

# Mississippi Educator Workforce Shortages and Strategies

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MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

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## VISION

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



## MISSION

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



1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



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

**EVERY** School Has Effective Teachers and Leaders

4



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

5

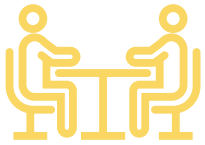


**EVERY** School and District is Rated “C” or Higher

6



RECRUIT



LICENSE



SUPPORT



RETAIN



PREPARE



HIRE



EMPOWER



RETIRE

# Educator Workforce Shortages

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The Office of Teaching and Leading launched the Educator Shortage Survey on August 18, 2022.

The Educator Shortage Survey closed on November 14, 2022.

100% of Mississippi's traditional public school districts completed the survey.

The survey collected teacher, administrator, and school support staff vacancies along with district-generated shortage strategies.

# Educator Shortage Classifications

Teacher Vacancies	K-12 Licensed Educator Vacancies	Administrator Vacancies	K-12 Support Staff Vacancies
Elementary School Teachers: <b>822</b>	Library/Media: <b>45</b>	Principal: <b>48</b>	Teacher Assistant: <b>564</b>
Middle School Teachers: <b>376</b>	Counselor: <b>77</b>	Assistant Principal: <b>34</b>	Nurse: <b>50</b>
High School Teachers: <b>811</b>	Speech/Language: <b>80</b>	<b>82 (-35 since 21-22)</b>	Custodian: <b>267</b>
K-12 Teachers (i.e., Music): <b>584</b>	<b>202 (-30 since 21-22)</b>		Bus Driver: <b>653</b>
<b>2,593 (-443 since 21-22)</b>			Food Service Staff: <b>430</b>
			Administrative Assistant: <b>147</b>
			<b>2,111 (-7 since 21-22)</b>



Grade Level/Subject	2021-2022 Vacancies	2022-2023 Vacancies	Difference
Pre-Kindergarten	52	66	+14
Lower Elementary K-3	466	388	-78
Upper Elementary 4-6	440	368	-72

**\*Anticipated vacancies**





<b>Grade Level/Subject</b>	<b>2021-2022 Vacancies</b>	<b>2022-2023 Vacancies</b>	<b>Difference</b>
Science	135	106	<b>-29</b>
Social Studies	82	41	<b>-41</b>
Math	174	123	<b>-51</b>
English	152	106	<b>-46</b>

**\*Anticipated vacancies**

Grade Level/Subject	2021-2022 Vacancies	2022-2023 Vacancies	Difference
Science	90	105	+15
Biology	65	48	-17
Chemistry	48	50	+2
Physics	47	58	+11
English	143	99	-44
Math	138.5	146	+7.5



**\*Anticipated vacancies**



Grade Level/Subject	2021-2022 Vacancies	2022-2023 Vacancies	Difference
Algebra	85	68	-17
Geometry	42.5	50	+7.5
Social Studies	71.5	46	-25.5
CTE	101	102	+1
Computer Science	50	39	-11

**\*Anticipated vacancies**



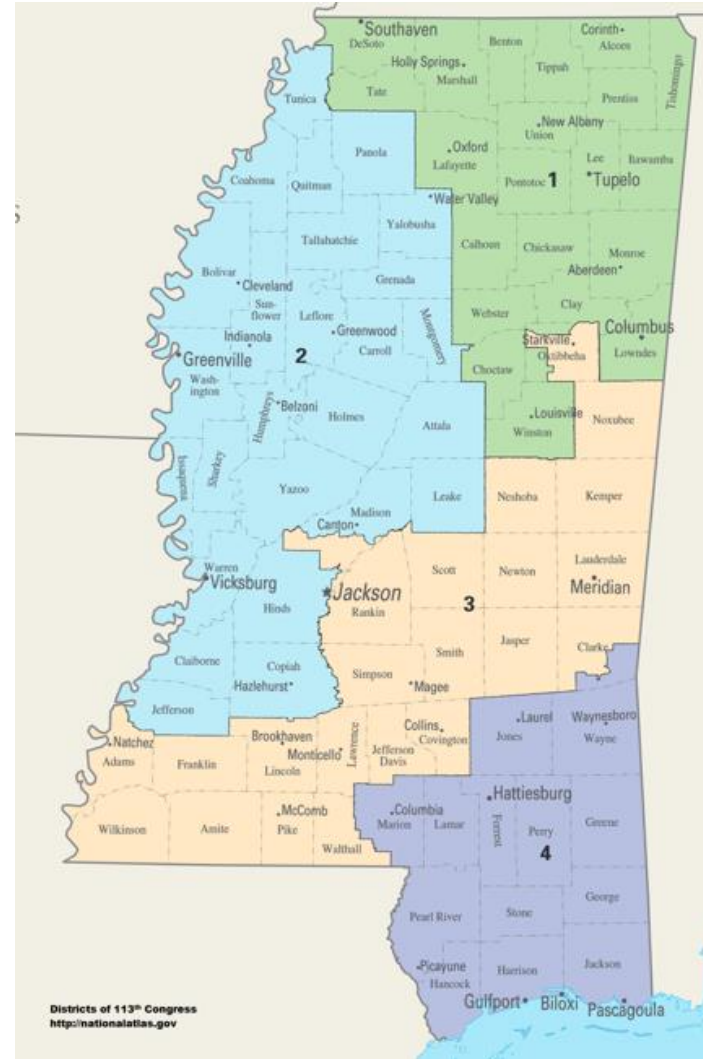
Role	2021-2022 Vacancies	2022-2023 Vacancies	Difference
Special Education	394	335	-59
Art Education	52	50	-2
Health/Physical Education	51	55	+4
Music Education	57	45	-12
Gifted	43.5	50	+6.5
World Languages	56	49	-7

**\*Anticipated vacancies**

# Teacher Vacancies by Congressional District

1 454  
+178

2 769  
-7.5



3 923  
-351

4 447  
-262.5



Role	2021-2022 Vacancies	2022-2023 Vacancies	Difference
Library/Media	55	45	-10
Counselor	82	77	-5
Speech/Language	95	80	-15

**\*Anticipated vacancies**

Role	2021-2022 Vacancies	2022-2023 Vacancies	Difference
Assistant Principal	71	48	-23
Principal	46	34	-12



**\*Anticipated vacancies**

Role	2021-2022 Vacancies	2022-2023 Vacancies	Difference
Teacher Assistant	532	564	<b>+32</b>
Nurse	58	50	<b>-8</b>
Custodian	268	267	<b>-1</b>
Bus Driver	595	653	<b>+58</b>
Food Service Staff	522	430	<b>-92</b>
Administrative Assistant	143	147	<b>+4</b>



**\*Anticipated vacancies**



# Educator Workforce Strategies

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**Challenge:** New Teacher and PD Supports

**Strategy:** Provide the Mentoring and Induction Toolkit and Professional Growth System-aligned Professional Development Catalog.

**Challenge:** Elementary and Special Ed Shortages

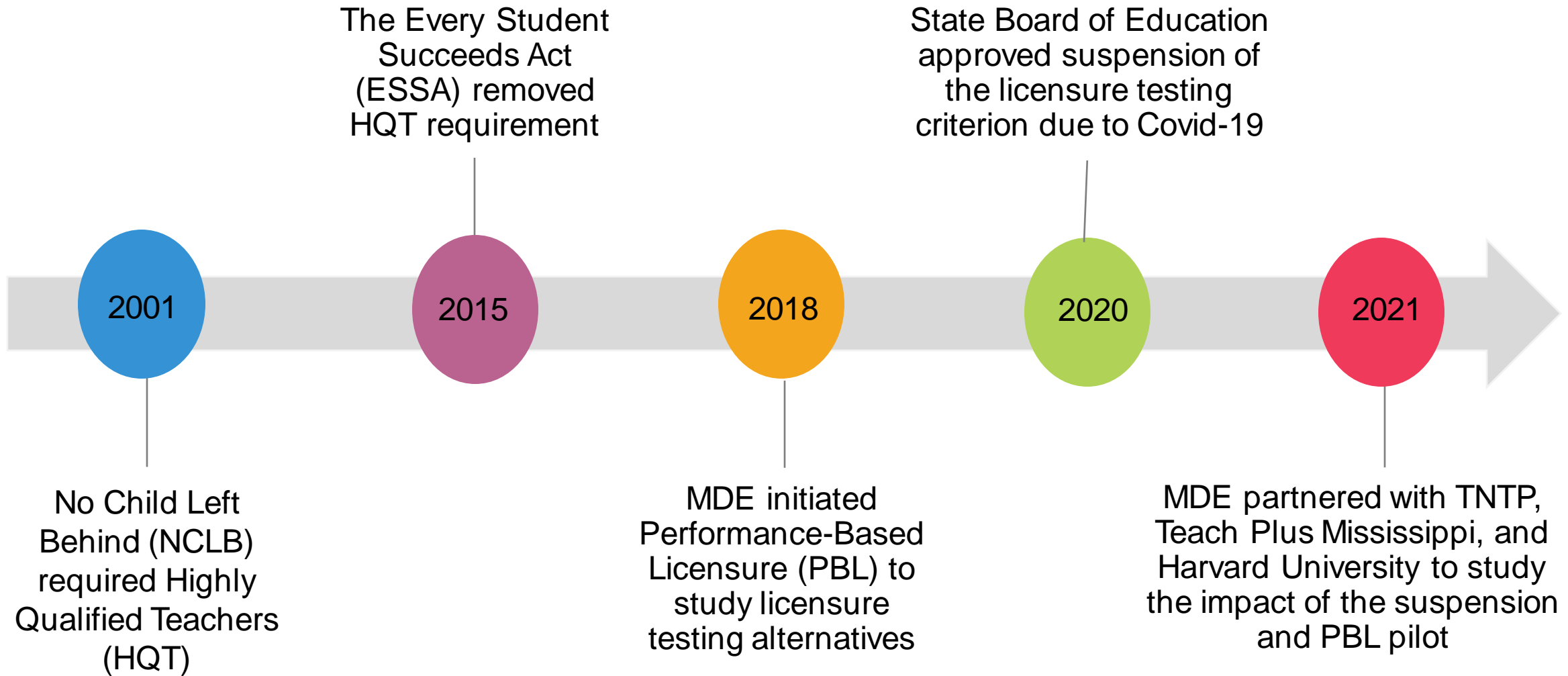
**Strategy:** Offer strong elementary and special education pathways through programs like the Mississippi Teacher Residency.

**Challenge:** Licensure Efficiency

**Strategy:** Replace ELMS with the Mississippi Educator Career Continuum Archive (MECCA) to provide a user-friendly educator information system.

**Challenge:** Licensure Tests

**Strategy:** Study the impact of the licensure testing criterion suspension and Performance-Based Licensure pilot.

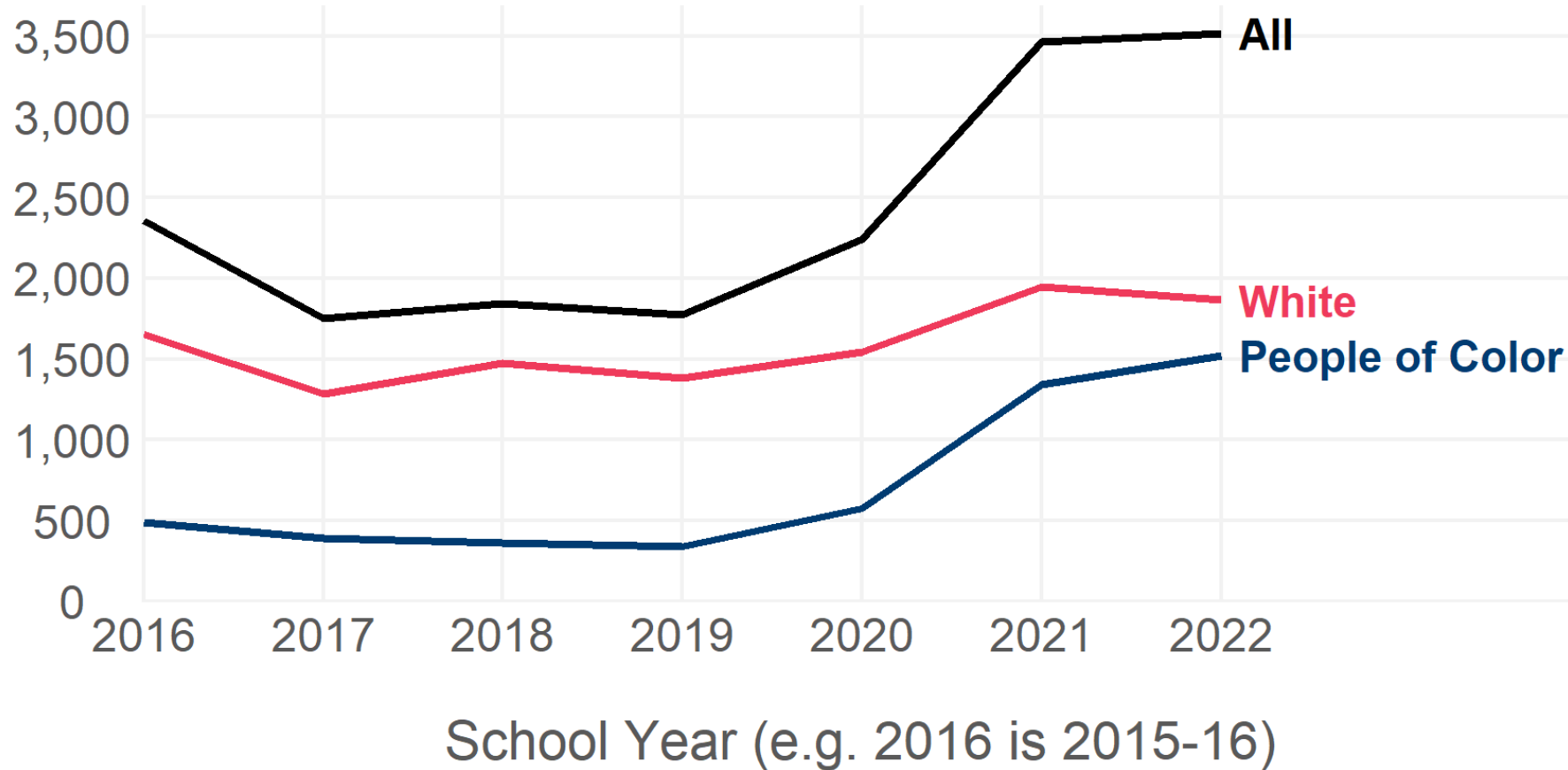


- **The New Teacher Project (TNTP)-Teach Plus Mississippi Study:** How did the licensure testing criterion suspension impact Mississippi educator licensure?
- **Harvard University Study:** How do students of PBL candidates perform as compared to students of comparable teachers?

# Licensure Testing Criterion Suspension Study Findings

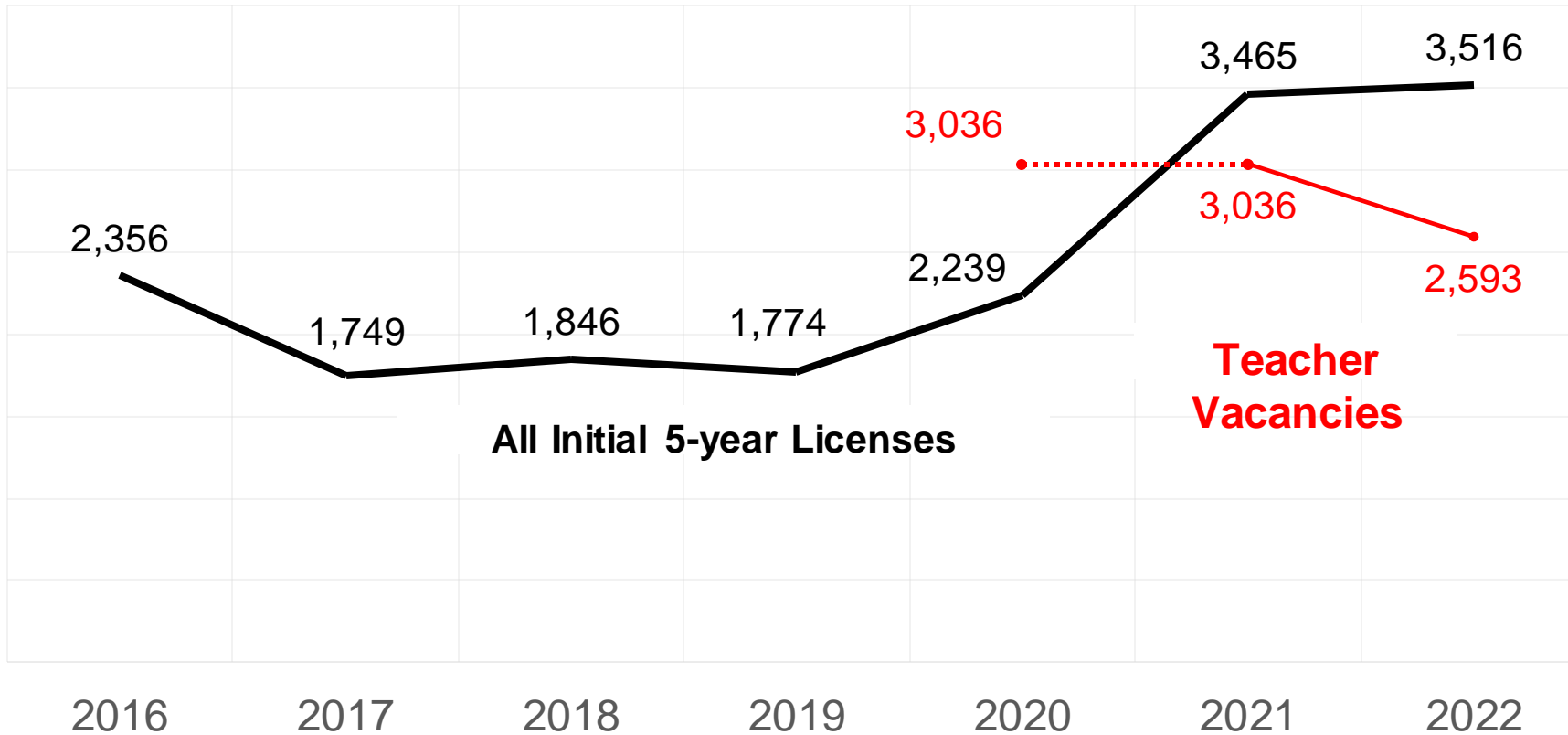
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- The number of people granted initial, 5-year teaching licenses rose sharply during the licensure testing criterion suspension, from **1,774** in 2019 to **3,516** in 2022.

## Test Suspension Impact on Vacancies 23



- Using 2021 reported vacancies, there could have been **fewer** newly licensed teachers compared to vacancies in 2020. In 2022, there are now **923 more** newly licensed teachers compared to reported vacancies.

# Performance-Based Licensure (PBL) Pilot Study Findings

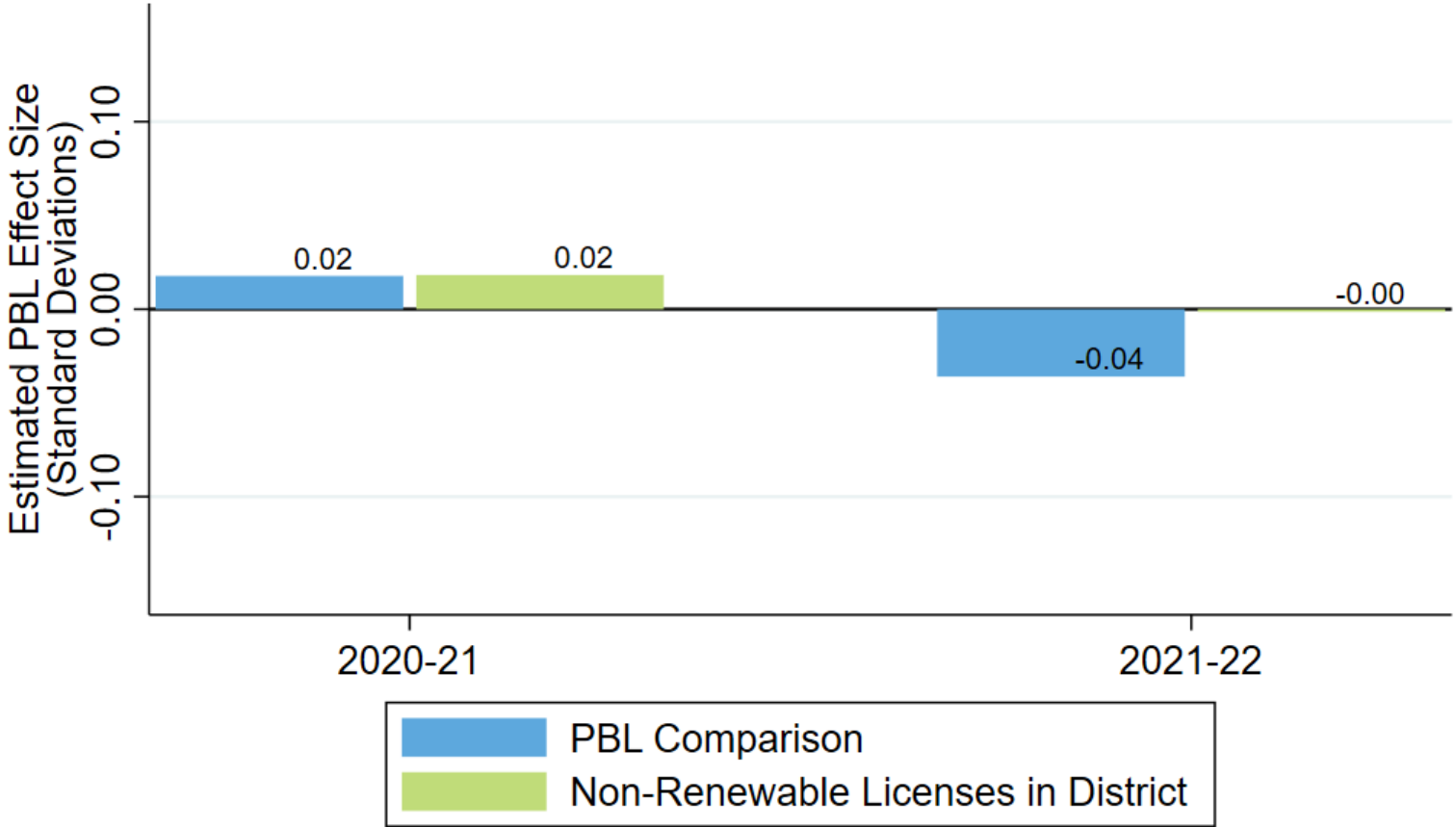
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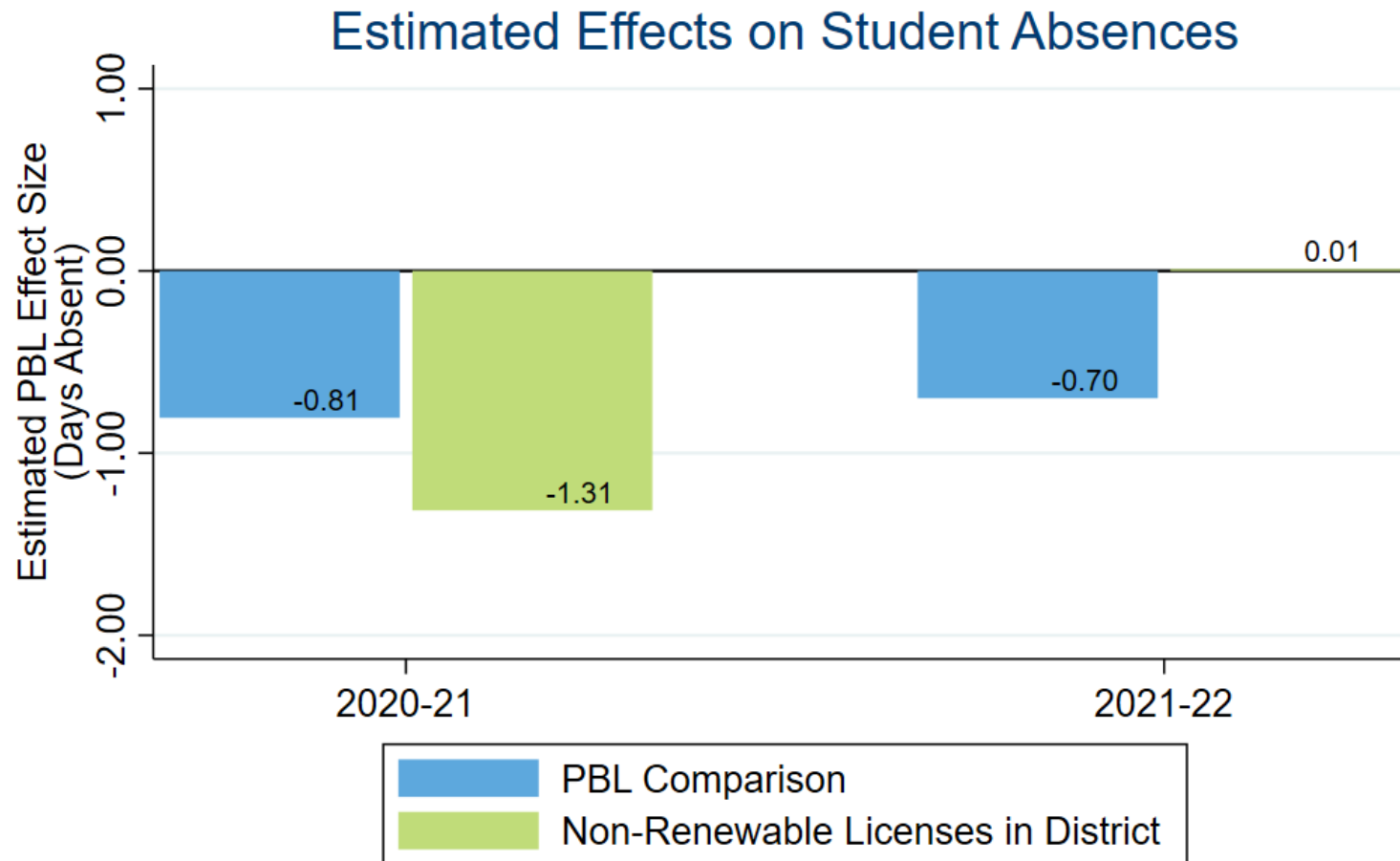


- PBL candidate selection criteria:
  - Bachelor's degree
  - 3 years lead teaching experience (e.g., long-term substitute) or 5 years classroom experience (e.g., teacher assistant)
  - Evidence of impact on student learning
  - 3-year service commitment via district-requested, non-renewable license
- Two outcomes across two comparison groups:
  - Student achievement on state tests (2020-21 and 2021-22)
  - Student attendance (2020-21 and 2021-22)

## Estimated Effects on Standardized Test Scores



- Students assigned to PBL teachers **perform about the same** as students assigned to comparable teachers, across all years and comparison groups.



- Several marginally significant *negative* effects suggest students of PBL teachers have **somewhat fewer absences** than students of comparable teachers.

- Findings:
  - Educator licensure increased during the licensure testing criterion suspension.
  - Student attendance increased with PBL candidates.
  - Benefits of the licensure testing criterion may be offset by reductions in educator workforce candidates and student attendance.
- Opportunity:
  - Continue policy and/or programmatic efforts to expand access to PBL candidates via local district request.



# Questions?

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