

Mississippi Perkins V State Plan Revision



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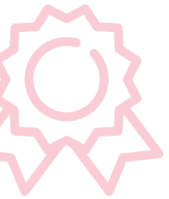
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MISSISSIPPI
DEPARTMENT OF
EDUCATION

December 16, 2021





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



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



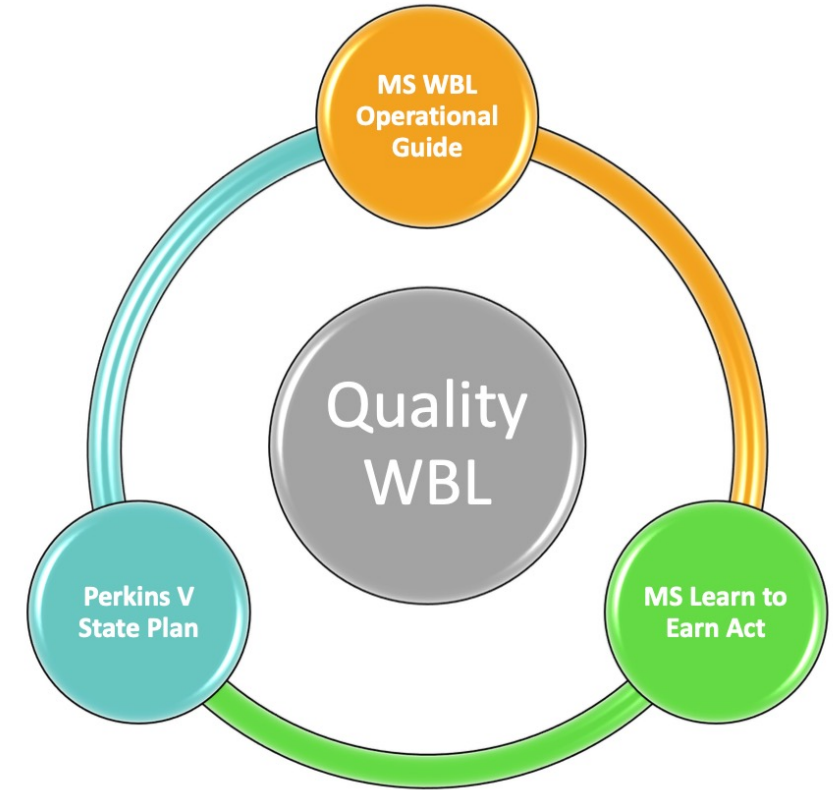
MISSION

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

“Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.”

- Convened on July 20, 2021 and recommended revising the *Mississippi Perkins V State Plan* to include work-based learning as an additional measure of CTE program quality.
- Collaborated on September 21, 2021 to determine the CTE career pathways that will utilize work-based learning as the measure of program quality.
- Met on November 19, 2021 to review and finalize the revisions to the *Mississippi Perkins V State Plan* and discussed a timeline for public comment.

- Business and industry in Mississippi views the attainment of industry credentials and participating in work-based learning as valuable career preparation.
- Quality work-based learning can best be accomplished by aligning *The Mississippi Perkins V State Plan*, *The Mississippi Work-Based Learning Operational Guide*, and *The Mississippi Learn to Earn Act of 2020*.



Page 13-14

Add work-based learning to the listing of secondary core indicators of performance.

Page 34-35

Add work-based learning to the Mississippi Secondary Core Indicators of Performance Chart.

Page 47

Add work-based learning to the State Determined Performance Levels Chart.



<https://www.mdek12.org/SSE/PerkinsV>

The core indicators of performance at the *secondary level* include the following:

1. The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in 20 U.S.C. § 7801(25)).
2. CTE concentrator proficiency in the challenging state academic standards adopted by the state under 20 U.S.C. § 6311 of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments (English II, Biology I, and Algebra I) described in such act.
3. The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. § 12501, et. seq.); are volunteers as described in the Peace Corps Act (22 U.S.C. § 2504(a)); or are employed.
4. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.
5. The percentage of CTE concentrators earning a recognized postsecondary credential upon graduation.
6. The percentage of CTE concentrators having graduated from high school having participated in work-based learning.

MISSISSIPPI SECONDARY CORE INDICATOR DEFINITIONS (PROGRAM QUALITY)			
Statute Language	Indicator	Numerator	Denominator
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1 Program Quality – Attained Recognized Postsecondary Credential	Number of CTE concentrators graduating from high school who have successfully earned a recognized postsecondary credential.	Number of CTE concentrators graduating from high school.
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3 Program Quality – Participated in Work-Based Learning.	Number of CTE concentrators graduating from high school having participated in work-based learning.	Number of CTE concentrators graduating from high school.

Color

State Determined Performance Levels (SDPL) Form

State Name: Mississippi

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	90.0%	90.2%	90.4%	90.6%	90.8%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S1: Academic Proficiency in Reading/Language Arts	49.2%	53.4%	57.5%	61.7%	65.8%
2S2: Academic Proficiency in Mathematics	48.4%	52.7%	57.0%	61.4%	65.7%
2S3: Academic Proficiency in Science	48.4%	52.7%	57.0%	61.4%	65.7%
3S1: Postsecondary Placement	90.0%	90.2%	90.4%	90.6%	90.8%
4S1: Nontraditional Program Enrollment	10.0%	11.0%	12.0%	13.0%	14.0%
5S1: Program Quality – Attained Recognized Postsecondary Credential	20.0%	20.5%	21.0%	21.5%	22.0%
5S3: Program Quality – Participated in Work-Based Learning	NA	NA	NA	12%	15%



Questions
