# VISION

MISSION

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

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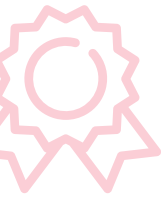
1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

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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Mississippi Public Education Report Card

	2013	2023
QUALITY COUNTS GRADE FOR OVERALL EDUCATION	F	C-
QUALITY COUNTS NATIONAL RANKING	50th	35th
NAEP 4TH GRADE READING NATIONAL RANKING	50th	21st

2022 NAEP 4TH GRADE READING AND MATH SCORES AT NATIONAL AVERAGE

	2013	2023
GRADUATION RATE	75.5%	89.4%

Key strategies for improved outcomes:

- ✓ Effective State Board Strategic Plan

- ✓ High expectations for students and educators

- ✓ Higher academic standards

- ✓ Strong accountability system for schools and districts

- ✓ Professional development for educators

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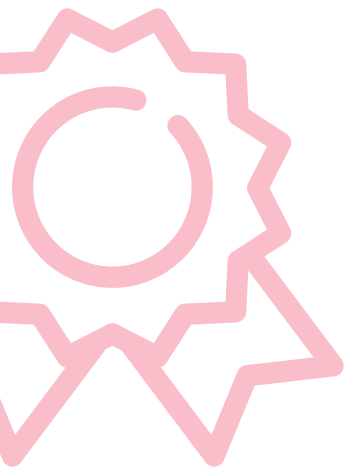
GOAL 1

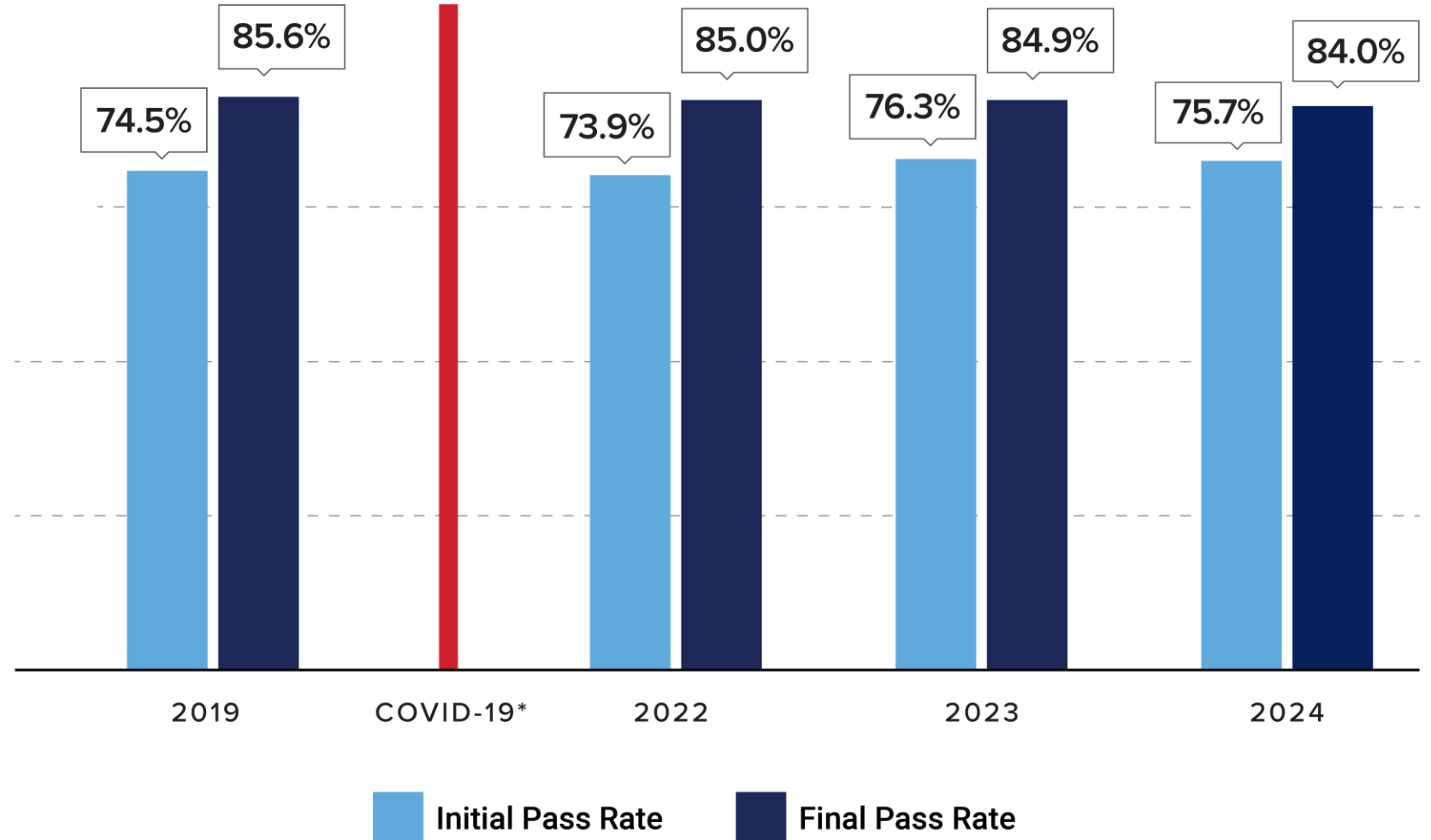**ALL** Students Proficient and Showing Growth in All Assessed Areas

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

7

## 3ʳᵈ Grade Reading Achievement

| Initial vs. Final Pass Rates

2019–2024

*No tests administered in 2020; passing requirement waived in 2021.

	2019	COVID-19*	2022	2023	2024
Initial Pass Rate	74.5%		73.9%	76.3%	75.7%
Final Pass Rate	85.6%		85.0%	84.9%	84.0%

■ Initial Pass Rate   ■ Final Pass Rate

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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

	MATHEMATICS	ELA	SCIENCE	U.S. HISTORY
2019	47.7%	41.6%	55.3%	55.5%
2020	COVID-19 🚫			
2021	35.1%	34.9%	50.0%	47.0%
2022	47.3%	42.2%	55.9%	69.3%
2023	52.6%	46.7%	59.4%	71.4%
2024	56.3%	47.8%	63.4%	70.9%
CHANGE SINCE 2019	**+8.6**	**+6.2**	**+8.1**	**+15.4**

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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

9
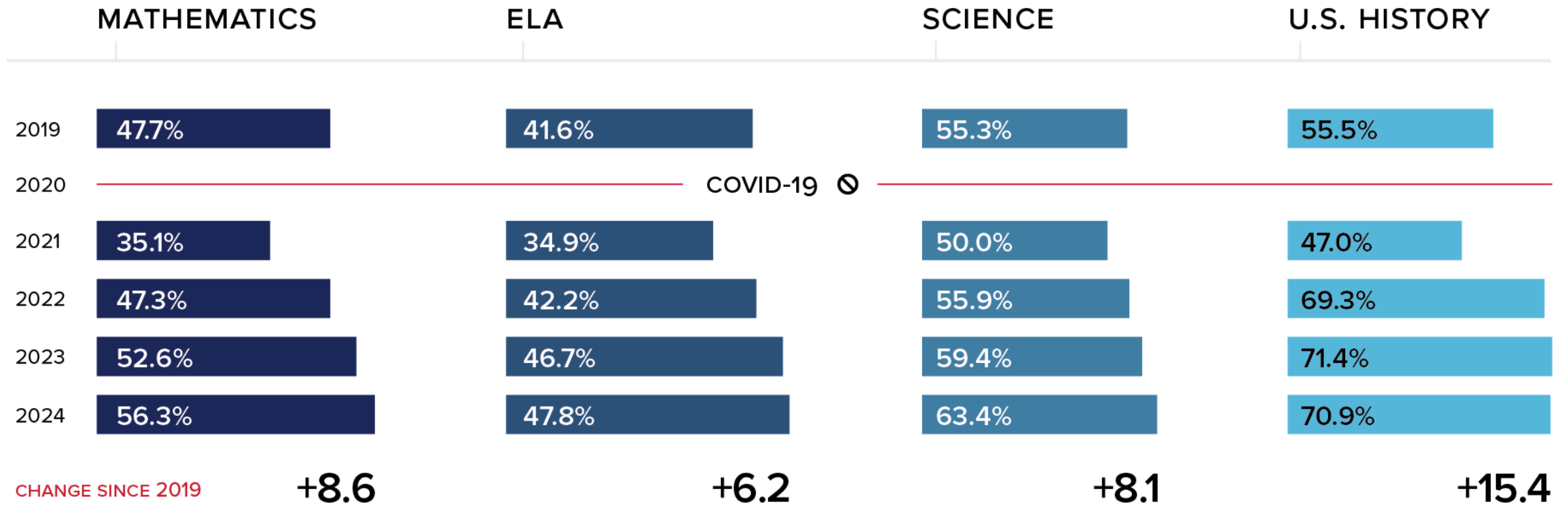
## Comparison of Grade-Level Results from 2022–2023 and 2023–2024

Grade	MATHEMATICS			ENGLISH LANGUAGE ARTS (ELA)		
	2022–2023 Proficient or Advanced	2023–2024 Proficient or Advanced	Change	2022–2023 Proficient or Advanced	2023–2024 Proficient or Advanced	Change
Grade 3	54.8%	53.3%	-1.5	51.6%	57.7%	+6.1
Grade 4	56.7%	55.0%	-1.7	53.3%	57.1%	+3.8
Grade 5	44.3%	53.7%	+9.4	51.9%	51.7%	-0.2
Grade 6	45.5%	51.8%	+6.3	40.2%	39.7%	-0.5
Grade 7	55.6%	57.3%	+1.7	40.2%	40.9%	+0.7
Grade 8	46.1%	55.4%	+9.3	40.6%	41.9%	+1.3
English II				50.1%	46.2%	-3.9
Algebra I	65.8%	67.4%	+1.6			
OVERALL	52.6%	56.3%	+3.7	46.7%	47.8%	+1.1

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From 2023 to 2024

- **English Language Arts growth decreased** from 64.3% to 61.4% **(-2.9)**

- **Math growth decreased** from 75.1% to 73.6% **(-1.5)**

GOAL 1: Focus Areas

ALL Students Proficient and Showing Growth in All Assessed Areas

MISSISSIPPI DEPARTMENT OF EDUCATION
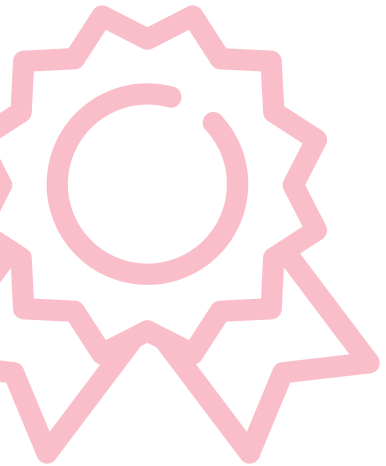
Academic Education, Special Education, and Student Assessment

- Continue providing **Science of Reading** training for teachers and administrators

- Facilitate **Mississippi Educator Preparation Program Literacy Network** for professors working with pre-service teachers

- Provide professional learning for the adoption and implementation of **High-Quality Instructional Materials**

- Continue **special education mentoring and induction** program for **new teachers** (districts apply to participate in 2-year program)

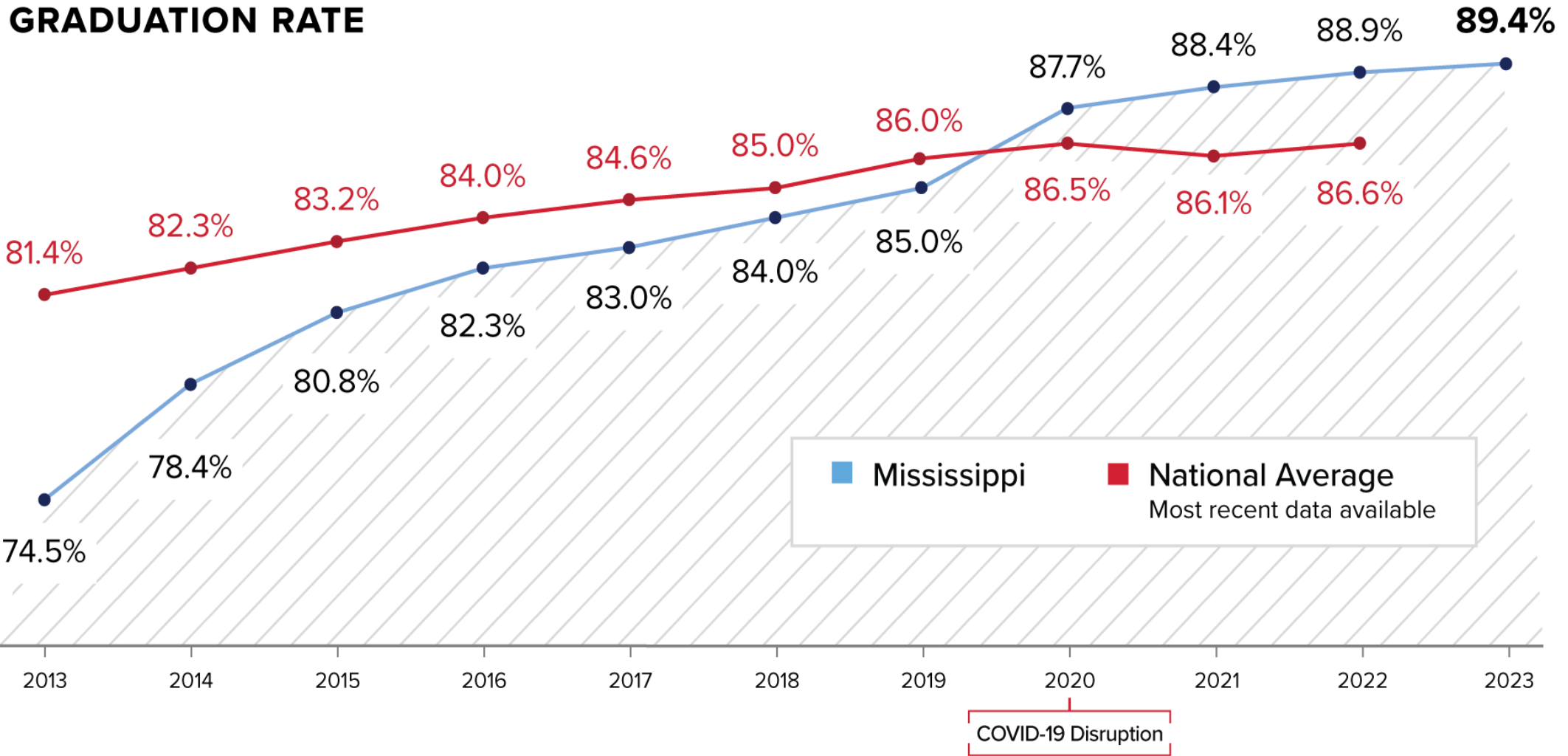- Issue **RFP for new statewide assessment** system to be implemented in 2025-26
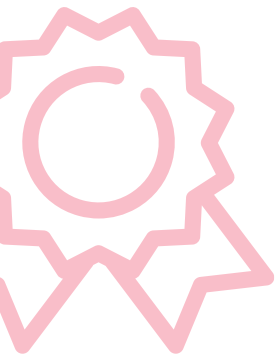
GOAL 2

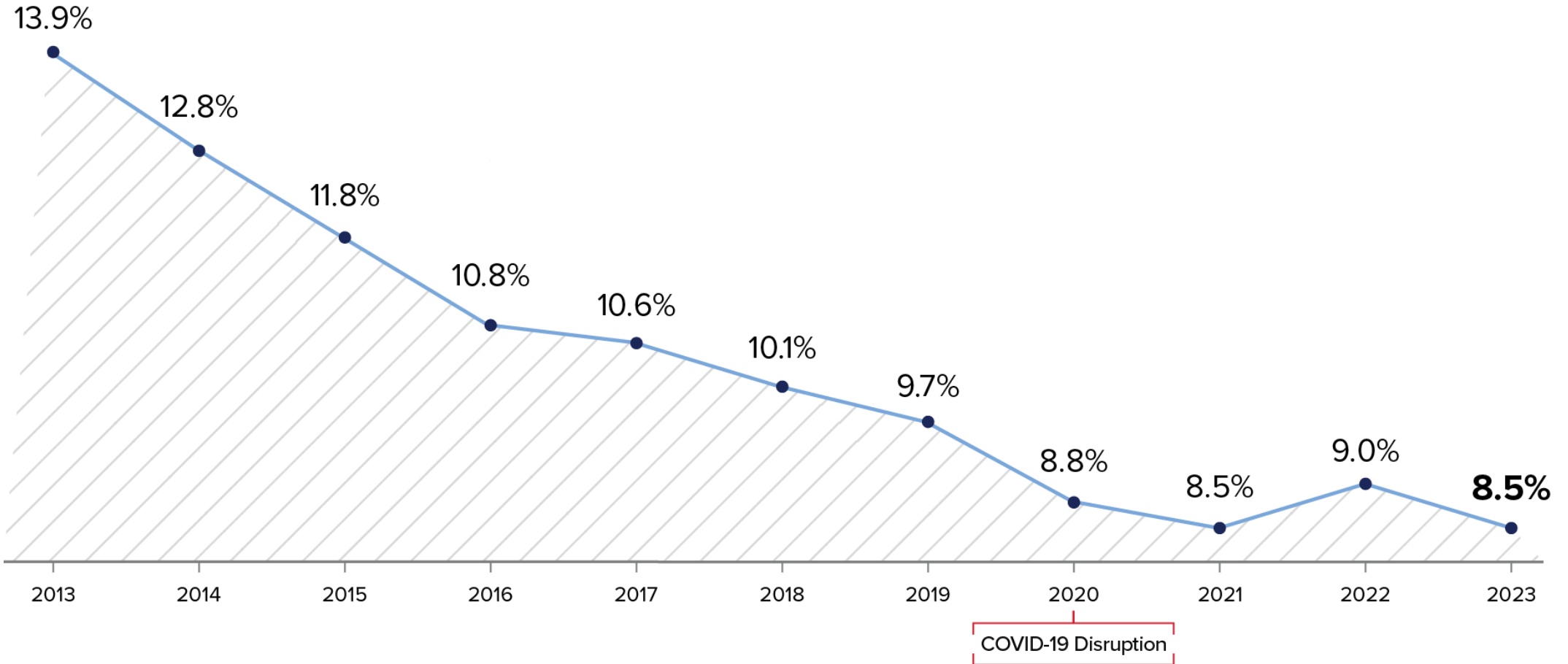**EVERY** Student Graduates from High School and is Ready for College and Career

MISSISSIPPI DEPARTMENT OF EDUCATION

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

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GRADUATION RATE

Mississippi:
- 2013: 74.5%
- 2014: 78.4%
- 2015: 80.8%
- 2016: 82.3%
- 2017: 83.0%
- 2018: 84.0%
- 2019: 85.0%
- 2020: 87.7%
- 2021: 88.4%
- 2022: 88.9%
- 2023: 89.4%

National Average:
- 2013: 81.4%
- 2014: 82.3%
- 2015: 83.2%
- 2016: 84.0%
- 2017: 84.6%
- 2018: 85.0%
- 2019: 86.0%
- 2020: 86.5%
- 2021: 86.1%
- 2022: 86.6%

Legend:
- ■ Mississippi
- ■ National Average — Most recent data available

COVID-19 Disruption

Graduation rate for students with disabilities **more than tripled** from 22.5% in 2013 to 70.0% in 2023.

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

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DROPOUT RATE

- 2013: 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: 9.0%
- 2023: **8.5%**

COVID-19 Disruption

MISSISSIPPI DEPARTMENT OF EDUCATION

Outcome 2: Increase the percentage of students ready for college as measured by ACT benchmarks in each content area (grade 11)

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ACT

■ Percent Meeting ACT Benchmarks

Academic Area	2022-23	2023-24	Change from 2023
English Composition	38.6%	39.2%	+0.6
Algebra	16.5%	16.3%	-0.2
Social Science	25.9%	27.0%	+1.1
Biology	15.6%	16.1%	+0.5
Met All 4 ACT Benchmark Scores	9.3%	8.8%	-0.5

■ Scores

2024 11TH GRADE

17.4
AVERAGE

2024 GRADUATING CLASS

18.4
HIGHEST SCORE
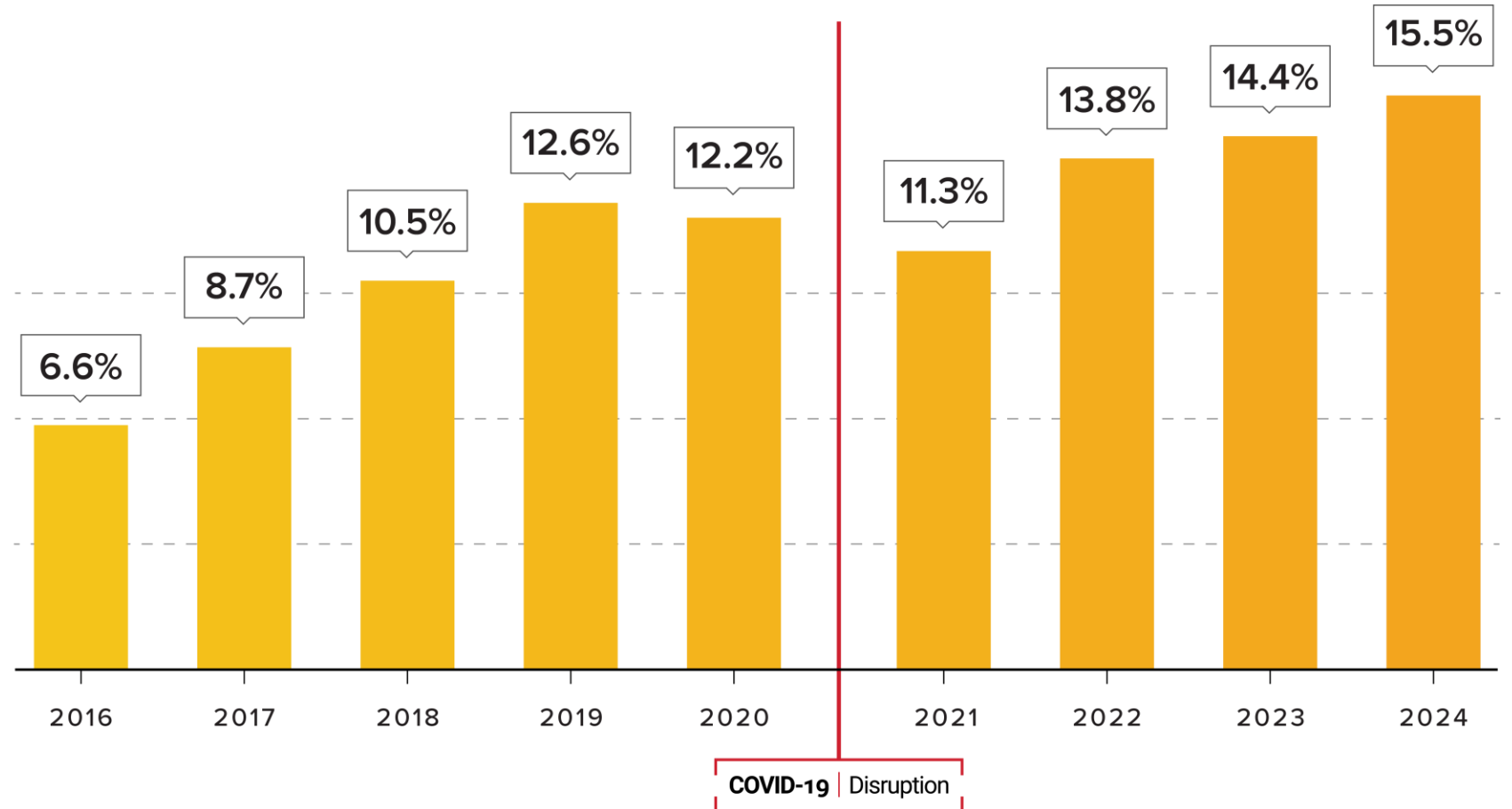
18.7
SUPERSCORE

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Dual Credit Enrollment

Percentage of students participating in and passing dual credit

2016–2024

95.3% of students **passed their courses and earned college credit** in 2024, an increase from 94.7% in 2023

Year	Percentage
2016	6.6%
2017	8.7%
2018	10.5%
2019	12.6%
2020	12.2%
2021	11.3%
2022	13.8%
2023	14.4%
2024	15.5%

COVID-19 | Disruption

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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
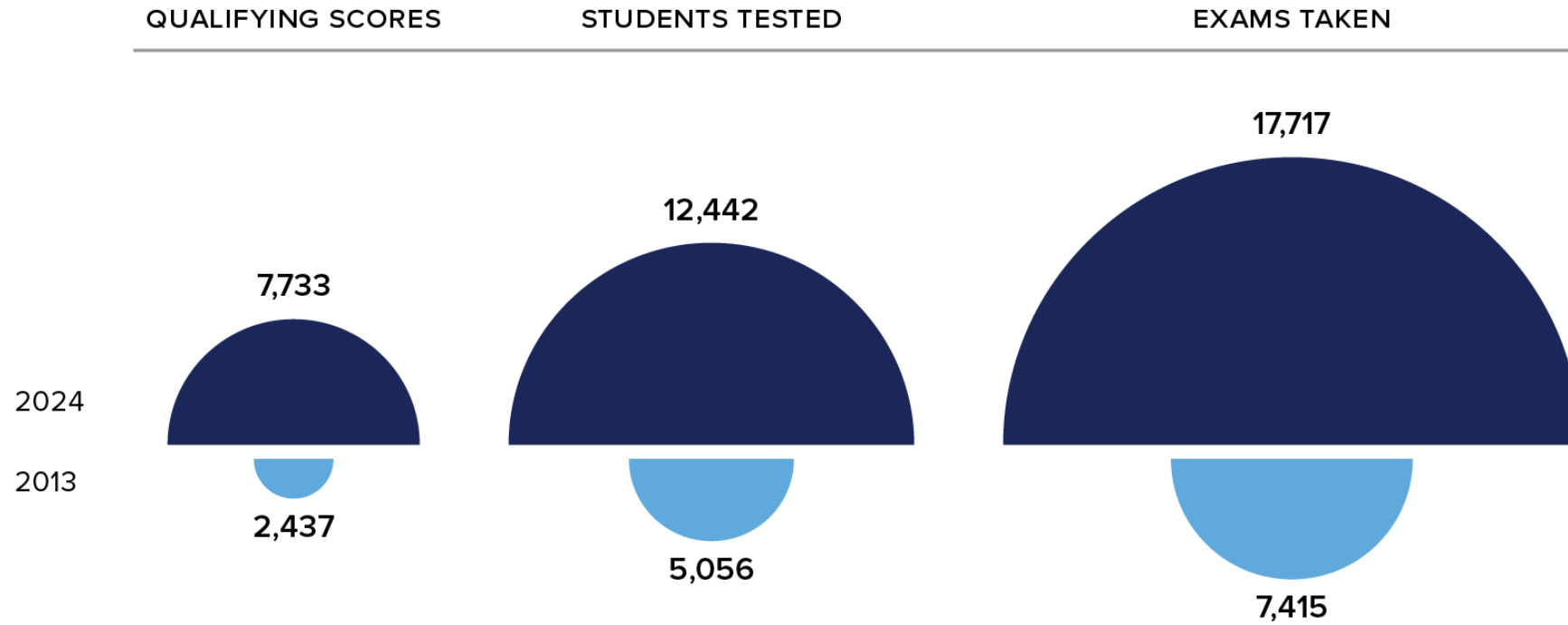
18

Percentage of students participating in:

| AP, IB and AICE

- IB data added starting in 2017-18
- AICE data added starting in 2018-19
- **2024 course pass rate: 95.4%**

10.7% — 2015-16
13.3% — 2016-17
12.0% — 2017-18
12.9% — 2018-19
N/A — 2019-20
13.3% — 2020-21
14.3% — 2021-22
16.9% — 2022-23
17.7% — 2023-24

COVID-19 | Disruption

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

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ADVANCED PLACEMENT
Participation & Achievement
MORE THAN DOUBLED

QUALIFYING SCORES	STUDENTS TESTED	EXAMS TAKEN
7,733	12,442	17,717
2,437	5,056	7,415

2024

2013

ACT WorkKeys

Percentage of students scoring at silver level or above

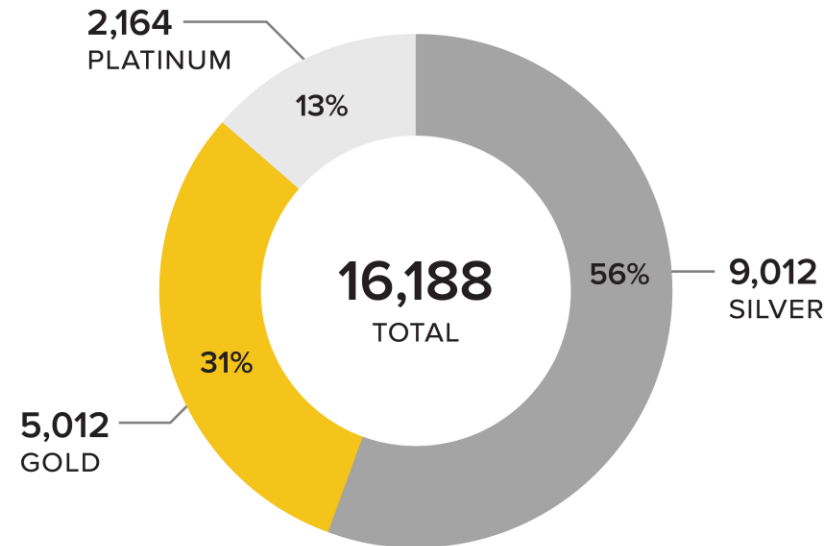State funds provided for ACT WorkKeys testing starting in 2021–22

60.0% — 2021-22
65.8% — 2022-23
69.0% — 2023-24
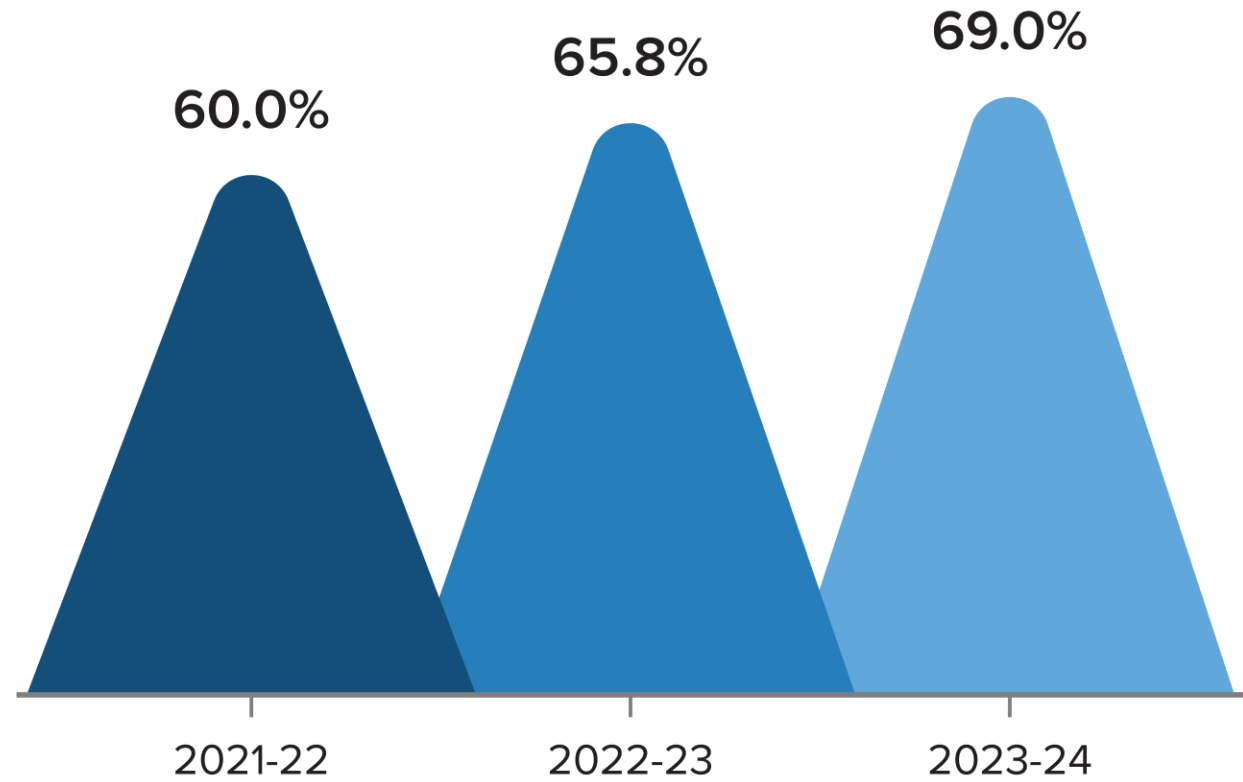
ACT National Career Readiness Certificates
| Earned for performance on ACT WorkKeys

1,900
PLATINUM
13%

57%

8,038
SILVER

14,165
TOTAL

30%

4,227
GOLD

2022-23

2,164
PLATINUM
13%

56%

9,012
SILVER

16,188
TOTAL

31%

5,012
GOLD

2023-24

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EDUCATION
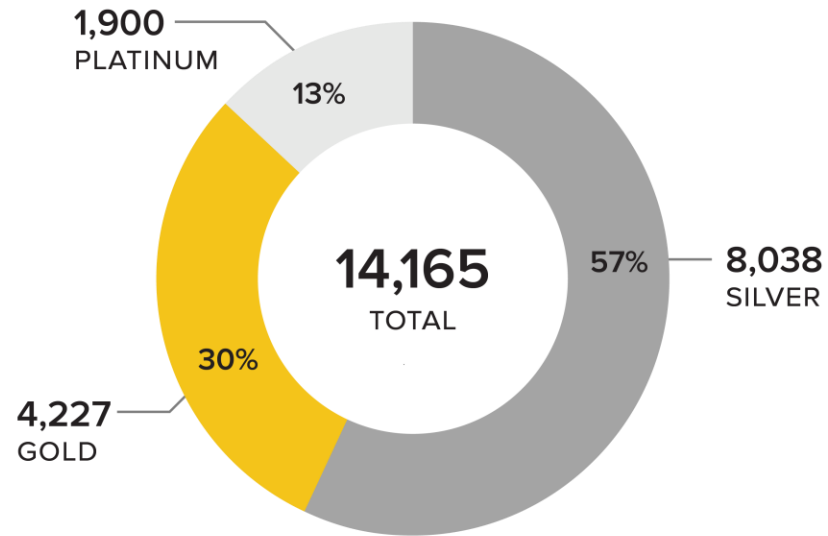
Career & Technical Education Concentrators
2016–2024

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

Year	Value
2016	10,155
2017	10,270
2018	11,390
2019	11,763
2020	10,654
2021	10,478
2022	9,348
2023	9,923
2024	11,787

MISSISSIPPI DEPARTMENT OF EDUCATION
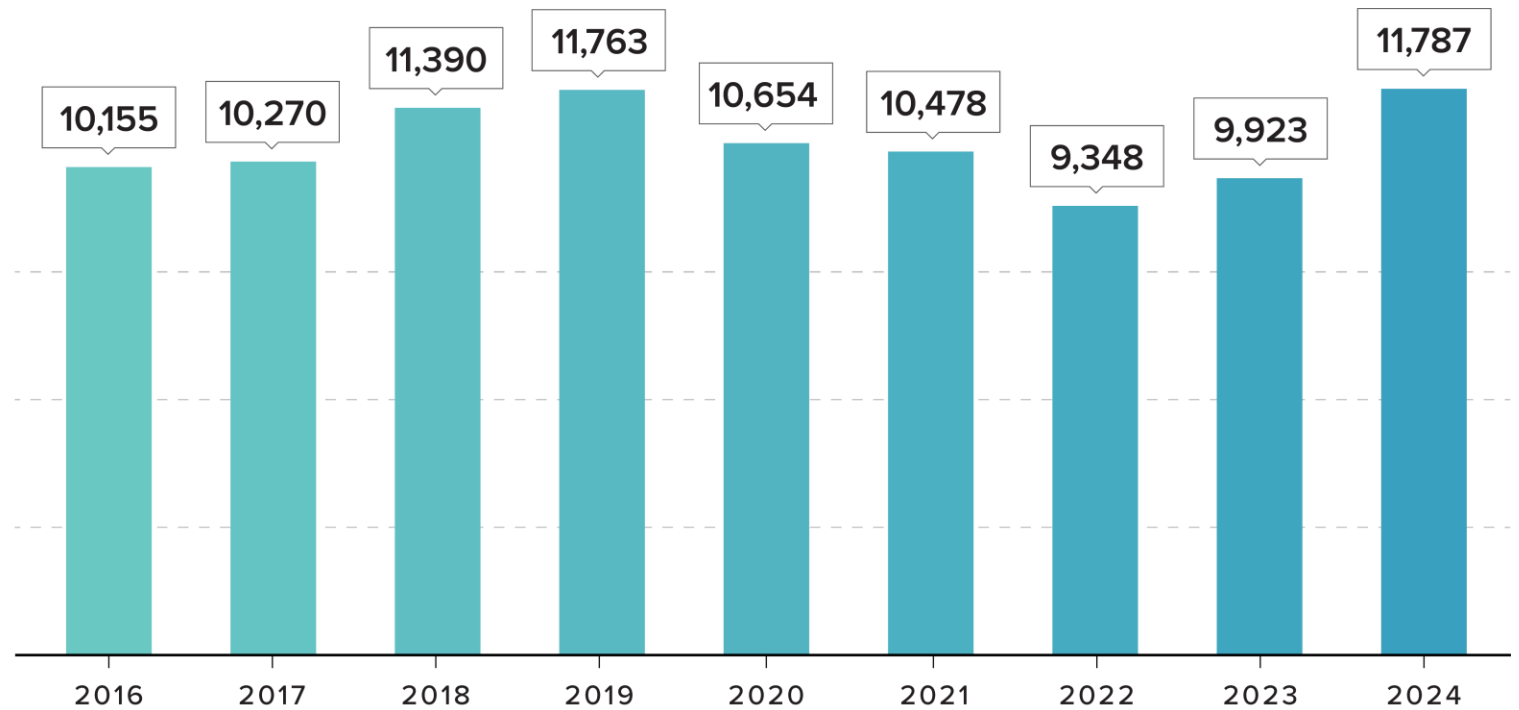
GOAL 2: Focus Areas

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

Career, Technical, and Workforce Development Education

- **Expand industry-based certification and work-based learning opportunities** so all CTE programs across eight career clusters offer these opportunities by 2028-29 (54% of career and technical education students achieved certification in 2023-24, up from 49% in 2022-23)

- **Create K-12 Workforce Development Guide** to expose students to career opportunities and create workforce opportunities

- **Update Career and Technical Education (CTE) Advisory Handbook** as template-based resource for career coaches

Secondary Education

- **Create performance-based graduation option** for second-semester seniors who have not passed all end-of-course state assessments but can demonstrate mastery of all required content

- **Seek State Board of Education approval for revisions to Mississippi College and Career Readiness Standards (MCCRS) for English Language Arts and Mathematics** and develop new MCCRS Navigator Guide to help teachers prepare for effective classroom instruction.
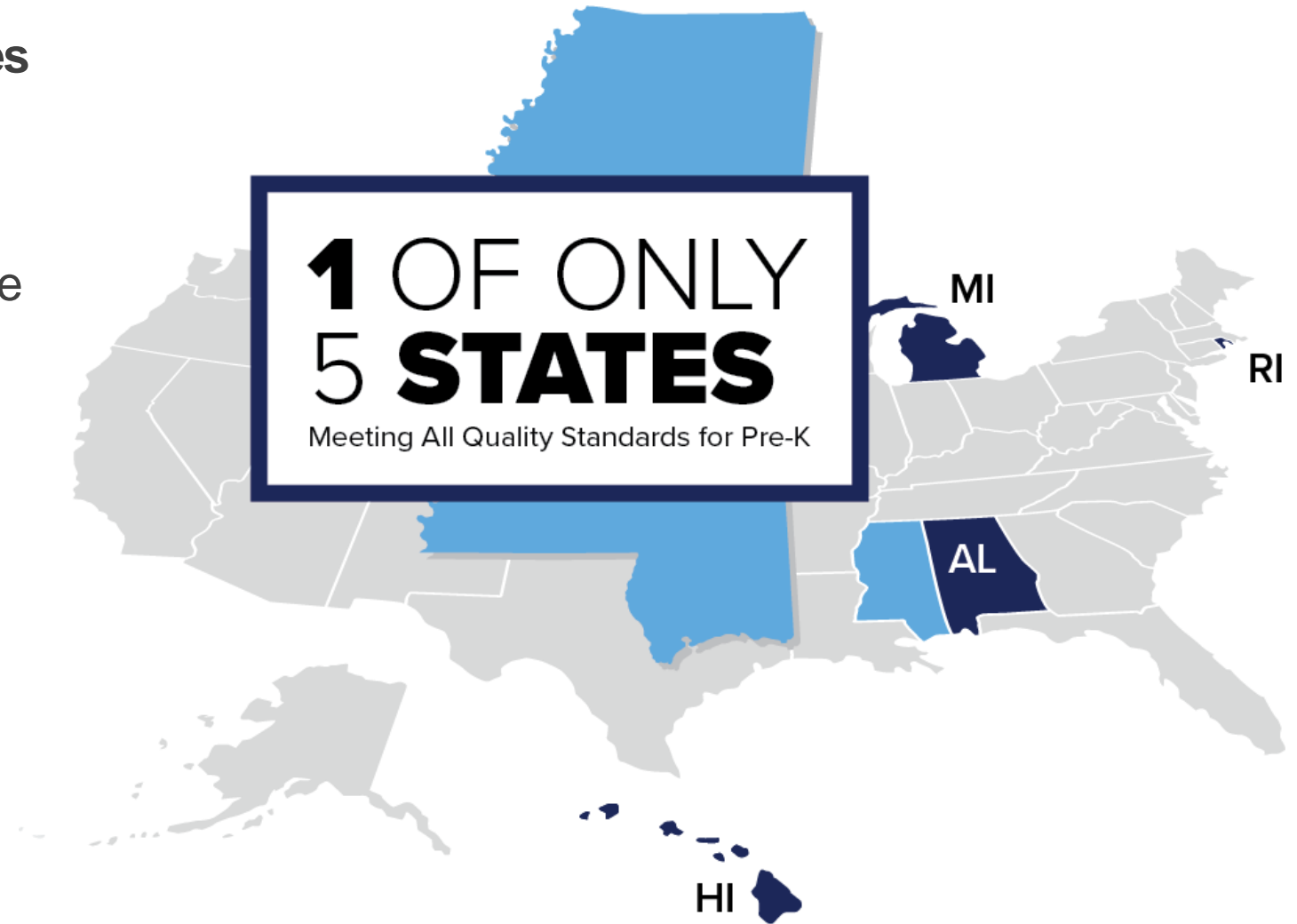
GOAL 3

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

- **Early Learning Collaboratives** consistently earn 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.

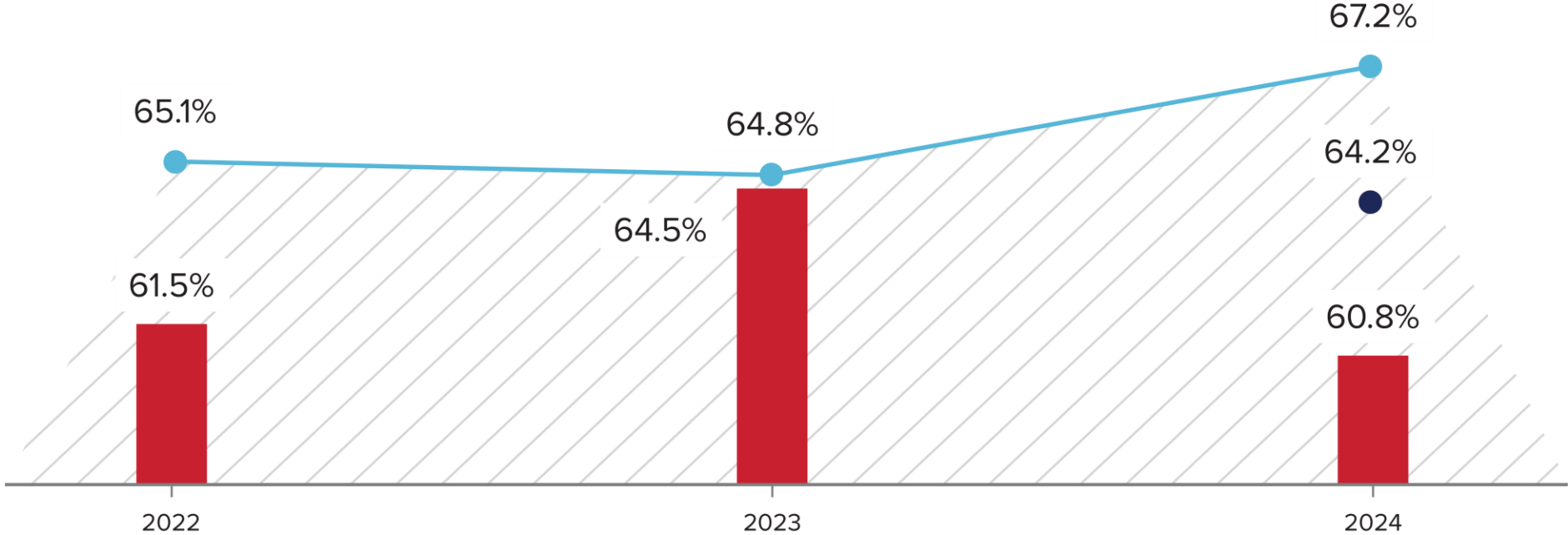- NIEER tracks state-funded preschool access, resources and quality.

Outcome 1: Increase percentage of pre-kindergarten students in public schools attaining kindergarten readiness on the pre-K end-of-year assessment

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ELC & SIP Performance

Early Learning Collaborative (ELC) and State-Invested Pre-K (SIP) students outperform students in other public pre-K programs
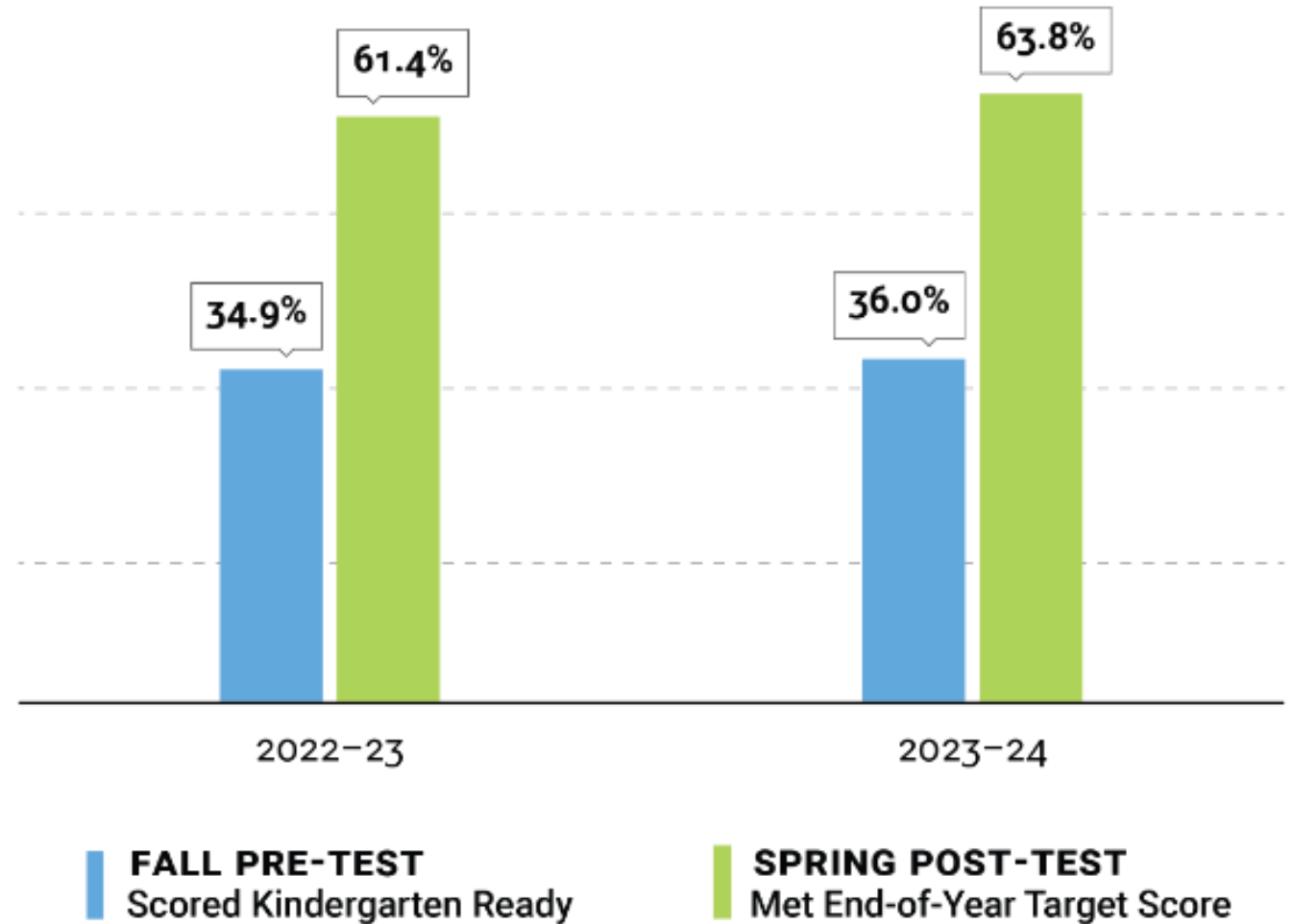
2022–2024

Legend:
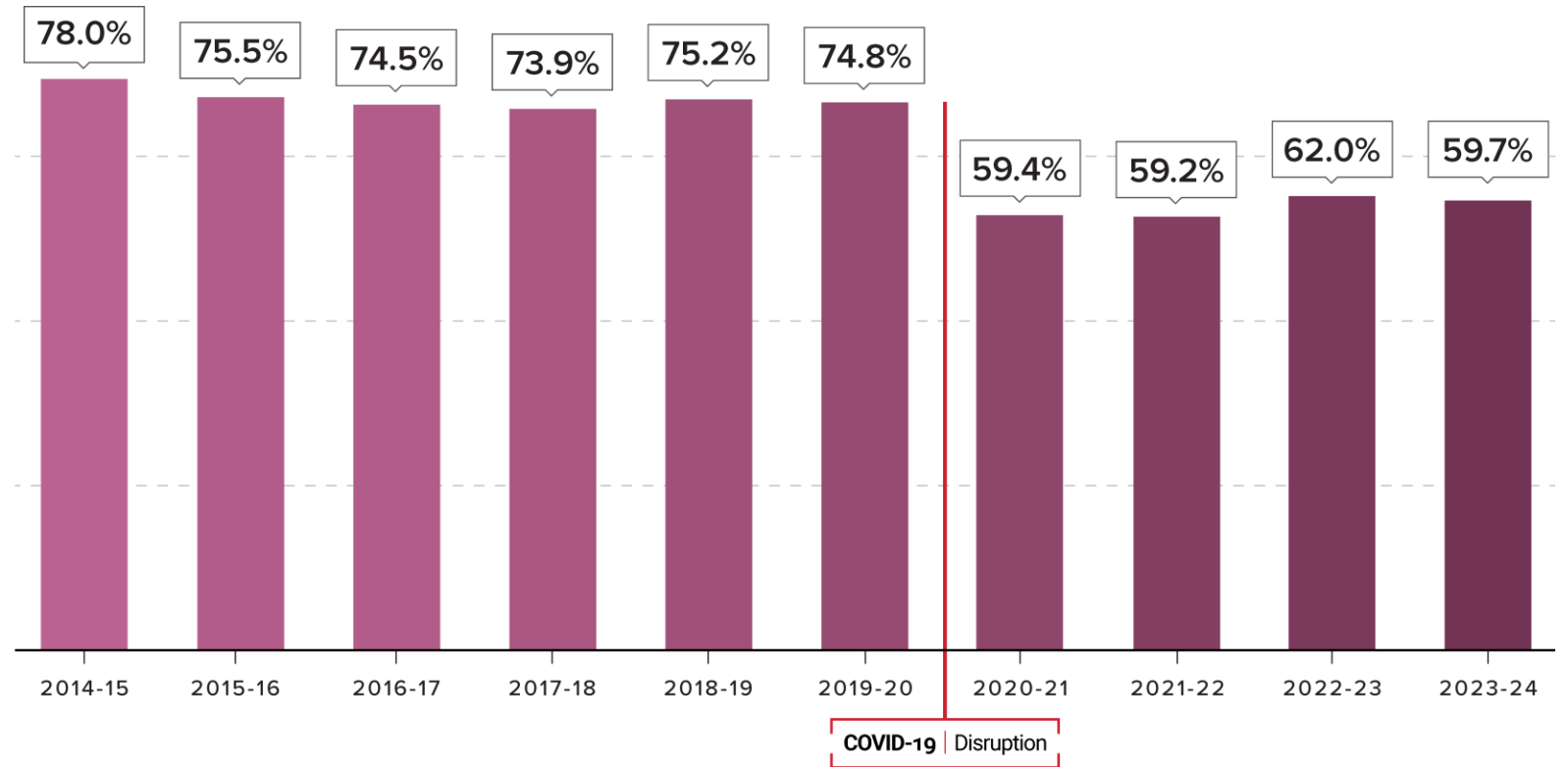- ● ELC PRE-K
- ● SIP PRE-K*
- ■ OTHER PUBLIC PRE-K

ELC PRE-K: 65.1% (2022), 64.8% (2023), 67.2% (2024)
SIP PRE-K*: 64.2% (2024)
OTHER PUBLIC PRE-K: 61.5% (2022), 64.5% (2023), 60.8% (2024)

2022   2023   2024

*SIP launched in 2023-24

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

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Kindergarten Readiness & Growth

Fall Pre-Test vs. Spring Post-Test

2022–23 & 2023–24

61.4%

34.9%

63.8%

36.0%

2022–23

2023–24

FALL PRE-TEST
Scored Kindergarten Ready

SPRING POST-TEST
Met End-of-Year Target Score

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

30

Percentage of Children with Disabilities in General Education Early Childhood Programs

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

Year	Percentage
2014-15	78.0%
2015-16	75.5%
2016-17	74.5%
2017-18	73.9%
2018-19	75.2%
2019-20	74.8%
2020-21	59.4%
2021-22	59.2%
2022-23	62.0%
2023-24	59.7%

COVID-19 | Disruption

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Percentage of 4-year-olds enrolled in publicly funded pre-K
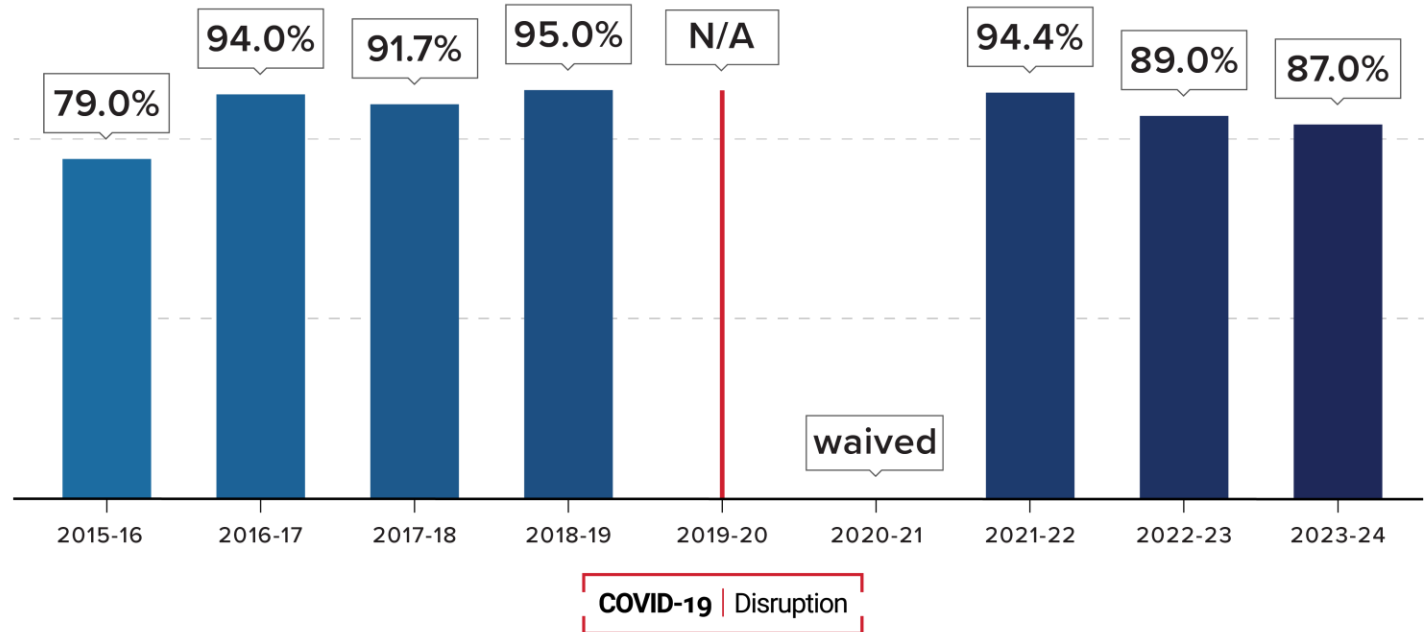
| Includes local, state and federally funded pre-K

Bar chart values:
- 2015-16: 38%
- 2016-17: 36%
- 2017-18: 36%
- 2018-19: 34%
- 2019-20: 35%
- 2020-21: 37%
- 2021-22: 53%
- 2022-23: 58%
- 2023-24: 52%*
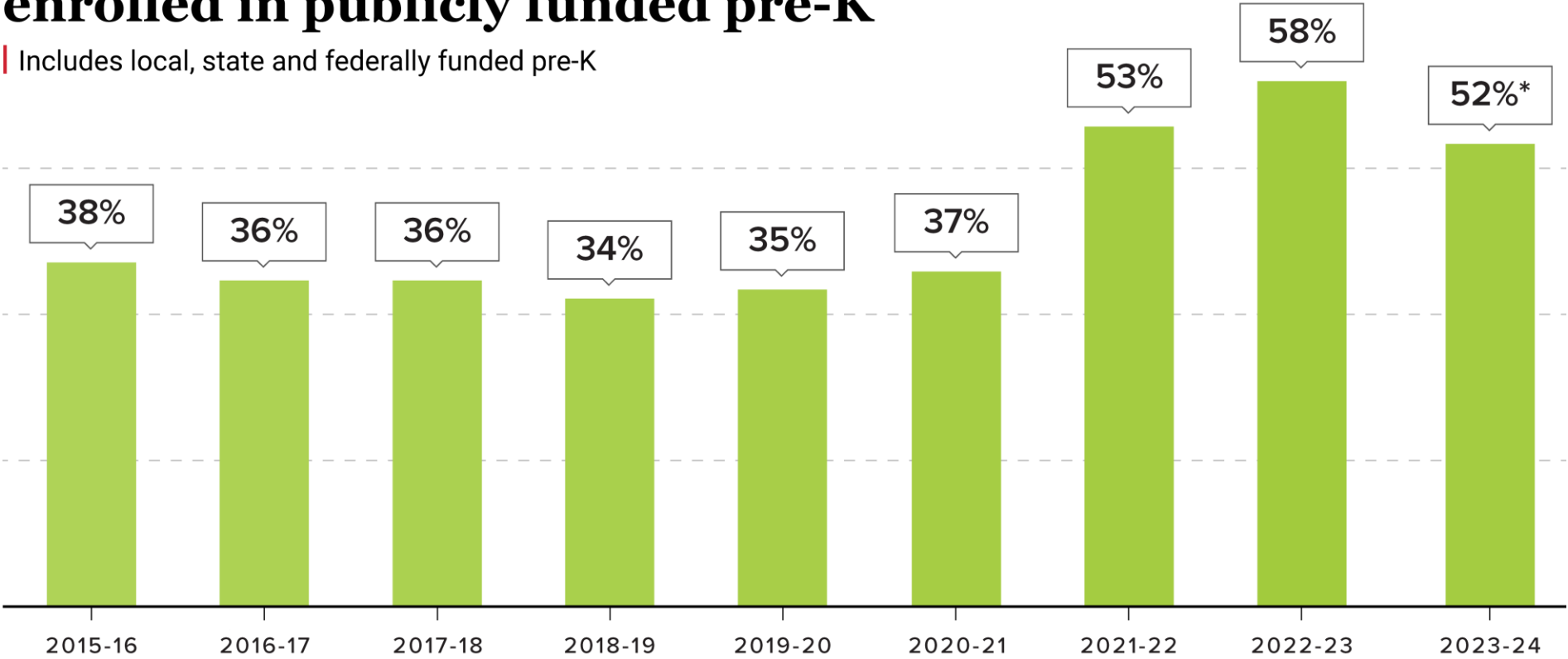
*Head Start enrollment decreased

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Early Learning Collaboratives grew from

11 TO **40**

PROGRAMS IN 2015-16

PROGRAMS IN 2023-24

It takes time for new programs to achieve their readiness rate

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
79.0%	94.0%	91.7%	95.0%	N/A	waived	94.4%	89.0%	87.0%

COVID-19 | Disruption

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GOAL 3: Focus Areas

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

- **Assist new Early Learning Collaborative programs** with compliance with the Early Learning Guidelines and grant requirements to improve rate of readiness

- **Use Preschool Development Grant Funds** to increase number of students with disabilities in general education pre-K programs

- **Hire more early childhood coaches** to increase the ratio of coaches to classrooms from one coach for 26 classrooms to one coach for 15 classrooms

GOAL 4

EVERY School Has Effective Teachers and Leaders

		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Outcome 1	Increase the percentage of districts reporting Professional Growth System (PGS) ratings for teachers and leaders	41.7%	71.3%	waived	waived	95.0%	99.0%	**100%**
Outcome 2	Increase the percentage of teacher candidates passing licensure exams on the first attempt							
	Praxis Content*		83.4%	85.5%	65.3%	COVID-19 licensure testing suspension		
	Foundations of Reading*		64.2%	72.0%	77.1%	COVID-19 licensure testing suspension		
Outcome 3	Increase the percentage of licensed, diverse teachers and leaders	29.2%	29.2%	29.7%	32.0%	33.4%	31.9%	**33.2%**
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%	34.9%	**34.2%**
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%	3.1%	**3.2%**

*Lag year data

Licensure Call Center

- **Call wait time continues to decrease** from an average of **30 minutes to less than 3 minutes**
- **Complaints decreased** from **several hundred** a month to **fewer than 10** in a year

MECCA Licensure Portal

- **69,000** registered **users**
- Staff reviewed more than **58,000 licensure applications**
- MECCA processed close to **15,000 licenses through automation**
- Staff maintained **2-day average processing time** for licensure applications

MECCA Licensure Portal

- Collected **36,743 final observations** during soft launch period
- More than **2,700 observations completed in the system**, providing teachers real-time access to feedback and resources to support their growth

GOAL 4: Focus Areas

EVERY School Has Effective Teachers and Leaders

Educator Preparation and Recruitment

- **Conduct a comprehensive policy review** of current *Guidelines for Mississippi Educator Licensure K-12* and the *Educator Preparation Provider Process and Performance Review Guidelines* with a focus on key shortage areas in elementary, special, and mathematics education

- **Launch the Educator Workforce Talent Portal** in the Mississippi Educator Career Continuum Archive (MECCA) as a centralized platform for education recruitment, job search, and hiring

- **Create synchronous instruction program with MPB** for highly qualified English Language Arts and mathematics educators to teach remotely to students in schools that lack a certified teacher

- **Develop Mississippi LEADS** (Leading Education Achievement in Districts and Schools) initiative to support effective school and district leadership

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Career, Technical, and Workforce Development Education

- **Integrate workforce development strategies and standards** into professional development for teachers

- Help administrators **create and sustain meaningful industry partnerships** to benefit students

- **Expand New Teacher Induction Training** for CTE educators to include CTE counselors and student service coordinators

GOAL 5

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

New outcomes set in Nov. 2021

OUTCOME	MEASUREMENT	2021-22	2022-23	2023-24
01 Modernize the Mississippi Student Information System (MSIS)	**Percentage development since March 2022**	30%	75%	95%
02 Increase capacity of MDE to manage, secure and use data	**Number of MDE staff attendees at 100+ OTSS training sessions**	2,000	9,081 attendees at 123 trainings	7,870 attendees at 57 trainings
03 Increase capacity of districts to provide a rigorous, engaging and secure digital learning experience	**Cumulative number of completed Amplified IT district audits**	*	73 audits*	53 audits
04 Increase capacity of districts to provide a rigorous, engaging and secure digital learning experience	**Cumulative number of Google Admin Certifications earned by district personnel through Amplified IT**	92	133	94

*Revised to reflect districts that completed both parts of Amplified IT's two-part audit.

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GOAL 5: Focus Areas

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

- **Mississippi Student Information System (MSIS) Modernization:** Increase available data, data access, and dashboards and implement upgrades based on user feedback

- **Cybersecurity:** Continue to strengthen data security and privacy through policy, risk assessment and remediation, collaboration with state agency partners, and staff training

- **Artificial Intelligence (AI):** Establish AI instructional support plan and explore AI integration with MDE systems to increase productivity and automation

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Outcome 1 & 2: Increase the growth of D and F **districts and schools** by improving the letter grade and/or increasing the number of points within a letter grade

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District & School Improvements

Percentage of districts and schools rated D or F in 2023 that improved their grade or accountability score in 2024

13 of 14
DISTRICTS

92.8%

74 of 96
SCHOOLS

77.1%

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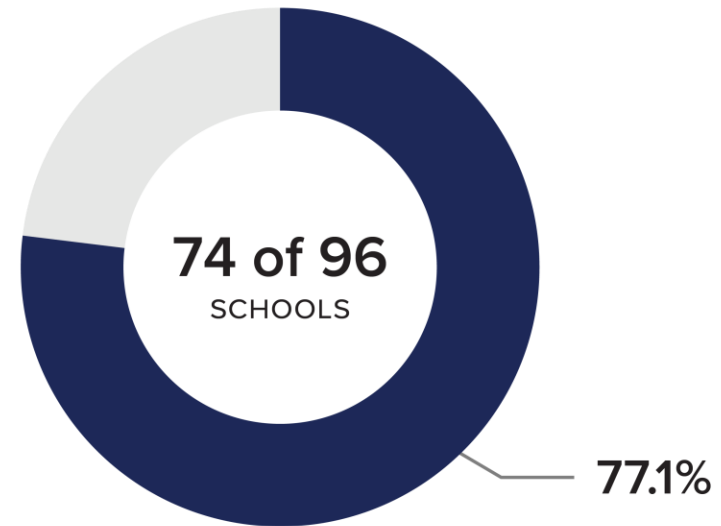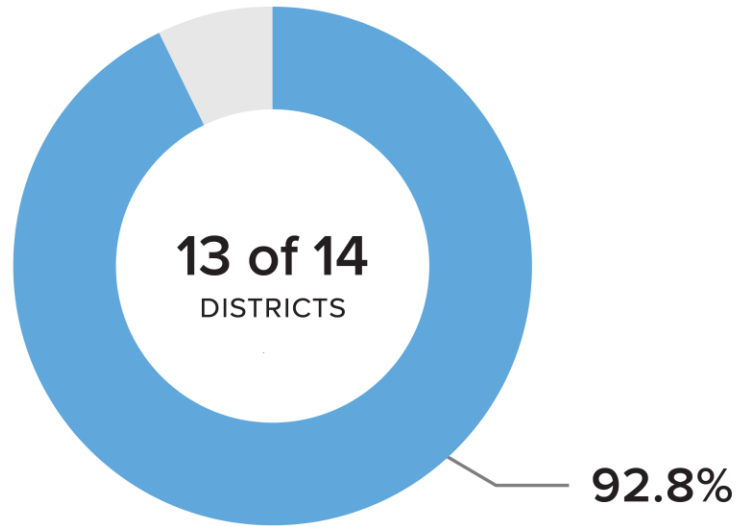
Outcomes 3 & 4: Increase the growth of schools and districts in Districts of Transformation by improving the letter grade and/or increasing the number of points within a letter grade

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TRANSFORMATION

DISTRICTS OF TRANSFORMATION	SCHOOL YEAR DESIGNATED	2018-19	2021-22	2022-23	2023-24
Tunica	2015-16	C	B	B	B
Noxubee County	2018-19	F	D	C	C
Holmes County	2021-22	F	C	C	B

ACHIEVEMENT

ACHIEVEMENT SCHOOL DISTRICT	SCHOOL YEAR DESIGNATED	2018-19	2021-22	2022-23	2023-24
Humphreys County	2019-20	F	F	D	C
Yazoo City	2019-20	F	F	F	C

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

Note: Tunica returned to local control July 1, 2024

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Mississippi
School & District Grade Improvements
2016–2024

STATE BOARD GOAL

Every School and District is Rated "C" or Higher

School

A,B,C
62%
38%
D or F
2016

A,B,C
86%
14%
D or F
2024

District

A,B,C
62%
38%
D or F
2016

A,B,C
94%
3%
D or F
*
2024
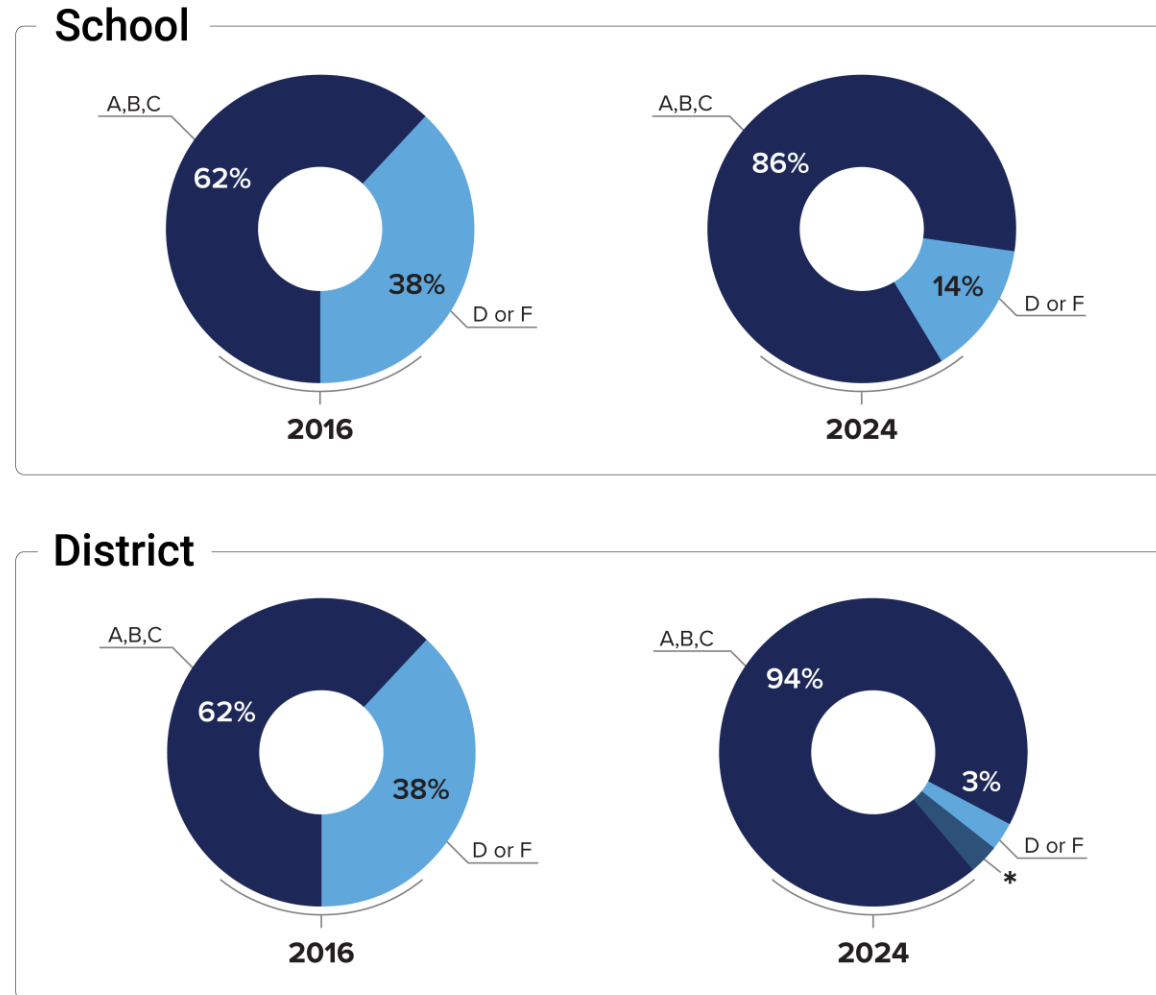
*Three charter school districts too new to be graded.
One district will receive grade after locally selected performance data is available.

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GOAL 6: Focus Areas

EVERY School and District is Rated "C" or Higher

- **Implement updated Accountability System** in the 2025-26 school year

- **Implement comprehensive support system for D/F-rated schools based on updated Accountability System** starting in 2026-27 featuring:

  o Tiered assistance based on duration of low performance
  o Support in governance, instruction, and leadership
  o Required agreements outlining MDE and local responsibilities
  o Structured service delivery timelines

- Create and implement **leadership training for leaders of low-performing schools and districts** on effective instructional leadership

Partnerships
To Advance Strategic Plan

- Applied Engineering Management (AEM)

- 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)

- National Center on Education and the Economy (NCEE)

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

- Region 7 Comprehensive Center

- SASS Institute

- Southern Regional Education Board (SREB)

- W.K. Kellogg Foundation

MISSISSIPPI DEPARTMENT OF EDUCATION

- Accelerate MS
- Education Achievement Council (EAC)
- Head Start Association
- MS Association of Educators (MAE)
- MS Association of School Administrators (MASA)
- MS Association of School Superintendents (MASS)
- MS Community College Board
- MS Economic Council (MEC)
- MS Institutions of Higher Learning (IHL)
- MS Professional Educators (MPE)
- MS Public Broadcasting (MPB)

- MS State University Research and Curriculum Unit (RCU)
- Regional Service Education Agencies (RESA)
- State Early Childhood Advisory Council (SECAC)
- State Longitudinal Data System Governing Board (SLDS)
- State Workforce Investment Board (SWIB)
- The Phil Hardin Foundation
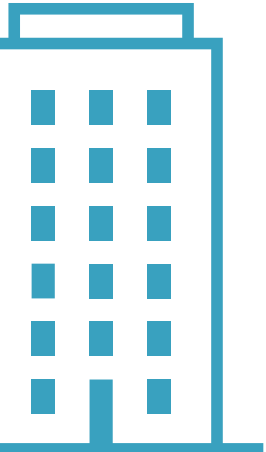
Mississippi State Board of Education

Strategic Plan Annual Status Report 2023-24

View additional focus areas to advance the Strategic Plan:
mdek12.org/mbe/strategicplan

View additional data and outcomes in 2023-24 Superintendent's Annual Report:
mdek12.org/publicreporting/reports

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ADDENDUM

2023-24 Mississippi State Board of Education Strategic Plan Annual Progress Report
Current and Future Focus Areas to Advance Strategic Plan

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

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

Literacy

- **Continue providing Science of Reading training for teachers and administrators.** AIM Pathways Professional Development will build knowledge around the Science of Reading and structured literacy statewide.
- **Facilitate Mississippi Educator Preparation Program Literacy Network to collaborate and build relationships with professors working with pre-service teachers.**
- **Provide professional learning for the adoption and implementation of High-Quality Instructional Materials (HQIM).** HQIM professional learning will ensure equity in instruction in Tier I.
- Facilitate Mississippi Literacy Leadership Network for school and district level administrators to build knowledge of the Science of Reading.
- Provide literacy coaching in K-3 literacy support schools.
- Collaborate on Mississippi Literacy Association Conference to build content knowledge around structured literacy.

Special Education

- **Continue New Special Education Teacher Mentoring program, which currently supports 90 educators in 13 school districts.** Districts apply to participate in this two-year program, which supports the retention of special education teachers to improve educational outcomes for students with disabilities.
- Continue to provide technical assistance and professional learning sessions to special education directors, district and school administrators, and teachers on topics including, but not limited to, access, inclusion, diversity and equity for students with disabilities, fiscal support, data management and reporting, monitoring systems, and instructional best practices.

Student Assessment

- **Issue RFP for new statewide assessment system to be implemented in 2025-26.**

Intervention Services

- Developed Multi-tiered System of Supports-Attendance Guidance Document to support districts and schools in providing strategies for chronic absenteeism.
- Updated Early Warning System to support schools and districts in providing strategies in course performance and behavior.
- Created Dyslexia training videos for school districts to provide best practices in dyslexia support for schools and districts.

Gifted Educational Programs

- Implemented updated Regulations for Gifted Education Programs to provide guidance for school districts in the implementation of gifted education and the identification of potentially gifted students.

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

Career, Technical, and Workforce Development Education

- **Expand industry-based certification and work-based learning opportunities so all CTE programs across eight career clusters offer these opportunities by 2028-29 (54% of career and technical education students achieved certification in 2023-24, up from 49% in 2022-23).** MDE is collaborating with stakeholders to implement strategies that further increase credential attainment statewide. Embedded work-based learning is now incorporated into Level 2 Agriculture, Health Science, and Educator Preparation CTE programs. A three-year implementation plan is underway to expand this model to all remaining program areas.
- **Update Career and Technical Education (CTE) Advisory Handbook as template-based resource for career coaches.** MDE is working with stakeholders to rewrite the CTE Advisory Handbook to complement the K-12 Workforce Development Guide.
- **Develop a K-12 Workforce Development Guide tailored to the unique needs of each region in the state, providing districts with strategic guidance to enhance pathways for all students.**
- **K-12 Workforce Development Guide will:**
    - Strengthen partnerships with business and industry.
    - Remove barriers to work-based learning opportunities.
    - Improve access to workforce training programs.
    - Expand workforce development initiatives across all grade levels.

Secondary Education

- **Create performance-based graduation option for second-semester seniors who have not passed all end-of-course state assessments but can demonstrate mastery of all required content.** The purpose is to provide students who have attended 13 years of school and performed their absolute best an opportunity to graduate.
- **Seek State Board of Education (SBE) approval for revisions to Mississippi College and Career Readiness Standards (MCCRS) for English Language Arts (ELA) and Mathematics and develop new MCCRS Navigator guide to help teachers prepare for effective classroom instruction**. MDE requested feedback from the field on the MCCRS for English Language Arts (ELA) and Mathematics and convened groups of teachers representing each state congressional district to review each comment to determine what revisions should be made. Most revisions are reflected in Grades, 1, 4, 5, 7 and Algebra I in Mathematics and in

grades K, 1,7 and 8 in English Language Arts. The MCCRS Navigator will be an updated version of the scaffolding document that accompanies each set of standards and is designed to equip teachers with a deeper understanding of the standards.

- With support of the National Career Academy Coalition, MDE assisted two high schools in attaining National Career Academy Coalition Model Schools during the 2023-24 school year. A minimum of three high schools will be evaluated for Model School Academy Status during the 2024-25 school year.
- Ensure High Quality Instructional Materials are adopted by districts and that vendors who provide Curriculum Based Professional Learning to school districts are vetted in the understanding and implementation of the district's adopted materials.
- Continue to work with innovative school districts on ideas to eliminate barriers for students to use fee waivers on Saturday administrations of the ACT.
- Continue the work with post-secondary institutions that meet high school graduation (i.e., computer science, health).
- Continue to partner with post-secondary institutions to maintain a consistent pass rate for Advance Placement (AP) classes and will provide professional development on the use of AP Classroom to teachers teaching Advanced Placement courses.
- Continue to support school districts through funding access to the College and Career Readiness Platform that allows students to explore career options as well as pathways to get there.

Special Education

- MDE will continue efforts to provide high-quality technical assistance through two statewide conferences focused on improving post-secondary outcomes for students with disabilities.
    - o Kicking it into Gear: Annual Transition Conference
    - o Annual Time is Right Special Education Conference

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

Early Childhood Education

- **Assist new Early Learning Collaborative (ELC) programs with compliance with the Early Learning Guidelines and grant requirements to improve rate of readiness.** Eight ELC programs were new in the 2023-24 school year and were monitored for the first time. There are 179 total sites within all 40 ELC programs. Of those, 23 are on probation for the current school year. Three of those sites are new.
- **Use Preschool Development Grant Funds to increase the number of students with disabilities in general education pre-K programs.** MDE created the Blended grant program to help increase the number of children with disabilities participating in a general education setting. The Blended Grant Cohort IV is in operation using Preschool Development Funds. This grant funds general education programs and those that include children with disabilities. There was no funding for the Blended programs during 2022-23 or 2023-24, but there are two school districts and four classrooms funded for 2024-25 through 2026-27. This should increase services to students and schools.
- **Hire more early childhood coaches to increase the ratio of coaches to classrooms from one coach for 26 classrooms to one coach for 15 classrooms.** Although MDE has increased the number of early childhood education coaches to 14, it is still short 12 coaches for the ELC program that served 366 classrooms in 2023-24. MDE has been inventive to be able to reach teachers with multiple ways of coaching and mentoring.

Special Education

- Because the MDE was selected as model state for the Child Outcomes Individualized Education Program Process Integrated Cohort, it will continue to host regional Child Outcomes Summary (COS) trainings and is working to get 100% of school districts nationally certified in the COS process.

Goal 4: Every School Has Effective Teachers and Leaders

Educator Preparation and Recruitment

- **Conduct a comprehensive policy review of current *Guidelines for Mississippi Educator Licensure K-12* and the *Educator Preparation Provider Process and Performance Review Guidelines* with a focus on key shortage areas in elementary, special, and mathematics education**.
- **Launch the Educator Workforce Talent Portal in the Mississippi Educator Career Continuum Archive (MECCA) as a centralized platform for education recruitment, job search, and hiring**. MECCA is a free tool for advertising positions, browsing openings, and conducting educator workforce surveys to support educator and administrator recruitment efforts across Mississippi. The MECCA Educator Workforce Talent Portal will revolutionize how the state recruits prospective and practicing educators. The Educator Workforce Talent Portal will provide relevant access to users such as Mississippi-based school districts' hiring officers, educators seeking employment, Educator Preparation Providers marketing available licensure-track programs, MDE Educator Workforce Specialists (Recruiters) tracking/communicating with prospects, and MDE Office of Human Resources state education agency job postings and application submission for certain MDE employment opportunities. The talent portal will launch to local school district hiring officers for open position uploads and begin a statewide roll out to educators seeking positions in mid-late February 2025. Other features:
  - Job board, person search capabilities, and streamlined employment application process will help the local school districts transition from paper-based recruitment and employment methods to cutting-edge tools.
  - In-application marketing campaign functionality and communication tools that allow for targeted interaction specific to the opportunity offered by the respective user.
- **Create hybrid instruction program with Mississippi Public Broadcasting for highly qualified English Language Arts and mathematics educators to teach remotely in a synchronous setting to students in schools that lack a certified teacher.**
- **Develop Mississippi LEADS (Leading Education Achievement in Districts and Schools) initiative to support effective school and district leadership**. Mississippi LEADS will have a structured focus on the knowledge, skills, and dispositions necessary for effective district and school leadership.
- MDE is supporting administrators from 88 districts on effective Professional Growth System (PGS) observation and feedback practices via the Mississippi Educator Career Continuum Archive (MECCA) through its PGS Portal Community of Practice.

Teaching and Leading Outcomes

- Mississippi was selected as one of three host states nationwide for the U.S. Department of Education's Regional Convenings to Support State Action to Advance the Education Professions as a result of statewide efforts to increase educator compensation, expand access to high-quality and affordable pathways into the education professions, and increase educator diversity.
- 100% of districts successfully reported annual educator and administrator Professional Growth System (PGS) performance data via the PGS Portal in MECCA within six months of the system's launch.
- Professional Development Coordinators provided 541 professional development sessions to 11,540 educators and administrators from 125 districts throughout the 2023-2024 school year.
- Planning is underway for over 300 participants to join this year's Elevate Teachers Conference based on participant survey results from the last two years, wherein 100% of respondents gained new instructional strategies and 99% of respondents saw the conference as an effective teacher retention strategy.

Mississippi Educator Career Continuum Archive (MECCA)
- Increase the number of school districts using the free MECCA Professional Growth System (PGS) Portal for educator observations and continuous performance improvements
- Further enhance the PGS Portal functionality by integrating the Trumba Platform, which will allow educators to directly access professional learning opportunities, the Data Dashboard feature, and other improvements.
- Develop MECCA Accreditation Portal to address the logistical challenges of accreditation visits to schools. The portal will increase efficiency and support through robust online desk audits, digital data reviews, and virtual inspections. The portal will streamline the accreditation process by providing a dashboard for task management, scheduling, and communication. It will allow staff to coordinate with other MDE program offices, track workflow progress, and provide training and resources. The portal will also support adjustments to accreditation standards due to changes in laws and regulations, ensuring that updates can be made without disrupting the underlying system. Additionally, the portal will enable efficient report generation and communication with schools.
- MECCA Accreditation Portal is currently in the User Acceptance Testing (UAT) phase of development and is scheduled to integrate with MSIS in early 2025, enabling program office reviewer configurations ahead of statewide deployment.

Career, Technical, and Workforce Development Education

- **Integrate workforce development strategies and standards into professional development for teachers.** MDE collaborates with the Research and Curriculum Unit (RCU) at Mississippi State University to enhance professional development for educators and administrators. MDE will continue to evaluate industry needs and standards to ensure teachers are up to date on skills

required in the workplace and know how to teach these skills. Administrator training will focus more on creating and sustaining meaningful industry partnerships for the benefit of their students and programs.

- **Help administrators create and sustain meaningful industry partnerships to benefit students**.
- **Expand New Teacher Induction (NTI) Training for CTE educators to include CTE counselors and student service coordinators**. NTI training focuses on instructional best practices, classroom management, curriculum alignment, Carl Perkins regulations, and leadership skills. Comprehensive training is already provided to new CTE teachers and administrators statewide.
- Continue New CTE Director Academy and Pathway Curriculum training to ensure alignment with state standards and workforce demands. These programs foster leadership development and promote consistency in instructional practices.

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

- **Mississippi Student Information System (MSIS) Modernization: Increase available data, data access, and dashboards and implement upgrades based on user feedback.** In its inaugural operational year (2024-25), MSIS will transition from the development phase (Phase 2) to Phase 3: operations and enhancement. Phase 3 will focus on:
  - Optimization:
    - Increasing available data, data access, and dashboard and tools for end users.
    - Increasing the efficiency of MSIS and resolve outstanding technical issues.
    - Incorporating feedback from districts and MDE program offices to ensure continuous improvement.
  - Enhancement:
    - Expanding dashboards and data tools.
    - Completing grant deliverables for the FY2023 SLDS grant.
    - Implementing additional upgrades based on end user feedback.

- **Cybersecurity: Continue to strengthen data security and privacy through policy, risk assessment and remediation, collaboration with state agency partners, and staff training.**
  - Policy Development: OTSS will collaborate with the General Counsel, Data Governance Manager, and other internal staff to develop a data security and privacy policy roadmap and implement key data security and privacy policies as outlined in the roadmap.
  - Risk Assessment and Remediation:
    - Conduct annual third-party cybersecurity audits.
    - Conduct internal audits, access reviews and other cybersecurity best practices.
    - Security and Privacy Officer to establish risk register and develop roadmap to remediate identified risks in partnership with the Infrastructure Team.
  - Employee Training:
    - Conduct practice drills for responding to a cyber security incident (i.e., "tabletop exercises") with OTSS and Executive Leadership Team.
    - Provide monthly mandatory cybersecurity awareness training for all MDE employees.

- Develop and promote cybersecurity training resources to districts, supporting statewide security and privacy best practices.
  - o Cross-Agency Collaboration: Engage with state agency partners to implement security and privacy best practices at state and local levels.

- **Artificial Intelligence (AI): Establish AI instructional support plan and explore AI integration with MDE systems to increase productivity and automation.**
  - o Form an AI Advisory Committee comprising of a diverse group of stakeholders to guide the development and implementation of an AI program aimed at:
    - Enhancing STEM education with AI, preparing students for AI-driven careers.
    - Integrating AI into all grades and subject areas.
    - Ensuring all graduates are equipped to use AI in higher education and the workforce.

  - o Exploring AI Integrations with MDE Systems: Develop strategies for leveraging AI to enhance and expand data systems and enhance user experience.
    - Productivity tools.
    - Helpdesk and other self-service tools.
    - Data management and analysis.
    - Cybersecurity and system automation.

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

School and District Transformation

- **Implement updated Accountability System in the 2025-26 school year.**
- **Implement comprehensive support system for D/F-rated schools based on updated Accountability System starting in 2026-27 featuring:**
    - Tiered assistance based on duration of low performance
    - Support in governance, instruction, and leadership
    - Required agreements outlining MDE and local responsibilities
    - Structured service delivery timelines
- **Create and implement leadership training for leaders of low-performing schools and districts on effective instructional leadership.**
- Expand the current school improvement model by focusing on quality of implementation by supported school districts.