# 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

MISSISSIPPI
DEPARTMENT OF
EDUCATION
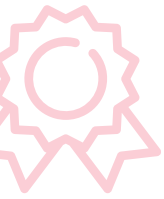
1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

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

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Strategic Plan Impact
on Student Achievement

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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

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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

88.4

Graduation Rate

88.4% Higher than the national average

NAEP

NAEP

No. 1 in the nation for gains in 4th grade reading and math; **scoring at the national average** in both subjects
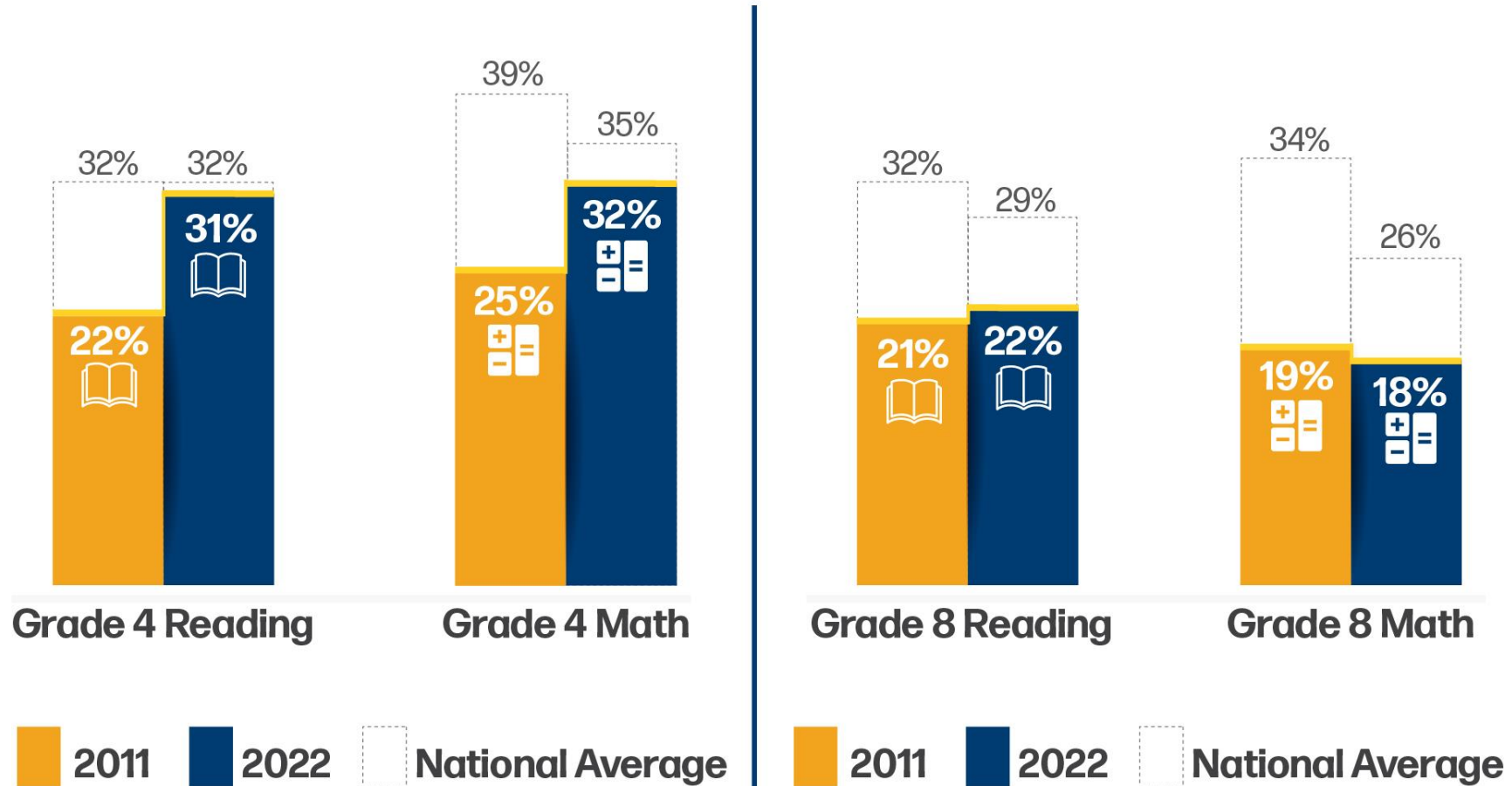
No.2

Quality Counts 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

Grade 4 Reading: 2011 = 22%, 2022 = 31%, National Average 32% and 32%

Grade 4 Math: 2011 = 25%, 2022 = 32%, National Average 39% and 35%

Grade 8 Reading: 2011 = 21%, 2022 = 22%, National Average 32% and 29%

Grade 8 Math: 2011 = 19%, 2022 = 18%, National Average 34% and 26%

Legend: 2011 | 2022 | National Average

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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

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

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COVID-19
Response

Telehealth: $17.6 million

University of Mississippi Medical Center (UMMC) telehealth services implemented in **41 districts** and **233 schools** serving **101,905 students**. Service will be fully implemented in 100 districts and 668 schools by August 2023

Safety: $14 million

135 districts have access to web-based school safety platform that includes surveillance cameras, emergency operation plan portal, emergency notification mobile app and system to create detailed campus maps and building floor plans for first responders

MISSISSIPPI DEPARTMENT OF EDUCATION

Learning: $35.1 million

On-Demand Tutoring: 350,000 students in grades 3-12 in 136 districts and six charter schools have access to online tutoring in English Language Arts and mathematics 24 hours a day, seven days a week

- **Professional development** provided to approximately **5,500 administrators** and **11,000 teachers**

- **Students** participated in **178,968 hours of live sessions with tutors**, including **40,842 hours of essay reviews**

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Learning (continued)

College and Career Readiness: 120 districts have implemented the computer platform to manage college and career readiness goals and automate the Individual Success Plans (ISPs) for students in grades 7-12

- **Over 300** school counselors, counselor supervisors, educators, and administrators participated in professional development

- **11,062 ISPs** have been initiated, an **increase of 3,162** plans since the previous school year

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Learning (continued)

Online Learning Resources: Six companies provide districts with supplemental digital subscriptions to online learning resources for English Language Arts, mathematics, science and social studies

Grades/Subjects	Total Districts Using Service
K-2 English Language Arts	85
3-12 English Language Arts	93
K-8 Math	87
K-8 Social Studies	89
K-6 Science	103
7-12 Science	89

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Mississippi Teacher Residency: $9.8 million

Funds cover tuition and expenses for **up to 200 candidates** seeking a graduate degree in elementary and secondary education at Delta State University, Jackson State University, Mississippi State University, University of Southern Mississippi and William Carey University

Licensure Call Center & New Licensure System: $6.9 million

Funds expanded hours and **increased staff from four to 15** and are developing new licensing system, Mississippi Educator Career Continuum Archive (MECCA), with four parts: Educator Preparation, Licensure, and Misconduct Evaluations; Professional Growth System Observation and Development; Educator Talent; and Accreditation
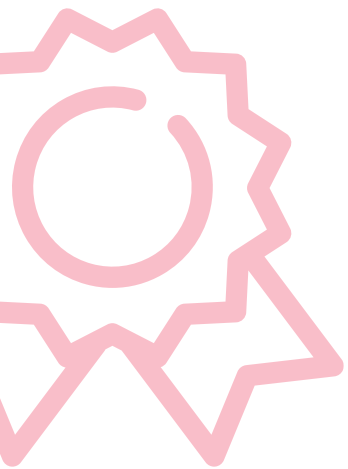
MSIS 2.0: $12.7 million

Funds will modernize Mississippi Student Information System (MSIS) by summer 2024

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Key Actions
To Advance Strategic Plan

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Literacy

- Provided intensive literacy professional learning opportunities and resources to 1,445 pre-K-3 teachers, administrators, coaches, paraprofessionals, and Institutions of Higher Learning (IHL) staff. (Goals 1, 2, 4, 6)

- Identified and recognized seven exemplary elementary schools for effectively implementing literacy practices aligned to the Science of Reading. (Goals 1, 2, 4, 6)

- Hosted 35 in-person and six virtual Regional Family Literacy Nights for approximately 2,000 attendees in Fall 2022. (Goals 1, 2, 4, 6)
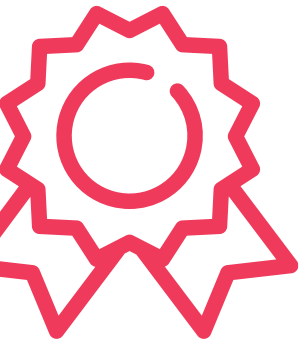
Literacy

- Provided Middle School Literacy Professional Learning to 150 content area teachers and leaders responsible for grades 4-8. (Goals 1, 2, 4, 6)

- Launched AIM Pathways to Proficient Reading and Pathways to Literacy Leadership in the Fall of 2022 with 657 teachers and 267 leaders enrolled in the course. (Goals 1, 2, 4, 6)

- Launched the REL-Southeast Adolescent Literacy Project One with three pilot districts - Laurel, Canton, and Columbus Municipal School District. (Goals 1, 2, 4, 6)
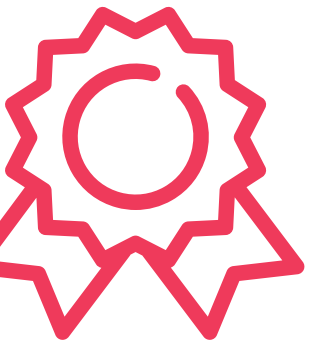
Teacher, Counselor and Administrator Support

- Aligned the Professional Development Catalog to the Professional Growth System (PGS) to assist administrators in choosing the best professional development for their teachers based on data collected through onsite observations. (Goals 1, 4)

- Awarded grants to 18 schools to adopt, implement, and provide professional learning and supports for High-Quality Instructional Materials (HQIM) in English Language Arts and mathematics. (Goals 1, 2, 4, 6)

MISSISSIPPI DEPARTMENT OF EDUCATION
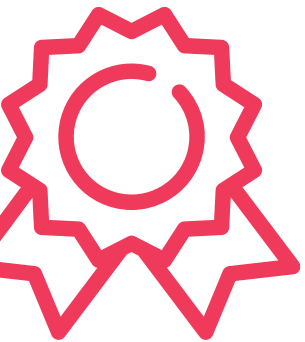
Teacher, Counselor and Administrator Support

- 22 Digital Learning Coaches provided individualized support to 340 teachers and led 66 professional development sessions and professional learning communities on digital learning best practices for their support schools. (Goals 1, 2, 4)

- Hosted the Digital Teacher Academy, a year-long training for 233 teachers from 182 schools across 75 districts, covering best practices for digital learning, digital instructional tools, and the 4Cs of 21st century learning (creativity, collaboration, communication, and critical thinking). Participants earned 100 Google Level 1 Educator certifications, 4 Google Level 2 Educator certifications, and 7 Microsoft Innovative Educator certifications. (Goals 1, 2, 4)

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Digital Learning

22 Coaches

13 Districts served

30 Schools served

Literacy & Special Education

56 Coaches

51 Districts served

95 Schools served

Early Childhood

11 Coaches

196 Classrooms served

Mathematics

15 Coaches

13 Districts served

30 Schools served

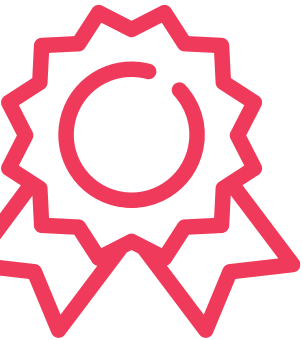**School Improvement**

3 Coaches

10 Schools served

107 coaches supported teachers and school leaders in **77 districts** and **165 schools** in the areas of digital learning, literacy, special education, early childhood education, mathematics and school improvement.

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Special Education

- Provided 1,305 technical assistance and special education related professional learning sessions to over 8,000 educators across the state on access, inclusion, diversity, equity for students with disabilities, new fiscal and programmatic monitoring systems, resources, and best practices. (Goals 1, 2, 3, 4, 6)

- Implemented weekly virtual office hours designed to support local level special education directors with implementation of the Individuals with Disabilities Education Act (IDEA). (Goals 1, 2, 3, 4, 6)

Outcome 1: Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup

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3rd Grade Reading Achievement

Final Pass Rate
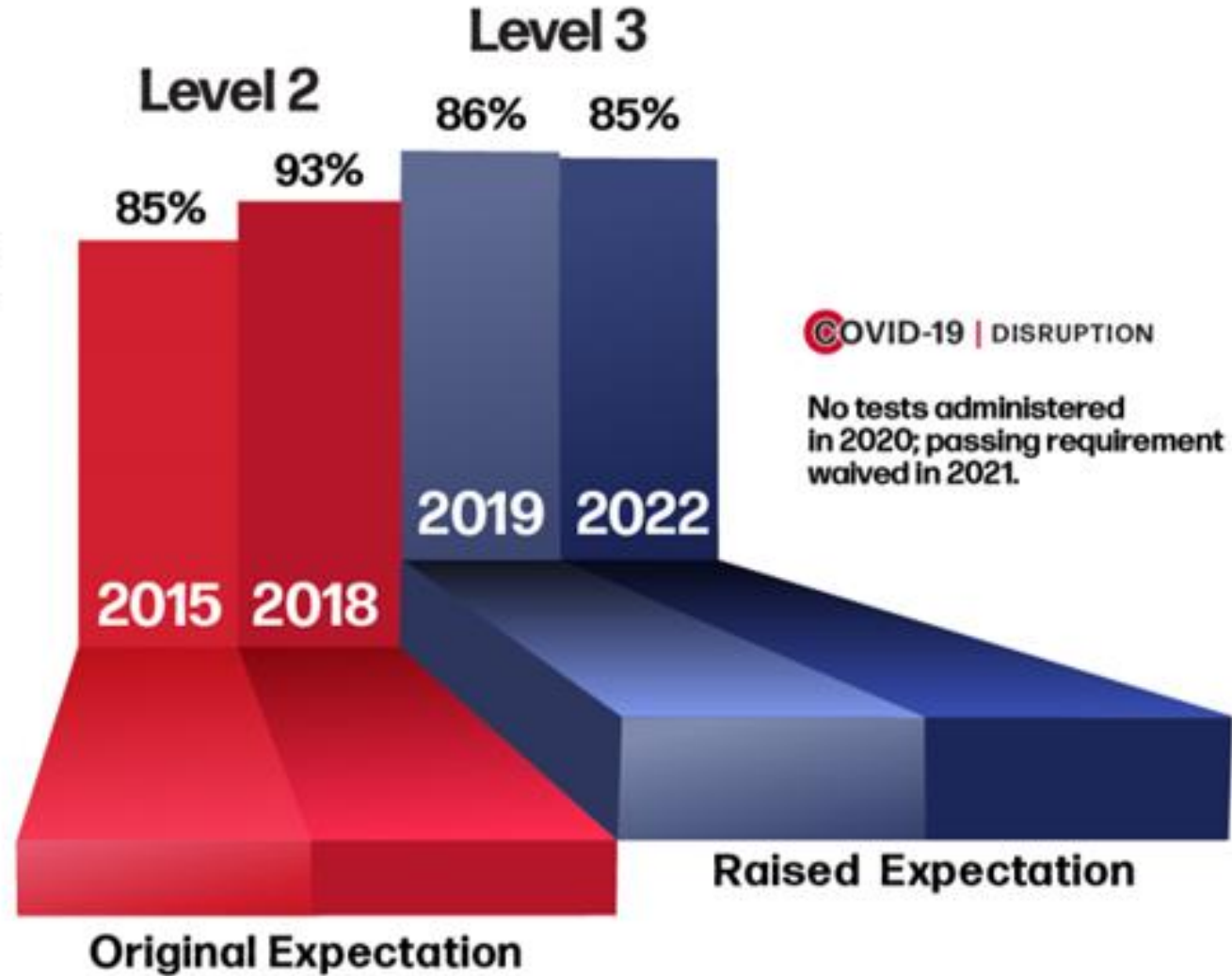
Level 2
85% — 2015
93% — 2018

Level 3
86% — 2019
85% — 2022

Original Expectation

Raised Expectation

COVID-19 | DISRUPTION
No tests administered in 2020; passing requirement waived in 2021.

MISSISSIPPI DEPARTMENT OF EDUCATION

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

25

Mississippi Academic Assessment Program (MAAP)
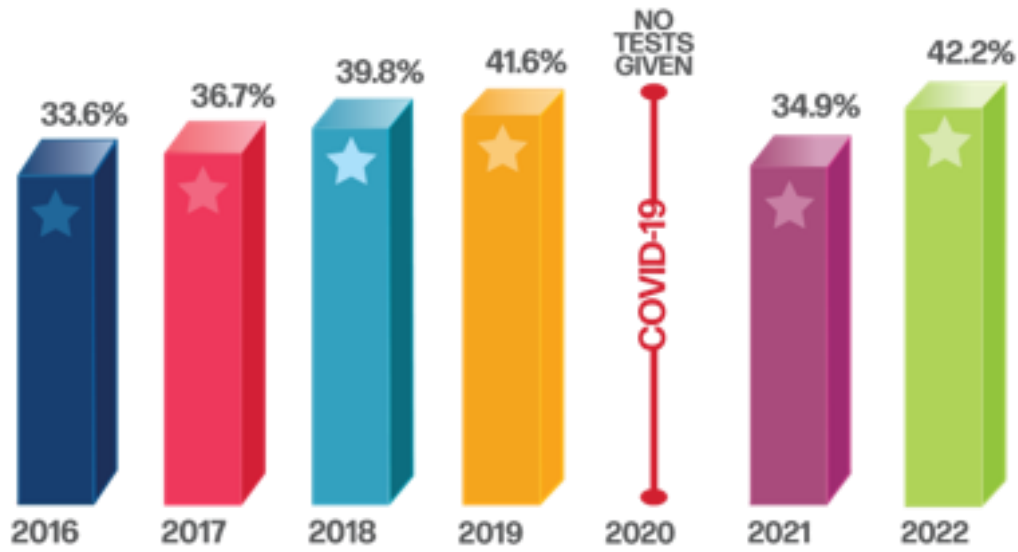
English Language Arts (ELA) Proficient & Advanced
- 2016: 33.6%
- 2017: 36.7%
- 2018: 39.8%
- 2019: 41.6%
- 2020: NO TESTS GIVEN (COVID-19)
- 2021: 34.9%
- 2022: 42.2%

Mathematics Proficient & Advanced
- 2016: 33.0%
- 2017: 38.6%
- 2018: 43.9%
- 2019: 47.4%
- 2020: NO TESTS GIVEN (COVID-19)
- 2021: 35.1%
- 2022: 47.3%

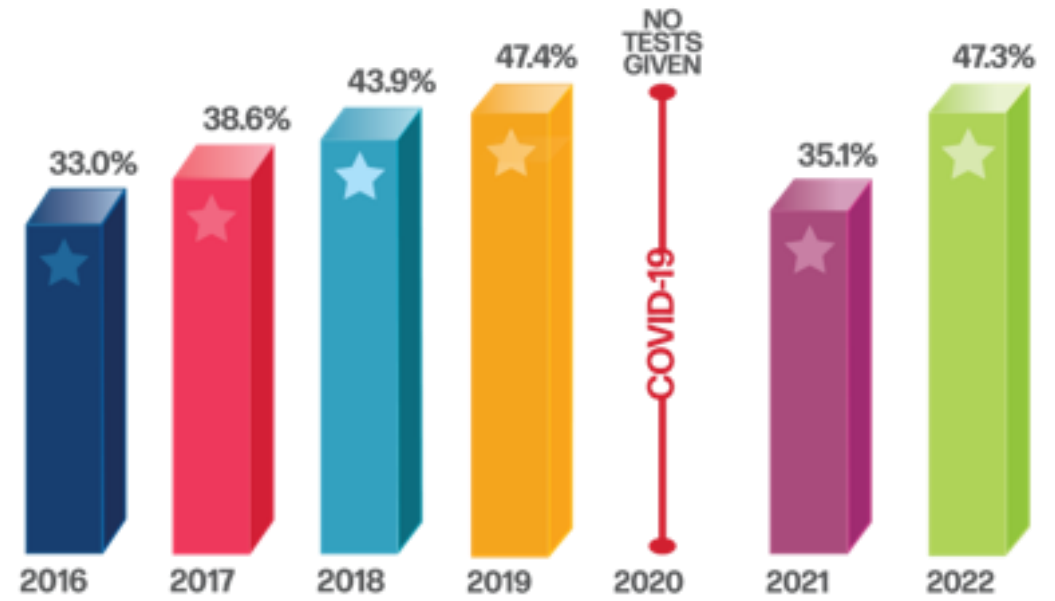**Outcomes 2 & 3:** Increase the percentage of students proficient (levels 4 and 5) and decrease percentage scoring at levels 1-3 on statewide assessments (grades 3-8 and high school composite) in each subgroup

26

Mississippi Academic Assessment Program (MAAP)
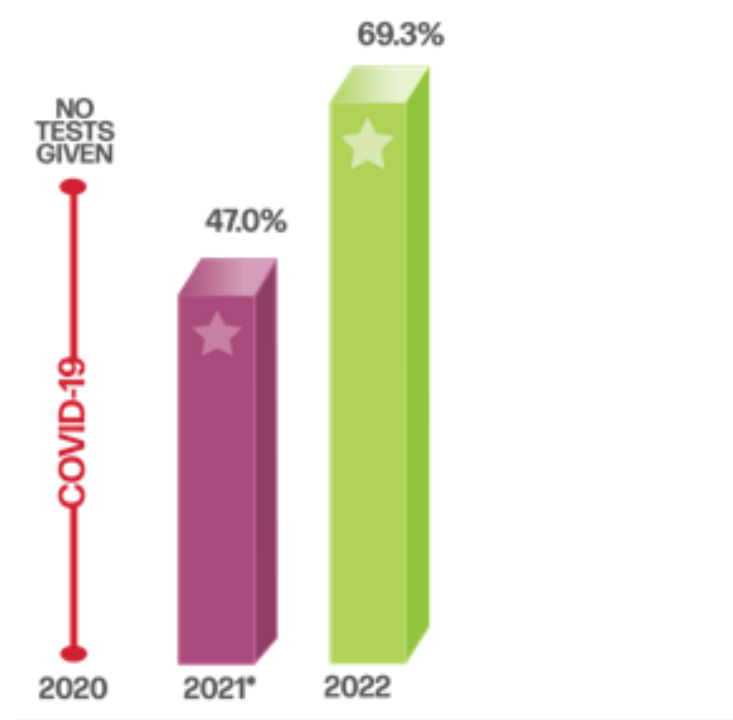
Science
Proficient & Advanced
*New Science assessment implemented in 2019.

- 2019*: 55.3%
- 2020: NO TESTS GIVEN (COVID-19)
- 2021: 50.0%
- 2022: 55.9%

U.S. History
Proficient & Advanced
*New U.S. History assessment implemented in 2021.

- 2020: NO TESTS GIVEN (COVID-19)
- 2021*: 47.0%
- 2022: 69.3%

MISSISSIPPI DEPARTMENT OF EDUCATION

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

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Comparison of Grade-Level Results from 2018 – 2019 and 2021 – 2022:						
	Mathematics			**English Language Arts (ELA)**		
Grade	**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%

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From 2019 to 2022

- **ELA growth increased** from 58.8% to 62.1% **(+3.0%)**

- **Math growth increased** from 65.2% to 72.6% **(+7.4%)**

- **African-American students** had the **greatest increases in growth:**

  o ELA growth increased from 49.6% to 55.1% **(+5.5%)**

  o Math growth increased from 56.6% to 67.1% **(+10.5%)**

GOAL 2

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

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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 postsecondary industry credentials that are recognized by local business and industry. (Goal 2)

- Promoted student access to dual credit/dual enrollment, Advanced Placement (AP), International Baccalaureate 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, 4)

College and Career Readiness

- Conducted a comprehensive review of the Mississippi College and Career Readiness Standards for Social Studies with feedback from approximately 800 constituents and final revision support from 241 educators representing all four congressional districts. (Goals 1, 2)

- Trained over 300 counselors on the effective implementation of the Individual Success Plan (ISP) for grade 7 students. (Goals 1, 2)

- Renewed Booneville School District and Grenada School District as continuing Districts of Innovation. (Goals 1, 2, 4, 6)

College and Career Readiness

- Approved Pascagoula-Gautier School District, Starkville-Oktibbeha School District, Mississippi School for Mathematics and Science, and Mississippi School for the Arts as new Districts of Innovation. (Goals 1, 2, 4, 6)

- Developed the Work-Based Learning (WBL) Guidebook and the College & Career Academy Career Readiness Continuum Guidebook to support schools and districts. (Goals 1, 2, 4, 6)

- Participated in national level meetings, and panels to expand Work-Based Learning (WBL) with new partners including Raytheon, Winchester, the Department of Defense, Tesla, Nissan, Toyota, Ford, FedEx, and Dollar General. (Goals 1, 2, 4, 6)

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Teacher, Counselor and Administrator Support

- 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)

- Developed five new instructional resources to support English Learners (Adapting Classroom Assessment for English Learners, Support for English Learners with Limited or Inconsistent/Interrupted Formal Education (SLIFE), MS English Language Proficiency Standards, MS English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities, and Newcomer Supports for Administrators). (Goals 1, 2)

- Conducted Mental Health Wellness training, "What's in Your Box," for 175 teachers, counselors and administrators to provide strategies on how to support students dealing with adversity, distress, and mental health challenges. (Goals 2, 4)

Teacher, Counselor and Administrator Support

- Trained 1,211 school counselors on integrating the core components of American School Counselor Association with social and emotional learning (SEL) standards. (Goals 2, 4)

- Trained 250 educators on the Mathematics Instructional Observation Protocol (MIOP) to ensure content-specific, research-based feedback occurs when conducting learning walks in grade 3-12 classrooms. (Goals 1, 2, 4 6)

- Developed 12 monthly newsletters and web-based learning series in ELA, mathematics, and science to support instruction and awareness. (Goals 1, 2, 4)

- Trained over 140 School Attendance Officers (SAOs) in the areas of foster care, alternative education, special education law, chronic absenteeism, student engagement and dropout prevention. (Goals 1, 2, 4)
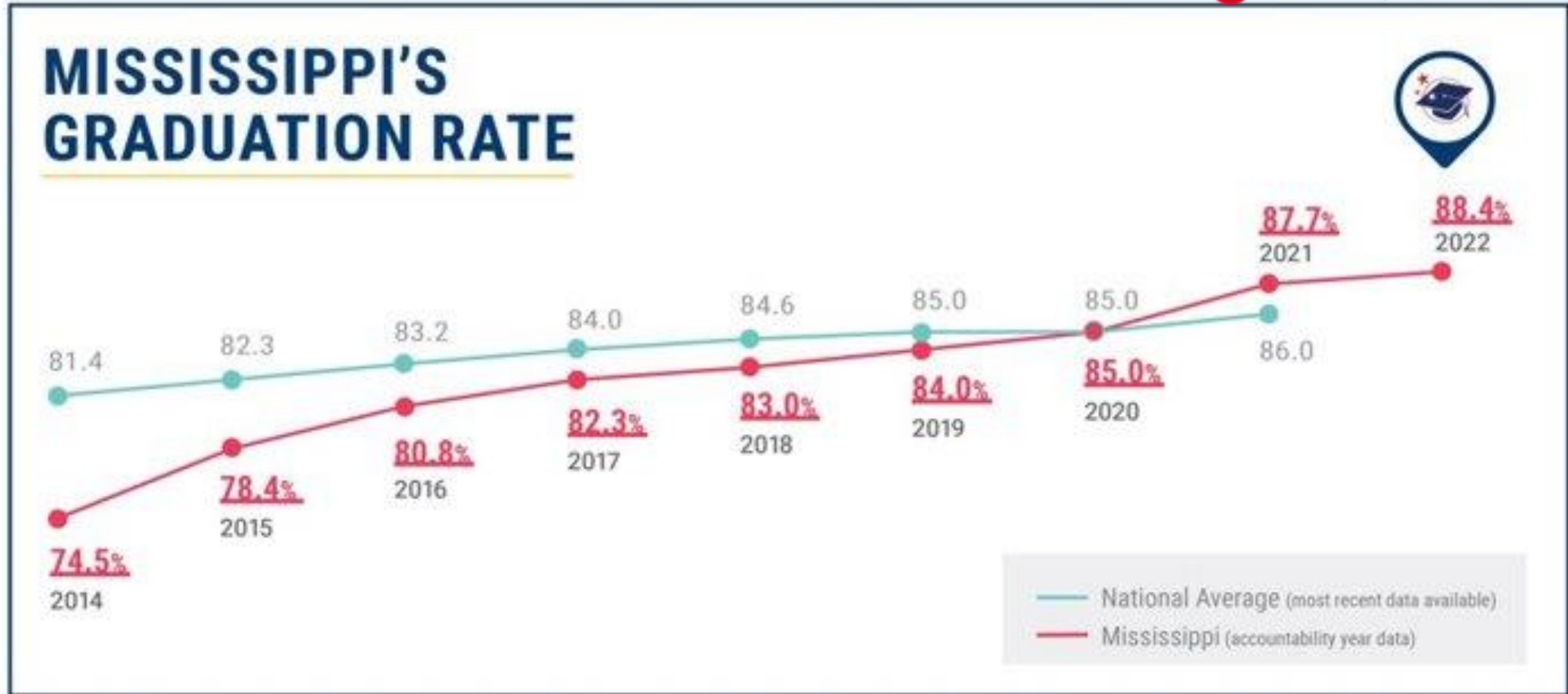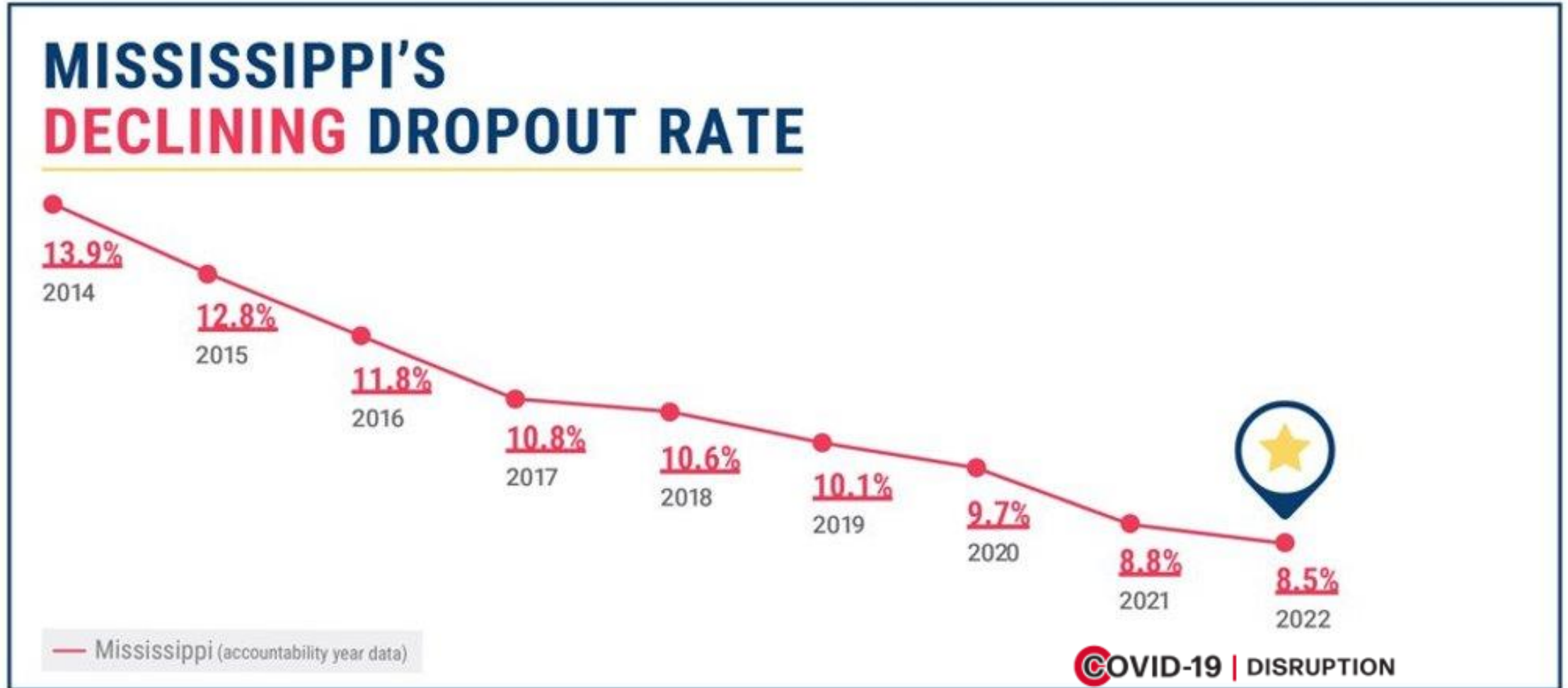
MISSISSIPPI DEPARTMENT OF EDUCATION

Standards and Policy

- Graduated the first Mississippi Alternate Diploma cohort of 112 students with significant cognitive disabilities. (Goals 1, 2, 4, 6)

- Developed a statewide K-12 Computer Science Strategic Plan to promote and expand computer science education in Mississippi. (Goals 1, 2, 4)
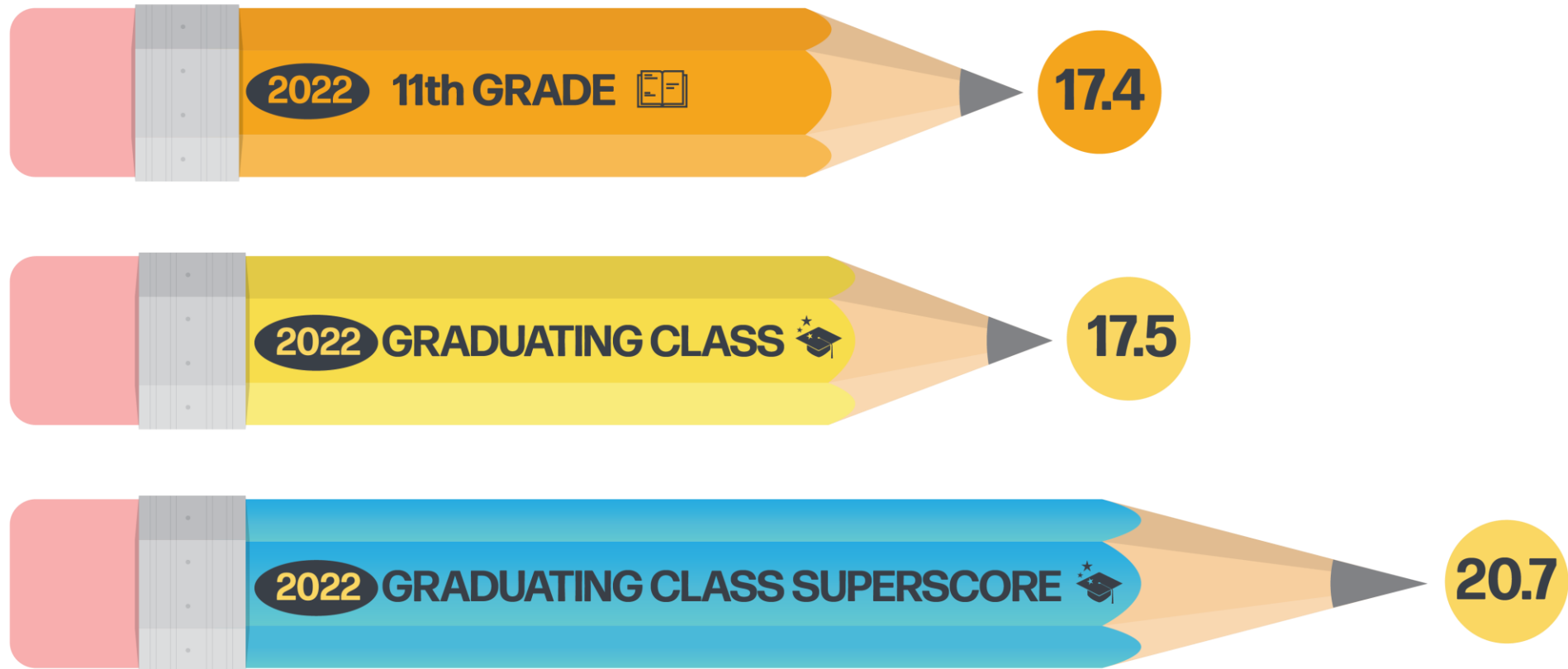
Outcome 1: Increase the percentage of students graduating from high school ready for college or career in each subgroup

36

Outcome 1: Increase the percentage of students graduating from high school ready for college or career in each subgroup

37

MISSISSIPPI'S
DECLINING DROPOUT RATE

13.9%
2014

12.8%
2015

11.8%
2016

10.8%
2017

10.6%
2018

10.1%
2019

9.7%
2020

8.8%
2021

8.5%
2022

— Mississippi (accountability year data)

COVID-19 | DISRUPTION

Dual Credit Enrollment 2016 to 2022

Year	Percentage
2016	6.6%
2019	12.6%
2020	12.2%
2021	11.3%
2022	13.8%

COVID-19 | DISRUPTION
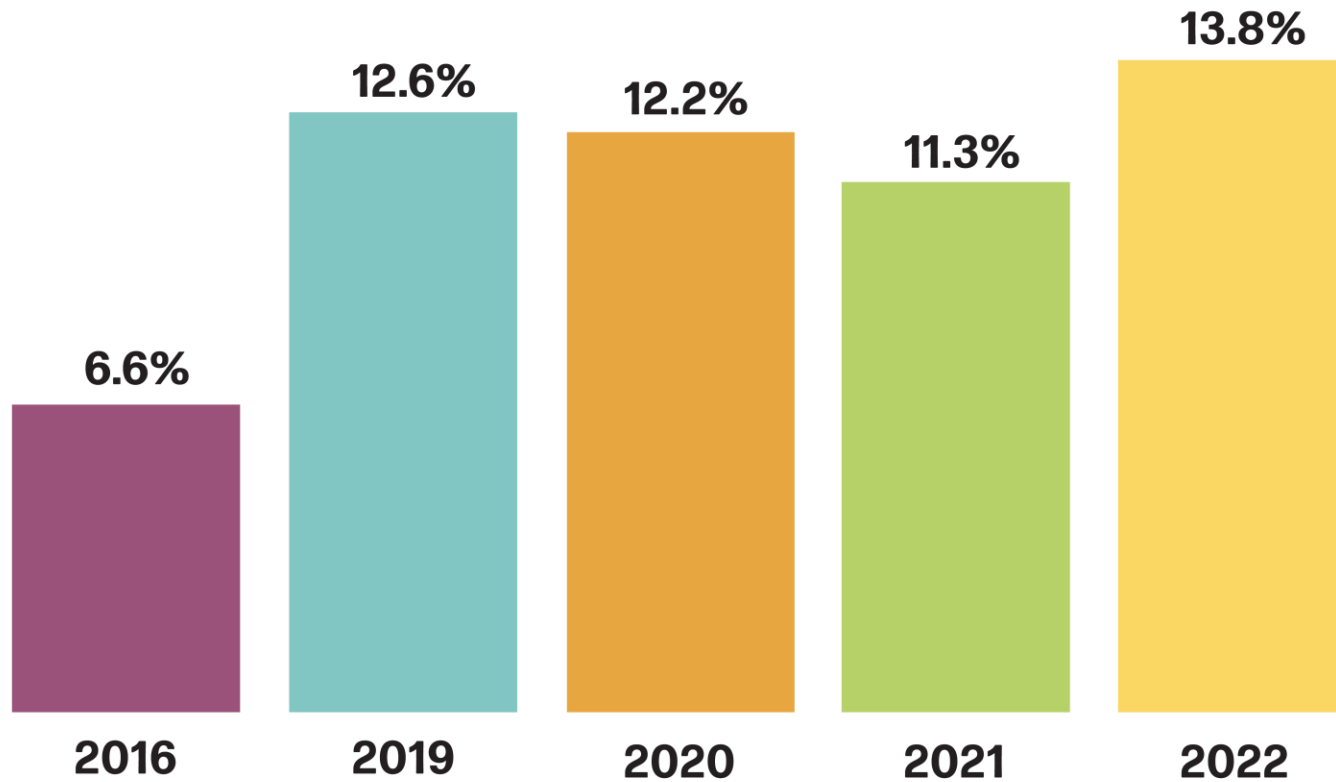
94.6% of students **passed their courses and earned college credit** in 2022, compared to 98.4% in 2016

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Outcome 4: Increase the percentage of students participating in and passing Advanced Placement (AP), International Baccalaureate (IB) and Cambridge Advanced International Certificate of Education (AICE) exams in each subgroup
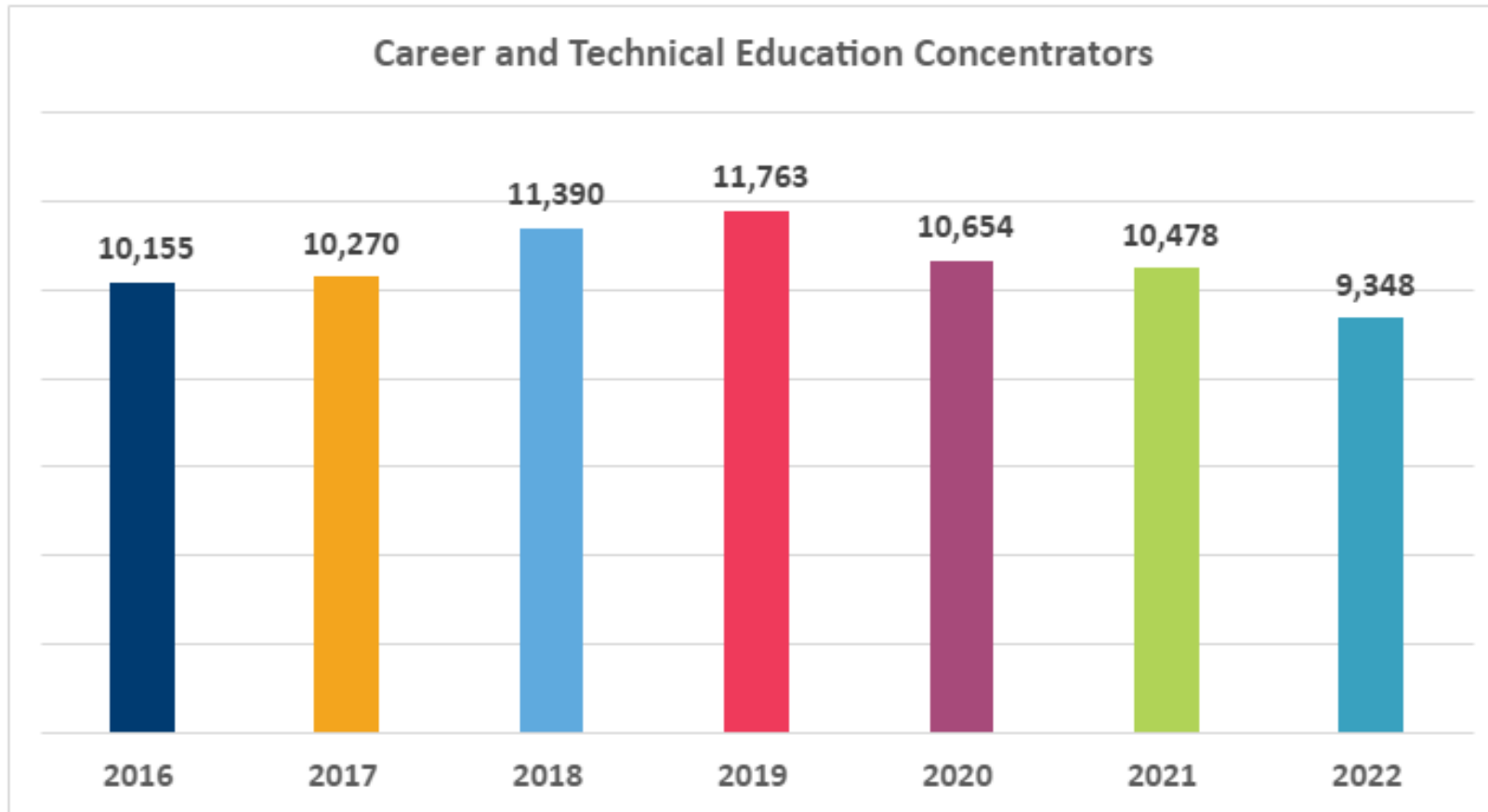
COVID-19 | DISRUPTION

2015-16 (AP only)	2016-17 (AP only)	2017-18 (AP & IB)	2018-19 (AP, IB & AICE)	2019-20	2020-21 (AP, IB & AICE)	2021-22 (AP, IB & AICE)
10.7%	13.3%	12.0%	12.9%	N/A	13.3%	**14.3%**

MISSISSIPPI DEPARTMENT OF EDUCATION

Outcome 4: Increase the percentage of students participating in and passing Advanced Placement (AP), International Baccalaureate (IB) and Cambridge Advanced International Certificate of Education (AICE) exams in each subgroup

41

Percent of **AP Tests with Passing Scores**

Number of **AP Tests Taken**

Number of **Students Taking AP Tests**

Number of **AP Tests Earning College Credit**

Year	Percent of AP Tests with Passing Scores	Number of AP Tests Taken	Number of Students Taking AP Tests	Number of AP Tests Earning College Credit
2013	32.9%	7,415	5,056	2,437
2014	32.5%	9,361	6,273	3,041
2015	32.9%	10,146	6,667	3,336
2016	29.8%	12,455	8,207	3,707
2017	31.5%	14,076	9,369	4,440
2018	32%	13,982	9,445	4,478
2019	34%	13,806	9,354	4,704
2020*	43.8%	10,175	7,067	4,455
2021	37.4%	12,515	8,775	4,678
2022	37.7%	14,788	10,534	5,573
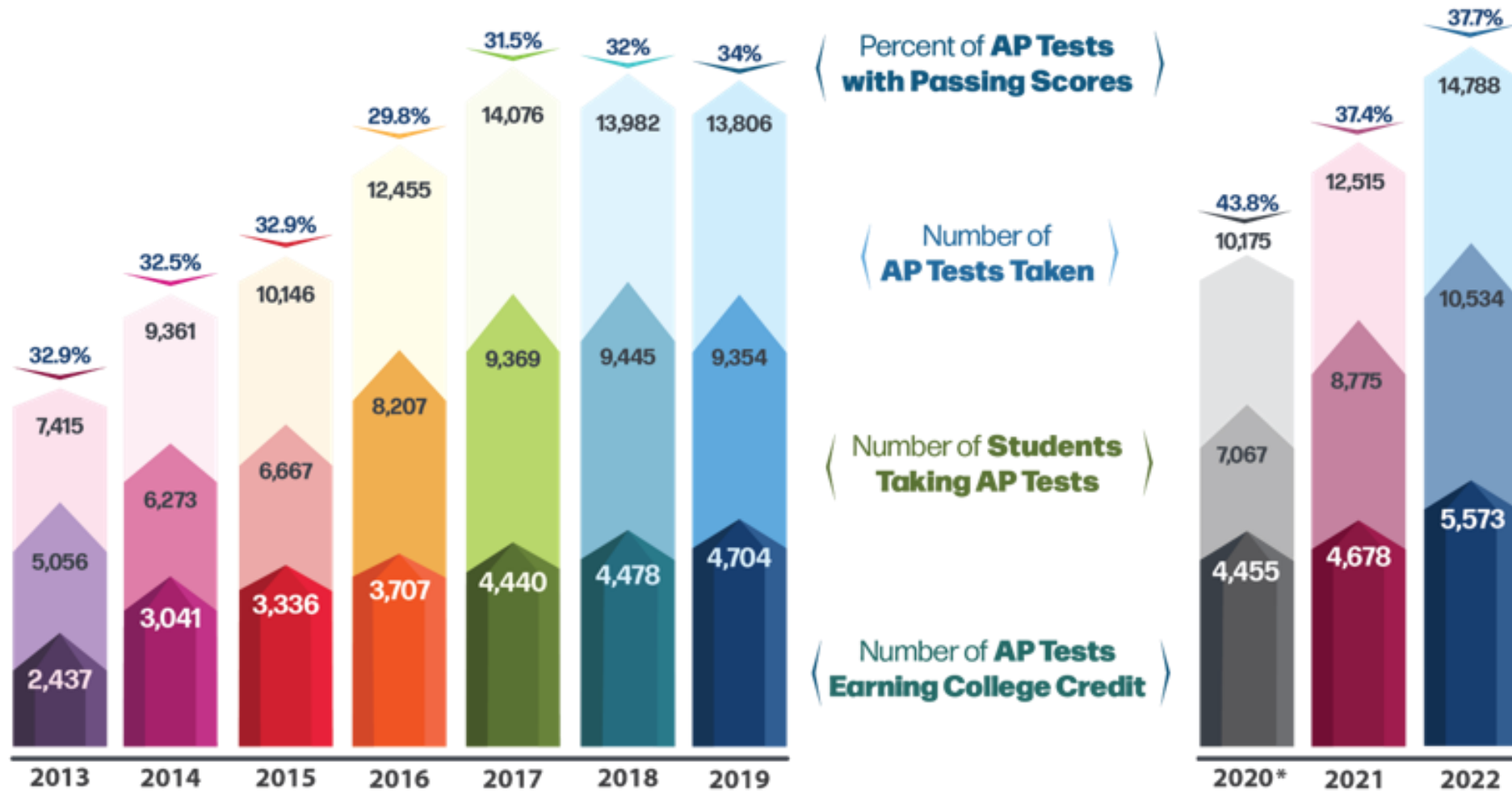
*Due to the pandemic, 2020 AP exams were abbreviated, and students nationwide were permitted to test on mobile phones and other devices while quarantining at home. According to the College Board, 2020 figures cannot be compared to other years.

MISSISSIPPI DEPARTMENT OF EDUCATION

Career and Technical Education Concentrators

Year	Concentrators
2016	10,155
2017	10,270
2018	11,390
2019	11,763
2020	10,654
2021	10,478
2022	9,348

Students who take at least two courses in the same Career and Technical Education (CTE) field of study are concentrators.

COVID-19 | DISRUPTION

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.

MISSISSIPPI DEPARTMENT OF EDUCATION

Access to High-Quality Early Childhood Education

- Earned Mississippi national recognition for being named one of only five 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 increase Early Learning Collaborative programs from 18 to 35. (Goal 3)

ONE of Only FIVE States
Meeting All Quality Standards for Pre-K
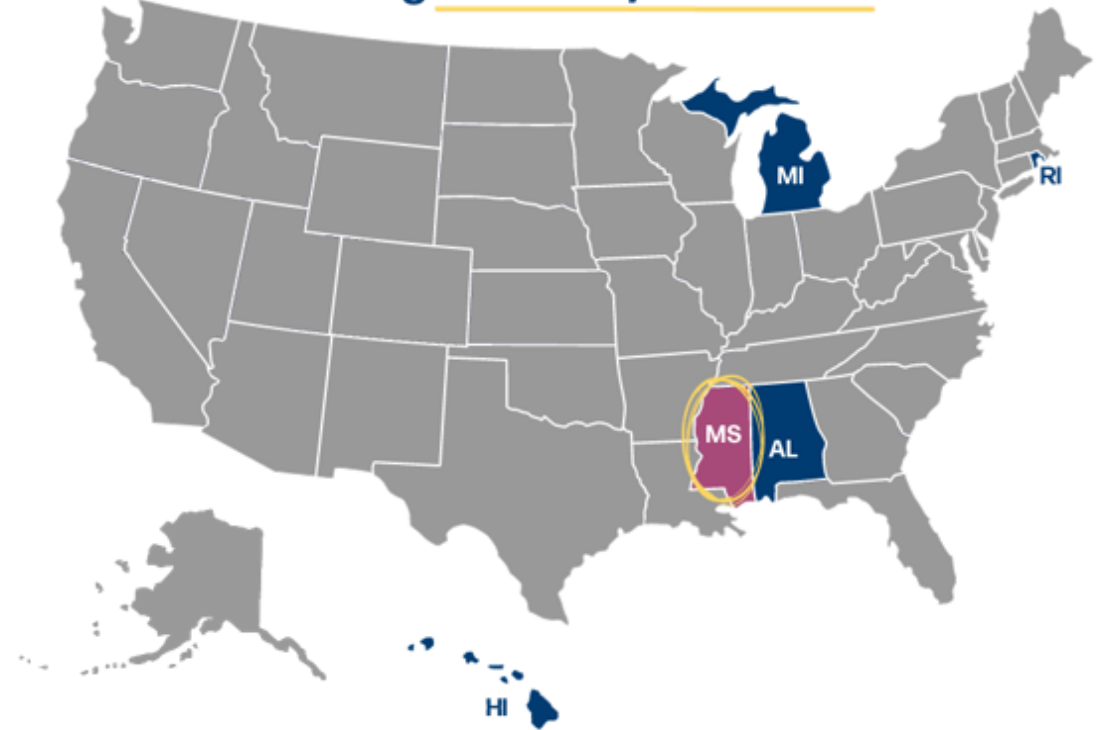
Professional Development & Strengthening Early Child Education Infrastructure

- Provided coaching and/or professional development support to 168 Early Learning Collaborative (ELC) classrooms, six Kellogg-funded classrooms (in Biloxi), and 10 blended pre-K classrooms. (Goals 3, 4)

- Expanded early childhood support with 39 positions, including 19 existing Kellogg-funded staff and 20 new staff positions. (Goal 3)

- Held specialized summer training to provide an alternative pathway for teachers to earn a pre-K endorsement and for assistant teachers to earn a highly qualified status, which helped reduce the shortage of endorsed early childhood teachers. (Goals 3, 4)

- Facilitated 49 face-to-face trainings and curated 40 on-demand recorded trainings for public viewing. (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. (Goals 3)

- Released the Family Engagement Activities to encourage and promote learning at home for children. (Goal 3)

- Assisted districts in completing a self-assessment to determine progress in current family engagement implementation and the development of a quality implementation plan. (Goals 3, 4)
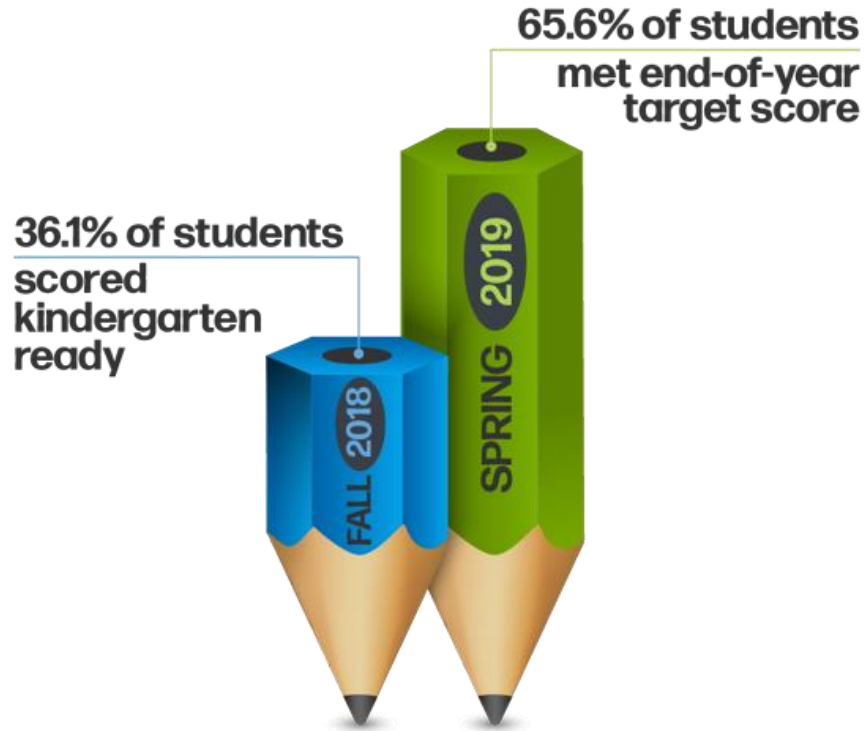
Outcome 1: Increase percentage of pre-kindergarten students in public schools attaining kindergarten readiness on the pre-K end-of-year assessment

47

65.1%
Early Learning Collaboratives

61.5%
Other Public Pre-K
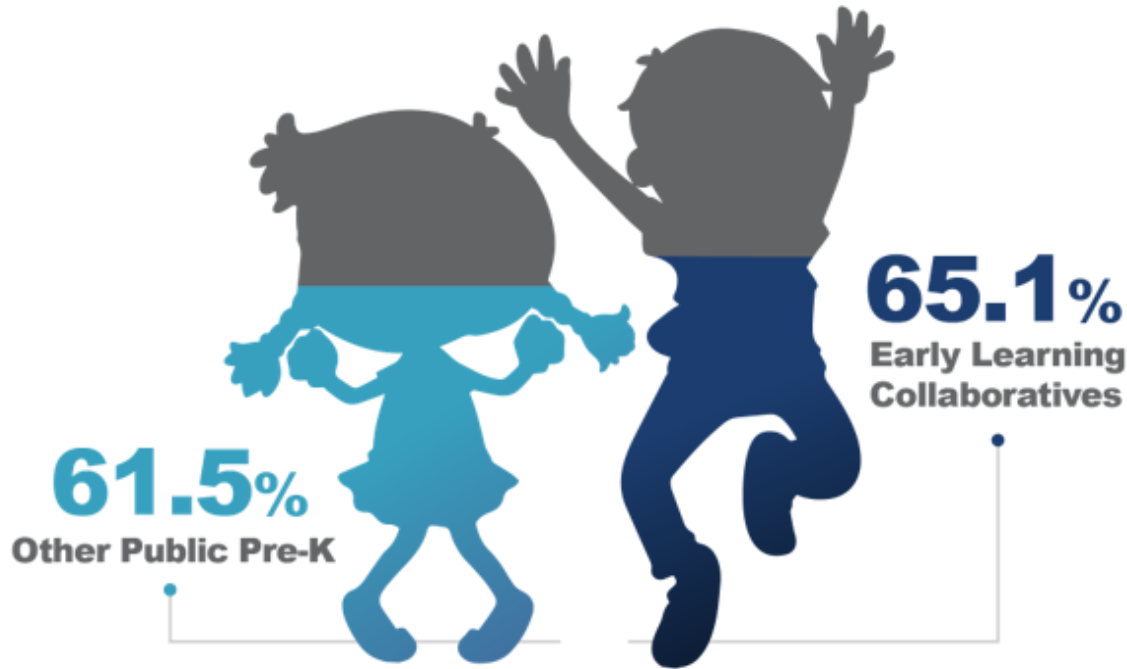
Pre-K Students Scoring Kindergarten Ready in Spring 2022

- Early Learning Collaborative students show higher rates of kindergarten readiness (65.1%) than students in other public pre-K classes (61.5%)

- Kindergarten readiness among Early Learning Collaborative rose from 59% in 2015 to 65.1% in 2022

Outcome 2: Increase percentage of kindergarten students achieving end-of-year target score on Kindergarten Readiness post-test

2018-19 School Year

KINDERGARTEN **READINESS AND GROWTH**

65.6% of students met end-of-year target score

36.1% of students scored kindergarten ready

SPRING 2019

FALL 2018

2021-22 School Year

KINDERGARTEN **READINESS AND GROWTH**

57.7% of students met end-of-year target score

31.8% of students scored kindergarten ready

SPRING 2022

FALL 2021
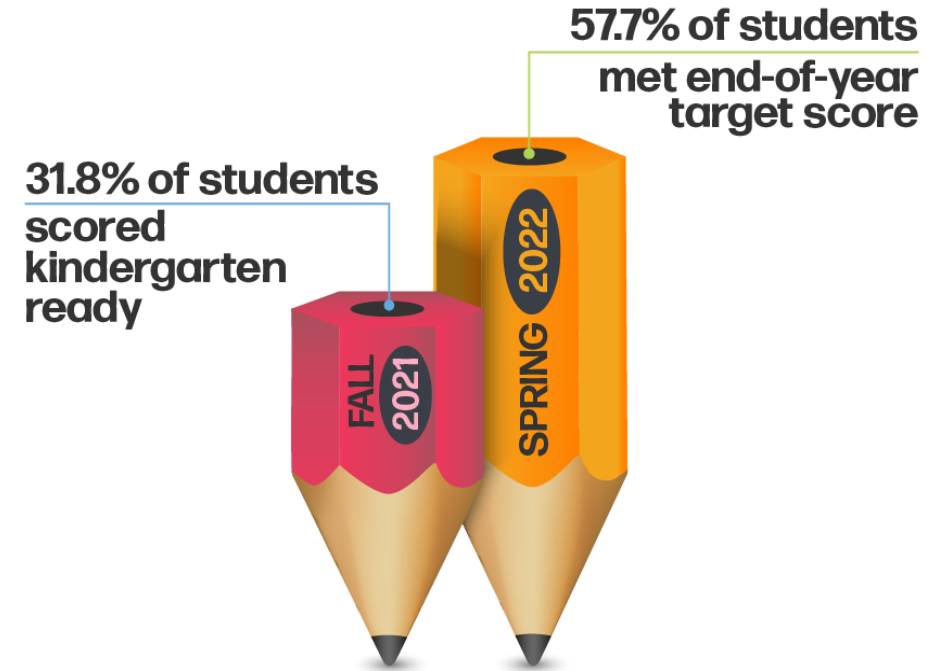
COVID-19 | **DISRUPTION** No tests in 2020 and 2021; pre-K enrollment declined

MISSISSIPPI DEPARTMENT OF EDUCATION

Outcome 3: Increase percentage of children with disabilities in general education early childhood programs while decreasing the percentage in self-contained special education early childhood classrooms

49

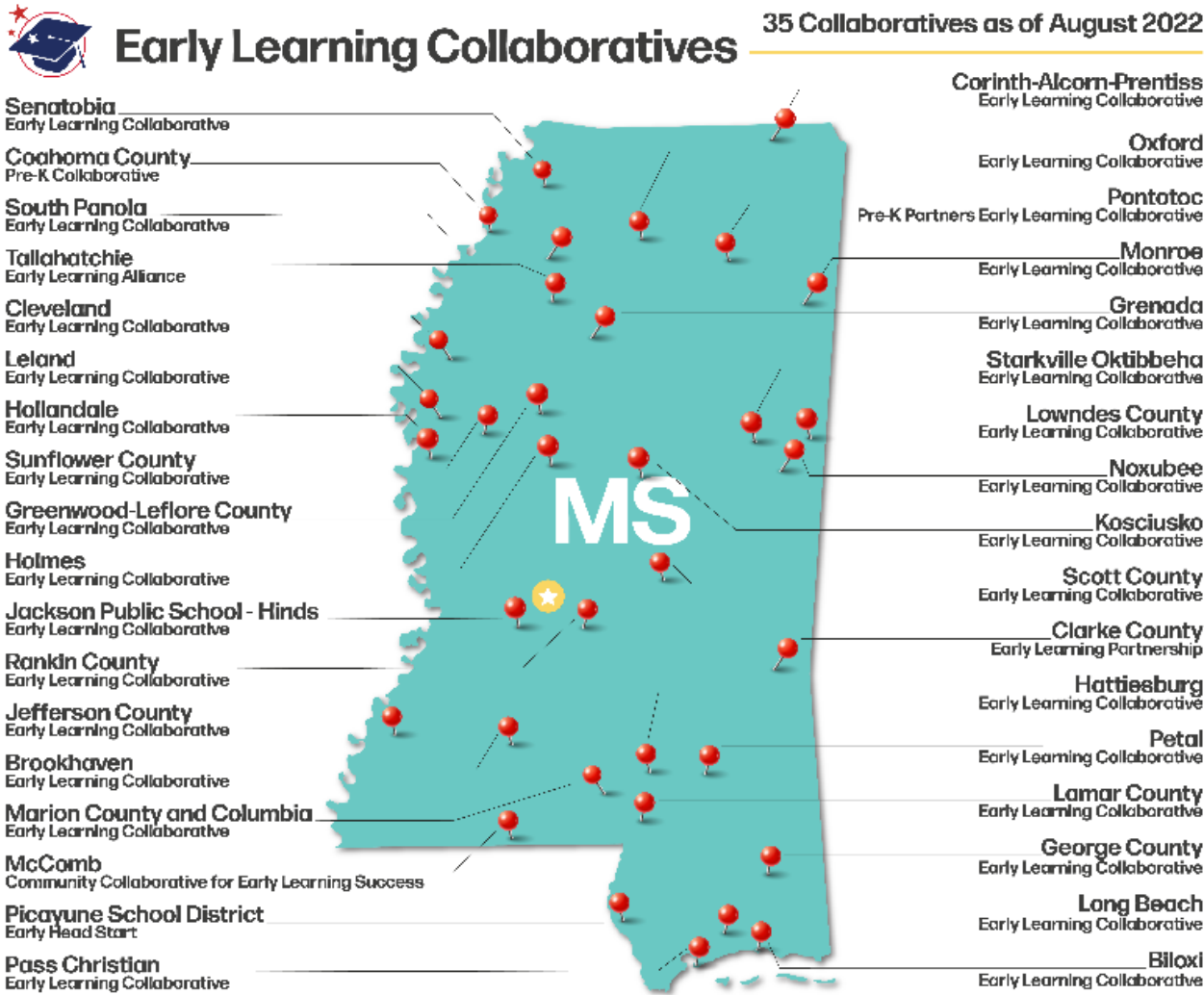## Percentage of Children With Disabilities in General Education Early Childhood Programs
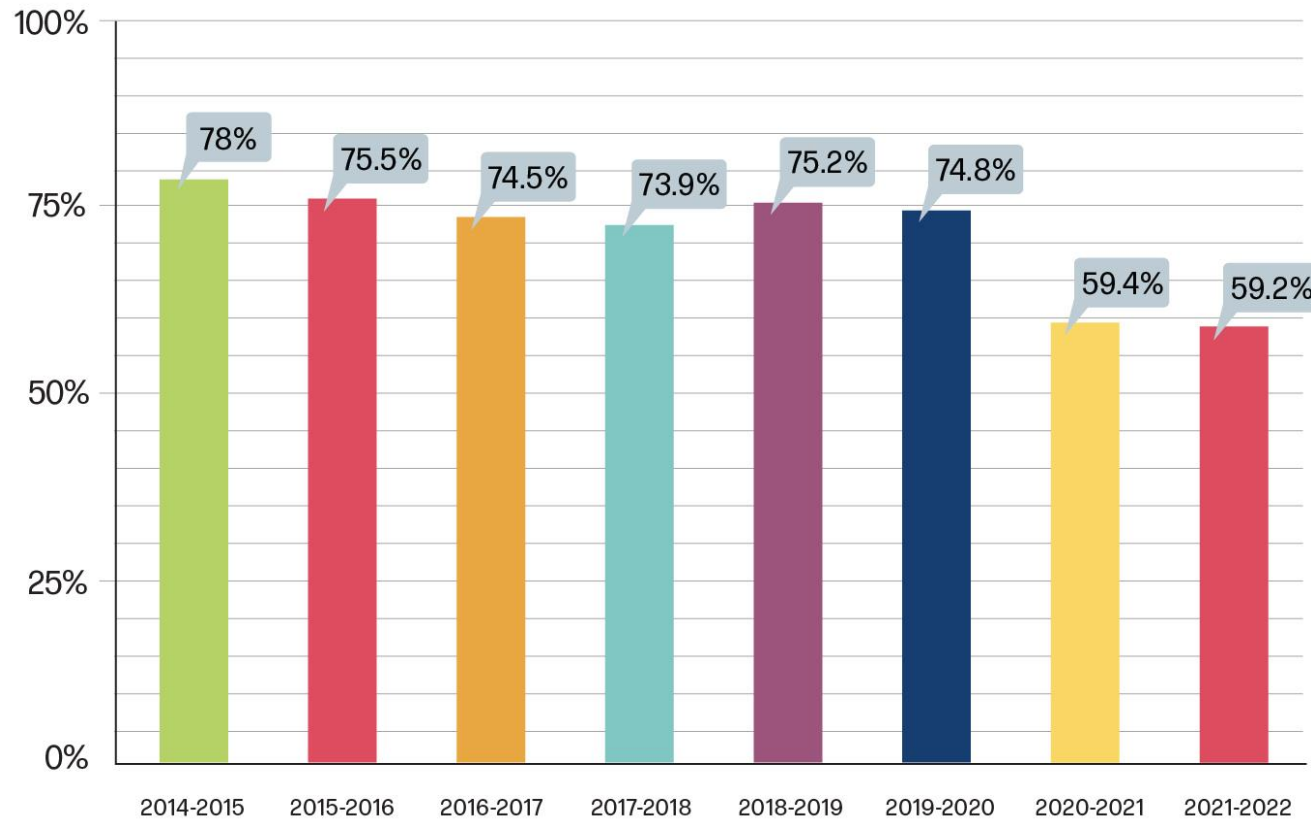
COVID-19 | DISRUPTION

Fewer children were evaluated for special education services in 2020-21 and 2021-22 because of COVID-19 disruptions

Bar chart values:
- 2014-2015: 78%
- 2015-2016: 75.5%
- 2016-2017: 74.5%
- 2017-2018: 73.9%
- 2018-2019: 75.2%
- 2019-2020: 74.8%
- 2020-2021: 59.4%
- 2021-2022: 59.2%

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

2014-2015	5,651
2015-2016	6,143
2016-2017	6,482
2017-2018	6,900
2018-2019	7,574
2019-2020	8,339
2020-2021	7,014
2021-2022	8,605
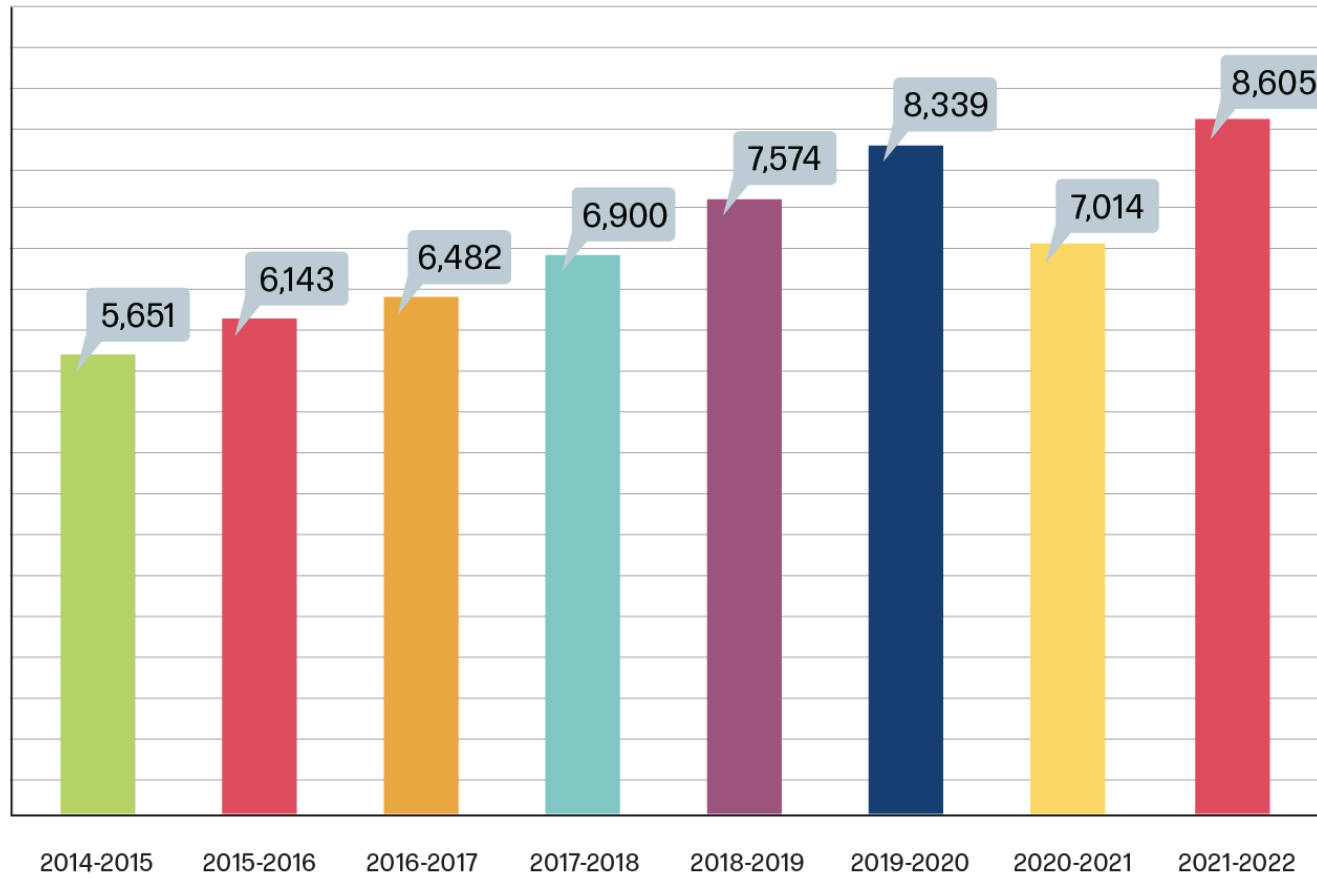
COVID-19 | DISRUPTION

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

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2021-22

- 94.4% of Early Learning Collaborative sites met required readiness rate

- ELCs expanded from 18 to 35

- New State-Invested Pre-K (SIP) program added 11 new pre-K programs

GOAL 4

EVERY School Has Effective Teachers and Leaders

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Educator Licensure and Information System

- Established framework for the Mississippi Educator Career Continuum Archive (MECCA) which replaces the Educator Licensure Management System (ELMS) and provides a customized cloud-based, comprehensive educator workforce information system. (Goals 1-6)

- Issued educator licenses and endorsements. (Goals 1-6):
  - 1,555 new Special Education endorsements

  - 1,754 endorsements to educators in critical shortage subject areas (i.e., mathematics, science, foreign languages)

  - 9,564 standard renewal licenses for educators

Teacher Support and Professional Development

- Conducted the Educator Shortage Survey with a **100% response rate** from traditional public school districts. (Goals 1, 2, 3, 4, 6)

- Conducted the Teacher Retention Survey with 6,760 Mississippi respondents to highlight statewide trends in educator workforce development. (Goals 1, 2, 3, 4, 6)

- Provided monthly statewide professional learning sessions on the Implementation of Specially Designed Instruction resource to promote integration of special education and general education. (Goals 1, 2, 3, 4, 6)

Leader Support

- Partnered with the six Mississippi Regional Education Service Agencies (RESA) to establish a team to facilitate the PGS combined system training as required under Mississippi Public School Accountability. (Goals 1, 2, 3, 4, 6)

- Provided MDE-approved PGS training to 633 educators since July 2022 through sessions led by RESA facilitators. More than 98% of participants reported full competency following the training. (Goals 1, 2, 4, 6)

- Launched a redesign of the Orientation to School Leadership (OSL) program and requirements for conversion to a standard, renewable administrator license. (Goals 1, 2, 3, 4, 6)

Planning and Partnerships

- Engaged in multiple national level partnerships to advance leadership practices and improve learning outcomes for all students. (Goals 1, 2, 3, 4, 6)
  - o Council of Chief State School Officers (CCSSO)
  - o Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)
  - o National Center for Systemic Improvement (NCSI) National Technical Assistance Center on Transition (NTACT)

- Engaged in national level partnerships with National Center for Teacher Residencies, TNTP, and the Harvard Graduate School of Education to increase teacher diversity and effectiveness. (Goals 1, 2, 3, 4, 6)

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		2017-18	2018-19	2019-20	2020-21	2021-22
Outcome 1	Increase the percentage of districts reporting Professional Growth System (PGS) ratings for teachers and leaders	41.7%	71.3%	*waived*	*waived*	**95%**
Outcome 2	Increase the percentage of teacher candidates passing licensure exams on the first attempt					
	Praxis Content		83.4%	85.5%	65.3%	data available in spring 2023
	Foundations of Reading		64.2%	72.0%	77.1%	data available in spring 2023
Outcome 3	Increase the percentage of licensed, diverse teachers and leaders	29.2%	29.2%	29.7%	32.0%	**33.4%**
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%	**35.7%**
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%	**3.0%**

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GOAL 5

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

MSIS Modernization

- Gathered feedback through sessions with staff from 10 pilot districts to inform and adjust the design of MSIS 2.0. (Goal 5)

- Surveyed all districts to identify local data systems and system vendors they rely upon to manage and submit data. (Goal 5)

- Presented MSIS 2.0 updates and functionality previews regularly to stakeholders at various local, state and national meetings. (Goal 5)

Data Privacy, Security and Systems

- Upgraded MDE Infrastructure to support greater security and support MSIS and MECCA modernization projects. (Goal 5)

- Continued strengthening MDE Data Governance Program, including publishing Data Dictionary on MDE website. (Goal 5)

- Hired new Security and Privacy Officer. (Goal 5)

- Instituted required monthly security training for all MDE staff. (Goal 5)

		Progress in 2021-22
Outcome 1	Modernize the Mississippi Student Information System (MSIS)	45%
Outcome 2	Increase capacity of MDE to manage, secure and use data (Number of MDE staff attendees at 100+ OTSS training sessions)	2,000
Outcome 3	Increase capacity of districts to provide a rigorous, engaging and secure digital learning experience (Number of completed IT district audits)	47
Outcome 3	Increase capacity of districts to provide a rigorous, engaging and secure digital learning experience (Number of Google Admin Certifications earned by district personnel through Amplified IT)	92

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GOAL 6

EVERY School and District is Rated "C" or Higher

School Improvement

- Launched the MDE System of Support for persistently failing districts through cross agency coordination and support, including the assignment of Continuous Improvement Strategists. (Goals 1, 2, 4, 5, 6)

- Hosted annual convening, focused on instructional and leadership practices for 241 schools and 107 districts (Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI) and Schools At-Risk (SAR) Schools). (Goals 1, 2, 4, 6)

- Provided 21 virtual support sessions for novice Federal Programs directors on the school improvement plan. (Goals 4, 6)

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School Improvement

- Provided 51 professional learning sessions, including virtual office hours, to support implementation of school improvement plans. (Goals 4, 6)

- Piloted Resource Allocation Review Process with 17 districts in partnership with the Edumonics Lab. (Goals 1, 2, 4, 6)

- Released and provided regional professional learning on guidelines for the implementation of Community Engagement Councils (CECs). (Goal 6)

- Participated in National Comprehensive Center's Driving Toward Equity through School Improvement, a 7-month Community of Practice. (Goals 1, 2, 4, 6)

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District and School Improvement

- Revised District Determination Reports distributed by the Office of Special Education to better inform all stakeholders on how well each district is supporting students in special education. (Goals 1, 2, 4, 6)

Outcome 1: Increase the growth of D and F **districts** by improving the letter grade and/or increasing the number of points within a letter grade

2019 Grade	2022 Grade				
	A	B	C	D	F
A	29	2			
B	13	14	7		
C	1	12	20	1	
D	1	6	13	2	
F		1	6	6	5

- Increased
- Same
- Decreased

90% (36 of 40) of **D and F districts** in 2019 **improved** their grade or accountability score in 2022

41% (59 of 144) of **all districts improved** letter grades from 2019 to 2022

COVID-19 | DISRUPTION

Districts retained 2019 letter grades in 2020 and 2021

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Outcome 2: Increase the growth of D and F **schools** by improving the letter grade and/or increasing the number of points within a letter grade

2019 Grade	2022 Grade				
	A	B	C	D	F
A	152	33	8	2	
B	80	142	39	12	2
C	15	51	53	30	6
D	5	29	50	43	16
F	3	10	15	24	13

☐ **Increased**

☐ **Same**

☐ **Decreased**

77% (172 of 217) of **D and F schools** in 2019 **improved** their grade or accountability score in 2022

33% (282 of 858) of **all schools improved** letter grades from 2019 to 2022

©**COVID-19 | DISRUPTION**

Schools retained 2019 letter grades in 2020 and 2021

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Outcomes 3 & 4: Increase the growth of schools and districts in Districts of Transformation by improving the letter grade and/or increasing the number of points within a letter grade

68

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

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

COVID-19 | DISRUPTION Schools retained 2019 letter grades in 2020 and 2021

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DISTRICT GRADE IMPROVEMENTS
2016 - 2022
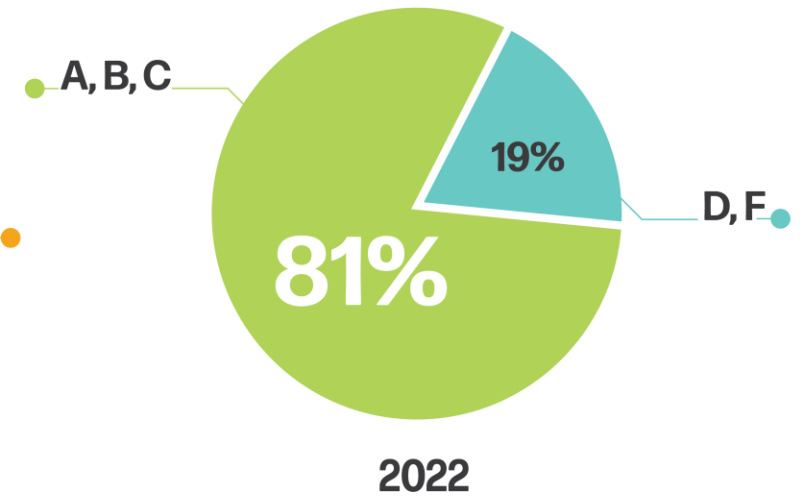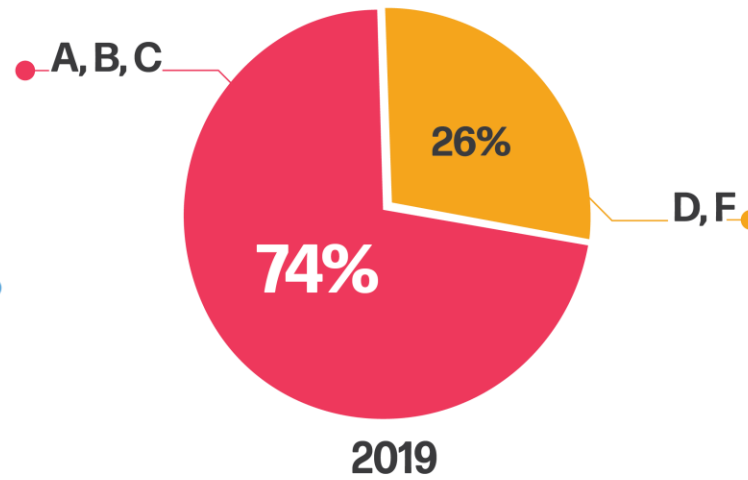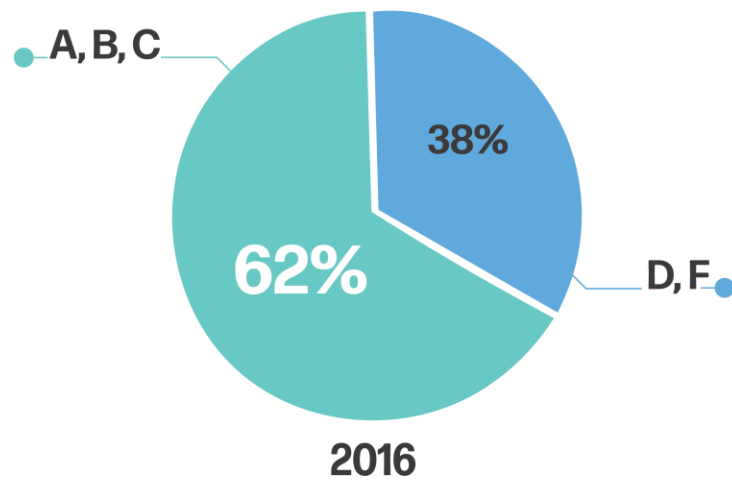
2016
- A, B, C
- 38%
- 62%
- D, F

2019
- A, B, C
- 29%
- 70%
- D, F

2022
- A, B, C
- 12%
- 87%
- D, F

COVID-19 | DISRUPTION

Districts retained 2019 letter grades in 2020 and 2021

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Resources, Partnerships and Other Actions

To Advance Strategic Plan
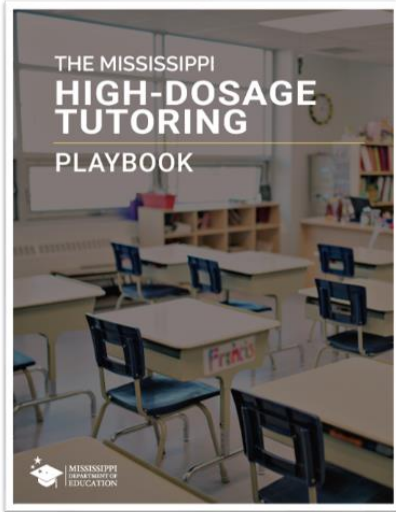
High-Dosage Tutoring Playbook
Includes resources, suggestions, and strategies to support the implementation of effective tutoring practices

🔍 | mdek12.org/OAE
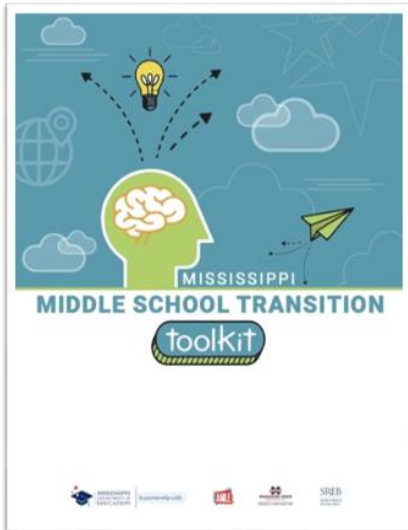
Middle School Transition Toolkit
Includes activities for parents, students, and schools for ensuring a smooth transition in, during, and out of middle school

🔍 | mdek12.org/OAE

Elementary Computer Science Guide
Breaks down the Mississippi College and Career Ready Standards for Computer Science into learning targets and skills for grades K-5

🔍 | mdek12.org/CSElem
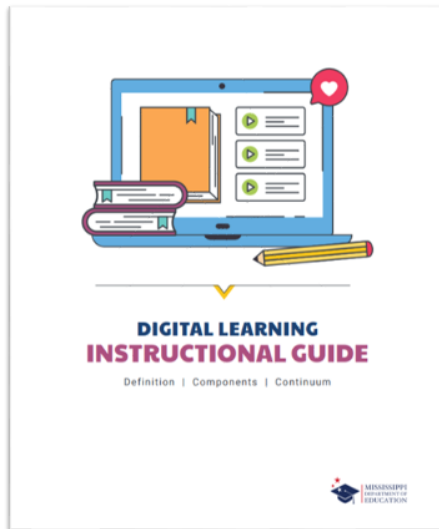
Digital Learning Instructional Guide
Supports educators and district and school leaders as they work to effectively integrate technology into classroom instruction
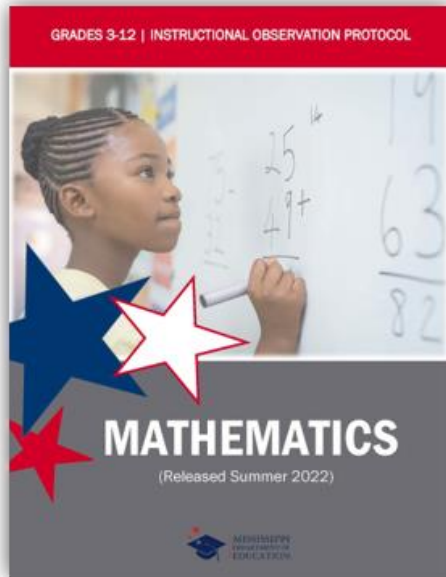
🔍 | mdek12.org/DLResources

Mentoring and Induction Toolkit

Mentoring and Induction Toolkit
Includes user-friendly tools for districts and schools to start, assess, strengthen, and fund a sustainable mentoring and induction program for teachers

🔍 | mdek12.org/OTL/OTC/TMP

Mathematics Instructional Observation Protocol
Provides instructional leadership teams with common, research-based, and content-specific criteria when conducting instructional observations in grades 3-12 mathematics classrooms

🔍 | mdek12.org/OAE

Dyslexia Support Guide
Provides guidance for districts, teachers and parents in the identification and instruction of students with dyslexia

mdek12.org/OAE/OEER/Dyslexia

Mississippi Beginnings: Pre-K
Provides early learning providers with an evidence-based curriculum aligned to the Mississippi Early Learning Standards

mdek12.org/EC/Mississippi-Beginnings-Curriculum

**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

113,000 page views in 2022
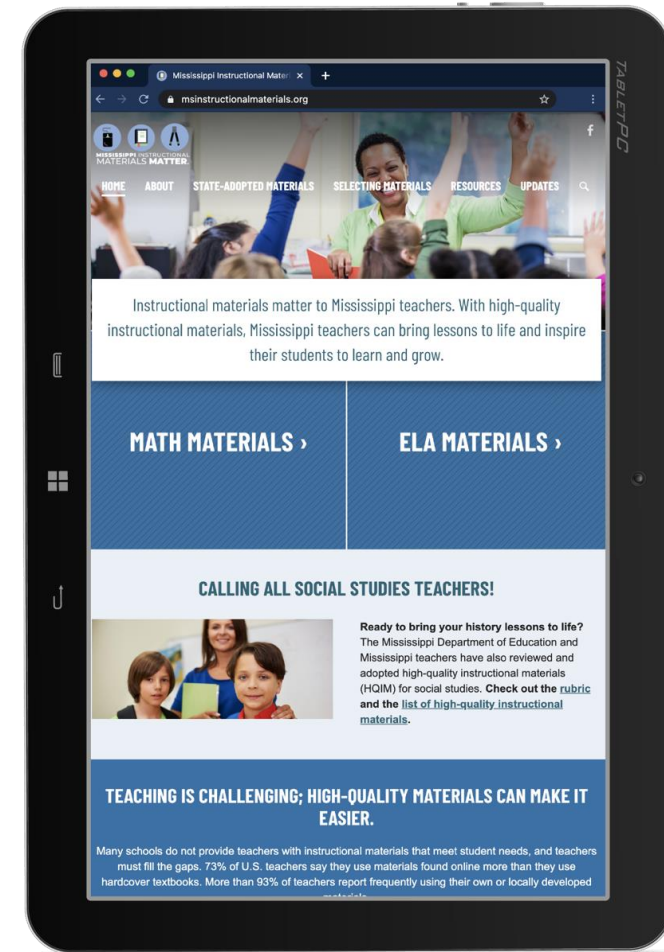
MDE Website
**7.5 million** page views in 2022

Mississippi Achieves
330,000 page views in 2022

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

- Attendance Works

- CEEDER at the University of Florida

- Council of Chief State School Officers (CCSSO)

- Education Commission of the States

- Foundation for Excellence in Education (ExelinEd)

- Regional Educational Laboratory Southeast Governing Board (REL-Southeast)

- Region 7 Comprehensive Center

- Southern Regional Education Board (SREB)

- W.K. Kellogg Foundation
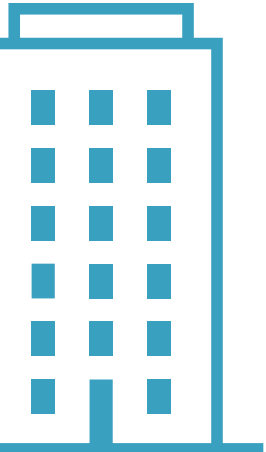
- Accelerate Mississippi

- Education Achievement Council (EAC)

- Head Start Association

- MS Association of Educators (MAE)

- MS Association of School Superintendents (MASS)

- MS Association of School Administrators (MASA)

- MS Child Health Council

- MS Economic Council (MEC)

- MS Professional Educators (MPE)

- MS Public Broadcasting (MPB)

- Regional Service Education Agencies (RESA)

- State Early Childhood Advisory Council (SECAC)

- State Longitudinal Data System Governing Board (SLDS)

- State and School Employees Health Insurance Management Board

- Teach Plus Mississippi

75 news releases and media events led to national and statewide media coverage

Other communication activities:

- State Superintendent of Education presentations (35 in 2021-22)
- Mississippi Achieves news blog
- Weekly email digest to teachers and school and district leaders
- School Focus and Connections magazines
- Superintendent's Annual Report
- Legislative Update
- Facebook followers: 18,000+
- Twitter followers: 8,900+
- LinkedIn followers: 580 (launched in 2022)

Provided direct literacy policy and implementation support to 21 states
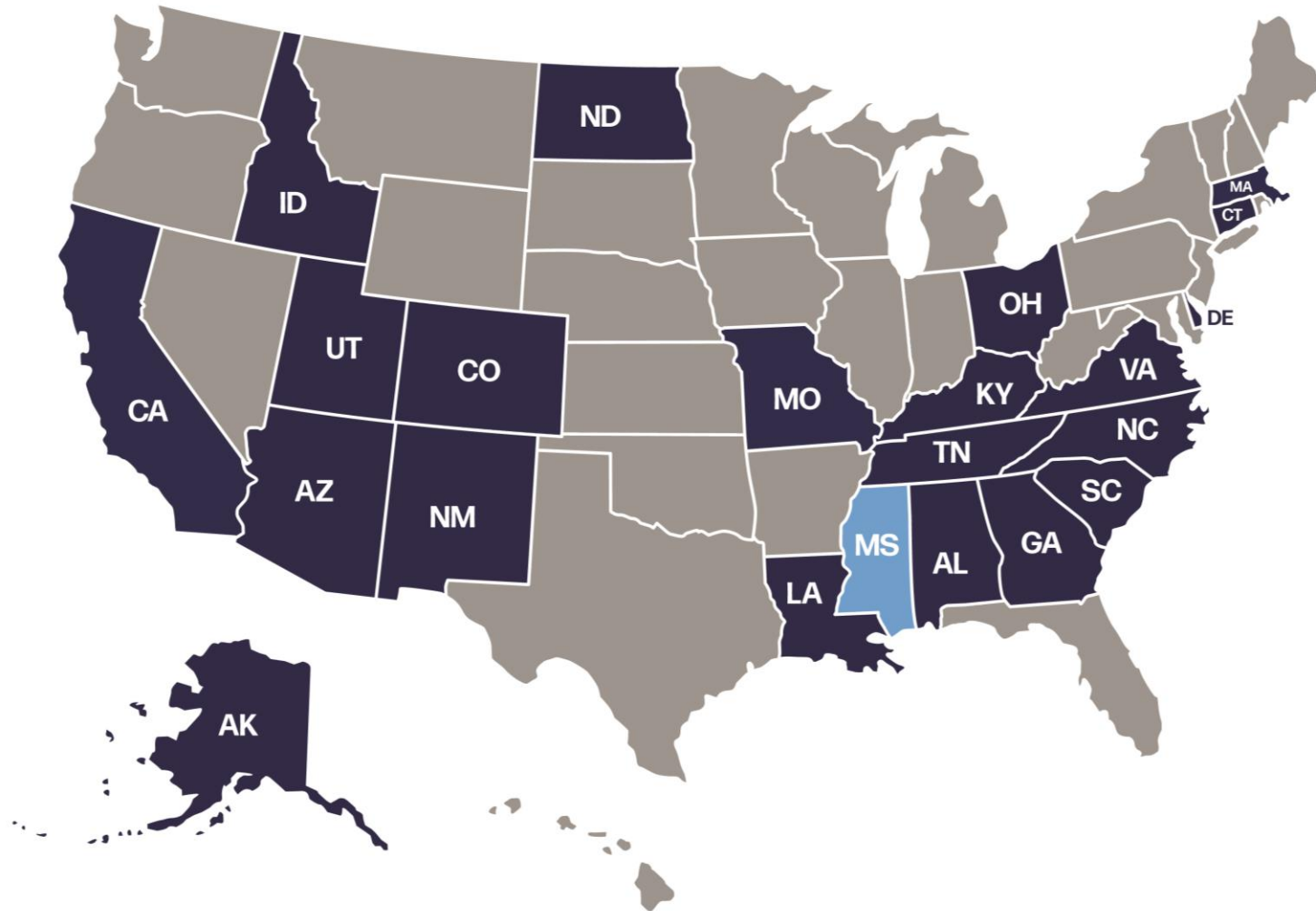
1. Arizona*
2. Alabama
3. Alaska
4. California (literacy/dyslexia partnership)
5. Connecticut
6. Colorado*
7. Delaware
8. Georgia
9. Idaho
10. Kentucky
11. Louisiana
12. Massachusetts*
13. Missouri*
14. New Mexico
15. North Carolina
16. South Carolina
17. North Dakota
18. Ohio*
19. Tennessee
20. Utah
21. Virginia

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

MISSISSIPPI DEPARTMENT OF EDUCATION

Mississippi State Board of Education
Strategic Plan Annual Status Report 2021-22

Kim S. Benton, Ed.D.

State Superintendent of Education, Interim

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

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ADDENDUM

Mississippi State Board of Education Strategic Plan
Key Actions to Advance Strategic Plan 2021-22

Note: Items in bold are included in the main report.

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

Literacy

- **Provided intensive literacy professional learning opportunities and resources to 1,445 pre-K-3 teachers, administrators, coaches, paraprofessionals, and Institutions of Higher Learning (IHL) staff** related to: (1) resources for a 90-minute literacy block, (2) evidence-based reading interventions, (3) protocols for extended school time, (4) the five components of reading (5) professional learning opportunities on Multi-Tiered Systems of Supports (MTSS), and (6) provision of coaching professional learning opportunities for all schools. (Goals 1, 2, 4, 6)
- **Identified and recognized seven exemplary elementary schools for effectively implementing literacy practices aligned to the Science of Reading** (*Henderson-Ward Steward, Franklin Academy, East Tate Elementary, Falkner Elementary, Poplarville Elementary, Magnolia Park Elementary School, and Purvis Elementary*)**.** (Goals 1, 2, 4, 6)
- **Hosted 35 in-person and six virtual Regional Family Literacy Nights for approximately 2,000 attendees in Fall 2022. (Goals 1, 2, 4, 6)**
- **Provided Middle School Literacy Professional Learning to 150 content area teachers and leaders responsible for grades 4-8. (Goals 1, 2, 4, and 6)**
- **Launched AIM Pathways to Proficient Reading and Pathways to Literacy Leadership in the Fall of 2022 with 657 teachers and 267 leaders enrolled in the course**. (Goals 1, 2, 4 and 6)
- **Launched the REL-Southeast Adolescent Literacy Project One with three pilot districts - Laurel, Canton, and Columbus Municipal School District. (Goal 1, 2, 4, 6)**

Interventions

- Deployed 2 Multi-Tiered Systems of Supports (MTSS) coaches to provide onsite intervention support to 6 schools with the highest percentage of students scoring at levels 1 and 2 on the 3rd grade Reading Assessment and the lowest percentage on the K-Readiness Assessment. (Goals 1, 2, 4, 6)

Teacher, Counselor and Administrator Support

- **Aligned the Professional Development Catalog to the Professional Growth System (PGS) to assist administrators in choosing the best professional development for their teachers based on data collected through onsite observations. (Goals 1, 4)**
- **Awarded grants to 18 schools to adopt, implement, and provide professional learning and supports for High-Quality Instructional Materials (HQIM) in English Language Arts and Mathematics. (Goals 1, 2, 4, 6)**
- **22 Digital Learning Coaches provided individualized support to 340 teachers and led 66 professional development sessions and professional learning communities on digital learning best practices for their support schools. (Goals 1, 2, 4)**
- **Hosted the Digital Teacher Academy, a year-long training for 233 teachers from 182 schools across 75 districts, covering best practices for digital learning, digital instructional tools, and the 4Cs of 21st century learning (creativity, collaboration, communication, and critical thinking). Participants earned 100 Google Level 1 Educator certifications, 4 Google Level 2 Educator certifications, and 7 Microsoft Innovative Educator certifications. (Goals 1, 2, 4)**
- Conducted 50 virtual sessions for teachers and administrators on inclusive practice strategies to support students with disabilities. (Goals 1, 2, 4, 6)
- Trained approximately 740 counselors, counselor supervisors, administrators, and counselor educators on the Professional Growth System: Multi-Tiered Dimensional Counseling Support document. (Goals 1, 4)

Special Education

- **Provided 1,305 technical assistance and special education related professional learning sessions to over 8,000 educators across the state** on access, inclusion, diversity, equity for students with disabilities, new fiscal and programmatic monitoring systems, resources, and best practices. (Goals 1, 2, 3, 4, 6)
- **Implemented weekly virtual office hours designed to support local level special education directors with implementation of the Individuals with Disabilities Education Act (IDEA). (Goals 1, 2, 3, 4, 6)**
- Provided approximately 315 professional learning sessions to district, regional and state-level personnel related to Child Find, Visual Supports, Hearing Supports, Behavior, Significant Cognitive Disabilities (SCD), Individualized Educational Program (IEP) development, IDEA Indicators, inclusive classroom practices, and leadership. (Goals 1, 2, 3, 4, 6)

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 postsecondary industry credentials that are recognized by local business and industry. (Goal 2)**
- **Promoted student access to dual credit/dual enrollment, Advanced Placement (AP), International Baccalaureate 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, 4)**
- **Conducted a comprehensive review of the Mississippi College and Career Readiness Standards for Social Studies with feedback from approximately 800 constituents and final revision support from 241 educators representing all four congressional districts. (Goals 1, 2)**
- **Trained over 300 counselors on the effective implementation of the Individual Success Plan (ISP) for grade 7 students. (Goals 1, 2)**
- **Renewed Booneville School District and Grenada School District as continuing Districts of Innovation. (Goals 1, 2, 4, 6)**
- **Approved Pascagoula-Gautier School District, Starkville-Oktibbeha School District, Mississippi School for Mathematics and Science, and Mississippi School for the Arts, and as new Districts of Innovation. (Goals 1, 2, 4, 6)**
- **Developed the Work-Based Learning (WBL) Guidebook and the College & Career Academy Career Readiness Continuum Guidebook to support local level implementation. (Goals 1, 2, 4, 6)**
- **Participated in national level meetings, and panels to expand Work-Based Learning (WBL) with new partners including Raytheon, Winchester, the Department of Defense, Tesla, Nissan, Toyota, Ford, FedEx, and Dollar General. (Goals 1, 2, 4, 6)**
- Provided three support and professional development sessions for 449 district leadership in the use of innovative practices/programs to improve student outcomes. (Goals 1, 2, 6)

- Promoted statewide implementation of the Math Nation platform to improve all students Algebra I content knowledge and performance in the Algebra I course and on the Algebra I EOC assessment. (Goals 1, 2)
- Promoted implementation of the JumpSTART Test Prep's ACT Jumpstart Test prep program for 23 schools representing approximately 3,154 juniors. The WorkKeys Complete Review Program (science and reading) include 11 participating schools representing approximately 1,528 selected seniors. (Goals 1 and 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)
- Partnered with the Community College Board regarding courses of study for students with disabilities. (Goals 1, 2, 4, 6)
- Expanded the Work-Based Learning (WBL) programs at Ingalls Shipyards and completed the construction of WBL training classrooms inside Singing River Hospital Group. (Goals 1, 2, 4, 6)
- Worked with industry partners and districts to eliminate barriers for students to participate in Work-Based Learning (WBL) programs including age restrictions, liability concerns, oversight, data reporting, WBL coordinator training, and professional WBL preparation training for students in both hard and soft skills. (Goals 1, 2, 4, 6)
- Provided expert assistance, in partnership with industry, on the utilization of Perkins V Reserve Funding to build simulated worksites on the campuses of all Academy schools. (Goals 1, 2, 4, 6)
- Began statewide training of faculty and staff on cross-curricular academic project-based learning aligned to industry standards for the purposes of fully preparing students to enter into a WBL program. (Goals 1, 2, 4, 6)

Teacher, Counselor and Administrator Support

- **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)**
- **Developed five new instructional resources to support English Learners (Adapting Classroom Assessment for English Learners, Support for EL Students with Limited or Inconsistent/Interrupted Formal Education (SLIFE), MS English Language Proficiency Standards, MS English Language Proficiency Standards for ELs with Significant Cognitive Disabilities, and Newcomer Supports for Administrators). (Goals 1, 2)**

- **Conducted Mental Health Wellness training, "What's in Your Box," for 175 teachers, counselors and administrators to provide strategies on how to support students dealing with adversity, distress, and mental health challenges. (Goals 2, 4)**
- **Trained 1,211 school counselors on how to integrate the core components of American School Counselor Association (ASCA) with social and emotional learning (SEL) standards. (Goals 2, 4)**
- **Developed and trained 250 educators on the Mathematics Instructional Observation Protocol (MIOP) to ensure content-specific, research-based feedback occurs when conducting learning walks in grade 3-12 classrooms. (Goals 1, 2, 4 6)**
- **Developed 12 monthly content-specific newsletters and web-based learning series in ELA, Mathematics, and Science to support local level instruction and content awareness. (Goals 1, 2, 4)**
- **Trained over 140 School Attendance Officers (SAOs) in the areas of foster care, alternative education, special education law, chronic absenteeism, student engagement and dropout prevention. (Goals 1, 2, 4)**
- Developed grade-band specific Teacher Resource Guides to support students identified as having a significant cognitive disability (SCD). (Goals 1, 2, 3, 4, 6)
- Completed guides for the Mississippi Alternate Academic Achievement Standards (MS AAAS), grades K-12. (Goals 1, 2, 3, 4, 6)
- Conducted training for Southern Regional Education Board (SREB) Literacy Ready and Math Ready, high school-to-college transition courses across the state. (Goals 2, 4)
- Provided Orton-Gillingham-based professional development for approximately 1,000 educators across the state. (Goals 1, 2, 4, 6)
- Promoted the Family Guides for Student Success. (Goals 1, 2)
- Provided training to over 750 educators on the Instructional Planning Guides in Science, Mathematics and English Language Arts (ELA). (Goals 1, 2, 4)
- Provided training on writing instructional methods to approximately 100 content area educators. (Goals 1, 2, 4)
- Developed a statewide Science educator professional learning community and hosted 16 virtual sessions for K-12 science educators on the MS College- and Career-Readiness Standards for Science.
- Provided ongoing support for Gifted Education Programs with monitoring and program implementation. (Goals 1, 2, 4)

- Collaborated with Math Nation to provide professional development on the appropriate use of the Desmos calculator to improve Algebra I content knowledge and performance in the Algebra I course and on the Algebra I assessment. (Goals 1, 2, 4)
- Provided Dyslexia Awareness Training to all educators and paraprofessionals in the state. (Goal 4)
- Updated the Dyslexia Handbook to reflect current dyslexia legislation and guidance. (Goals 1, 2, 4)

Standards and Policy

- **Graduated the first Mississippi Alternate Diploma cohort of 112 students with significant cognitive disabilities. (Goals 1, 2, 4, 6)**
- **Developed the Mississippi Work-based Learning Manual for the revised State Perkins V plan. (Goals 1, 2)**
- **Developed a statewide K-12 Computer Science Strategic Plan to promote and expand computer science education in Mississippi. (Goals 1, 2, 4)**
- Revised Process Standard 2.4 of the *Mississippi Public School Accountability Standards, 2021,* for School Counselors and trained over 730 educators. (Goals 1, 2)
- Promoted the acquisition of work-ready skills through the ACT WorkKeys assessment and related support to all students through policy updates and technical assistance. (Goals 1, 2)
- Provided district and school teams with guidance and support on implementation of approved diploma endorsements. (Goals 1, 2, 6)

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

Access to High-Quality Early Childhood Education
- Served 18 Early Learning Collaboratives housing 168 classrooms, serving 2,801 students. Served all ELC sites, six Kellogg-funded classrooms, and 10 Blended Pre-K classrooms. (Goals 3, 4)

Strengthening Early Childhood Infrastructure

- **Provided coaching and/or professional development support to 168 Early Learning Collaborative (ELC) classrooms, six Kellogg-funded classrooms (in Biloxi), and 10 blended pre-K classrooms. (Goals 3, 4)**
- **Expanded early childhood support with 39 positions, including 19 existing Kellogg-funded staff and 20 new staff positions. (Goal 3)**
- Worked with Mississippi Department of Human Services to apply for the federal *Preschool Development Renewal Grant*. (Goal 3, 4)
- Collaborated with multiple organizations including Education Counsel, National Association of State Boards of Education, Head Start Collaboration Director, Head Start Association, Mississippi Department of Human Services, Realizing Excellence for all Children in Mississippi (REACH MS), North Mississippi Education Consortium and the University of Mississippi Graduate Center for the Study of Early Learning, Mississippi Foundation for Children, Mississippi First, State Early Childhood Advisory Committee, and MSU Social Science Research Center to support early childhood. (Goal 3)

Professional Development

- **Held specialized summer training to provide an alternative pathway for teachers to earn a pre-K endorsement and for assistant teachers to earn a highly qualified status, which helped reduce the shortage of endorsed early childhood teachers. (Goals 3, 4)**
- **Facilitated 49 face-to-face trainings and curated 40 on-demand recorded trainings available for public viewing.** The trainings served early childhood staff, administrators, and teachers from state agencies, public pre-K, Head Start, private childcare, and other community members. (Goals 3, 4)

- Registered 452 participants for the 2022 Virtual Boot Camp. Thirteen teachers completed the requirements, received their certificate, and have received the pre-K endorsement. Currently, 68 Mississippi teachers hold a pre-K endorsement. (Goals 3, 4)
- Held the 2022 Early Childhood Summer Conference with 382 educators in attendance. (Goals 3, 4)
- Launched the Early Learning Coaching Community in September 2021. The Coaching Community is comprised of a four-part virtual training series in addition to other supports and resources. An average of 30 individuals participated in the 2021-22 school year. (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. (Goals 3)**
- **Released the Family Engagement Activities to encourage and promote learning at home for children. (Goal 3)**
- Developed supplemental resources and training to further support the MDE Family Engagement Framework. (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 other stakeholders. (Goals 1, 2, 3, 4, 6)
- Provided Family Engagement Transition Coordinator to enhance implementation of the MS 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)

Family Engagement Professional Development

- **Assisted LEAs 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. Twelve participants completed the pilot year of the leadership institute. (Goals 3, 4)
- Delivered training on the Mississippi Family Engagement Framework and Toolkit training. (Goals 3, 4)

Goal 4: Every School Has Effective Teachers and Leaders

Educator Information System

- **Established framework for the Mississippi Educator Career Continuum Archive (MECCA) which replaces the Educator Licensure Management System (ELMS) and provides a customized cloud-based, comprehensive educator workforce information system. (Goals 1-6)**

Educator Licensure (Goals 1-6)

- **Issued 1,555 new Special Education endorsements to educators**
- **Renewed 9,564 standard licenses for educators**
- **Issued 1,754 endorsements to educators in critical shortage subject areas (i.e., mathematics, science, foreign languages).**
  - Mathematics (grades 7-12): 614
  - Mathematics (grades 7-8): 503
  - Chemistry: 208
  - Spanish: 146
  - Science (grades 7-8): 127
  - Algebra: 59
  - Physics: 53
  - French: 25
  - Geometry: 13
  - German: 6

Educator Effectiveness

- Received feedback on a proposed Speech-Language Growth Rubric to be piloted during the 2022-2023 school year to promote increased collaboration and literacy support. (Goals 1, 2, 3, 4, 6)
- Revised the Counselor Growth Rubric to ensure alignment with American School Counselor Association standards and Mississippi Counselor feedback (Goal 4)
- Expanded Special Education teacher mentoring program to strengthen support and resources for new special education teachers. (Goals 1, 2, 3, 4, 6)

- Provided Counselor, Librarian, Speech Language Pathologist, and Special Education Teacher Deep Dive sessions to 958 participants for a holistic understanding of evidence collection and coaching supports for educators and administrators (Goals 1, 2, 3, 4, 6)

Teacher Support

- **Conducted the Educator Shortage Survey with a 100% response rate from traditional public school districts (Goals 1, 2, 3, 4, 6)**
- **Conducted the Teacher Retention Survey with 6,760 Mississippi respondents to highlight statewide trends in educator workforce development (Goals 1, 2, 3, 4, 6)**

Professional Development

- **Provided monthly statewide professional learning sessions on the Implementation of Specially Designed Instruction resource to promote integration of special education and general education roles and responsibilities in supporting students with disabilities. (Goals 1, 2, 3, 4, 6)**
- Provided monthly Special Education Growth Rubric 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)

Leader Support

- **Partnered with Mississippi Regional Education Service Agencies (RESA) to establish a team of PGS trainers to facilitate the PGS combined system training as required under Mississippi Public School Accountability (Goals 1, 2, 3, 4, 6)**
- **Provided MDE-approved PGS training to 633 administrators and educators since July 2022 through sessions led by Mississippi Regional Education Service Agency (RESA) facilitators. More than 98% of participants reported full competency following the training. (Goals 1, 2, 4, 6)**
- **Launched a redesign of the Orientation to School Leadership (OSL) credits needed for conversion to a standard, renewable administrator license. (Goals 1, 2, 3, 4, 6)**
- Provided MDE-approved PGS training to 712 administrators and educators since September 2021. (Goals 1, 2, 4, 6)

Planning and Partnerships

- **Engaged in multiple national level partnerships to advance leadership practices for administrators and improve learning outcomes for all students (i.e., Council of Chief State School Officers, Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), National Center for Systemic Improvement (NCSI) National Technical Assistance Center on Transition (NTACT). (Goals 1, 2, 3, 4, 6):**
    - Council of Chief State School Officers (CCSSO) AIPL (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 Inclusive Practices Leadership Guide and resources aligned to the existing Professional Growth System (PGS) to strengthen state-wide implementation. The work has focused on revising preparation standards and program curriculum, development of common assessments for developing inclusive leaders.
    - Collaboration for Effective Educator Development, Accountability, and Reform (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.
    - 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.
    - 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 OSE to develop resources, supports, and structures though 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.

- **Engaged in national level partnerships with National Center for Teacher Residencies, TNTP, and the Harvard Graduate School of Education to increase teacher diversity and effectiveness (Goals 1, 2, 3, 4, 6):**
  - National Center for Teacher Residencies to strengthen Mississippi Teacher Residency programs across five universities and more than twenty districts statewide.
  - TNTP to conduct a study on the impact of the licensure testing criterion suspension's impact on educator workforce diversity.
  - The Harvard Graduate School of Education will conduct a study on our performance-based licensure pilot.

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

MSIS Modernization

- **Gathered feedback through sessions with staff from 10 pilot districts to inform and adjust the design of MSIS 2.0. (Goal 5)**
  - Participating district staff have included special education directors, accountability directors, and other district groups
  - Feedback sessions have included usability studies and user journey mapping sessions
- **Surveyed all districts to identify local data systems and system vendors they rely upon to manage and submit data. (Goal 5)**
- **Presented MSIS 2.0 updates and functionality previews regularly to stakeholders at various local, state and national meetings. (Goal 5)**
- Engaged local student information system vendors (Central Access and PowerSchool) to plan for transition to MSIS 2.0. (Goal 5)
- Gathered feedback through sessions with MDE program office staff to inform and adjust the design of MSIS 2.0. (Goal 5)

Public Reporting and Transparency

- Engaged local student information system vendors (Central Access and PowerSchool) to establish first-automated data transfers. (Goal 5)

Data Privacy, Security and Systems

- **Upgraded MDE Infrastructure to support greater security and support MSIS and MECCA modernization projects. (Goal 5)**
  - Established Azure cloud infrastructure
  - Established foundation for a zero-trust architecture

- o Completed migrating District Access SharePoint to more secure SharePoint Online.
- o Using the Azure Active Directory B2B guest user process, eliminating MDE-managed accounts for district staff.
- **Continued strengthening MDE Data Governance Program. (Goal 5)**
  - o **Published Data Dictionary on MDE website**
  - o Conducted public meetings of Data Governance Committee
  - o Began bi-weekly meeting cadence for Course Code WorkGroup to address issues in addition/deletion of course codes from MSIS
  - o Held Data Quality workshops for MDE Data Stewards and Owners
  - o Held regular Data Governance work sessions with MSIS 2.0 project team and vendor
- **Hired new Security and Privacy Officer at the agency**. **(Goal 5)**
  - o **Instituted required monthly security training for MDE staff**
  - o Hosted information sessions and cybersecurity training for district technical staff
- Completed enrollment of all remote staff devices into a cloud-based device management system for updates and monitoring

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

School Improvement

- **Launched the MDE System of Support for persistently failing districts through cross agency coordination and support, including the implementation of Continuous Improvement Strategists. (Goals 1, 2, 4, 5, 6)**
- **Hosted annual convening, focused on instructional and leadership practices to support educators and leaders of 241 schools and 107 districts for federally designated schools (Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI) and Schools At-Risk (SAR) Schools). (Goals 1, 2, 4, 6)**
- **Provided 21 district virtual support sessions for novice Federal Programs Directors on the school improvement plan and processes within the application. (Goals 4, 6)**
- **Provided 51 professional learning sessions, including virtual office hours, to support district assigned school improvement facilitators responsible for monitoring progress toward implementation of school improvement plans. (Goals 4, 6)**
- **Piloted Resource Allocation Review Process with 17 districts in partnership with the Edumonics Lab (required under the federal Every Student Succeeds Act). (Goals 1, 2, 4, 6)**
- **Revised, released, and provided regional professional learning on guidelines for the implementation of Community Engagement Councils (CECs), formerly called P16 Councils. (Goal 6)**
- **The Office of School Improvement served as lead in Part 1 of Driving Toward Equity through School Improvement, a 7-month Community of Practice, with the National Comprehensive Center. (Goals 1, 2, 4, 6)**
- Provided 4 regional job-alike professional learning sessions for new principals and assistant principals of federally identified schools with an improvement status. (Goals 4, 6)
- Provided 2 professional learning sessions for (CSI) high school principals through the Cross State High School Collaborative to support high school redesign. (Goals 4, 6)
- Piloted 12 professional learning sessions with select school leadership teams to support writing SMART goals that are aligned to the school's data, selecting interventions that address those goals and implementing interventions with fidelity and ownership among stakeholders. (Goals 1, 2, 4, and 6)

- Provided 8 team coaching support visits in August and September to select principals and their leadership teams on data analysis, effective teaming, professional learning communities, etc. (participants identified specific focus of session). (Goals 4, 6)
- Provided 6 summer program coaching and planning support visits for leaders of Comprehensive Support and Improvement (CSI) Schools. (Goals 4, 6)
- Provided 5 regional professional learning sessions on the school improvement plan and application in MS Comprehensive Automated Performance-based System (MCAPS) to federal programs directors. (Goals 4, 6)

District and School Improvement

- **Distributed resources across the agency to coordinate, enhance, and align school improvement efforts and provided professional learning** 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)
- **Revised District Determination Reports distributed by the Office of Special Education to better inform all stakeholders on 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 in order to support continued student improvement. (Goals 1, 2, 4, 6)
- Developed resources to align services for schools in improvement across all instructional program offices for student groups including economically disadvantaged, students with disabilities, and English Learners. (Goals 1, 2, 4, 6)
- Continued the State Systemic Improvement Plan (SSIP) Literacy support 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 also able to increase the State Identified Measurable Results from 16% (baseline in 2014) to 38.5% proficiency rate for SSIP schools. (Goals 1, 2, 4, 6)