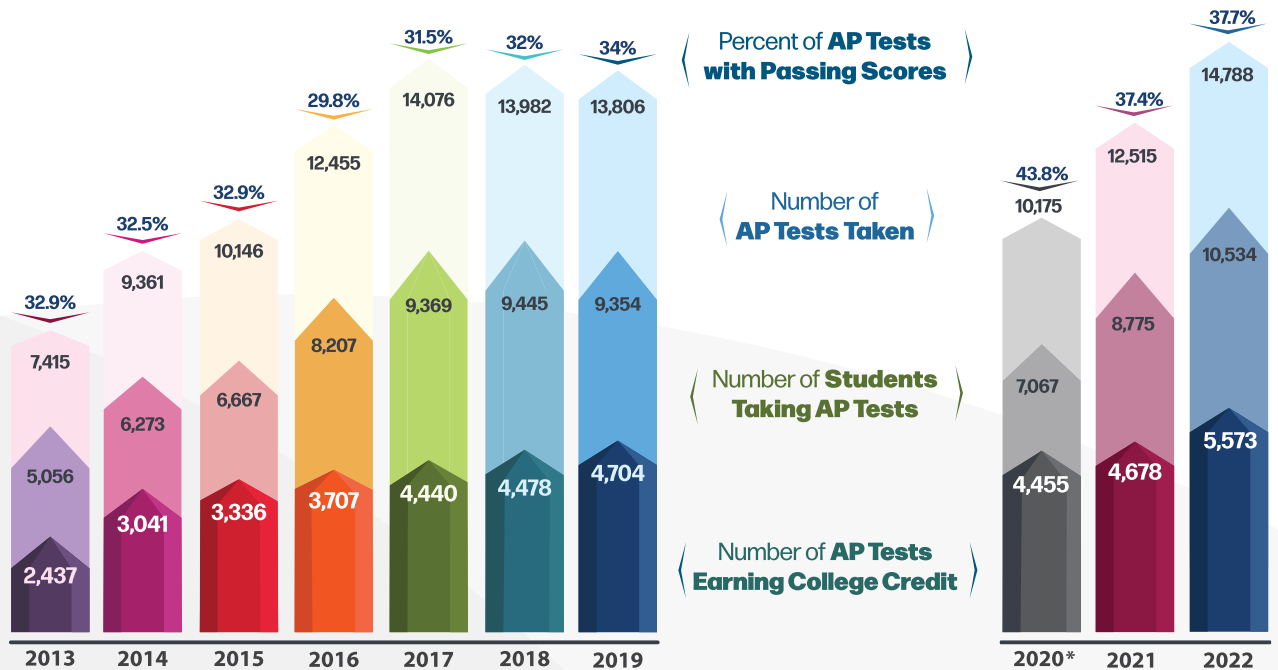


# GOAL #2

## Every Student Graduates from High School and is Ready for College and Career

### Advanced Placement

- The number of Mississippi students taking and passing Advanced Placement (AP) exams doubled since 2013 and reached a record high with 10,534 public school students taking 14,788 AP exams, and 5,573 exams earning a qualifying score. **The exam pass rate reached an all-time high of 37.7% for a full school year.**
- The number of AP tests earning a qualifying score in Mississippi increased by 19.1% between 2020-21 and 2021-22.
- **Hispanic and African-American students achieved the greatest AP gains**, with the number of Hispanic students earning a qualifying AP score of 3 or higher increasing by 45.4%, and the number of African-American students achieving a qualifying score increasing by 44.4%.

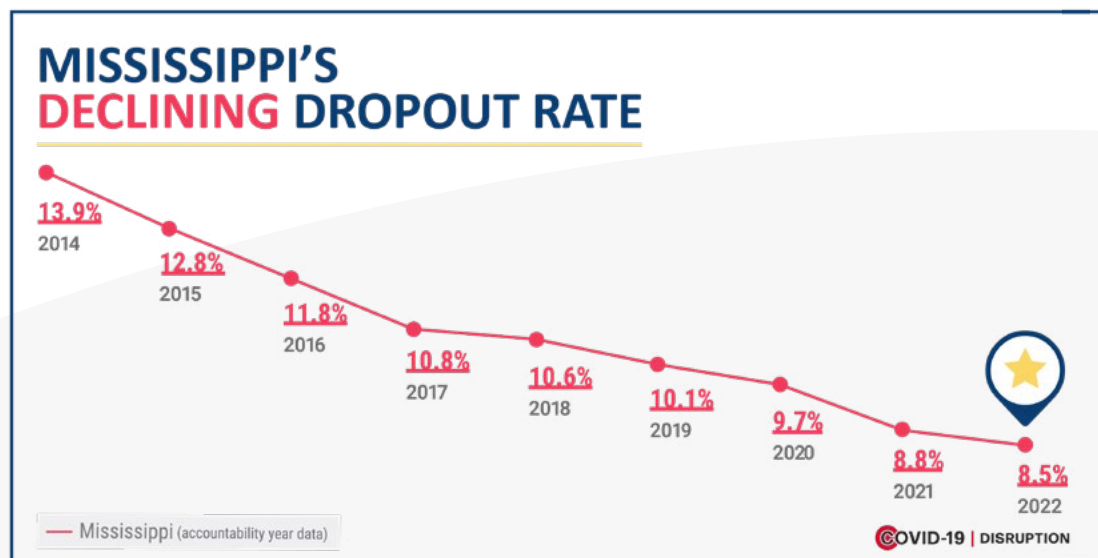
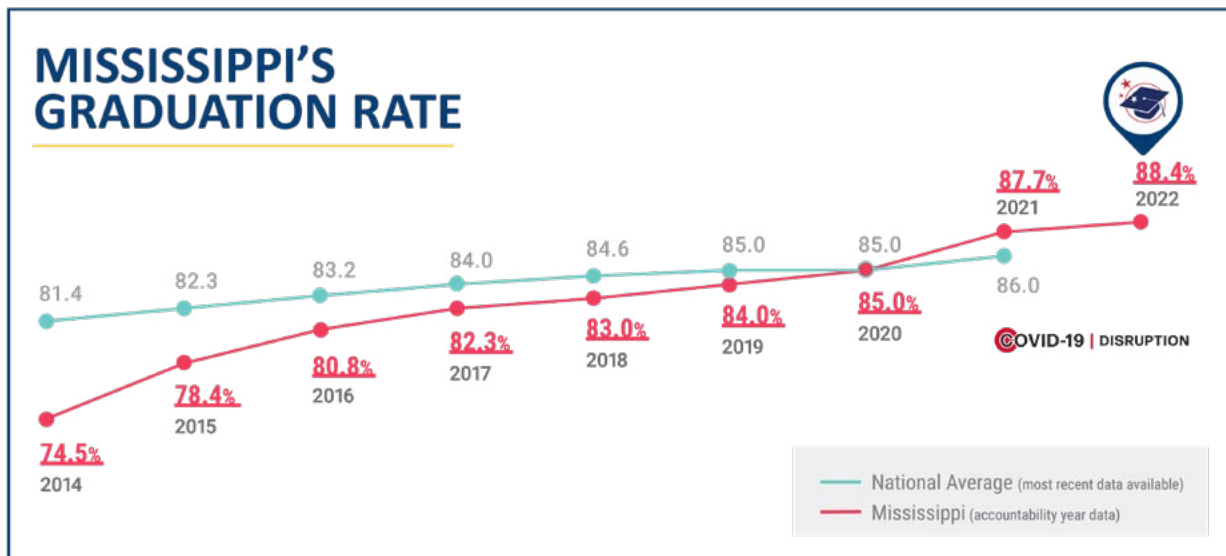


\*Due to the pandemic, 2020 AP exams were abbreviated, and students nationwide were permitted to test on mobile phones and other devices while quarantining at home. According to the College Board, 2020 figures cannot be compared to other years.

# Graduation Rate

Mississippi high school students achieved a record-breaking graduation rate of 88.4% for the 2022 accountability year and the lowest statewide dropout rate of 8.5%. The rates are based on students who entered 9th grade for the first time during the 2017-18 school year. Among students with disabilities, the graduation rate increased to 59.9%, and the dropout rate was 18.4%.

Due to COVID-19, the Mississippi State Board of Education waived the passing requirements for statewide high school assessments in the 2020-21 school year. Students did not have to earn a passing score on the high school Algebra I, English II, Biology and U.S. History assessments but still had to meet all other state and district requirements to graduate. This will positively affect the graduation rate until all students who tested under the waivers graduate.

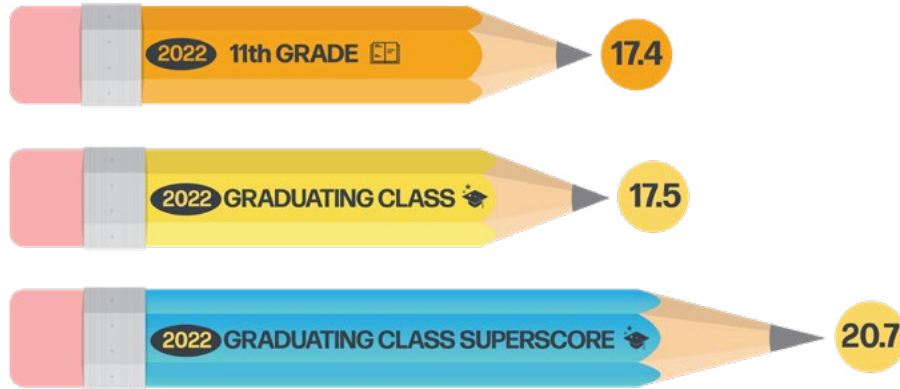




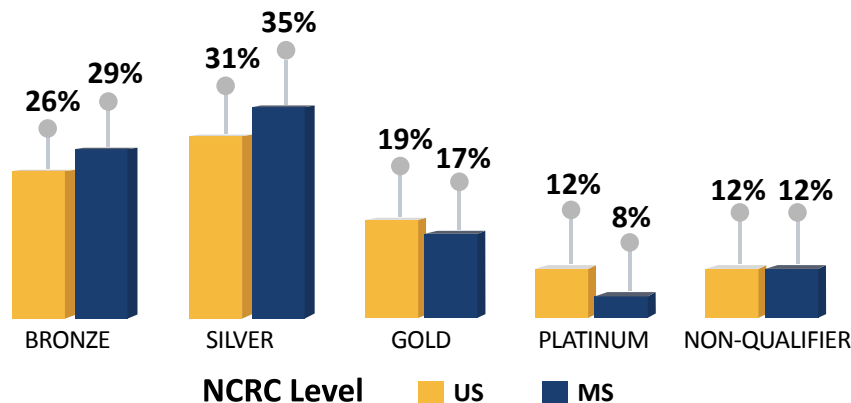
# GOAL #2

## Every Student Graduates from High School and is Ready for College and Career

The Mississippi Legislature provides funding for all public-school students to take the ACT at no cost in their junior year of high school. The test measures college-readiness at a critical time in high school when there is still time to provide interventions to improve ACT performance. Mississippi is one of 15 states that administers the ACT to all high school juniors. The ACT now produces superscores, which are generated when students take the ACT multiple times and the student's best scores from each of the four tested ACT subjects are combined.



## ACT WorkKeys Performance 2021-22



60% of Mississippi students compared to 62% nationally scored at the silver, gold or platinum level on the ACT WorkKeys.

## ACT WorkKeys

Starting with the 2021-22 school year, ACT WorkKeys assessment scores may now be used instead of ACT results as the state's accountability measure that evaluates how schools and districts prepare students for college and the workforce. The Mississippi Legislature provides funding for students who opt to take the ACT WorkKeys.

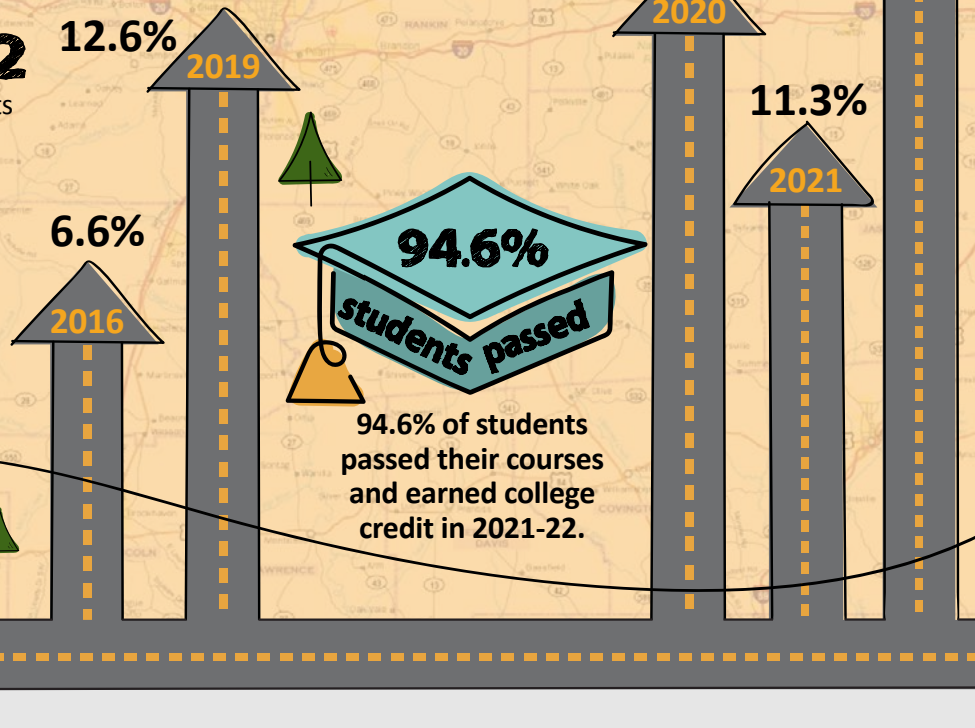


# Dual Credit and Dual Enrollment

Dual credit and dual enrollment courses enable students to take college courses while in high school and receive college credit.

## 2016-2022

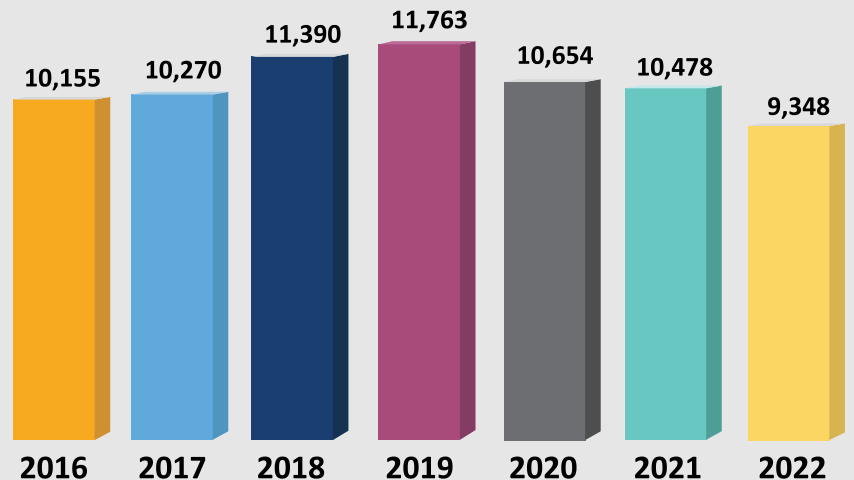
The percentage of students participating in dual credit courses rose from **6.6%** in 2016 to **13.8%** in 2022.



## CTE Concentrators

## Career and Technical Education

Career and Technical Education (CTE) courses help students develop marketable job skills and earn national industry certifications needed to achieve their occupational goals. Students who take at least two CTE courses in the same field of study are CTE concentrators. First-year enrollment in CTE courses declined in 2020-21 due to COVID-19, which caused the total number of 2021-22 concentrators to decline.





# GOAL #2

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

## Early College High Schools

Early college high schools are small schools located on a partnering college campus where high school students can earn an associate degree or career credential with their high school diploma. Middle college is a dual credit/dual enrollment program where students attend school part of the day on a college campus.

### GOLDEN TRIANGLE

Partnered with:  
**East Mississippi Community College**  
 Year Founded: **2015**  
 2021-22 Enrollment: **127**  
 College Credits Earned to Date: **13,349**  
 Associate Degrees Earned to Date: **138**

### NATCHEZ-ADAMS

Partnered with:  
**Copiah-Lincoln Community College**  
 Year Founded: **2016**  
 2021-22 Enrollment: **189**  
 College Credits Earned to Date: **8,907**  
 Associate Degrees Earned to Date: **114**

### RIVER CITY (Vicksburg-Warren)

Partnered with:  
**Hinds Community College**  
 Year Founded: **2016**  
 2021-22 Enrollment: **310**  
 College Credits Earned to Date: **12,440**  
 Associate Degrees Earned to Date: **84**

## Districts of Innovation

Districts of Innovation prepare students for success in life and work by giving districts flexibility in structure and implementation through exemptions from select regulatory areas. Districts are selected for five-year terms through an application process. Districts of Innovation are intended to expand learning choices, enhance learning through innovative instruction, reduce achievement gaps and increase student engagement for all.

### District & Initial Year Designated

Corinth School District* - 2016	Rankin County School District - 2020
Gulfport School District* - 2016	Tulepo Public School District - 2020
Booneville School District** - 2017	Pascagoula-Gautier School District - 2021
Grenada School District** - 2017	Starkville-Oktibbeha Consolidated - 2021
Hinds County School District - 2018	School District
Oxford School District - 2019	

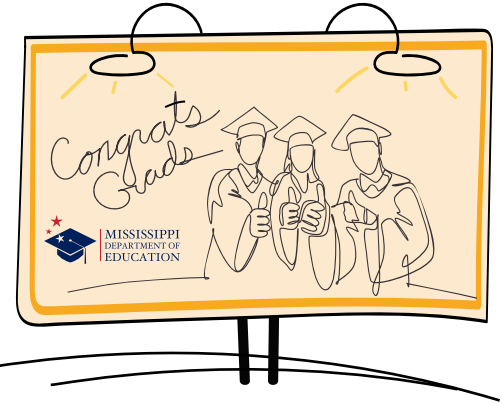
\*Status renewed 2020 \*\*Status renewed 2021

# JACKSON PUBLIC SCHOOLS

Partnered with: **Tougaloo College**  
 Year Founded: **2018**  
 2021-22 Enrollment: **120**  
 College Credits Earned to Date: **4,500**  
 Associate Degrees Earned to Date: **20**

# GREENVILLE PUBLIC

Partnered with: **Mississippi Valley State University**  
 Year Founded: **2018**  
 2021-22 Enrollment: **64**  
 College Credits Earned to Date: **700**



## TOTAL (TO DATE)

2021-22 Enrollment

**810**

College Credits Earned

**39,896**

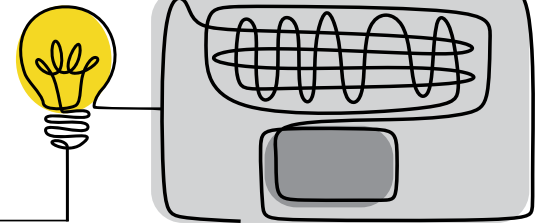
Associate Degrees Earned

**356**

## Computer Science for Mississippi

The Mississippi Computer Science and Cyber Education Equality Act of 2021 supports MDE's Computer Science for Mississippi initiative, which began in 2016 to expand computer science in schools with the goal of implementing a continuous K-12 computer science program for all Mississippi public schools by the year 2024. The law requires computer science programming to be in place in all schools by 2025.

## Computer Science Implementation as of 2021-22



### Elementary School Courses

- Keyboarding
- Digital Citizenship
- Coding
- Robotics

### Middle School

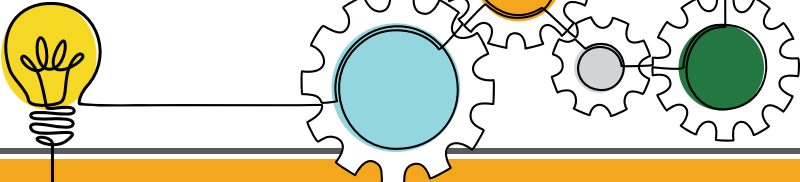
465 middle schools taught 491 computer science courses:

- **269 Cyber Foundations I** courses
- **194 Cyber Foundations II** courses
- **28 Computer Science and Engineering** courses

### High School

252 high schools taught 272 computer science courses:

- **102 Exploring Computer Science** courses
- **56 AP Computer Science Principles** courses
- **8 AP Computer Science A** courses
- **54 Information Technology** courses
- **21 Simulation and Animation Design** courses
- **21 Software Development** courses
- **10 Project Lead the Way (PLTW) Computer Science** courses





# GOAL #3



## Every Child Has Access to a High-Quality Early Childhood Program

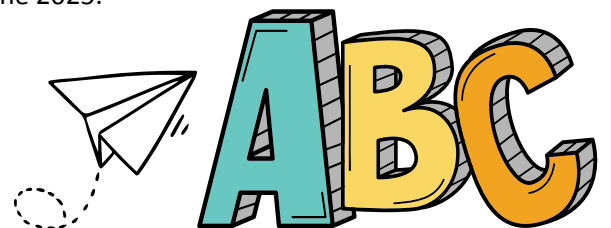
### Early Learning Collaboratives

The total number of Early Learning Collaboratives (ELC), which provide high-quality early childhood education pre-K programs to 4-year-old students, increased to 35 through August 2022. The Early Learning Collaboratives are partnerships among school districts, Head Start agencies, childcare centers and non-profit organizations. The total number of pre-K 4-year-olds served since the 2014-15 school year is more than 29,000.

Mississippi started building its first publicly funded early childhood education infrastructure in 2013 after the passage of the Early Learning Collaborative Act. The law initially provided \$3 million to establish 11 Early Learning Collaboratives in underserved areas throughout the state. Based on their success, the Legislature increased funding in subsequent years. Appropriations for ELCs have steadily increased since the 2014-15 school year to a cumulative total of \$78 million.

### New State Invested Pre-K (SIP) Programs

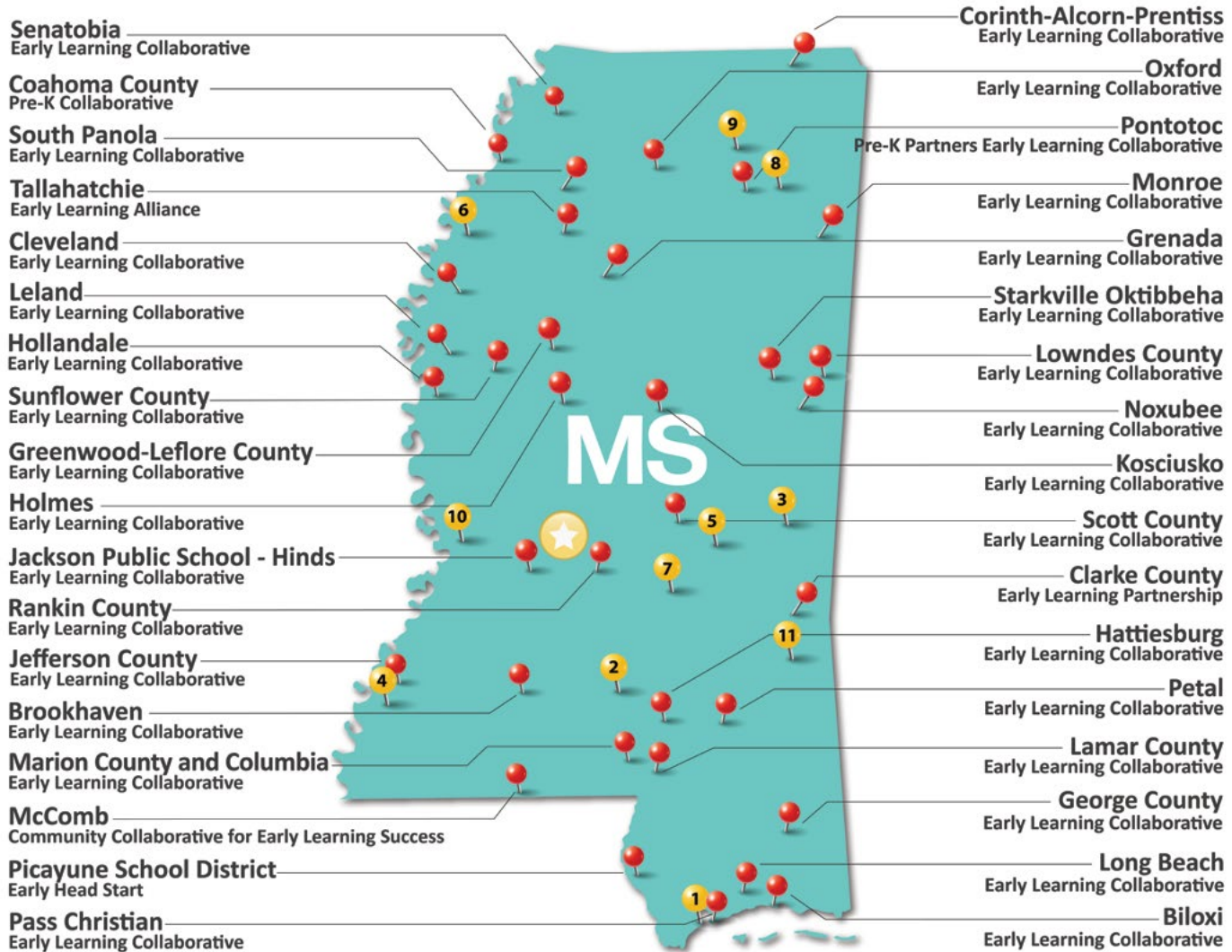
During the 2022 legislative session, the Mississippi Legislature appropriated \$20 million in new state funding to provide grants to public schools not participating in an ELC. The new State Invested Pre-K (SIP) programs will expand MDE's offering of high-quality pre-K programs and have the capacity to serve 1,000 4-year-old children in 50 classrooms in districts that are not part of an ELC. Just like the ELCs, SIP programs will meet all National Institute for Early Education Research (NIEER) quality standards. Grants will fund classrooms in 11 districts through June 2025.





# Early Learning Collaboratives and State Invested Pre-K Programs

**TOTAL PROGRAMS: 46**



= Early Learning Collaboratives

= State Invested Pre-K (SIP) Programs (listed below)

- 1. Bay St. Louis-Waveland
- 2. Jefferson Davis County
- 3. Lauderdale County
- 4. Natchez-Adams

- 5. Newton Municipal
- 6. North Bolivar
- 7. Smith County
- 8. Tupelo Municipal

- 9. Union County
- 10. Vicksburg-Warren
- 11. Wayne County



# GOAL #3

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

## National Model

The National Institute for Early Education Research (NIEER) first recognized Mississippi for its ELC program in 2015 as one of only five states that meet all 10 of its quality standards. In subsequent years, NIEER continued to name Mississippi among the top states in the nation for quality pre-K. Today, Mississippi is still one of only five states that meets all of NIEER's quality standards for pre-K.

**ONE** *of only* **FIVE STATES**  
Meeting All Quality Standards for Pre-K



### NIEER Quality Standards

- |                                    |                                   |   |
|------------------------------------|-----------------------------------|---|
| 1. Use of early learning standards | 4. Teacher specialized training   | 8. Staff-child ratio                      |
| 2. Curriculum supports             | 5. Assistant teacher degree       | 9. Screenings and referrals               |
| 3. Teacher degree                  | 6. Staff professional development | 10. Continuous quality improvement system |
|                                    | 7. Maximum class size             |   |



# Early Learning Collaborative Growth & Support

## Funding and Enrollment

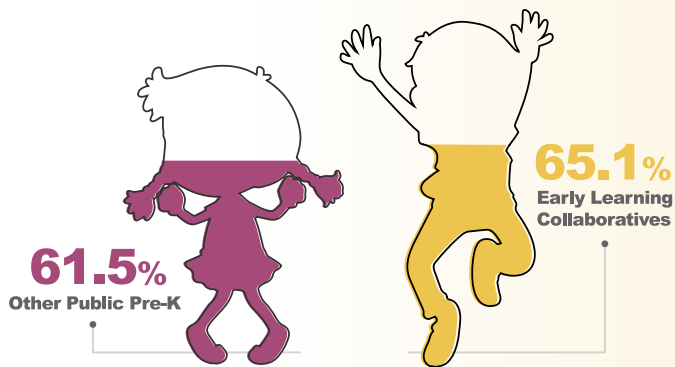
Mississippi's investment in Early Learning Collaboratives has increased from \$3 million in 2013 to \$24 million in 2022. Individuals or corporations who donate to ELCS are eligible to receive a 1:1 state tax credit for the donated amount up to \$1 million.

School Year	State Funding	Students	Sites	Calendar Year	1:1 Tax Credit
2013-14*	\$3 million				
2014-15	\$3 million	1,700	11	2014	\$276,850
2015-16	\$3 million	1,000	11	2015	\$812,686
2016-17	\$4 million	2,000	14	2016	\$1.6 million
2017-18	\$4 million	3,000	18	2017	\$2.7 million
2018-19	\$6.5 million	3,000	18	2018	\$3.8 million
2019-20	\$6.7 million	3,000	18	2019	\$3.3 million
2020-21**	\$7.8 million	3,000	18	2020	\$5.6 million
2021-22	\$16 million	6,000	30	2021	\$3.9 million
2022-23	\$24 million	9,120	35	2022	TBA

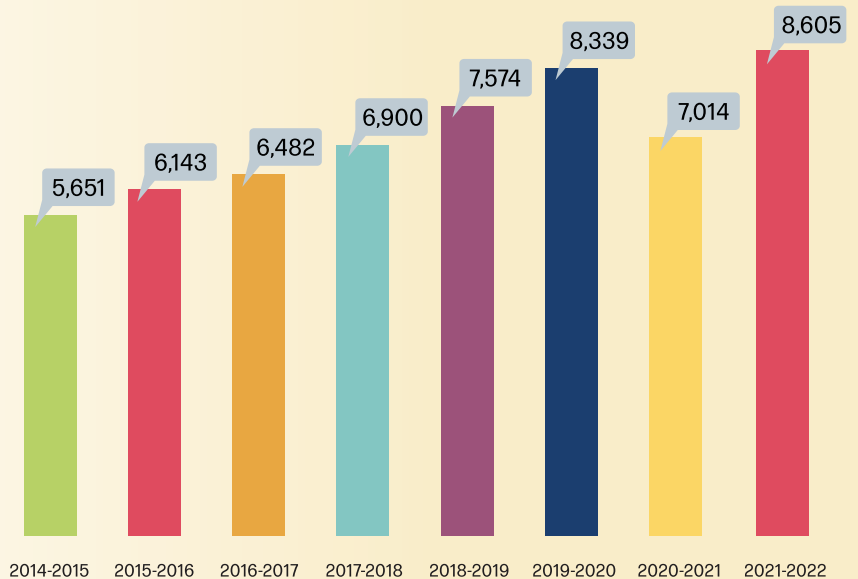
\*Planning year. \*\*Per-student funding rate increased.

## ELC & Pre-K Achievements

Early Learning Collaborative students annually outperform students in all other public pre-K programs (e.g., Title I, district-funded, blended, tuition-based).



**Pre-K Students Scoring Kindergarten Ready in Spring 2022**



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



# GOAL #3

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



## MISSISSIPPI DEPARTMENT OF EDUCATION BEGINNINGS: PRE-K

MDE is piloting an open-source curriculum for 4-year-old preschool classrooms, including public, private, childcare, home care and Head Start. The Mississippi Beginnings: Pre-K curriculum is intended to support any preschool teacher in providing rich, play-based, intentional developmentally appropriate instructions.



	UNIT 1: FAMILY AT-A-GLANCE				
	Weekly Plan • Materials Center Language Supports	Weekly Plan • Materials Center Language Supports	Weekly Plan • Materials Center Language Supports	Weekly Plan • Materials Center Language Supports	Weekly Plan • Materials Center Language Supports
SE.SD.PK4.3a  SE.SD.PK4.3b  SE.SD.PK4.3c  SE.E.PK4.2a  AL.PA.PK4.3  AL.PS.PK4.2	<b>Week 1</b>  SE.E.PK4.4a  SE.E.PK4.4b  SE.E.PK4.4c	<b>Week 2</b>  SE.E.PK4.4a  SE.E.PK4.4b  SE.E.PK4.4c  SE.E.PK4.6a  SE.E.PK4.6d	<b>Week 3</b>  SE.E.PK4.2a	<b>Week 4</b>  SE.SD.PK4.4a  AL.P.PK4.1	<b>Week 5</b>
<b>Read Aloud</b>	<i>Oonga Boonga (vocabulary cards) or Crybaby (vocabulary cards)</i>	<i>Sometimes I'm Bombaloo (vocabulary cards)</i>  ELA.RL.PK4.1-4.6,7,10	<i>Sometimes I'm Bombaloo (vocabulary cards)</i>	<i>Corduroy (vocabulary cards)</i>  <i>Seven Chinese Sisters (vocabulary cards)</i>  ELA.RL.PK4.1-4,6,7,10  ELA.SL.PK4.1-4,6  ELA.L.PK4.1,1c,4,6	<i>Revisit stories children were interested in or needed more help understanding or utilize any supplemental books.</i>



### Unit 1: Family

In Unit 1, children will be exploring and talking about families and the many ways family members relate to and help one another. Through the unit texts, children will hear about families that work together to solve problems, conflicts, and dilemmas. They will consider the many roles and responsibilities of family members.

Also in this unit, children will establish foundational skills in understanding letters and letter sounds. They will experience taking different perspectives and using inquiry to solve problems through work in Centers, Small Groups, and Storytelling/Story Acting. Teachers and children will engage deeper in Thinking and Feedback and use artifacts to examine and develop their work.

Other enhanced components featured in this unit include more non-fiction and expository texts to help children make connections to the real world. Outdoor teaching and learning opportunities are highlighted to expand the boundaries and possibilities of the indoor classroom.

**\*Read Aloud Books  
Classroom Exemplars  
Resource Gallery  
Digital Resources**

\*Suggested theme books to be placed in centers for children to access throughout the week.

- OVERVIEW STANDARDS**
- | Overview ELA
  - | Overview Math
  - | Overview Social Studies
  - | Overview Social & Emotional/ Approaches to Learning
  - | Overview Physical Development
  - | Overview Science
  - | Overview Art

**Big Ideas**

- A family is a group of people that care for and support each other.
- Family members have names for each other.
- Conflicts happen in families and members work together to resolve them.
- More mature family members are responsible for the safety and needs of less mature members.
- Families share experiences, traditions, and activities that can be represented through artistic expression.
- As individuals and as a group, family members use their senses to observe and interact with their environment.

**Guiding Questions**

- What does it mean to be a member of a family?
- How do families care for each other?
- Why is solving problems together important?
- How do you find the resources, information, and support to solve your problems?
- How do you most effectively communicate your thoughts, feelings, and traditions?

- Art Table:**  
 Collaborative Collage (resource)  
 |ELA.RL.PK4.7  
 |ELA.L.PK4.4a  
 |M.G.PK4.1  
 |M.G.PK4.2  
 |PD.FM.PK4.4  
 |PD.SHS.PK4.3  
 |SS.OW.PK4.1  
 |VA.CN10a.1.PK  
 |VA.CR2a.2.PK
- Essel:**  
 Line, Dot, and Squiggle Painting (resource)  
 |ELA.RL.PK4.4a  
 |ELA.RF.PK4.1  
 |M.MD.PK4.1  
 |M.G.PK4.3  
 |PD.FM.PK4.1  
 |PD.FM.PK4.4  
 |S.T.PK4.1  
 |VA.PR4.1.PK  
 |VA.CR1.1.PK

*Revisit centers children were interested in or needed more support in.*



# Mississippi Beginnings: Pre-K

curriculum is organized in six thematic units that each have five weeks of content. Information for each week includes instructions about learning centers, materials needed, read-aloud activities, songs, word play, letters, family activities to do at home, and a weekly lesson plan. Pre-K teachers can access materials and training online to learn about the curriculum and how to implement it in the classroom:

[mdek12.org/EC/Mississippi-Beginnings-Curriculum](http://mdek12.org/EC/Mississippi-Beginnings-Curriculum)

## Centers: Paintings - Inspired by Oonga Boonga

U1-W1



Standard Connection: ELA.RL.PK4.7 • ELA.L.PK4.1 • M.CC.PK4.6 • M.G.PK4.2  
PD.FM.PK4.4 • SS.FC.PK4.9 • VA.RE8a.1.PK • VA.CR2a.1.PK

### Enduring Understanding(s):

Families share experiences, traditions, and activities that can be represented through artistic expression.

### Essential Question(s):

How do you most effectively communicate your thoughts, feelings, and traditions?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• Oonga Boonga</li> <li>• brushes of different sizes</li> <li>• paint</li> <li>• cotton balls</li> <li>• Q-tips</li> <li>• sponges</li> <li>• containers for water</li> </ul>	<ul style="list-style-type: none"> <li>• <b>illustrate/illustrator:</b> a picture/ a person who creates pictures</li> <li>• <b>author:</b> a person who writes a story</li> <li>• <b>depict:</b> show in a picture or painting</li> <li>• <b>inspiration:</b> to encourage somebody to do something</li> <li>• <b>create:</b> make</li> </ul>	

### Intro to Centers

#### Preparation: Set up materials

"The **illustrations** in *Oonga Boonga* were painted by Carol Thompson. What do you notice?"

Show illustration.  
Children respond.

"On this page, the **author**, Frieda Wishinsky, wrote that grandpa 'played a happy tune on his harmonica.' Carol Thompson **depicted** this by painting music notes."

Show illustration.

"On this page, Frieda Wishinsky wrote that 'Louise kept on crying until her tears ran like rivers to the sea.' How did Carol Thompson **depict** this in her **illustration**?"

Show illustration.  
Children respond.

"We know how Daniel and his family feel by looking at the **illustrations**. What do you notice?"

Show illustration.  
Children respond.

"Today in Creative Arts, you can **create** paintings **inspired** by *Oonga Boonga*."

Show illustration.  
Children respond.

## Centers: Paintings - Inspired by Oonga Boonga

U1-W1



Standard Connection: ELA.RL.PK4.7 • ELA.L.PK4.1 • M.CC.PK4.6 • M.G.PK4.2  
PD.FM.PK4.4 • SS.FC.PK4.9 • VA.RE8a.1.PK • VA.CR2a.1.PK

### During Centers

- Encourage children to experiment with different brush strokes and different materials.
- Encourage children use their paintings in Dramatic Play and Blocks.
- Encourage children to notice and describe shapes in their paintings.

### Guiding Questions During Centers

- How are the colors you are painting with similar to or different from the colors Carol Thompson used in *Oonga Boonga*?
- Why is it helpful for illustrations to match the words in a book?
- How can illustrations depict ideas?
- Which illustration in *Oonga Boonga* inspired your painting?

### Sharing and Feedback

- Invite children to share their processes.
- Encourage children to describe any challenges they encountered and any discoveries made.
- Use children's work as well as photographs and/or video of their painting processes during Sharing and Feedback.

Examples of the children's work as well as photographs and/or video of their painting processes during Sharing and Feedback.

Each week, add other unit books to the Creative Arts for inspiration. Encourage children to reconstruct and/or sequence a story.

### Accommodations

Children with limited verbal skills can use a pre-programmed voice output device to share their work. Keep in mind these will likely be closed-ended questions. Embed the painting centers into devices. This can also be used to help students with fine motor skills. Various sizes and shapes of paintbrushes can be used to increase the child's level of the child. Knob, bulb, and triangular brushes, for example, can be used to increase their fine motor skills.



# GOAL #4

## Every School Has Effective Teachers and Leaders

### Professional Development and Coaching

#### Professional Development

Building the capacity of educators is a major part of the MDE's strategy to improve student achievement. MDE's professional development team offers in-person and virtual training, online Canvas courses and self-directed professional development on demand in the areas of mathematics, English Language Arts, science and special education topics.

#### Professional development sessions and participants

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



### Coaching Model

MDE's coaching model has proven to be an effective method of transforming Mississippi schools and improving student achievement. Developed around transformational coaching, it is a powerful, comprehensive and systematic way to plan and organize coaching supports.

#### MDE coaches:

- Build educators' instructional capacity across the curriculum
- Promote school-wide culture for learning that includes all stakeholders
- Enhance and refine instruction and interventions
- Target instructional coaching using the gradual release model

MDE's coaching staff has expanded from 29 literacy coaches in 2013-14 to a team of 107 coaches supporting teachers and school leaders in the areas of literacy, early childhood education, special education, school improvement, mathematics and digital learning.

# LEARNING

## COACHES...

support educators as they build their capacity to deliver high-quality digital learning experiences to students across Mississippi.

### GOALS

1. Provide individualized coaching supports focused on high-quality digital instruction.
2. Empower teachers to consistently incorporate digital learning best practices.
3. Create resources to ensure equitable access to high-quality digital instruction.
4. Utilize data to effectively plan and implement digital learning supports.
5. Develop professional learning opportunities aligned to digital learning best practices.
6. Support MDE personnel as they incorporate digital learning best practices in professional development.

### CONTACTS

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[mdek12.org/DLP](http://mdek12.org/DLP)

### Best Practices

### Best Practices



## COMING SOON

- Digital Learning Coach School Application
- BrightBytes Technology & Learning
- Digital Learning Instructional
- MS Connects Summer Summit

## Literacy and Special Education - Coaches: 56

Districts Served: **51** Schools Served: **95**

## School Improvement - Coaches: 3

Schools Served: **10**

## Early Childhood - Coaches: 11

Classrooms Served: **196**

## Mathematics - Coaches: 15

Districts Served: **13** Schools Served: **30**

## Digital Learning - Coaches: 22

Districts Served: **29** Schools Served: **62**

## Literacy Coach Activity

### School-Based Support

- 1,404 model lessons to literacy support schools
- 993 professional learning sessions
- 499 co-teaching lessons
- 523 educators participated in Language Essentials for Teacher Reading and Spelling (LETRS) training
- 8 cross-state literacy collaboration sessions

### Family and Other Support

- 1,777 parents and guardians attended 41 Families as Partners Literacy Nights
- 545 educators attended 90 sessions during the Mississippi Literacy Association Conference



# GOAL #4

Every School Has Effective Teachers and Leaders

## Digital Learning Coach Activity

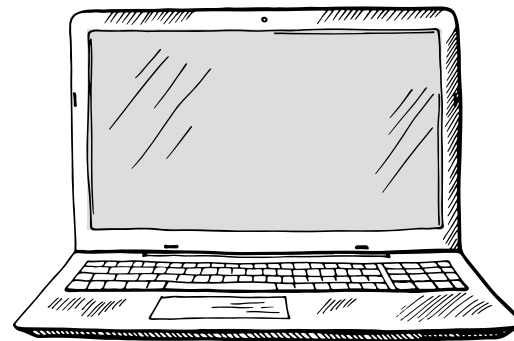
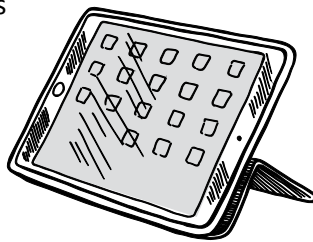
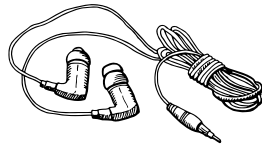
Weekly coaching supports to cohort teachers at each support school

- 340 cohort teachers
- 1,666 teacher observations
- 1,019 model lessons for technology integration
- 587 co-teaching lessons
- 521 co-planning sessions

### Schoolwide supports for all teachers at each support school

1,345 teachers attended 66 professional development and professional learning community sessions:

- Digital Learning Best Practices
- Learning Management System overviews
- Accessibility with Tech
- Managing Technology in the Classroom
- SAMR (Substitution, Augmentation, Modification, and Redefinition) Technology Integration Model
- Digital Learning Best Practices
- 4Cs of 21st Century Learning
- Digital tools



### Digital Teacher Academy

- 214 teachers participated in a year-long virtual and in-person training academy
- 111 digital learning platform certifications were earned
  - Google Level 1: 100
  - Google Level 2: 4
  - Microsoft Innovative Educator Trainer: 7

## Early Childhood Education Coach Activity

### Professional Learning Support

- 38 Professional virtual and in-person learning trainings
- 1,557 Participants (teachers, administrators, others)
- 452 Participants completed Specialized Training Program Boot Camp
- 215 Participants completed self-paced Specialized Training Program Boot Camp online

### Early Childhood Coaching Support

- 1,166 Coaching sessions
- 593 Face-to-face sessions
- 573 Virtual sessions
- 193 Teachers participated in coaching sessions



# Mississippi Educator and Administrator Professional Growth System

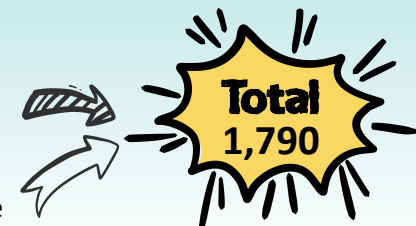
The Professional Growth System (PGS) measures educator and administrator effectiveness statewide. In the PGS, district administrators conduct evidence-based observations of school administrators, and school administrators conduct evidence-based observations of educators. Coaching and professional learning opportunities are then offered to administrators and educators based on the observations.

MDE provides training for observers to better ensure PGS observations are effective. MDE partnered with Mississippi’s six Regional Education Service Agencies (RESAs) in 2021-22 to expand its PGS training team with ESSER funds. As a result of MDE cross-office efforts and RESA partnerships, 1,790 individuals attended PGS training.



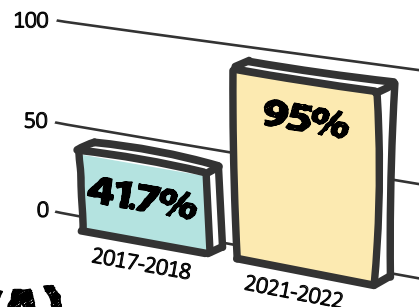
## PGS Training Participants 2021-22

- 832 Combined System Trainings
- 419 Counselor Deep Dive Trainings
- 232 Librarian Deep Dive Trainings
- 247 Special Education Deep Dive
- 60 Speech Language Pathologist Deep Dive Trainings



## Percentage of Districts Reporting PGS Ratings for Teachers and Principals

School districts submit PGS data annually to assess employee performance. Submissions exceeded pre-pandemic levels for 2021-22 reaching 95% as a result of increased training opportunities, streamlined reporting and dedicated MDE staff support.



# Mississippi Educator Career Continuum Archive (MECCA)

The first portal of the new MECCA licensing system will launch in January 2023. MECCA is a single sign-on educator workforce information system that captures the lifecycle of a Mississippi educator from recruitment to retirement. MECCA will be fully implemented in 2024 with four portals: Educator Preparation, Licensure, and Misconduct Evaluations; Professional Growth System (PGS) Observation and Development; Educator Talent; and Accreditation.





## GOAL #4

Every School Has Effective Teachers and Leaders

### Mississippi Teacher Residency

The Mississippi Teacher Residency is a two-year program that combines coursework and on-the-job training to prepare prospective educators for the teaching profession. Resident teachers receive full tuition to work toward a master's degree in elementary and special education and Mississippi teacher certification. Resident teachers work alongside an experienced teacher mentor in one of 26 participating Mississippi school districts.

The W.K. Kellogg Foundation provided the initial funding of \$4.1 million in 2019 for the program, which enrolled up to 35 candidates per year in undergraduate educator preparation programs. MDE expanded the program in 2021 by awarding more than \$9.8 million in federal Elementary and Secondary School Emergency Relief (ESSER) funds to five Mississippi universities. The program now has the capacity to enroll up to 200 aspiring educators per year.

The Mississippi Teacher Residency is part of a statewide strategy to expand and diversify the teacher pipeline so all students have teachers who are well-prepared, appropriately licensed and can serve as role models. To date, 195 candidates have become resident teachers.

### Teacher Retention Survey

MDE surveyed Mississippi teachers at the end of the 2021-22 school year about recruitment, onboarding, support, community involvement, school leadership and compensation. The results offer key findings for strengthening the educator workforce statewide.

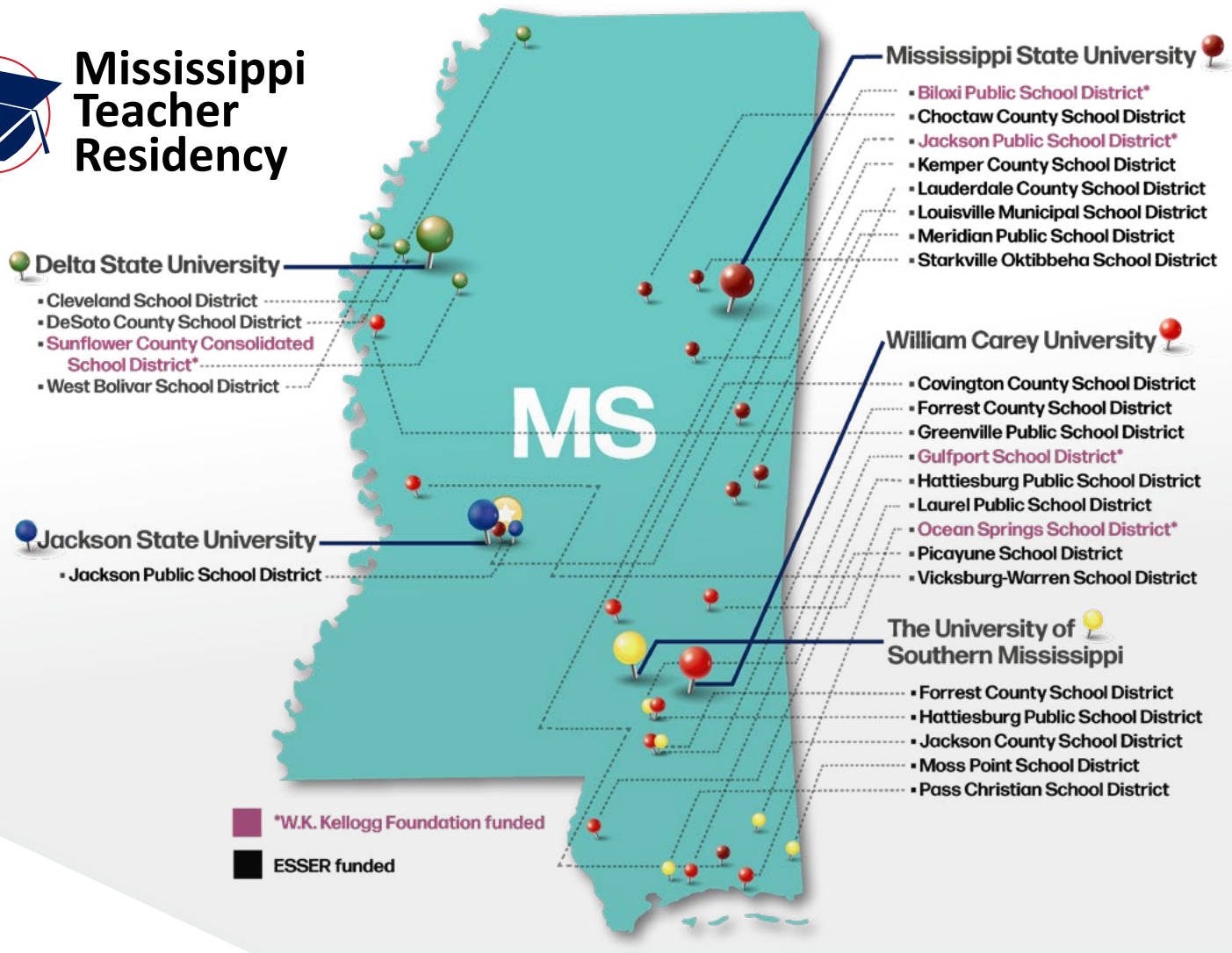
Key survey findings show MDE's efforts to strengthen instruction through strategies such as [Mississippi Instructional Materials Matter](#) and [Mississippi Connects](#) have a positive impact. The survey also revealed teachers primarily learn from other teachers, the Professional Growth System (PGS) should drive professional learning and school leadership is the biggest factor in teacher retention and attrition.

#### Other findings from respondents:

- 51% heard about open positions from a colleague or friend
- 47% were influenced to apply for jobs based on their geographic location
- 28% applied after having a conversation with a school leader
- 2% applied for jobs based on a recruitment event
- 64% reported feeling valued as a result of the new teacher pay raise for the 2022-23 school year only
- 29% reported they were satisfied with their salary



# Mississippi Teacher Residency



## MDE's strategies to address teacher retention and attrition include:

- Continuing the [Mississippi Teacher Residency](#) program, which includes a formal mentor component
- Providing a [Mentoring and Induction Toolkit](#) that any school or district can use to create a local mentoring and induction program for new teachers and their mentors
- Aligning the [Virtual and Face-to-Face Professional Development Catalog](#) to Professional Growth System domains and standards
- Updating the Orientation to School Leadership (OSL) credits needed for conversion to a standard, renewable administrator license



# GOAL #5

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

### MSIS Modernization

MDE used \$12.7 million of its American Rescue Plan ESSER funds to modernize the Mississippi Student Information System (MSIS). Replacing the original MSIS created in 2000, the new system is set to launch in July 2024.

MSIS provides for the electronic collection, management, and reporting of data about teachers, administrators, students, school board members and support staff, as well as annual financial data. MDE's vision for MSIS 2.0 is a system that simplifies the submission process for a broad array of data from many different sources, and that increases the level of validation to ensure the data MDE collects better reflects data schools and districts use to make day-to-day decisions.

### Technology Support for School Districts

MDE launched Amplified for Education for school districts to help them create a more secure and engaging learning experience for students and to maximize their return on education technology investments. The comprehensive program supports district technical staff operating Google infrastructure by offering a detailed audit of a district's Google infrastructure and recommendations to enhance educational opportunities for teachers and students. The program includes formal Google training for district technical staff that leads to four levels of certification.

- 92 district personnel earned EDU Google Workspace administrator certifications via CDW Amplified for Education
- 47 districts completed Amplified for Education Audit; 44 more in progress



**MSIS**  
MISSISSIPPI STUDENT INFORMATION SYSTEM

Welcome, please sign in.

Sign in



# GOAL #6

## Every School and District is Rated C or Higher

### School Improvement Activity

The federal Every Student Succeeds Act (ESSA) requires each state to identify schools for support and improvement. Those schools are classified as Comprehensive Support and Improvement (CSI); Targeted Support and Improvement (TSI); and Additional Targeted Support and Improvement (ATSI).

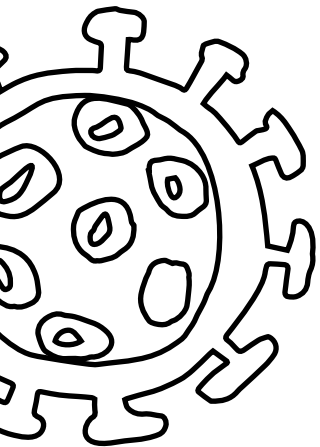
**MDE identifies these schools and provides support. Activity for the 2021-22 school year includes:**

- 170 in-person visits with administrators and school leadership teams
- 18 virtual interviews with district teams in districts with one or more CSI schools
- 20 in-person professional learning meetings for identified schools
- 64 virtual engagements supporting school improvement plan implementation with district school improvement facilitators and administrators of identified schools
- 3-day School Improvement Convening focused on Instructional Practices and Leadership

### 2021-22 School and District Grades

Mississippi schools and districts earned new accountability A-F grades for the first time since 2019. Accountability grades help teachers, school leaders, parents and communities know how well their local schools and districts are serving their students. The calculation of district and school grades relies heavily on the amount of progress students make in English Language Arts (ELA) and Mathematics from one year to the next, particularly the lowest performing 25% of students.

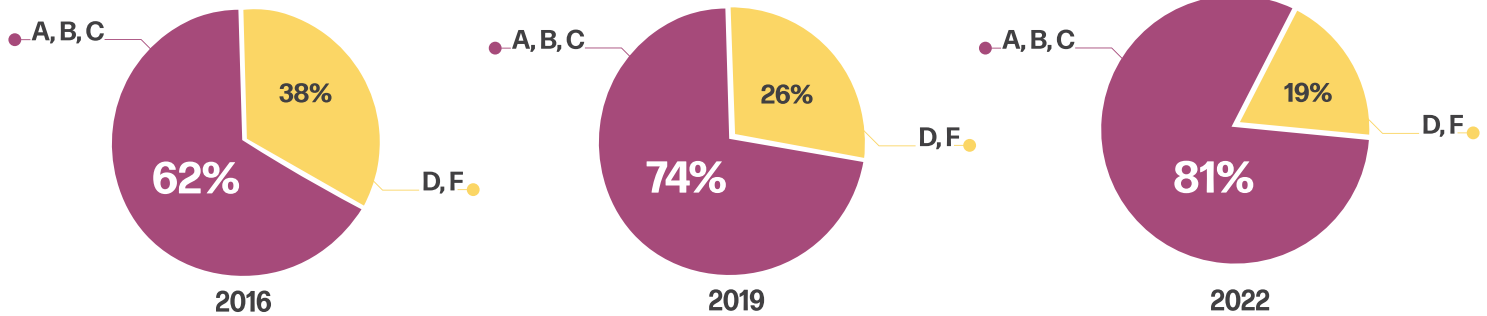
- The 2021-22 grades should always be viewed in the context of the **COVID-19** pandemic because students made more progress than they typically do in one year as school focused on accelerating learning after the first year of the pandemic.
- The waiver of passing requirements for high school Algebra I, English II, Biology and U.S. History assessments in 2020-21 will positively affect the graduation rate until all students who tested under the waivers graduate.
- Temporary, one-year adjustments were made to the accountability system for the 2021-22 school year to account for missing data from 2019-20 and 2020-21. Therefore, 2021-22 grades are not easily comparable to past or future years.



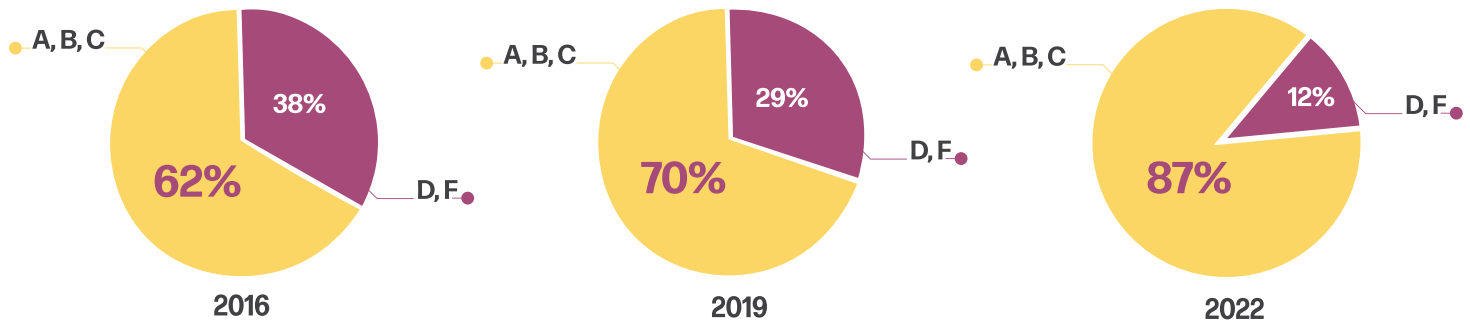
**COVID-19 | DISRUPTION**



# 2016-2022 SCHOOL GRADE IMPROVEMENTS



# 2016-2022 DISTRICT GRADE IMPROVEMENTS



## DISTRICTS

**40.7%** improved their letter grade

**25.5%** increased proficiency in reading and math

## HIGH SCHOOLS

**36.2%** improved their letter grade

**40%** increased proficiency in reading and math

## ELEMENTARY AND MIDDLE SCHOOLS

**31.2%** improved their letter grade

**25.2%** increased proficiency in reading and math





# National Recognition

## Four Mississippi Schools Named 2022 National Blue Ribbon Schools

The U.S. Department of Education recognized four Mississippi schools among the 297 schools across the nation as National Blue Ribbon Schools for 2022. The recognition is based on a school's overall academic performance or progress in closing achievement gaps among student subgroups. The coveted National Blue Ribbon Schools award affirms the hard work of educators, families and communities in creating safe and welcoming schools where students master challenging and engaging content.

National Blue Ribbon Schools are categorized into two groups. Exemplary Achievement Gap-Closing Schools are among the state's highest performing schools in closing achievement gaps between a school's student groups and all students. Exemplary High-Performing Schools are among the state's highest performing schools as measured by state assessments or nationally normed tests.

### Exemplary High-Performing Schools

- Hayes Cooper Center, Cleveland School District
- Petal High School, Petal School District

### Exemplary Achievement Gap-Closing Schools

- Oak Grove Lower Elementary School, Lamar County School District
- Florence Elementary School, Rankin County School District





Mississippi's 2022 Blue Ribbon Schools are Petal High School, Oak Grove Lower Elementary, Hayes Cooper Center and Florence Elementary School. Pictured are (back row, from left) Tyler Watkins, Petal High School; Scott Rimes, Rankin County School District; Alan Burrow, Mississippi Department of Education; Matt Dillon and Rob Knight, Petal School District; Steven Hampton, Lamar County School District. Second row, from left are Maci Fisher, Oak Grove Lower Elementary; Karen Schmidt, Rankin County School District; Vicki Brumfield and Anna McInarnay, Oak Grove Lower Elementary; and Cathy Sparks, Hayes Cooper Center. Front row, from left are Amanda Clark, Florence Elementary School; and Renee Lamastus, Hayes Cooper Center.

# National Recognition

## National Elementary and Secondary Education Act (ESEA) Distinguished Schools

National Elementary and Secondary Education Act ESEA Distinguished Schools successfully use their ESEA federal funds to improve the educational outcomes for all students. To earn this status, schools must demonstrate exceptional student performance and academic growth for two or more consecutive years, demonstrate closure of the achievement gap between student groups for two or more consecutive years, and show excellence in serving special population of students. Only two schools per state receive this prestigious honor each year.

### 2022 National ESEA Distinguished Schools

- Cherokee Elementary School, Pascagoula-Gautier School District
- Pierce Street Elementary School, Tupelo Public School District

### 2023 National ESEA Distinguished Schools

- D'Iberville Elementary School, Harrison County School District
- Pearl Lower Elementary School, Pearl Public School District



STATE PROGRAM ADMINISTRATORS



## 2022 National ESEA Distinguished Schools

Pictured are (from left) State Board Chair Rosemary Aultman, Pierce Street Elementary School Principal Amy Tate, Cherokee Elementary School Principal Greta Adams, and Dr. Carey Wright.



## 2023 National ESEA Distinguished Schools

Pictured are (from left) Dr. Kim Benton, D'Iberville Elementary School Principal Melissa Quave, Pearl Lower Elementary School Principal Dr. Laurin Bailey, and State Board Chair Rosemary Aultman.



State Board of Education Goals STRATEGIC PLAN

1

**ALL**

Students Proficient and Showing Growth in All Assessed Areas



2

**EVERY**

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



3

**EVERY**

Child Has Access to a High-Quality Early Childhood Program



4

**EVERY**

School Has Effective Teachers and Leaders



5

**EVERY**

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



6

**EVERY**

School and District is Rated "C" or Higher



## Thank You, Dr. Carey Wright

Dr. Carey Wright, who was appointed in 2013 as Mississippi’s State Superintendent of Education, retired in June 2022 after a 50-year career in public education. The Mississippi Department of Education and education stakeholders throughout Mississippi are grateful for Dr. Wright’s phenomenal leadership that positively propelled Mississippi into the national spotlight.

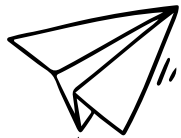
Dr. Wright initiated several successful education reforms during her tenure at MDE that led to Mississippi’s Quality Counts grade for education improving from an F to a C-, its ranking increasing from 50th to 35th and the graduation rate rising from 75.5% to 88.4% – higher than the national average.

Dr. Wright’s resolve and commitment to student achievement continued during the COVID-19 pandemic that brought historic disruptions to public education throughout the nation, and she stayed the course to better ensure the state’s public education system recovered.



# Mississippi's Achievements in Education 2013 to 2022

Thanks to dedicated teachers, administrators, staff and parents, Mississippi's hardworking students are rebounding from the disruptions of the COVID-19 pandemic. Such resilience represents the outcome of strategic planning, state-level investments, effective leadership and outstanding educators and students.



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