

Section Number(s)	Details in Bill
Section 1	<p>Establishes sections 1-12 as the Mississippi Math Act.</p> <p>Explains the rationale for the Act, highlighting why early math skills, coaching, and interventions matter for student success and workforce readiness.</p>
Section 2	<p>Defines key terms used throughout the Act, including entities, program components, and tools.</p>
Section 3	<p>Establishes the Moving Mathematics in Mississippi (M3) Program within the Department of Education and authorizes the department to implement it through rules, partnerships, and contracts.</p> <p>Allows the department to provide guidance to districts on how to participate, including recommended structures for instruction, collaboration, interventions, and family engagement.</p>
Section 4	<p>Outlines the core components of the M3 program, including expanding K–12 math coaching (with priority in grades 2–6), implementing K–5 math screening and targeted interventions, establishing a Grade 5 algebra-readiness benchmark with required supports for struggling students, and providing ongoing professional development for educators.</p>
Section 5	<p>Sets requirements for math coaches, including qualifications in content knowledge, coaching training, and experience with adult learning.</p> <p>Allows the department flexibility in how coaches are hired or placed.</p> <p>Requires the department to define coaching expectations, prioritize placements based on need, and support consistent implementation through tools like the Mathematics Instructional Observation Protocol .</p>
Section 6	<p>Establishes how districts must identify and support students who are struggling in math.</p> <p>Requires districts to administer a K–5 math screener at least three times per year and create an Individualized Math Plan (IMP) for any student below benchmark. These plans must include specific interventions, how often they occur, how progress will be monitored, and when a student can exit support. They must be clearly communicated to parents.</p> <p>Formalizes a multi-tiered system of supports (MTSS) for math, requiring:</p> <ul style="list-style-type: none"> • Strong core instruction for all students (Tier 1), • Targeted interventions (Tier 2), and • Intensive interventions (Tier 3).

	Students who fall below the Grade 5 Algebra-Readiness Indicator must receive additional support before entering middle school, with their IMP serving as their intervention plan. Districts must continuously monitor progress and adjust supports as needed, and the state will provide templates, tools, and guidance to ensure consistent implementation.
Section 7	Establishes a statewide Algebra-Readiness Indicator based on a Grade 5 math assessment cut score set by the state beginning in 2026–2027. Districts must use this indicator to guide student placement, acceleration, and targeted supports (like IMPs), but it cannot be used alone to determine promotion or retention. Requires the department to ensure the indicator is valid, aligned to standards, and regularly reviewed (at least every three years), and to set clear criteria for when students can exit intervention supports.
Section 8	Outlines how districts participate in the program. The department will invite and prioritize high-need districts (based on factors like achievement gaps, staffing shortages, and rural access) while ensuring statewide representation. Requires participating districts to enter into an MOU with the department that clearly defines responsibilities, data-sharing expectations, coaching structures, implementation fidelity, and the required use of high-quality instructional materials.
Section 9	Requires student data to be protected under FERPA and state law, while allowing the state to publish a public dashboard with district-level (not student-level) results.
Section 10	Creates a dedicated state fund to support the M3 program, funded by appropriations and other sources, and restricts its use to program-related costs like coaching, screening tools, professional development, training, and evaluation. Any unspent funds at the end of the fiscal year revert to the State General Fund.
Section 11	Requires the department to submit an annual report (starting in 2027) to state leadership detailing how the Mississippi Math Act is being implemented. The report must cover implementation, student outcomes, intervention strategies, staffing needs, curriculum alignment, district compliance, challenges, and a full accounting of how funds are used.
Section 12	Gives the department authority to adopt rules needed to implement the law and requires it to publish an initial rollout timeline by the start of the 2026–2027 school year. This includes key milestones like hiring coaches, selecting the screener, scheduling training, and setting the Grade 5 algebra-readiness cut score by December 1, 2026.
Section 13	Provides definitions for terms used in the dyslexia and reading portions of the bill. Establishes a shared vocabulary to guide how schools identify, assess, and support students with reading difficulties using evidence-based practices.

Section 14	<p>Requires the department to create a comprehensive support system for educators in grades 4–8 to strengthen their ability to teach students with reading difficulties.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Extensive professional learning grounded in the science of reading (covering core literacy skills, strategies for struggling readers and ELL students, and how to diagnose reading challenges), • Job-embedded coaching (e.g., modeling lessons, co-teaching, feedback, and data use), and • Updates to educator preparation programs to ensure new teachers are trained in evidence-based reading instruction, data use, intervention strategies, and integrating literacy across subjects.
Section 15	<p>Establishes comprehensive requirements for reading instruction and intervention in grades K–8, grounded in the science of reading.</p> <p>It requires:</p> <ul style="list-style-type: none"> • High-quality, evidence-based core instruction (Tier 1) for all students and prohibits use of outdated approaches like the three-cueing system. • The state to approve aligned curricula and assessment systems, including universal screeners administered three times per year and diagnostic tools to identify specific skill gaps. • Districts to provide targeted interventions (MTSS) for struggling readers, based on multiple data points, with explicit, systematic instruction and ongoing progress monitoring. • Schools to deliver interventions during the school day by trained staff (e.g., reading specialists, dyslexia therapists), with support from evidence-based strategies and limited use of technology. • Districts to implement prevention and remediation programs for at-risk students and ensure at least one trained reading specialist/interventionist per school serving grades 4–8.
Section 16	<p>Requires that any student in grades 4–8 who is identified as struggling in reading receive an Individual Reading Plan (IRP) within 30 days.</p> <p>The IRP must be developed collaboratively (including educators and parents) and outline the student’s specific reading deficits, targeted evidence-based interventions, progress-monitoring methods, and support for use at home. Students must receive intensive intervention until they demonstrate improvement, based on multiple data points.</p> <p>Allows for additional supports, such as instruction from specialists, extended learning time, or an extra literacy course, to accelerate reading growth.</p>
Section 17	<p>Requires schools to notify parents within 10 days if their child (grades 4–8) is identified as having a reading deficiency.</p>

	The notice must be in the parent’s home language and explain the child’s reading issues, current and planned interventions (including the IRP), how progress will be communicated, and ways parents can support reading at home.
Section 18	Requires districts to provide targeted, intensive reading interventions for students in grades 4–8 with reading deficiencies, delivered by trained specialists using evidence-based strategies and ongoing progress monitoring. Clarifies that summer school cannot be used to automatically promote students, but can be offered for remediation, and requires schools to provide families with at-home reading support plans in their home language.
Section 19	Requires that starting in the 2027–2028 school year, any eighth-grade student who is still reading at the lowest achievement level must be placed in a remediation program to address their reading deficiency.
Section 20	Outlines district responsibilities for monitoring and reporting reading interventions. Districts must review and update existing Individual Reading Plans (IRPs) at the start of each school year using current data, and annually report key reading outcomes (e.g., students below grade level, receiving interventions, exiting IRPs, and retention rates) to the state and publicly on their website.
Section 21	Requires the department to support districts in implementation and reporting by providing a standardized reporting format in advance and offering guidance and technical assistance for carrying out the law.
Section 22	Requires that all future teachers in grades 4–8 (ELA, science, and social studies) complete a state-approved reading training program before they can be certified.
Section 23	Gives the State Board of Education authority to enforce the law and adopt rules and regulations needed to implement Sections 13–22.
Section 24	States that the Legislature must provide adequate funding to support implementation of the reading and dyslexia provisions in Sections 13–23.
Section 25	Establishes the Financial Literacy Act, requiring financial literacy instruction in middle school (grades 6–8) starting in 2027–2028. Creates a high school graduation requirement beginning with the class of 2032, mandating that students pass a course in personal finance (or a course with substantial financial literacy content) to earn a diploma.
Section 26	Amends current law to reflect new financial literacy course requirements.
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Section 29	Establishes the Mississippi Future Innovators Act, requiring students entering 9th grade in 2029–2030 and beyond to earn one credit in computer science (or a CTE course with embedded computer science) to graduate.
Section 30	Amends current law to add definition for “Career and technical education with embedded computer science course” and to adjust definition of “computer science.”
Section 31	<p>Requires all public and charter schools to integrate civics education into middle and high school curricula starting in 2027–2028, covering U.S. and Mississippi government, constitutional principles, and civic engagement.</p> <p>Directs the state to set standards, update course content, train teachers, and rename U.S. Government courses to include civics, with an emphasis on critical thinking, source analysis, and understanding how government works.</p>
Section 32	The legislation takes effect on July 1, 2026.