

# MDE Updates



[mdek12.org](https://mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

2025 MASS Summer Conference



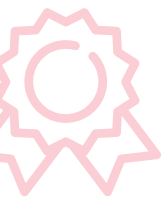
## VISION

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



# Legislative Update



Holly Spivey

Chief of Government Relations, Internal & External Affairs

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- 2,012 House bills introduced.
- 1,290 Senate bills introduced.
- 414 bills passed both houses, and 259 bills became law.
- **HB809** - Clarifies the school enrollment choices of children of active-duty members of the United States Armed Forces.
- **HB1129** - Public school districts that received a loan from the educational facilities revolving loan fund that has not been repaid in full before the effective date of this act shall make repayments of the loan.

- **HB1186** - Require natural gas pipe testing in school facilities.
- **HB42** - Department of Education Appropriation.
- **SB2177** - Modify the description of vocational education programs eligible for payments out of state appropriations.
- **SB2181** - Public records act; exempt school district test security plans for administration of the Statewide Student Assessment Program.

# Office of School and District Transformation

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John Ferrell  
Chief of School and District Transformation  
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- Facilitated a two-day leadership training for struggling schools across the state, focusing on instructional leadership practices that directly impact school improvement
- Looking to expand MDE's leadership coaching model to enable the office to give support to more struggling schools
- Collaborating closely with the Academic Office to ensure all school support initiatives are strategically aligned and coordinated, with Dr. Bryan Marshall, newly appointed Associate State Superintendent, serving in a dual role to support both the Academic and School Support Offices



# Career, Technical, and Workforce Development Education

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- MS has received the 2025-2026 Perkins Allocation Notice (\$15,955,910)
- \$13.5M (sub-recipients)
- Fund Secondary & Post-secondary
- Perkins Local Plan Application opened July 1, 2025
- Deadline for submission is August 29, 2025

- School Year 2024-2025: Launched New Teacher Budget System
- School Year 2025-2026: CTE will still fund CTE Programs based on CTE personnel using the Teacher Budget System
- Anticipated Date for District Access to Teacher Budget System for 2025-2026: August 15, 2025

Grant	Obligation Date	Last Day to Submit Payment Request to CTE Office
FY25 AG Grant	6/30/25	7/8/25
FY25 STEM Grant	6/30/25	7/8/25
FY25 Non-traditional Grant	9/30/25	11/30/25

- **CTE AG Grant**
- **CTE STEM Grant**
- **CTE Non-traditional Grant**

**Scheduled to  
post to MDE  
website  
August 2025**

- In June, the State Board of Education approved the SWIB National Certification list for the 25/26 school year
- Changes included:
  - Certifications removed effective beginning of 25/26 SY, ServSafe Manager (Culinary Arts) and PRE-PAC (Early Childhood Education)
  - Addition of SACA (Advanced Manufacturing) – will not go live until the 26/27 school year. For 25/26, NCCER Core will remain the recognized certification for Adv. Man.

- Emerging Program Course Code (Application Based on CTE Webpage)
- MDE has hired a State Workforce Development Coordinator- Amanda Tullos
- Foundational plan is complete
- Have met with the 8 Ecosystem Coordinators to create individualized plans and resources for all areas of the state
- Currently researching how to house the plan for easy access and use for teachers at all levels

## Review of K-12 Workforce Development Plan (as of February 2025)



- Grade band themes
- Grade level focus



## K-2 Grade Band Focus

### GRADES K-2: CAREER AWARENESS



**Kindergarten:** Jobs in my family

**First Grade:** Jobs in my community

**Second Grade:** Jobs in different sectors

#### Skills Focus:

Teamwork

Communication

Following Instructions

# School Improvement



Designation	Identification Window	Next Identification Window	Exit Window	Next Exit Window
<b>TSI</b>	Every Year	<b>Fall 2025</b>	Every Year	<b>Fall 2025</b>
<b>ATSI</b>	Every 3 Years	Fall 2026	Every Year	<b>Fall 2025</b>
<b>CSI</b>				
<b>Graduation Rate</b>	Every 3 Years	Fall 2026	Every 3 Years	Fall 2026
<b>Lowest 5% Title I</b>	Every 3 Years	Fall 2026	Every 3 Years	Fall 2026
<b>Escalated ATSI</b>	Every 3 Years	Fall 2026	Every Year	<b>Fall 2025</b>

# Office of Chief Accountability Officer

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Paula Vanderford, Ph.D.  
Chief Accountability Officer  
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601-359-1763

# Mississippi Superintendent Institute (MSI)

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- Partnership with the Mississippi Department of Education and National Center on Education and the Economy
- MSI Goal: To equip **new superintendents** in Mississippi with the knowledge and support necessary to lead school systems where students and staff thrive.



- Zoom Out: High Performing Systems and Organizations
- Zoom In: Mississippi and Local Context

**December 17,  
2024**

- MSI State Advisory Team (In-person)

**February 5,  
2025**

- MSI Core Planning Team (Virtual)

**April 3, 2025**

- MSI Core Planning Team (Virtual)

**May 6, 2025**

- MSI State Advisory Team (In-person)

# Refined Organizing Structure

The Mississippi  
Superintendent  
Institute is organized  
as three  
interconnected  
courses



**Course 1: Discover Your Leadership Core** — Clarify purpose and lead from your core.



**Course 2: Design a High-Performing Education System**— Equip and empower others, refine and design systems, and lead outwardly through a learner-centered vision and relationships.



**Course 3: Deliver a Transformed Learning Experience** — Lead and manage change, align systems, and create sustainable, learner-centered environments.





### **Mixed Reality Simulations:**

Practice decision-making in real-time with peer and facilitator feedback

### **AI Coaching Tool:**

Prepare and practice for complex situations with personalized guidance and feedback

### **Story Telling:**

Craft and tell powerful stories to connect, inspire, and motivate

### **Benchmarking Exercises:**

Glean insights from high-performing education systems tailoring strategies to unique contexts

### **Scenario Planning:**

Anticipate challenges and opportunities and adapt strategies effectively

# Orientation for School Leaders (OSL) Series

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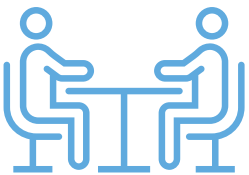




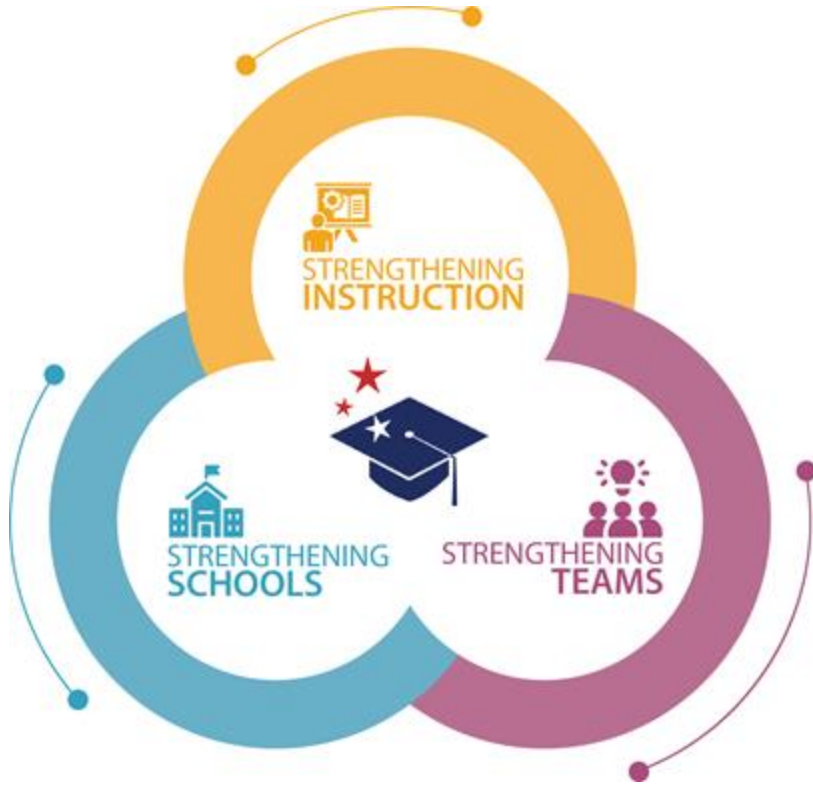
We estimate that the impact of replacing a below-average elementary school principal... with an above-average principal... would result in an additional 2.9 months of math learning and 2.7 months of reading learning each year for students in that school. (pg. xiii)

Wallace 

*How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research* (Grissom et al, 2021)



Mississippi teachers consistently rank school leadership first or second as the biggest factor in an educator's decision to leave teaching.



The MDE-approved OSL training is a three-module, six-day series offered by Mississippi RESAs to develop instructionally-focused, team-oriented, and improvement-driven school leaders.

**Registration is LIVE!**



<https://www.msresaservices.com/all-workshops/categories-mde/categories-osl-trainings>

# Administrator Professional Growth System (PGS)

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1

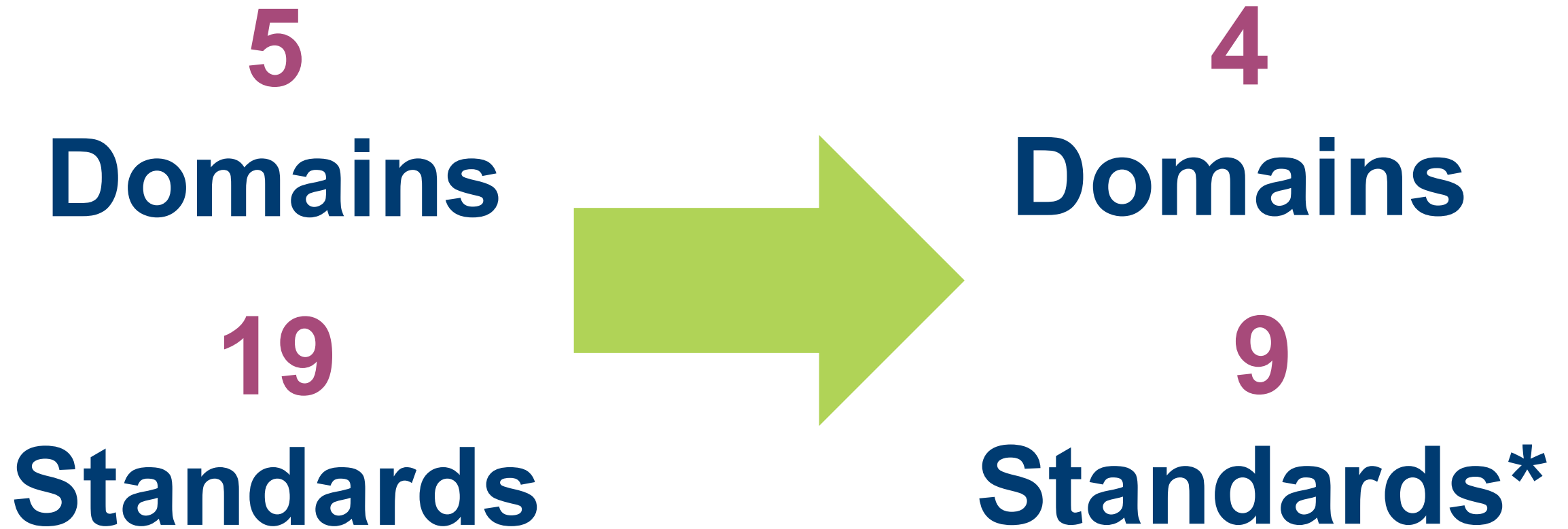
Discuss updates to national Professional Standards for Educational Leaders and research since the Administrator Growth Rubric's initial development.

2

Review each standard within the Administrator Growth Rubric for opportunities to streamline content.


3

Propose revisions to streamline the Administrator Growth Rubric based on Principal Advisory Council feedback.

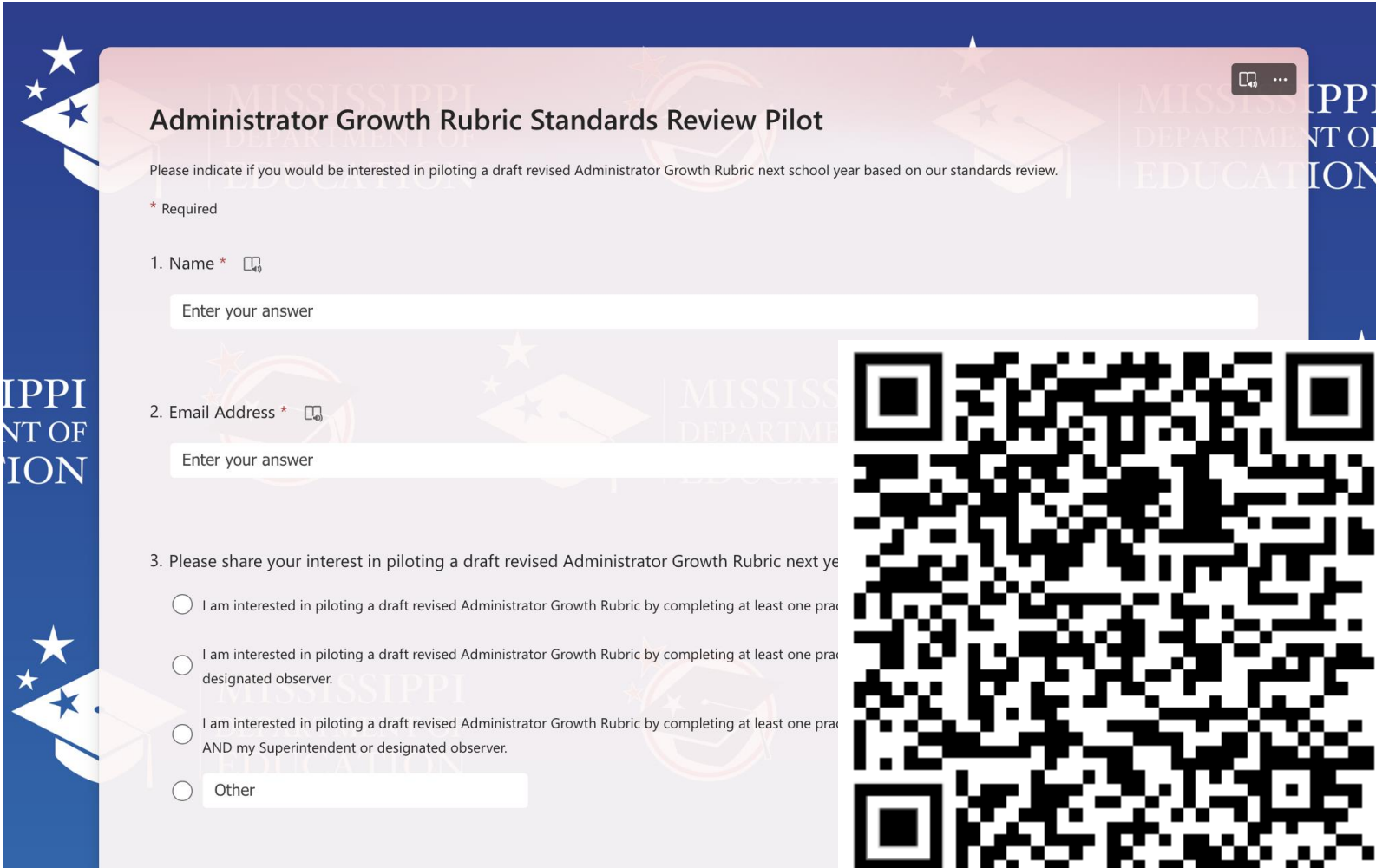


\*Streamlines standards to maintain current indicators.






Let us know if you would like to consider **piloting** the Administrator Growth Rubric **next year** with 1-3 of your administrators.




**Administrator Growth Rubric Standards Review Pilot**

Please indicate if you would be interested in piloting a draft revised Administrator Growth Rubric next school year based on our standards review.

\* Required

1. Name \* 

Enter your answer

2. Email Address \* 

Enter your answer


3. Please share your interest in piloting a draft revised Administrator Growth Rubric next year

☐ I am interested in piloting a draft revised Administrator Growth Rubric by completing at least one practical application.

☐ I am interested in piloting a draft revised Administrator Growth Rubric by completing at least one practical application and a designated observer.

☐ I am interested in piloting a draft revised Administrator Growth Rubric by completing at least one practical application AND my Superintendent or designated observer.

☐ Other





- Elimination of U.S. History Assessment as graduation requirement
- Revise business rules of the statewide accountability system
- Revise student:teacher ratio requirements
- Revise Driver Education and Training Program Curriculum
- Revise Licensure Guidelines related to HQT status as formerly defined by NCLB Act of 2001

# Student Assessment



Alan Burrow

Associate State Superintendent

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- **Renaissance Learning** to administer **Kindergarten Readiness Assessment** in 2025-26
- **New vendor (DRC)** selected to administer state assessment system
- **U.S. History** to remain a required course, but **state assessment no longer required** for graduation (accountability points moved to Readiness Index)

# Assessment Policy Updates and Reminders



## MISSISSIPPI

## PUBLIC SCHOOL ACCOUNTABILITY STANDARDS

Updated  
June 2024

2024



Revised August 26, 2024

## APPENDIX F

## REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM STANDARD 16

## I. PURPOSE

It is the policy of the State Board of Education that all test procedures and results that are used in the Mississippi Statewide Assessment System and/or used in the Mississippi Statewide Accreditation System be valid and accurate for making related decisions. To protect the security and integrity of all tests administered through the Mississippi Statewide Assessment System, as well as to ensure reporting of accurate assessment results, the State Board of Education establishes the following requirements and the consequences applied when a school district or school is found in violation of any requirement. These requirements are established under the authority granted in (Miss. Code Ann. §§ 37-16-1, 37-16-3, and 37-16-4), as amended.

## II. DEFINITIONS

The District Test Coordinator (DTC) serves as the point of contact between the Office of Student Assessment (OSA) and the district in all matters related to the Mississippi Assessment Programs. The DTC, trained by the OSA is responsible for training district personnel and school test coordinators in the administration of State Assessments, ensuring they are knowledgeable in all aspects of testing processes and test security procedures. DTCs shall possess a current and valid Mississippi educator's license that may include an administrative endorsement. The DTC shall be appointed by the Superintendent.

The School Test Coordinator (STC) serves as the point of contact for the district test coordinator and a specific school within their district. The STC is ultimately responsible for the training of personnel to ensure those involved in the administration of State Assessments are trained in all aspects of testing and test security procedures. School test coordinators shall possess a current and valid Mississippi educator's license.

The District Test Security Plan is a comprehensive collection of procedures and actions that serve as a guide to ensure test security and test integrity are protected at all levels within the district. The District Superintendent and the DTC are ultimately responsible for completing the plan, reviewing, updating, and verifying all information is correct each year.

The School Test Security Plan is a comprehensive collection of procedures and actions that serve as a guide to ensure test security and test integrity are protected at the school site administering State Assessments. Each individual school test security plan shall be made to fit each school, completed by the STC and Principal and attached as a part of the district's test security plan.

Secure test materials include, but are not limited to, student testing login tickets, all paper that contains access codes, scratch paper, reference charts, and writing rubrics.

A possible testing irregularity is any alleged incident(s) before, during or after the test administration that deviates from the statewide assessment requirements as established under SBE authority, representing a potential violation to test security and questions the validity of the assessment data.

A verified testing irregularity is a confirmed violation of one or more of the statewide assessment requirements as established by the SBE.

A prohibited electronic device is a device that maintains one or more of the following functionalities: cellular/internet connectivity, Bluetooth connectivity, unallowable calculator functions, and image or audio capture capabilities.

## III. REPORTING AND USE OF TEST DATA

The school district will release test score information to parents, legal representatives, teachers, students, educators, the media, and the public in a timely manner and provide interpretive material as necessary. The school district

Mississippi Public School Accountability Standards, 2024

90

## REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM STANDARD 16

## I. Purpose

## II. Definitions

## III. Reporting and Use of Test Data

## IV. Requirements

- Responsibilities of the District Test Coordinator (DTC)
- Test Materials
- Training and Testing Personnel
- Policies for Mississippi Assessments
- Accommodations and Accessibility Features
- Test Administration
- Electronic Devices
- Test Security Violations and Forensic Data

## V. Investigation

## VI. Consequences

## APPENDIX A-5

### UNIVERSAL CONCORDANCE TABLE EFFECTIVE 2021 – 2022 SCHOOL YEAR

Concordance tables, effective beginning with the 2014-2015 school year, provide opportunities for students who do not obtain a passing score on an EOC assessment to utilize a different graduation option, using a combination of the assessment scores with the final course grade. The tables provide the final course grade required to use with the scale score obtained on the EOC assessment. Students shall be enrolled in school to utilize the concordance table option.

The Mississippi Department of Education (MDE) and the Technical Advisory Committee (TAC) developed one universal concordance table that shall be used for each of the four EOC assessments. The concordance tables were developed during each of the EOC test administrations, and the universal concordance table concept will alleviate confusion in determining which concordance table to apply for each test administration.

#### UNIVERSAL CONCORDANCE TABLE

Concordance Table	Scale Score			
Grade in Course	1049-1048	1047-1046	1045-1044	1043-1042
A	Pass	Pass	Pass	Pass
B	Pass	Pass	Pass	Fail
C	Pass	Pass	Fail	Fail
D	Pass	Fail	Fail	Fail

- The student **MUST** be enrolled in school to use this table for a graduation requirement.
- A student can use the Universal Concordance Table for multiple assessments.
- A student should use their highest score.
- Share with your district and schools: Please do not use this table if the student is in the 9<sup>th</sup> -11<sup>th</sup> grades. All students should retest until they meet the 1050 on the high school End-of-Course assessment.

This information is found in Appendix A-5 and on OSA Website under the MAAP page.

# Grad Options Composite Combined Score 39

## APPENDIX A-5

### Composite (Combined) Score MISS. ADMIN. CODE 7-3: 36.4(3) State Board Policy Chapter 36, Rule 36.4(3) (EFFECTIVE 2022-2023 SCHOOL YEAR)

Composite (Combined) Score Calculations provide opportunities for students who do not obtain a passing score on one or more EOC assessments. Students may utilize an additional graduation option by taking the average of all EOC assessments and achieving a minimal combined score of 1050. The student must have four scores (Algebra I, English II, Biology, and U.S. History). These four scores are added together and divided by 4. The student must have a 1049.5 or above. If a student has a COVID-related waiver from the 2019-2020 or 2020-2021 school year(s) for any required EOC assessment, the student is not eligible to use this option. Students shall be enrolled in school to utilize the composite score option.

#### Example

Calculate the student's composite (combined) score by determining the average score across all four assessments.

Assessment	Scale
Algebra (EOC)	1039
English II (EOC)	1048
Biology (EOC)	1055
US History (EOC)	1056

Average Composite (Combined) Score =  $\frac{1039+1048+1055+1056}{4} = \frac{4,198}{4} = 1049.5 = 1050$

In the example above, the student can use the Composite Combined Score for Algebra I and English II.

- All EOC tests are now based on the Passing Score of 1050. Therefore, the **AVERAGE OF ALL 4 EOC SCORES is 1050 ( $\geq 1049.5$ ).**

$$\frac{\text{Algebra I} + \text{English II} + \text{Biology} + \text{U.S. History}}{4} \geq 1050$$

- ALL** students **MUST** have four (4) valid test scores to utilize this option.
- Remember, an invalidated test score is NOT considered a “valid test score.”

This information is found in Appendix A-5 and on OSA Website under the MAAP page.

# Accountability

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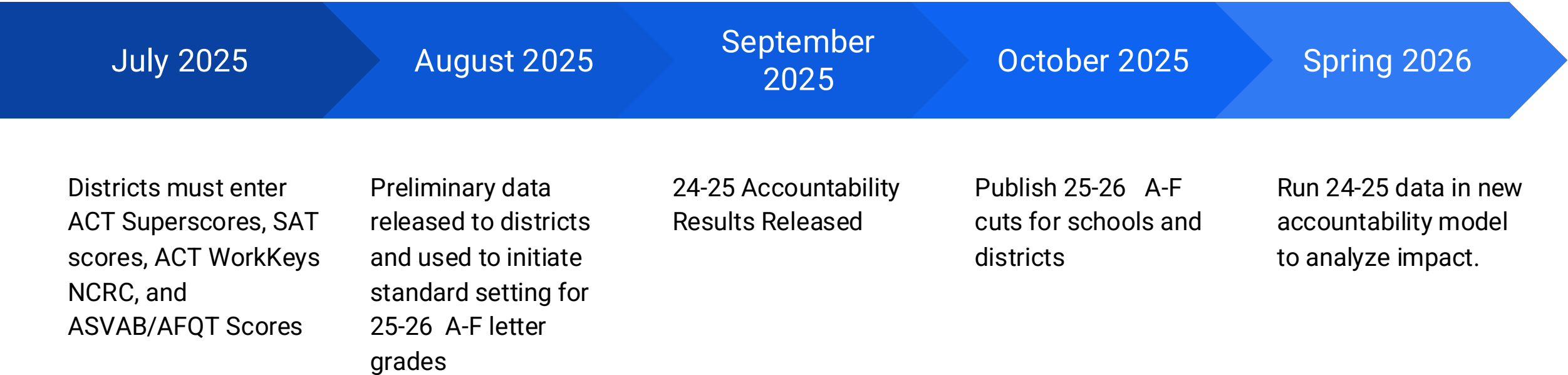
Alan Burrow

Associate State Superintendent

[aburrow@mdek12.org](mailto:aburrow@mdek12.org)



- Resetting A-F rating standards for schools and districts
- New Readiness component to replace Acceleration and CCR
- Updated annual goals for the EL progress component
- Removal of U.S. History from accountability measures
- Changes to exit requirements for CSI and ATSI schools



# Accreditation

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Office of Accreditation  
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As part of the MS Student Funding Formula (MSFF) enacted by the MS Legislature in July 2024, Miss. Code Ann. § 37-151-77, mandating specific student-teacher ratios in Mississippi classrooms was repealed. As part of the MSFF that became effective July 2024, Miss. Code Ann. § 37-151-213 was enacted and provides the Commission on School Accreditation the authority to establish student-teacher ratios and the State Board of Education the authority to approve or disapprove of waiver requests of established ratios submitted by local districts.

On June 19, 2025, the State Board of Education approved the request to begin the APA Process on the proposed revisions that will help clarify the student-teacher ratios in the *Mississippi Public School Accountability Standards, 2024*, and the waiver request process outlined in State Board Policy Chapter 19, Rule 19.1 and beginning with the 2025-2026 school year.

2. All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the Elementary and Secondary Education Act (ESEA). Miss. Code Ann. § 37-9-77, Miss. Admin. Code 7-3: 80.1 and 80.2. State Board Policy Chapter 80, Rules 80.1 and 80.2, and ESEA, and Federal Code.

(NOTE: Teachers with endorsements in grades 7-12 content areas may teach the content in which they are endorsed in grades 5 and 6, if departmentalized.)

- 28.3 Student teacher ratios do not exceed 30 to 1 in **self-contained** classes serving grades 5-8 (**excluding special education self-contained classrooms**). **Miss. Code Ann. § 37-151-77** A one-year waiver may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio. **Schools Meeting the Highest Levels of Performance** may include a 32 to 1 ratio without requesting a waiver. No waivers will be allowed for student teacher ratios exceeding 32 to 1.
- 28.4 Student teacher ratios do not exceed 33 to 1 in departmentalized academic core classes serving grades 5-12. **Miss. Code Ann. § 37-151-77** A one-year waiver may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio. **Schools Meeting the Highest Levels of Performance** may include a 35 to 1 ratio without requesting a waiver. No waivers will be allowed for student teacher ratios exceeding 35 to 1.

- 28.6 Teachers of rotational courses in any school with a grade configuration that includes grades K-6 that traditionally include more students than outlined in Process Standards 28.2, 28.3, 28.4, and 28.5 (i.e., elementary physical education, music, arts, speech-language therapist, etc.,) may exceed the ratios outlined in those standards. However, schools shall ensure adequate supervision by certified staff of those students at all times.
- 28.7 Teachers of courses in any school with a grade configuration that includes grades 6-12 that traditionally include more students than outlined in Process Standards 28.3, 28.4, and 28.5 (i.e., team sports, band, musical performance, speech-language therapist, etc.,) may exceed the ratios outlined in those standards. However, schools shall ensure adequate supervision by certified staff of those students at all times.

- Districts shall not use virtual learning days for the purpose of allowing students to remain off-campus to provide additional planning time, professional development opportunities, testing, or to attend athletic events, or immediately before or after a holiday.

(Excerpt from State Board Policy Chapter 9, Rule 9.3)



# Teaching and Leading

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Standard 3.5 of the *Mississippi Public School Accountability Standards* states that annual employee performance data shall be submitted to the MDE.

All districts must submit annual performance data for the 2024-2025 school year by June 30, 2025, via the Mississippi Educator Career Continuum Archive (MECCA).

MECCA's PGS Observation and Development Portal generates files for the required annual PGS data submission following district verification of licensed staff in the system.

MECCA's PGS observation and data analysis features are **optional** tools offered at no cost to strengthen observation practice **and** streamline the required data submission.

1

## Request Virtual and Face-to-Face Professional Development

Administrators may request virtual and face-to-face professional development trainings provided through the Office of Professional Development and other MDE departments.

Office of Professional Development | [2025 Spring Professional Development Catalog](#)



2

## Domain I: Lesson Design

### Standard 1

### Standard 2

- [A Closer Look at the Standards for Mathematical Practice \(Math | 6-12\)](#)
- [Connecting the MS CCRS for Mathematics to Rigor \(Math | 6-8, 9-12\)](#)
- [Deconstructing Math Standards for Effective Lesson Planning \(Math | 6-8, 9-12\)](#)
- [Exit & Assessment Options for Students with SCD \(Special Education | K-12\)](#)
- [Instructing Students with Significant Cognitive Disabilities \(Special Education | K-12\)](#)
- [A Closer Look at Proportions and the XY Coordinate Geoboard \(Math | 6-8\)](#)
- [Cooking with Math in the Secondary Community-Based Classroom \(Special Education | 6-8, 6-12, 9-12\)](#)
- [Deaf/Hard of Hearing Basics and Resources \(Cross-Curricular | K-12\)](#)
- [Designing and Delivering Explicit Instruction \(Special Education | PreK-12\)](#)
- [Don't be a DRIP! \(Data Rich, Information Poor\) \(Cross-Curricular | K-12\)](#)



<https://mdek12.org/professionaldevelopment/rpd/>



<https://mdek12.org/professionaldevelopment/online>



- **When:** July 9th – 10th
- **Where:** Delta State University, Cleveland, MS
- **Details:** Offered at no cost to participants with CEUs provided

**Registration is LIVE!**

REGISTRATION LINK:



EXHIBITOR LINK:

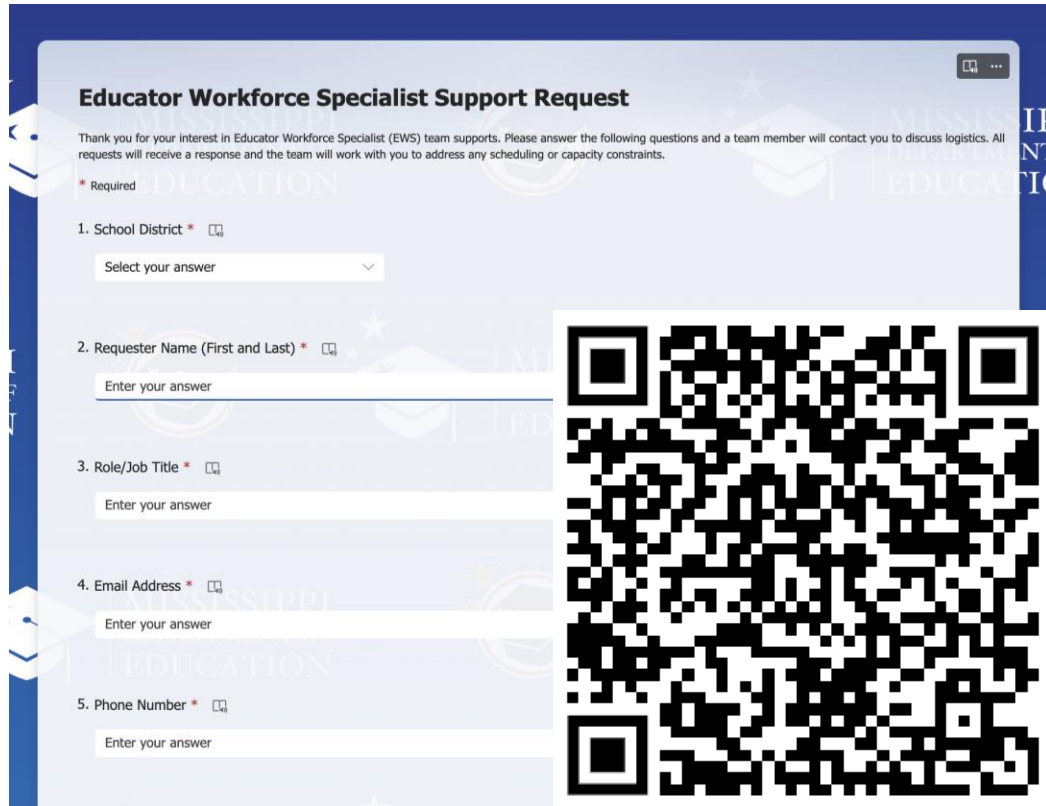


PROPOSAL LINK:



[https://mdek12.org/educatoreffectiveness/elevate\\_teachers\\_conference/](https://mdek12.org/educatoreffectiveness/elevate_teachers_conference/)

# Educator Workforce Specialist Supports 54



**Educator Workforce Specialist Support Request**

Thank you for your interest in Educator Workforce Specialist (EWS) team supports. Please answer the following questions and a team member will contact you to discuss logistics. All requests will receive a response and the team will work with you to address any scheduling or capacity constraints.

\* Required

1. School District \*

Select your answer

2. Requester Name (First and Last) \*

Enter your answer

3. Role/Job Title \*


Enter your answer

4. Email Address \*

Enter your answer

5. Phone Number \*

Enter your answer



MDE's Educator Workforce Specialist (EWS) team works to increase teacher recruitment and retention by offering resources such as, but not limited to:

- High school classroom visits
- Licensure pathway overviews
- PGS training for teachers
- Mentoring and induction supports

Districts may request EWS services using this QR code or link!



<https://forms.office.com/r/vyggqc9P0UG>

## Performance-Based Licensure

Performance-Based Licensure (PBL) is a nationally unprecedented effort to study and implement performance-based alternatives for educators who are positively impacting student outcomes yet face challenges in meeting licensure testing requirements. The PBL pilot study began in 2019 and found that students assigned to PBL candidates perform about the same on required state assessments as students assigned to comparable teachers who meet licensure testing requirements, across all years and comparison groups. The study also found several marginally statistically significant positive impacts on student attendance when assigned to a PBL candidate. The study subsequently found statistically significant positive differences in educator effectiveness through Professional Growth System scores for PBL candidates as compared to other non-renewable licensed educators.

**Performance-Based Licensure Research**

- [PBL Executive Summary](#)

**Performance-Based Licensure FAQ**

1. Eligible Grades and Subject Areas	▼
2. Performance-Based License Requirements	▼

3. Performance-Based Licensure Application	▼
4. Timeline	
5. Routes to Certification	
6. Transfer and Nonrenewal	
7. Resources and Information	
8. Research	





<https://www.mdek12.org/OEL/Performance-Based-Licensure>

## Moving Expense Reimbursement

**Benefits** (reimbursement maximum of \$1,000)

**Requirements** (district approval; one-time award only)

Contact **local school district office** and **MDE School Financial Services:**  
601-359-3294

## Housing Assistance for Teachers

**Benefits** (maximum grant of up to \$6,000 which pays closing costs for teacher)

**Requirements** (home must be in same county as school district)

Contact **MS Home Corporation:**  
601-718-4642 [www.mshomecorp.com](http://www.mshomecorp.com)



Beginning **February 1 each year**, local districts and accredited nonpublic schools may submit the following district-requested licensure applications for the upcoming school year:

- Veteran Teacher (Emergency Certificate)
- Special Non-renewable
- Junior Reserve Officers' Training Corps (JROTC)
- Expert Citizen

Licensure requests received **on or after March 1 in the following categories** are issued for the next school year, unless the applicant requests it be issued for the current school year.

- Initial Licensure
- Reinstatement
- Entry-level Administrator

Each public school superintendent must report to the Mississippi Department of Education any allegations or offenses under **Miss. Code Ann. § 37-3-2**. The required reporting form may be accessed on **page 8** of the *Procedures for Reporting Infractions Handbook*, available at [mdek12.org/educatormisconduct](https://mdek12.org/educatormisconduct).

### Reporting procedures:

- Report incidents as they become known.
- Submit Appendix B by **October 1** each school year

The Office of Teaching and Leading is collaborating across MDE offices and stakeholders to conduct a comprehensive policy review of current educator licensure guidelines with a particular focus on:

- Elementary Education
- Special Education
- Mathematics Education



## Proposed Policy Change – Removal of Highly Qualified Teacher Standard 60

At its Regular meeting on June 19, 2025, State Board of Education granted approval of a Temporary Rule and to begin the Administrative Procedures Act Process to remove references and associated requirements related to the Highly Qualified Teacher Standard as formerly defined and required by the No Child Left Behind Act of 2001



<https://www.mdek12.org/mbe/apa/>

MDE Licensure Call Center  
Representatives are available from  
8:00 am to 5:00 pm, Monday  
through Friday.  
601-359-3483



Email your inquiries to  
[teachersupport@mdek12.org](mailto:teachersupport@mdek12.org)



## Educator Talent

### Looking for a new position?

Search open positions across the entire state of Mississippi.

BROWSE POSITIONS

### Need to post a new opportunity?

Sign in or register with your organizational email address.

GET STARTED

### Portal Features

- Mississippi School Districts & Prospective and Practicing Educators may create a profile account
- Mississippi School Districts may Post Vacant Positions
- Candidates may browse and apply for open positions by subject area, grade level, and location across Mississippi
- Mississippi Educator Preparation Providers may market initial licensure and add-on certification programs to candidates via the portal
- Projected to Launch April 2025 & at No Cost to Districts

# Office of Safe and Orderly Schools

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Brian McGairty  
Bureau Director  
[bmcgairty@mdek12.org](mailto:bmcgairty@mdek12.org)  
(601) 359-1028

## What Should be Reported

- Miss. Code Ann. § 37-3-51 (1) through (3)—Notification to the Department of Education of conviction of certified personnel on certain felonies or sex offenses, which may include the following: *Miss. Code Ann. § 97-3-65; Miss. Code Ann. § 97-3-95; Miss. Code Ann. § 97-5-21; Miss. Code Ann. § 97-5-23; Miss. Code Ann. § 97-5-27; Miss. Code Ann. § 97-5-33; Miss. Code Ann. § 97-5-41; Miss. Code Ann. § 97-29-59*; Or any other offense committed in another jurisdiction which, if committed in Mississippi, would be deemed to be such a crime without regard to its designation elsewhere
- MDE [State Board Policy 14.10](#) - Procedures for Reporting Infractions
- Violations of the [Mississippi Educator Code of Ethics Standards of Conduct](#)
- Dismissal or suspension of a licensed employee by a local school board



- SB2695 of the 2024 Legislative Session – mandates all secondary public schools in the State offer Driver Education with the start of the 2026-2027 school year
- FY26 Education Appropriations Bill lacked funding for Driver Education Simulators
- While completion of a driver education course will not be required to graduate, the completion of a Driver Education course will be required starting July 1, 2026, before the Department of Public Safety will issue a driver's license

- FY26 Mississippi Community Oriented Policing in Schools Grant (MCOPS) awards were awarded on June 19, 2025 by the State Board of Education. There will possibly be a Round 2 this fall. Please keep a check in the MDE Newsletter and Constant Contact updates.
- New School Safety Administrator with the Division of School Safety: Mr. Will Dickson [wdickson@mdek12.org](mailto:wdickson@mdek12.org)
- MS School Safety Manual undergoing review for potential revisions that will go out for APA Fall 2025

- [HB 1186](#) of the 2025 Legislative Session was signed by the Governor on March 12, 2025
- Requires school districts to test natural gas piping systems in their facilities annually
- Requires school districts to report the results of the testing to MDE within 30 days of testing
- Requires any leak to be reported to the supplier, local school board and MDE Division of Facilities [tdixon@mdek12.org](mailto:tdixon@mdek12.org)
- Requires reporting of the testing to MDE by July 1, 2026 and each year following by July 1

# Academic Education

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Wendy Clemons  
Chief Academic Officer  
[wclemons@mdek12.org](mailto:wclemons@mdek12.org)  
601-359-3077

# Office of Federal Programs

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Dr. Judy Nelson

Executive Director

[jnelson@mdek12.org](mailto:jnelson@mdek12.org)

USDE has not released FFY25 (our FY26) awards for several ESEA programs

- Title I, Part C – Migrant Education
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – English Language Acquisition
- Title IV, Part A – Student Support and Academic Enrichment
- Title IV, Part B – 21st Century Community Learning Centers

### Programs not impacted

- Title I, Part A – Improving Basic Programs
- Title I, Part D – Neglected and Delinquent
- Title V-B – Rural and Low-Income
- McKinney-Vento Homeless Education

- **No access to FY26 funds for affected programs** at this time
- **MCAPS:** Program applications remain locked pending USDE award notifications
- **Hiring, services, and purchases** must not be charged to FY26 funds for affected programs
- MDE will allow pre-award costs for affected programs



- MDE will allow **pre-award costs** for programs currently under USDE review, **contingent on future award availability**.
- **Important Note:**
  - Pre-award costs are **incurred at the LEA's own risk** until USDE officially issues the awards.
  - If funding is not released by USDE, **costs cannot be reimbursed** and must be covered by non-federal funds.

- **Carryover from FY25, FY24, and FY23** can be used with an approved application
- Continue to follow:
  - **2 CFR Part 200** – Cost Principles and Uniform Guidance
  - **Program-specific requirements** under ESEA
- Maintain strong **documentation** for all spending decision

- LEAs that submitted a complete **FY26 Substantial Approval Packet and FY26 SNS Methodology Form** will receive written notice of substantial approval from MDE.
- Reimbursement is only available once the full application is approved in MCAPS.

- Substantial approval was granted in accordance with **34 CFR § 76.708**, allowing LEAs to **begin obligating funds as of July 1, 2025** for the following:
  - Title I, Part A
  - Title I, Part D
  - Title V-B – Rural and Low-Income
  - McKinney-Vento Homeless Education

## Remember

- Obligations must align with **allowable activities, cost principles (2 CFR Part 200)**, and be **necessary and reasonable**.
- Any unallowable cost incurred will be subject to **questioned costs** during audits or monitoring reviews.

- **Avoid obligations** on FY26 funds on affected programs until MDE confirms awards
- Review current staffing and service contracts
- Develop contingency plans for potential funding reductions
- Delay new initiatives under affected programs

- Continue reviewing FY25, FY24, and FY23 carryover and allowable activities
- Watch for further MDE guidance and funding updates
- Document internal planning decisions
- Submit questions to [federalprograms2@mdek12.org](mailto:federalprograms2@mdek12.org)

# Early Childhood

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Jill Dent, Ph.D.  
Executive Director  
[jdent@mdek12.org](mailto:jdent@mdek12.org)  
601-359-2932



- Received level funding for pre-K programs
  - No new RFA's will be issued this year
- One of five states in the nation that met the 10 high-quality NIEER benchmarks
- Added ten new programs to the State Invested Pre-K programs to total 33
- Another opportunity for SIP applications will be available in early 2026 to be effective July 2026



MS Beginnings Pre-K: free, open-source, child outcome evidence-based curriculum available

- Training available
- Access materials at: <https://mdek12.org/MBC/>
- Contact Marisa Prewitt at [mprewitt@mdek12.org](mailto:mprewitt@mdek12.org)

- Visit <https://mdek12.org/earlychildhood/professional-learning/>
- Register at: <https://gsmu.mdek12.org/Public/Course/Browse>
- Sign up for listserv messages for professional learning announcements:  
<https://mdek12.org/earlychildhood/>
- Training titles: Curriculum Fidelity Frenzy, Practices for Preventing Problematic Behavior, PDG Regional Saturdays, Making Adjustments, Intro into CLASS/Pre-K Smart Start, and Family Engagement Framework and Toolkit Train-the-Trainer

# Curriculum and Instruction

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Michelle Nowell, Ed.D.

Associate State Superintendent, Curriculum and Instruction

[mnowell@mdek12.org](mailto:mnowell@mdek12.org)

601-359-2586

# Division of Mathematics

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Office of Curriculum and Instruction

## SY 2022-2023

### Math Coaching Supports

**Coaches Deployed:** 28 [25 Contractual/3 MDE]  
**Schools Supported:** 79

### Performance Indicators

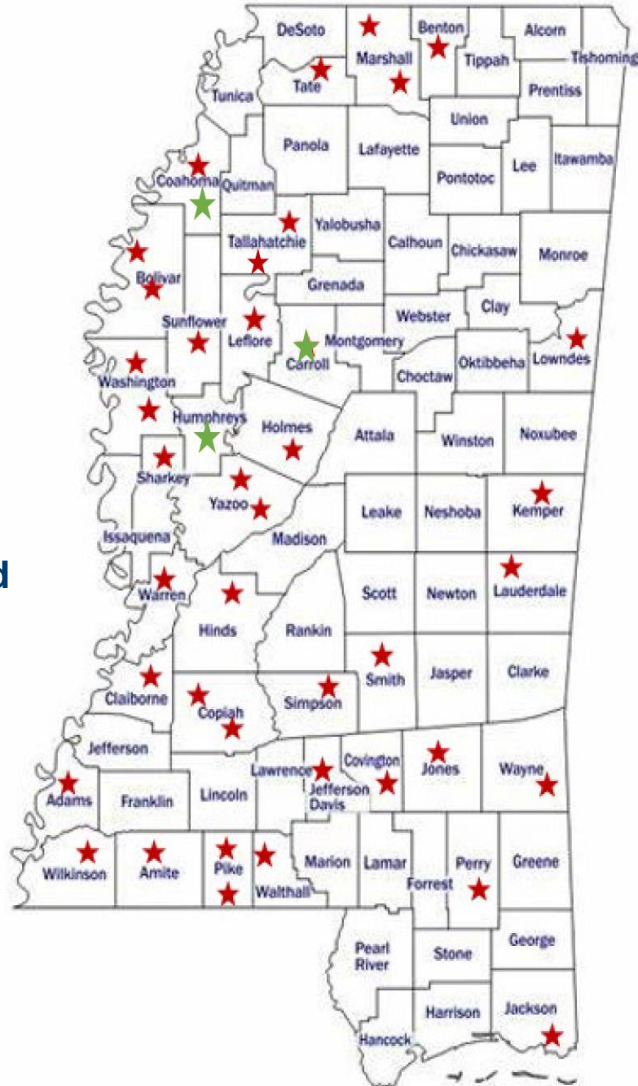
**Letter Grade Improvements:** 26 schools  
 [26/79 = 32.9%]

### Proficiency Increases by Grades Supported

**Grades/Teachers Supported:** 194  
**Grades/Teachers with Proficiency Growth:** 122  
 [122/194 = 62.8%]

### Average Proficiency Point Growth

**Approximate Change in Growth:** 1545 points  
 [1545/122 = 12.6 points]



## SY 2023-2024

### Math Coaching Supports

**Coaches Deployed:** 28 [25 Contractual/3 MDE]  
**Schools Supported:** 82

### Performance Goals

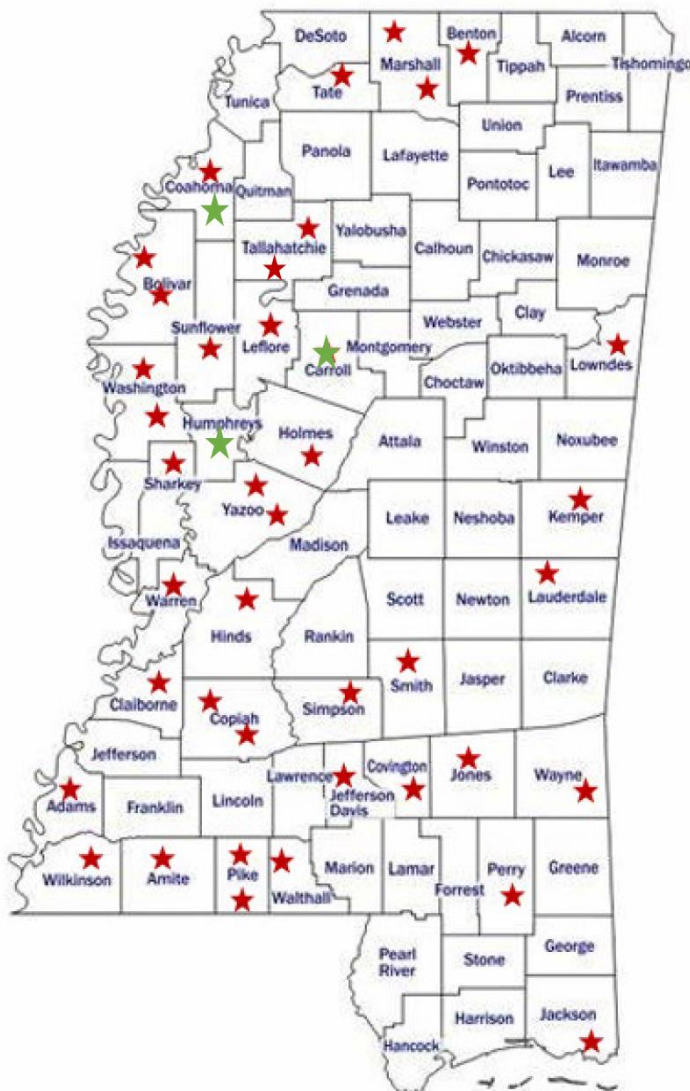
**Letter Grade Improvements:** 37 schools (+ 11)  
 [37/82 = 45%] (+12.1)

### Proficiency Increase Goal by Grades Supported

**Grades/Teachers Supported:** 205 (+ 11)  
**Grades/Teachers with Proficiency Growth:** 144 (+ 22)  
 [144/205 = 70%] (+7.2)

### Average Proficiency Point Growth Goal

**Approximate Change in Growth:** 2160 points (+ 615)  
 [2160/144 = 15 points] (+2.4)



## SY 2024-2025

### Math Coaching Supports

**Coaches Deployed:** 28 [25 Contractual/3 MDE]

**Schools Supported:** 82

### Performance Goals

**Letter Grade Improvement:** Awaiting Score Confirmation

Proficiency Increase Goal by Grades Supported

**Grades/Teachers Supported:** 241 (+36)

**Grades/Teachers with Proficiency Growth:** 183 (+39)  
[183/241 = 76%] (+6)

### Average Proficiency Point Growth Goal

**Approximate Change in Growth:** 2873 points (+713)  
[2873/144 = 16 points] (+1)



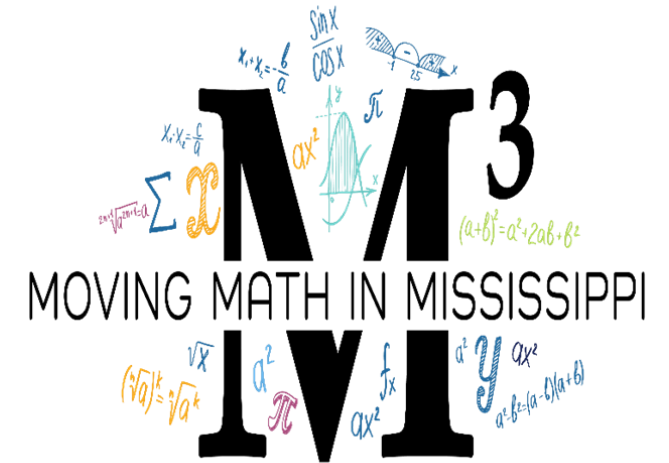
## Statewide Teacher Professional Development Opportunities

### Moving Math in Mississippi: Regional Trainings

- **September, October, January, and February** : These regional trainings will focus on aligning the MS-CCRS with effective teaching practices and the use of manipulatives and classroom strategies that will support the enhancement of learning for all students. Sessions will explore high-quality instructional practices, technology to support instruction for all students, hands-on learning opportunities, and student engagement strategies that will promote the building of teacher capacity and push for proficiency

### Second Annual: Every Student Counts Conference

- **June 2026**: This conference will focus on aligning the curriculum with standards-based effective teaching practices. Educators will be encouraged to take ownership of their instructional practice and facilitate the building of their capacity. Sessions will focus on the following content strands: building conceptual understanding, building numeracy skills for life, collaborative leadership, empowering educators, and integrating technology to enhance math instruction.





## Statewide Teacher Professional Development Opportunities

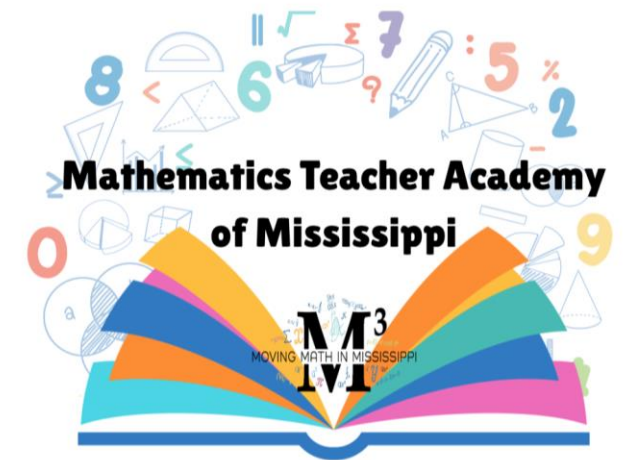
### Mississippi Coaching Academy of Mississippi

- **Cohort 1 begins July 2025:** Created to train school- and district-level instructional math coaches on the MDE Coaching Model, Mathematics Instructional Observation Protocol, and the coaching framework that MDE Mathematics Coaches used in their supports.



### Mathematics Teacher Academy of Mississippi

- **Begins Spring 2026:** Created to support the teachers of the state with implementing HQIM, utilizing research-based strategies, and rooting their instructional routines in the Standards for Mathematical Practices and Effective Mathematics Teaching Practices.



# Division of Intervention Services

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Office of Curriculum and Instruction

- MTSS Secondary Guidance Document available on the MDE Intervention Services Webpage
- MTSS Attendance Guidance Document available on the MDE Intervention Services Webpage
- Currently working on the Request for Qualifications (RFQ) to update the approved list of academic interventions
- MTSS Intervention Screen in MSIS 2.0 is ready and will generate the 20-day report for identified students

- Updated Mississippi Dyslexia Handbook Support Guide available on the MDE Dyslexia Webpage
- The list of State Board of Education approved K1 Dyslexia Screeners is scheduled to be updated September 2025
- K1 Dyslexia Screener Due Dates
  - Fall of first grade – October 17, 2025
  - Spring of kindergarten – April 17, 2026
- Dyslexia Awareness Training for SY 25-26 required for newly licensed or new to Mississippi administrators, educators, and paraprofessionals – Resources on the MDE Dyslexia Webpage

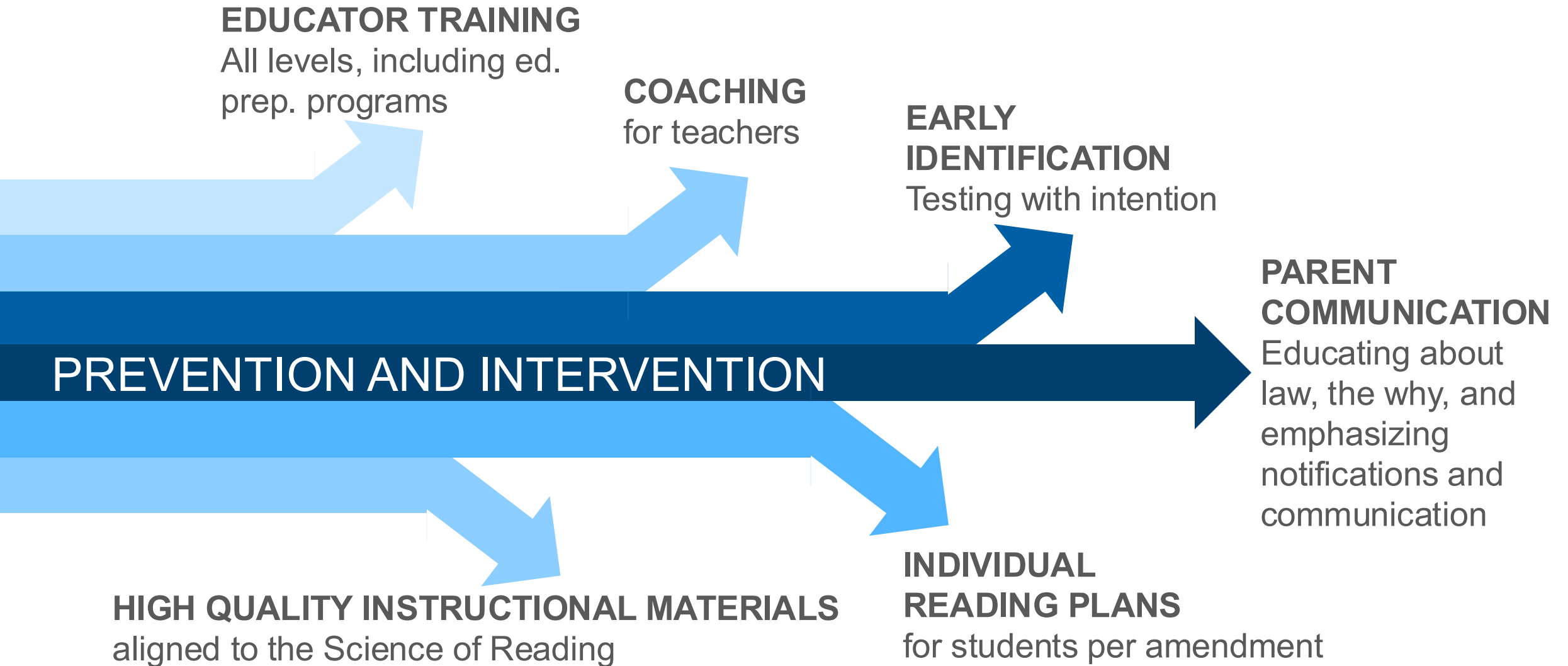
- Upcoming EL professional development opportunity – deep dive into the ELP standards and how they contribute to learning the MS CCR standards August 26<sup>th</sup>, 27<sup>th</sup>, or 28<sup>th</sup>
  - Each participant will receive valuable resources to support EL instruction
- EL Correspondence Study now available on the MDE EL webpage
- EL Guidelines are in the process of being updated
- Contact Sandy Elliott for support and to join our email list [selliott@mdek12.org](mailto:selliott@mdek12.org)

- Currently working on the Professional Growth System and lesson plan template for gifted teachers
- Currently working on revisions to the Gifted Education Program Outcomes and Standards
- Gifted Family Guide will be released SY 25-26
- Gifted Education Program Monitoring to provide technical assistance will continue for SY 25-26, identified districts will be notified on or before August 1st. **This is not an Audit.**

# Division of Literacy

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Office of Curriculum and Instruction





# coaching

*literacy in action*

2024-  
2025

24-25 DIVISION OF LITERACY  
**COACHING STAFF**  
68 LITERACY SUPPORT SCHOOLS

- 27 LITERACY COACHES
- 8 REGIONAL LITERACY COORDINATORS
- 2 ASSISTANT STATE LITERACY DIRECTORS
- 1 LITERACY ASSESSMENT COORDINATOR

## FAMILY SUPPORT AND ENGAGEMENT

**545** **ATTENDEES** participated in regional family literacy nights during the fall of 2024.  
*Cleveland • Columbus • Hernando • Jackson • Laurel • Long Beach • Moss Point • Vicksburg*

**1,045** **ATTENDEES** participated in district-based and school-based family literacy nights.

**Cross-State Literacy Collaboration:**  
**33 States**

**2,388** **Model Lessons**  
**and Co-Teaching**  
**Lessons**

**1,516** **Professional**  
**Learning Communities**

**346** **Professional**  
**Development**  
**Presentations**



# STATEWIDE PROFESSIONAL DEVELOPMENT ON THE SCIENCE OF READING

98

*AIM Institute for Learning & Research and the MDE*

**148** EDUCATORS enrolled in  
**Pathways to Literacy  
Leadership (PLL)**

**28** EDUCATORS enrolled in  
**Pathways to Proficient Writing  
(PPW)**  
*PPR or PLL is a pre-requisite*

**628** EDUCATORS enrolled in  
**Pathways to Proficient  
Reading (PPR)**

**86** EDUCATORS enrolled in  
**Pathways to Structured Literacy  
(PSL)**  
*PPR or PLL is a pre-requisite*

**174** EDUCATORS enrolled in  
**Pathways to Proficient  
Reading for Secondary  
Teachers**

**34** EDUCATORS enrolled in  
**Specialized Reading  
Knowledge: English Learners**

**25** EDUCATORS enrolled in  
**AIM for Educator Prep  
Programs (EPP)**

**150** EDUCATORS enrolled in  
**Demystifying Dyslexia**

**SOR**

**HQIM**

## HIGH QUALITY INSTRUCTIONAL MATERIALS PROFESSIONAL DEVELOPMENT, PARTS 1-5

**798** EDUCATORS attended district-requested or school-requested professional development, specific to their adopted high-quality instructional materials (HQIM) in 2024-2025.

**Part 1:** Science of Reading Classroom: Implementing HQIM

**Part 2:** Science of Reading Classroom: HQIM Assessment and Writing Implementation

**Part 3:** Science of Reading Implementing HQIM: Small Group Instruction, Grades 1-5

**Part 4:** Science of Reading Implementation Roadmap: HQIM Pitstop PLCs for Leaders

**Part 5:** Science of Reading: Internalizing, Annotating, and Elevating HQIM



## Decoding the Science of Reading

This session explored the brain science behind the science of reading. Participants gained an understanding of orthographic mapping, deepened their knowledge of the neural underpinnings and cognitive processes of reading, and discussed implications for instruction.

## Oral Language in Literacy Development

Participants discovered the connection between oral language and complex texts. Oral language skills provide the foundation for word reading and comprehension. Complex text and read alouds promote the development of oral language.

## What's Knowledge Got to Do With It?

During this session, participants debunked the comprehension myth by revealing the comprehension truth. Participants gained an understanding of how building background knowledge is connected to becoming a skilled reader.



**46** *Hattiesburg*  
**ATTENDEES**

**38** *Jackson*  
**ATTENDEES**

**64** *Oxford*  
**ATTENDEES**

**30** *Meridian*  
**ATTENDEES**

**58** *Cleveland*  
**ATTENDEES**

**87** *Biloxi*  
**ATTENDEES**



- **Mississippi Literacy Leadership (MSLL) Network**
  - 31 participants (24-25)
  - 36 participants (25-26)
- **Literacy Coach Academy of Mississippi (LCAM)**
  - 11 Participants for Cohort II (24-25)
  - 20 Participants for Cohort III (25-26)
- **Mississippi Educational Prep Program Literacy (MEPPL) Network**
  - 12 Mississippi university and colleges represented

Initial Administration	2022	2023	2024	2025
<b>Students Meeting LBPA Requirements</b>	22,947 test takers (73.9%)	24,134 test takers (76.3%)	24,065 test takers (75.7%)	25,399 test takers (77.3%)
<b>Students Not Meeting LBPA Requirements</b>	8,121 test takers (26.1%)	7,489 test takers (23.7%)	7,722 test takers (24.3%)	7,440 test takers (22.7%)
<b><i>Total Test-Takers</i></b>	<b>31,068</b>	<b>31,623</b>	<b>31,787</b>	<b>32,839</b>



A bar chart with six bars of varying heights, colored in shades of blue. Three curved arrows point upwards from left to right, passing over the bars, indicating a general upward trend.

# Mississippi National Rankings

National Assessment of Educational Progress

**No. 1**  
4<sup>TH</sup> GRADE READING &  
MATH GAINS SINCE 2013

**9<sup>th</sup>**  
FOR 4<sup>TH</sup> GRADE  
READING SCORES

**16<sup>th</sup>**  
FOR 4<sup>TH</sup> GRADE  
MATH SCORES

UP FROM  
**49<sup>th</sup>**  
IN 2013

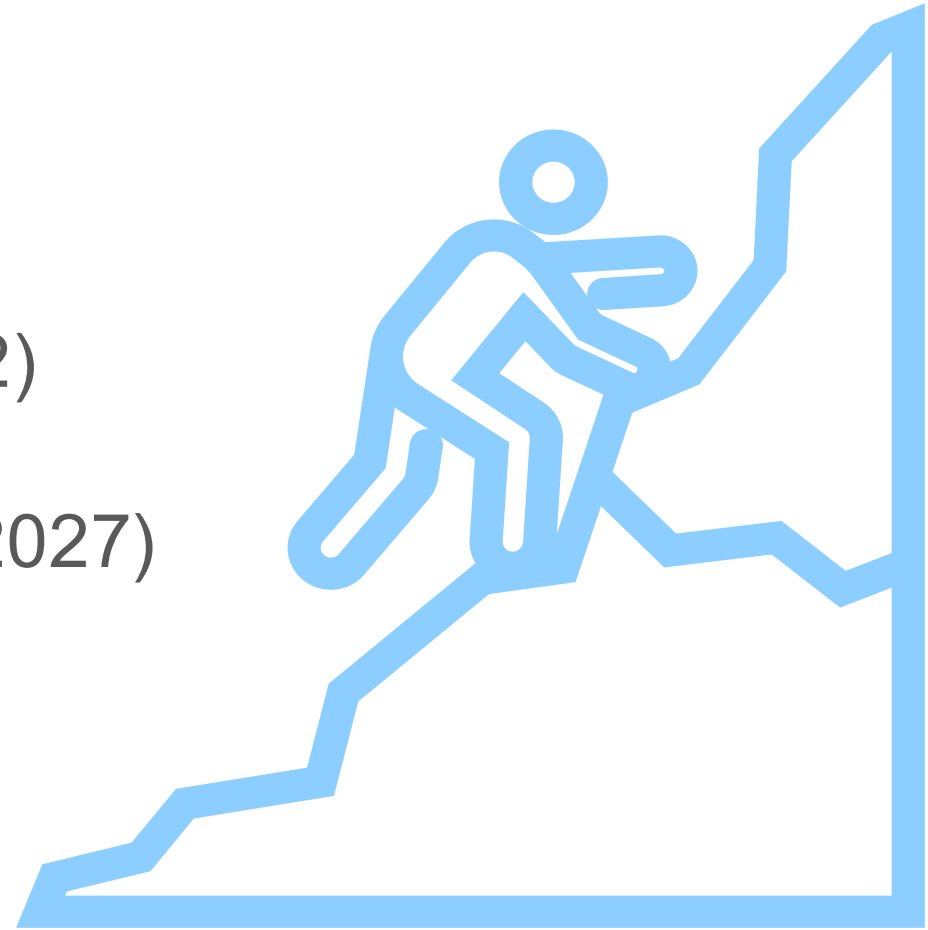
UP FROM  
**50<sup>th</sup>**  
IN 2013

## Adolescent Literacy Pilot (2025-2026)

- 3 districts
- Grades 4-8
- Florida Center for Reading Research Partnership
- Secondary Content Areas (Grades 9-12)

## Adolescent Literacy Support Schools (2026-2027)

- School-based coaches



# OFFICE OF CURRICULUM AND INSTRUCTION DIVISION OF LITERACY



[mdek12.org/literacy](https://mdek12.org/literacy)

**ASSOCIATE STATE SUPERINTENDENT** | *Dr. Michelle Nowell*

**STATE LITERACY DIRECTOR, K-12** | *Dr. Amanda Malone*

## **ASSISTANT STATE LITERACY DIRECTORS**

*Kelli Crain* | [kcrain@mdek12.org](mailto:kcrain@mdek12.org)

*Valerie Gilbert* | [valeriegilbert@mdek12.org](mailto:valeriegilbert@mdek12.org)

*Jill Hoda* | [jhoda@mdek12.org](mailto:jhoda@mdek12.org)

## **LITERACY ASSESSMENT COORDINATOR**

*Melissa Beck* | [mbeck@mdek12.org](mailto:mbeck@mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION





# Division of Secondary

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Ma'Kesha Adams, Ed.S.  
Executive Director  
[madams@mdek12.org](mailto:madams@mdek12.org)

## Chapter 36, Rule 36.7

*Early Graduation Policy.* The purpose of the early graduation policy is to provide guidance to Local Education Agencies (LEAs) with early graduation opportunities.

Early graduation is defined for this policy as successful completion of all existing standards required by both state and respective district prior to completing eight (8) semesters of high school work from the start of grade 9.



- In April 2025, the State Board of Education (SBE) approved the Bridge-to-Career Course as an additional option for meeting end-of-course assessment requirements.
- The Bridge-to-Career Curriculum will be presented at the SBE Meeting on July 17, 2025 with request for a temporary rule.
- The Bridge-to-Career Curriculum will be available for public comment following SBE approval.

<https://mdek12.org/secondaryeducation/bridge-to-career-course/>



- The districts motivation for allowing early graduation from high school
- Preparedness for the workforce or college
- Endorsement requirements unless certain factors exist
- Approval requirements
- Other considerations for early graduation eligibility
- Factors leading to termination of a student's eligibility for early graduation
- On July 24, 2025, the policy will have cleared the 30-day post approval process and posted to <https://mdek12.org/mbe/SBPI/>

The 2025 Mississippi College and Career Readiness Standards for English Language Arts can be found on the English Language Arts web page.

The following supporting documents for Curriculum and Planning will remain on the MDE website until new versions are complete:

- ELA Vertical Progression Document
- MS CCRS Scaffolding Document

[See Appendix B: 2016 & 2025 MS CCRS Comparison Guide, pp. Supporting Resources, pp. 280-281.](#)

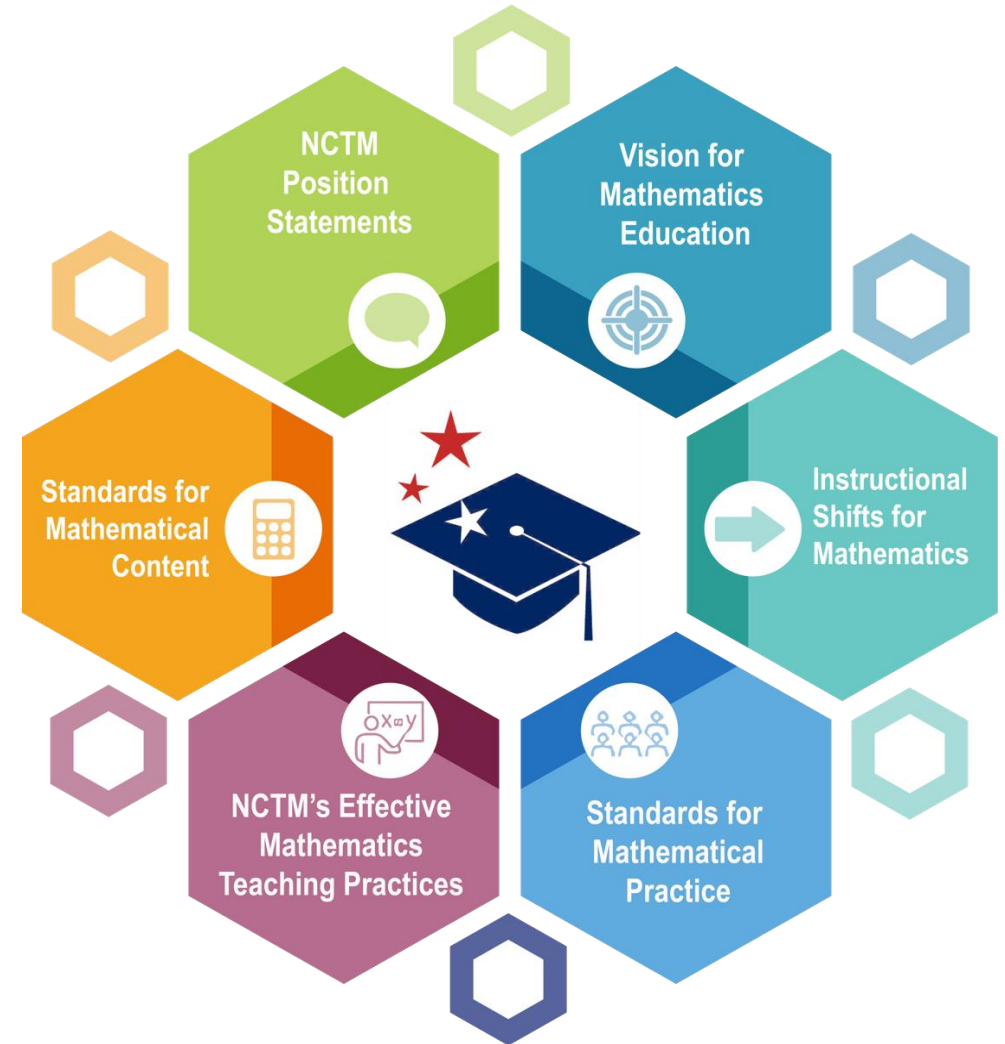


The 2025 Mississippi College and Career Readiness Standards for Mathematics can be found on the Mathematics web page.

The following supporting documents for Curriculum and Planning will remain on the Math webpage until new versions are complete:

- 2021 Instructional Planning Guides for Mathematics K-12
- 2016 MS CCRS Scaffolding Document

[See Appendix B: Supporting Resources, pp. 263-268.](#)



# Timeline for Completion of Supporting Resources for ELA and Mathematics Standards 111

Vertical Progression Documents, Instructional Planning Guides, & Navigators

June  
2025

2025 MS CCR  
Standards for  
ELA and  
Mathematics  
available on MDE  
Website

July-Aug.  
2025

Solicit and  
assemble a  
workgroup of  
internal and  
external  
stakeholders to  
**review**  
supporting  
resources

Sept.-Oct.  
2025

Review feedback  
from workgroup  
and **produce**  
supporting  
resources

Nov.-Dec.  
2025

Present  
resources to  
workgroup for  
final review;  
**prepare** final  
versions for  
release

Spring  
2026

**Release**  
supporting  
resources for  
ELA and  
Mathematics;  
provide training  
on resource  
implementation  
for Fall 2026

**April-May  
2025**

Solicited and assembled a workgroup of external stakeholders to review existing K-12 Science standards

**June  
2025**

Review and revision of K-12 Science Standards by workgroup

**July  
2025**

Submit standards and supporting documents to MDE Executive Leadership Team for review

**Aug.-Sept.  
2025**

Present standards & revisions to SBE; request for approval to present for APA

**Oct.-Dec.  
2025**

Release K-12 Science Standards for Fall 2026 implementation; begin planning Spring '26 training for teachers





# Approved Course Codes for Elementary and Secondary Schools of Mississippi

Welcome to the Mississippi Department of Education (MDE) Approved Courses for Mississippi's Elementary and Secondary Schools.

[MSIS Course Codes Search Portal](#)

- Instructions for the use of the portal:
  - Quick Reference Guide
  - Tutorial video

The **MDE Course Code Changes 2024-2025 and 2025-2026** Excel document includes course codes that will be new, modified, or deactivated for SY 25-26, it is intended to assist districts and schools in planning courses for the coming school year. These modifications will be reflected in MSIS in July 2025.

For all course codes, please be advised:

- Any Carnegie unit credit-bearing course that may be taken by 7th or 8th graders will be adjusted to include a grade span of 7-12.
- All Advanced Placement (AP) courses will be modified to reflect a grade span of 9-12.

The MDE is currently exploring options related to state law and highly qualified teachers serving students with IEPs. Any revisions made in that area will be released to districts as quickly as possible.

Secondary Education

601-359-3461

Staff

Search

become an entrepreneur. Students will heavily participate in student organizations, field experiences, internships, and job shadowing. PREREQUISITES: Fundamentals of Business, Marketing.

A	B	C	D	E	F
School Year Impacted	New, Modified or Deactivated	Subject Area	Course Code Number	Course Title	What was modified...
2025-2026	Modified	Agriculture, Food, and Natural Resources	991205	CTE – FOOD PRODUCTS (MEATS): ADVANCED MEATS PROCESSING	Due to standards revision, course title revised from <del>CTE – Food Products (Meats) Advanced Meats Processing</del> to CTE – MEAT SCIENCE AND MUSCLE BIOLOGY: ADVANCED MEATS PROCESSING. Course Description: This course allows an individual to prepare for employment or continued education in the meat cutting, packing, and processing professions. Topics include identification and fabrication of poultry and fish wild game, automated processing of meat quality and yield grading, curing, smoking, and sausage making. The course concludes with a comprehensive SAE project expected for all students in agricultural classes. PREREQUISITES: Meat Science and Muscle Biology Fundamentals, Custom Operations, and Basic Meats Processing.
2025-2026	Modified	Agriculture, Food, and Natural Resources	991204	CTE – FOOD PRODUCTS (MEATS): BASIC MEATS PROCESSING	Due to standards revision, course title revised from <del>CTE – Food Products (Meats) Basic Meats Processing</del> to CTE – MEAT SCIENCE AND MUSCLE BIOLOGY: BASIC MEATS PROCESSING Course Description: This course prepares individuals for employment or continued education in the meat cutting, packing, and processing professions. Topics include the identification and fabrication of carcass beef, box pork, carcass lamb, and goat. PREREQUISITES: Meat Science and Muscle Biology Fundamentals, Custom Operations.
2025-2026	Modified	Agriculture, Food, and Natural Resources	991203	CTE – FOOD PRODUCTS (MEATS): CUSTOM OPERATIONS	Due to standards revision, course title revised from <del>CTE – Food Products (Meats) Custom Operations</del> to CTE – MEAT SCIENCE AND MUSCLE BIOLOGY: CUSTOM OPERATIONS Course Description: This course allows an individual to prepare for employment or continued education in the meat cutting, packing, and processing professions. Topics include custom livestock slaughter, pricing, wrapping, and marketing. PREREQUISITES: Meat Science and Muscle Biology Fundamentals.
2025-2026	Modified	Agriculture, Food, and Natural Resources	991202	CTE – FOOD PRODUCTS (MEATS): FUNDAMENTALS	Due to standards revision, course title revised from <del>CTE – Food Products (Meats) Fundamentals</del> to CTE – MEAT SCIENCE AND MUSCLE BIOLOGY: FUNDAMENTALS Course Description: This course prepares individuals for employment or continued education in the meat cutting, packing, and processing professions. Topics include orientation to meat processing, safety, sanitation, equipment, and facility maintenance. The course also incorporates basic SAE construction that will be ongoing throughout the agricultural program.
2025-2026	Modified	Agriculture, Food, and Natural Resources	991200	CTE – FOOD PRODUCTS (MEATS) I	Due to standards revision, course title revised from <del>CTE – Food Products (Meats) I</del> to CTE – MEAT SCIENCE AND MUSCLE BIOLOGY I Course Description: Meat Science and Muscle Biology I is a comprehensive course designed to equip students with the essential knowledge and skills for careers or further education in the meat cutting, packing, and processing industries. Throughout this course, students will delve into fundamental topics such as orientation to meat processing, safety protocols, sanitation standards, equipment handling, and facility maintenance. Additionally, students will engage in basic Supervised Agricultural Experience (SAE) construction activities, laying the foundation for ongoing learning and development within the agricultural program. This course provides a framework for understanding meat science and muscle biology, preparing students for success in the agricultural industry.

Status

Implemented Changes

Districts are ONLY to use codes from the Approved Course Code Portal.

- Any course for which a student can earn a Carnegie unit will reflect a **grade span of 7-12 for regular courses** and a **grade span of 9-12 for accelerated courses** (Advanced Placement, IB, etc.)
- These changes will be reflected in MSIS in August.

## College and Career Readiness Platform 116

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MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

On June 26, 2025, the MDE was notified by the USDE of the reinstatement of the original late liquidation date of March 31, 2026, for pandemic-relief funds including American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funds.

Districts will now have access to MajorClarity through Spring 2026.

### Contact Information:

David Cress, Director of Innovative Programs  
[dcress@mdek12.org](mailto:dcress@mdek12.org)

Shelby Godfrey, Director of Partnerships  
[shelby.godfrey@paper.co](mailto:shelby.godfrey@paper.co)

MOCA Requests: September 1, 2025, contact Ma'Kesha Adams at [madams@mdek12.org](mailto:madams@mdek12.org)

Course Code Requests (for SY 26-27): October 1, 2025, contact Limeul Eubanks at [leubanks@mdek12.org](mailto:leubanks@mdek12.org)

Special Topics in Science Application: February 1, 2026, contact Dr. Kevin Gaylor at [kgaylor@mdek12.org](mailto:kgaylor@mdek12.org)

# Office of Special Education Services

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Tonya Green, Ed. S.  
Executive Director, Interim  
[tgreen@mdek12.org](mailto:tgreen@mdek12.org)  
601-359-3498

FFY 25  
(FY26)

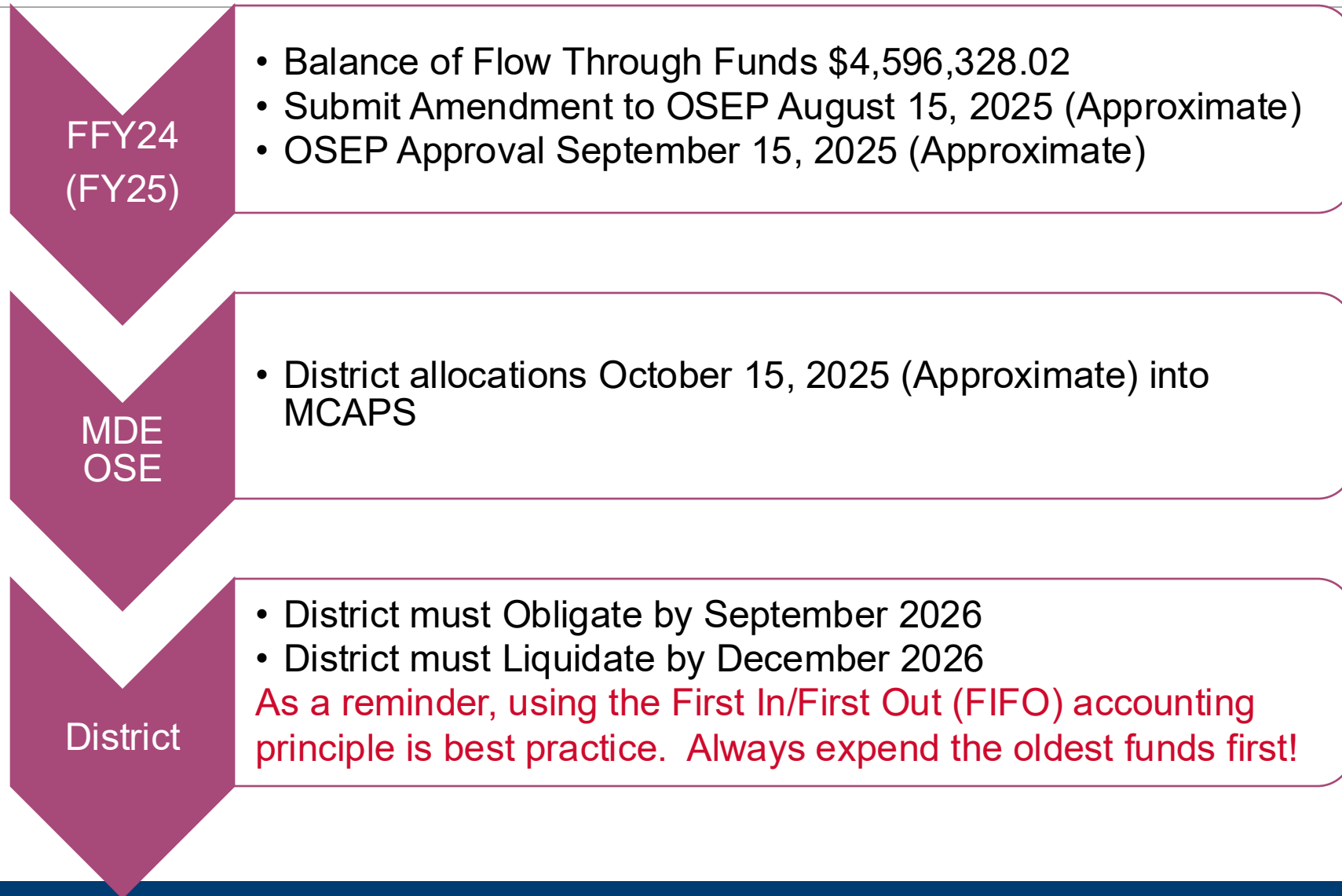
- MDE OSE Allocation Approved
- Allocations should be approximately the same as last year's allocation

Substantially  
Approved  
Application

- Must be submitted with **signed assurances** and uploaded to MCAPS, these were due to be uploaded for the FY26 school year by close of business on June 30, 2025. **(This date is important because it is the timeline to start retroactive payments.)**
- Access in MCAPS to 85% percent of the amount of last year's allocation is available for obligation on July 1 if the signed assurances and substantially approved application is approved.
- For Assurances submitted after July 1, 2025, the date of submission will become the date that the LEA may begin to obligate funds.**

Final Approved  
Application

- Must be submitted and approved in MCAPS
- District will begin making Request for Funds to reimburse





## MOE Eligibility

Once the LEA has uploaded their state and local budgets, the LEA must email Mary Knight to inform her so that she may begin her MOE review process. [mknight@mdek12.org](mailto:mknight@mdek12.org)

## Comprehensive Coordinated Early Intervening Services (CCEIS)

Districts identified as having significant disproportionality in one or more of the analysis categories listed below will be required to provide Comprehensive Coordinated Early Intervening Services (CCEIS). Districts required for CCEIS will have 15% of their IDEA Part B 619 and 611 funds allocated to provide these services.

Discipline	Identification		Placement
Children with disabilities receiving in-school suspension for 10 days or fewer	Identification of children as children with disabilities	Identification of children as children with Language/Speech	Placement of children with disabilities inside a regular class for 40% or less of the school day
Children with disabilities receiving in-school suspension for more than 10 days	Identification of children as children with Autism	Identification of children as children with an Other Health Impairment	Placement of children with disabilities in a separate school or residential facility
Children with disabilities receiving out-of-school suspension for 10 days or fewer	Identification of children as children with an Emotional Disability	Identification of children as children with a Specific Learning Disability	
Children with disabilities receiving out-of-school suspension for more than 10 days	Identification of children as children with an Intellectual Disability		

## DISTRICTS REQUIRED FOR CCEIS IN FY2026 (SY 2025-2026)

ABERDEEN SCHOOL DISTRICT	AMITE COUNTY SCHOOL DISTRICT	ATTALA COUNTY SCHOOL DISTRICT	CHOCTAW COUNTY SCHOOL DISTRICT	CLAIBORNE COUNTY SCHOOL DISTRICT
CLEVELAND MUNICIPAL SCHOOL DISTRICT	COLUMBIA SCHOOL DISTRICT	COLUMBUS MUNICIPAL SCHOOL DISTRICT	DESOTO COUNTY SCHOOL DISTRICT	EAST TALLAHATCHIE CONSOLIDATED SCHOOL DISTRICT
FOREST MUNICIPAL SCHOOL DISTRICT	GEORGE COUNTY SCHOOL DISTRICT	HAZLEHURST CITY SCHOOL DISTRICT	JACKSON PUBLIC SCHOOL DISTRICT	JEFFERSON COUNTY SCHOOL DISTRICT
JONES COUNTY SCHOOL DISTRICT	LEE COUNTY SCHOOL DISTRICT	LINCOLN COUNTY SCHOOL DISTRICT	LONG BEACH SCHOOL DISTRICT	MCCOMB SCHOOL DISTRICT
MERIDAN PUBLIC SCHOOL DISTRICT	MOSS POINT SEPARATE SCHOOL DISTRICT	NATCHEZ ADAMS SCHOOL DISTRICT	NORTH BOLIVAR CONSOLIDATED SCHOOL DISTRICT	NORTH PANOLA SCHOOL DISTRICT
NOXUBEE COUNTY SCHOOL DISTRICT	OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT	OXFORD SCHOOL DISTRICT	REIMAGINE PREP CHARTER SCHOOL	SOUTH DELTA SCHOOL DISTRICT
SOUTH PIKE SCHOOL DISTRICT	SOUTH TIPPAAH SCHOOL DISTRICT	STARKVILLE-OKTIBBEHA CONSOLIDATED SCHOOL DISTRICT	SUNFLOWER COUNTY CONSOLIDATED SCHOOL DISTRICT	TUNICA COUNTY SCHOOL DISTRICT
TUPELO PUBLIC SCHOOL DISTRICT	WATER VALLEY SCHOOL DISTRICT	WAYNE COUNTY SCHOOL DISTRICT	WEST JASPER CONSOLIDATED SCHOOL DISTRICT	WILKINSON COUNTY SCHOOL DISTRICT
WINONA MONTGOMERY CONSOLIDATED SCHOOL DISTRICT	YAZOO CITY MUNICIPAL SCHOOL DISTRICT			

Districts required for CCEIS have received preliminary notification and will receive official notification along with their significant disproportionality report by the end of August.

- Official Notification will be issued no later than July 20, 2025.
- All cyclical monitoring will be conducted between August and December 2025
- Reports will be issued between January and March 2026
- The list of LEAs to participate in Cyclical Monitoring during the 2025-2026 school year can be found [HERE](#)

## Cyclical Monitoring

**PURPOSE:** The MDE OSE conducts cyclical programmatic monitoring on the same five-year cycle as MDE OSE's fiscal monitoring. Cyclical monitoring ensures that the MDE OSE's Office of Integrated Monitoring Systems monitors each LEA to examine LEA compliance with federal and state special education requirements related to priority areas at least once every five years.

### RESULTING ACTIONS:



- LEA will address and correct any instances of noncompliance and implement any other required corrective actions
- Targeted Monitoring may be required as a result of an identified component of concern during cyclical monitoring
- Intensive monitoring may be required as a result of the identification of excessive noncompliance and/or the identification of systemic noncompliance.

- The MDE OSE has been working with OTSS to make necessary changes to licensure requirements for several different special education courses. There are a significant number of updates that have been submitted for the 2025-2026 school year. These updates are in alignment with the most recent board item related to new licensure requirements.
  - Next Steps
    1. The agenda item is out for APA
    2. The APA will be considered
    3. Final board approval
    4. All appropriate edits to licensure requirements will be verified in MSIS 2.0
- (It is important to note that the MDE OTSS is being proactive in the making the changes currently.)
- Additional updates could include:
    1. Removal of some licensure requirements
    2. Increasing the grade band for courses with Carnegie units

# Special Education Licensure Updates Submitted (Not an all-Inclusive List)

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School Year Impacted	New, Modified or Deactivated	Subject Area	Course Code Number	Course Title	What was modified...
2025-2026	Modified	English Language and Literature	132129	SPECIAL EDUCATION-ALTERNATE ENGLISH LANGUAGE ARTS-GRADES K-8	Revised endorsement requirement to include the following: 115 & 212, 115 & 222, 116 & 212, 116 & 222, 117 & 212, 117 & 222, 119 & 212, 119 & 222, 120 & 212, 120 & 222, 152 & 212, 152 & 222, 174 & 212, 174 & 222, 902 & 212, 902 & 222, 906 & 212, 906 & 222, 0205 & 0115, 0208 & 0115, 0210 & 0115, 0218 & 0115, 0220 & 0115, 0221 & 0115, 0223 & 0115, 0206 & 0115, 0115 & 0215, 0224 & 0115, 0115 & 0216, 0205 & 0116, 0206 & 0116, 0208 & 0116, 0210 & 0116, 0116 & 0215, 0116 & 0216, 0218 & 0116, 0220 & 0116, 0221 & 0116, 0223 & 0116, 0224 & 0116, 0205 & 0117, 0206 & 0117, 0208 & 0117, 0210 & 0117, 0117 & 0215, 0117 & 0216, 0218 & 0117, 0220 & 0117, 0221 & 0117, 0117 & 0223, 0224 & 0117, 0205 & 0119, 0119 & 0206, 0208 & 0119, 0210 & 0119, 0119 & 0215, 0119 & 0216, 0119 & 0218, 0220 & 0119, 0221 & 0119, 0119 & 0223, 0224 & 0119, 0205 & 0152, 0206 & 0152, 0208 & 0152, 0210 & 0152, 0152 & 0215, 0152 & 0216, 0218 & 0152, 0220 & 0152, 0221 & 0152, 0223 & 0152, 0224 & 0152, 0205 & 0174, 0206 & 0174, 0208 & 0174, 0210 & 0174, 0215 & 0174, 0174 & 0216, 0218 & 0174, 0220 & 0174, 0221 & 0174, 0223 & 0174, 0224 & 0174, 0205 & 0902, 0206 & 0902, 0208 & 0902, 0210 & 0902, 0215 & 0902, 0902 & 0216, 0218 & 0902, 0220 & 0902, 0221 & 0902, 0223 & 0902, 0224 & 0902, 0205 & 0906, 0206 & 0906, 0208 & 0906, 0210 & 0906, 0215 & 0906, 0906 & 0216, 0218 & 0906, 0220 & 0906, 0221 & 0906, 0223 & 0906, 0224 & 0906, 0205 & 0909, 0206 & 0909, 0208 & 0909, 0210 & 0909, 0212 & 0909, 0909 & 0215, 0909 & 0216, 0218 & 0909, 0220 & 0909, 0221 & 0909, 0909 & 0222, 0223 & 0909, 0224 & 0909, 0205 & 0910, 0206 & 0910, 0208 & 0910, 0210 & 0910, 0212 & 0910, 0910 & 0215, 0910 & 0216, 0218 & 0910, 0220 & 0910, 0221 & 0910, 0910 & 0222, 0910 & 0223, 0224 & 0910, 0205 & 0120, 0206 & 0120, 0208 & 0120, 0210 & 0120, 0120 & 0215, 0120 & 0216, 0218 & 0120, 0220 & 0120, 0221 & 0120, 0223 & 0120, 0224 & 0120
2025-2026	Modified	Mathematics	132131	SPECIAL EDUCATION ALTERNATE MATH GRADES K-8	Revised endorsement requirements to include the following: 115 & 210, 115 & 212, 115 & 220, 115 & 221, 115 & 222, 115 & 223, 115 & 205, 115 & 224, 115 & 206, 115 & 208, 115 & 215, 115 & 216, 116 & 205, 116 & 206, 116 & 208, 116 & 210, 116 & 212, 116 & 215, 116 & 220, 116 & 221, 116 & 222, 116 & 223, 116 & 224, 116 & 216, 117 & 205, 117 & 206, 117 & 208, 117 & 210, 117 & 212, 117 & 215, 117 & 220, 117 & 221, 117 & 222, 117 & 223, 117 & 224, 117 & 216, 120 & 205, 120 & 206, 120 & 208, 120 & 210, 120 & 212, 120 & 215, 120 & 216, 120 & 220, 120 & 221, 120 & 222, 120 & 223, 120 & 224, 152 & 205, 152 & 206, 152 & 208, 152 & 210, 152 & 212, 152 & 215, 152 & 220, 152 & 221, 152 & 222, 152 & 223, 152 & 224, 152 & 216, 154 & 205, 154 & 206, 154 & 208, 154 & 210, 154 & 212, 154 & 215, 154 & 220, 154 & 221, 154 & 222, 154 & 223, 154 & 224, 154 & 216, 205 & 901, 205 & 905, 205 & 909, 205 & 910, 206 & 901, 206 & 905, 206 & 909, 206 & 910, 208 & 901, 208 & 905, 208 & 909, 208 & 910, 210 & 901, 210 & 905, 210 & 909, 210 & 910, 212 & 901, 212 & 905, 212 & 909, 212 & 910, 215 & 901, 215 & 905, 215 & 909, 215 & 910, 216 & 901, 216 & 905, 216 & 909, 216 & 910, 220 & 901, 220 & 905, 220 & 909, 220 & 910, 221 & 901, 221 & 905, 221 & 909, 221 & 910, 222 & 901, 222 & 905, 222 & 909, 222 & 910, 223 & 901, 223 & 905, 223 & 909, 223 & 910, 224 & 901, 224 & 905, 224 & 909, 224 & 910
2025-2026	Modified	Life and Physical Sciences	132145	SPECIAL EDUCATION ALTERNATE SCIENCE GRADES K-8	Revised endorsement requirements to include the following: 115 & 205, 115 & 206, 115 & 208, 115 & 210, 115 & 212, 115 & 218, 115 & 220, 115 & 221, 115 & 223, 115 & 224, 115 & 215, 115 & 216, 115 & 222, 116 & 205, 116 & 206, 116 & 208, 116 & 210, 116 & 212, 116 & 218, 116 & 220, 116 & 221, 116 & 223, 116 & 224, 116 & 215, 116 & 216, 116 & 222, 117 & 205, 117 & 206, 117 & 208, 117 & 210, 117 & 212, 117 & 218, 117 & 220, 117 & 221, 117 & 223, 117 & 224, 117 & 215, 117 & 216, 117 & 222, 120 & 205, 120 & 206, 120 & 208, 120 & 210, 120 & 212, 120 & 215, 120 & 216, 120 & 218, 120 & 220, 120 & 221, 120 & 222, 120 & 223, 120 & 224, 152 & 205, 152 & 206, 152 & 208, 152 & 210, 152 & 212, 152 & 218, 152 & 220, 152 & 221, 152 & 223, 152 & 224, 152 & 215, 152 & 216, 152 & 222, 205 & 904, 205 & 908, 205 & 909, 205 & 910, 206 & 904, 206 & 908, 206 & 909, 206 & 910, 208 & 904, 208 & 908, 208 & 909, 208 & 910, 210 & 904, 210 & 908, 210 & 909, 210 & 910, 212 & 904, 212 & 908, 212 & 909, 212 & 910, 215 & 904, 215 & 908, 215 & 909, 215 & 910, 216 & 904, 216 & 908, 216 & 909, 216 & 910, 218 & 904, 218 & 908, 220 & 904, 220 & 908, 220 & 909, 220 & 910, 221 & 904, 221 & 908, 221 & 909, 221 & 910, 222 & 904, 222 & 908, 222 & 909, 222 & 910, 223 & 904, 223 & 908, 223 & 909, 223 & 910, 224 & 904, 224 & 908, 224 & 909

STATUS

Note: These may change pending final Board approval.

IMPLEMENTED CHANGES

Sharon Coon, Director  
Bureau of Data and Compliance  
[scoon@mdek12.org](mailto:scoon@mdek12.org)

- December 1 Child Count
- Data Clarifications
- Determination Reports
- Integrated Monitoring
- Parent Complaints (Dispute Resolution)
- Policy and Procedure (Data and Reporting)

Vacant, Director  
Bureau of Policy and Practice  
Contact Michelle McClain ([mmclain@mdek12.org](mailto:mmclain@mdek12.org))

- IEP Development and Related Services
- Scheduling and Programming for SwD
- Sped Director Supports
- New Sped Teacher Supports
- SSIP and Training
- Policy and Procedure (Programs)

Vanessa Virgil Ruffin, Director  
Bureau of Fiscal Services  
[vvirgil-ruffin@mdek12.org](mailto:vvirgil-ruffin@mdek12.org)

- IDEA Part B Project Applications (MCAPS)
- ESY Applications / Reimbursement
- Positive Behavior Specialist Applications
- Educational Interpreter Applications
- Fiscal Bootcamps and Training
- Integrated Monitoring
- Policy and Procedures (Fiscal)



# Office of Compulsory School Attendance, Dropout Prevention and Innovation

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Bryan Marshall, Ph.D  
Associate State Superintendent  
[bmarshall@mdek12.org](mailto:bmarshall@mdek12.org)

## Statewide Chronic Absenteeism and Dropout Prevention Conference

September 8-9th, 2025  
Hilton Hotel Jackson MS

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At-Risk Conference  
September 10-11th, 2025  
Hilton Hotel Jackson MS

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Chronic Absenteeism Train the Trainer (By Invitation Only)  
September 12th, 2025  
Hilton Hotel Jackson MS

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**2** DAYS  
A MONTH

That's all it takes to be **CHRONICALLY ABSENT**

STUDENT SUCCESS INITIATIVE

## AT-RISK STUDENT CONFERENCE

Attendees will gain valuable insights from leading experts in mental health and education, focusing on effective strategies and resources for identifying and assisting students who are struggling in traditional school settings. Don't miss this opportunity to enhance your skills and make a difference in students' lives!



- Remote Access to Certified – High Quality Instruction (Re.A.C.H.)
- Intended to reach Secondary subject areas in
  - Math
  - Science
  - ELA
- Courses Offered Based on District Feedback
- Hybrid Approach to Learning in Real Time
- Partnership with Mississippi Public Broadcasting
- Up to 450 student capacity per instructor if needed
- Application and district requirements forthcoming



EXTENDING EXCELLENCE ACROSS MISSISSIPPI

IN PARTNERSHIP WITH



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION



District and School of Innovation applications are due on or before December 1, 2025

- Both new applications and renewals
- For more information or assistance, please contact David Cress at [dcress@mdek12.org](mailto:dcress@mdek12.org)

# OTSS Updates



MSIS and CyberSecurity

- All data submitted
- All errors cleared
- All certifications completed
- Thanks to everyone who contributed to the success of new MSIS in year one!

**MSIS** 

- MSIS is ready to go for the beginning of the year (BOY)
- Traditional Monthly Certification Deadlines will be in Effect for SY2025-26
  - Annual Reporting Calendar: <https://mdek12.org/msis/msis-calendar/>
- OTSS will continue with training, office hours, and help desk support
  - Virtual Bootcamp and “New to MSIS” trainings in July/August
  - <https://mdek12.org/msis/msis-training/>

- Moving beyond clearing errors, the challenge is now ensuring accuracy of **ALL data** across **ALL reports**
  - "Error-free" does not necessarily mean the data are "accurate" or "complete"
  - Data quality is not just about individual responsibility, but a shared effort across different roles and departments
  - More eyes on data – reviewing and using reports – ensures more accurate data and better-informed decision making
  - Collaboration between district MSIS primaries/secondaries and subject matter experts across schools and district program areas will be critical to your success



**Goal:** Help districts and schools strengthen cyber incident response plans and crisis preparedness

- **Coming in August:**
  - Webinar: FERPA Fundamentals & Incident Response Planning
  - Available on OTSS website: <https://mdek12.org/otss/isdp>
- **Next Steps:**
  - Post-webinar survey to Technology Directors and Coordinators to identify additional support needs and to provide feedback to OTSS.
  - Findings shared at next quarterly METLA meeting



# MDE Updates

2025 MASS Summer Conference

[mdek12.org](https://mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

