



CONNECTED

FOR

IMPACT

ANNUAL REPORT 2025

MESSAGE FROM THE PRESIDENT

When students face challenges, educators help them focus first on what they do know and then draw on good questions, fellow learners, and classroom resources to fill in the gaps. Uncertain times for our schools challenge each of us to take our own advice.

What we know is that strong, sustainable schools emerge when our school systems—and the educators within them—are connected at every level. Creating these connections is the only way to turn strain into strategy and bright spots into scaled impact.

That's why our work at Mira Education is built on the practice of collective leadership, an approach to change and school improvement that aligns the people, practices, and potential within public schools.

Mira Education celebrates the impact of this year's work across 129 districts and eight other state agencies, nonprofits, and higher education institutions that serve them. Together, we will accelerate collectively led school improvement and educator support pathways for schools serving two million students over the next five years, 70% of whom are part of underserved and underestimated communities.

Join us as we work to ensure that educators in any public school can connect with opportunities to transform how they teach, learn, and lead.



Alesha Daughtrey
President, Mira Education

WHY CONNECTION MATTERS

Sustainable change in education doesn't start with a new program or policy. Improvement starts with connection. The kind that helps people listen differently, co-own innovation, and see their work as part of something larger than their individual role.

At Mira Education, we've seen how connection fuels momentum. When educators and systems come together to learn, reflect, and take action, improvement takes root and grows. Across our partnerships this year, we've seen evidence of what happens when the work is shared: schools become more adaptive, leaders more collaborative, and systems more responsive to the students they serve.

Our 2025 reach reflects the power of a connected network. Behind every number are educators who have built new habits of collaboration, districts that have reshaped how they support teachers, and systems that have made space for collective leadership to grow.



MORE THAN
288,000
STUDENTS IMPACTED



MORE THAN
129
HIGHLY ENGAGED DISTRICTS



8
SYSTEMS STRENGTHENED
including education-centered organizations,
institutes of higher education, and state
departments of education

CONNECTED TO PURPOSE

Competency-Based Professional Learning as the Foundation for Sustainable Change

Every improvement journey begins with a shared sense of purpose and the capacity to bring that purpose to life. Across our partnerships this year, we've seen how competency-based professional learning grounds that purpose in practice.

We have worked alongside partners who are reimagining what professional learning looks like when it's personalized, relevant, and rooted in educators' strengths. Instead of relying on one-size-fits-all training, educators are developing their leadership through targeted micro-credentials, coaching, and collaborative reflection. The result: a clearer throughline between what educators learn and the outcomes students experience.

In Maryland, the School Improvement Leadership Academy (SILA) at the University of Maryland concluded its multi-year principal fellowship with measurable gains in leadership capacity and collective growth. Principals earned micro-credentials that reflected their real-world expertise and developed the skills to lead collaborative change across their schools.

Since January 2024, more than 325 education professionals across 13 organizations have engaged in personalized professional learning through Mira Education's micro-credentials. Of the SILA fellows, 116 educators earned 136 micro-credentials, achieving a 100% success rate, demonstrating a clear commitment to competency-based professional learning and leadership development.



Competency-based professional learning was a turning point—it expanded my understanding of how to lead systemic change and drive meaningful improvements in education. After 20 years in education, I'm ready to tackle critical challenges and make an even greater impact on students and educators."

—Erin Cribbs, Principal
Prince George's County Public Schools

Competency-Based Professional Learning Expands Educator and Student Growth

The [South Carolina Department of Education's Collective Leadership Initiative](#) showed what happens when system goals and teacher leadership align. Schools in the initiative saw increased educator retention, stronger instructional teams, and a noticeable decrease in student referrals. Through shared leadership structures and strategic coaching, districts began to replace compliance-based improvement plans with competency-based professional learning that sustains itself over time.



At J. C. Lynch Elementary in Florence School District Three, combining collective leadership practice and competency-based professional learning has directly translated into student success. By focusing on shared literacy goals and targeted educator development, the school reached its five-year reading growth targets ahead of schedule—an achievement now being recognized statewide.

In 2025, J. C. Lynch's third graders outperformed the state average in both English Language Arts and math, with 76.6% meeting or exceeding expectations in ELA, a 36% increase from the previous year, and 80.9% doing the same in math. Behind those numbers is a culture of co-owned improvement: teachers learning alongside one another, administrators modeling data-informed leadership, and students rising to meet higher expectations.

As Principal T.J. DeVine put it, “[Staff and students alike] have shown what can be accomplished when a school community believes in one another and strives for excellence.”

[Read more about J.C. Lynch's journey.](#)

SAMPLE

DAY ONE	DAY OF WEEK: Monday				DATE: 8/15/23			
Time (15 min per row) Start time: 7:30 AM	Bus Duty	Check/ respond to emails	Attend meetings	Observe classroom instruction	Complete paperwork	Engage in coaching conversations	Handle unplanned business	OTHER
15 min.	X							
15 min.		X						
15 min. (HR 1)			X					
15 min.			X					
15 min.			X					
15 min.			X					
15 min. (HR 2)	X							
15 min.	X							
15 min.			X					
15 min.			X					
15 min. (HR 3)							X	
15 min.		X						
15 min.		X						
15 min.		X						
15 min. (HR 4)							X	
15 min.						X		
15 min.								Lunch
15 min.								Lunch
15 min. (HR 5)				X				
TOTALS	45 min	75 min	90 min	15 min	0 min	15 min	30 min	30 min

SAMPLE

What are educators choosing to focus on most?
Time management.

Specifically, the Mira Education Collective Leadership and Cultivating Leadership stacks top the list of CBPL pathways, with Analyzing Time emerging as the most frequently completed micro-credential—136 completions and growing.

[Download the tool here](#) to reflect on your practice.

CONNECTED TO PRACTICE

From Isolated Improvement to Collective Momentum



Through this network, we've been able to learn from one another, share resources, engage in collaborative problem-solving, and plan strategically across multiple years. It has also facilitated valuable partnerships with educational institutions and industry leaders, bridging critical gaps that often exist in rural education."

—Joseph Hayes, Technology Director
Edgecombe County Public Schools, STEM East Partner District

Purpose sets the “why,” but practice is the “how.” It is the shared supports, structures, and systems through which change is implemented. This year, Mira Education facilitated strategic sessions and coaching for organization leaders across the country through our national network.



STEM East (North Carolina)

Since the inception of our partnership in 2018, Mira Education has partnered with the STEM East consortium to design and implement a robust regional STEM ecosystem. This work involved creating networks, engaging a wide range of stakeholders, and building the infrastructure and strategy to ensure STEM East is sustainable and fundable by those invested in the region's success.

All 31 districts in the region, serving 188,000 students, are engaged with STEM East at some level. Eight districts, totaling 128 schools, participate at the deepest level through the Strategic Planning Institute (SPI) Network, which strengthens STEM teaching and learning across districts. Engagement at the highest level has grown, with 28% of North Carolina's STEM Schools of Distinction located in the STEM East region, which serves only 10% of the state's students. STEM East has also built additional work structures to support schools seeking this recognition, with 19 schools currently participating.



Over the past year, 490 teachers from 28 counties participated in 14 Teacher Leadership Institutes to explore STEM industries and instructional approaches. Through these aligned supports and shared structures, STEM East districts are moving from isolated efforts to collective, measurable progress.

Discover the impact of STEM East.



31

DISTRICTS ENGAGED

SERVING



188K

STUDENTS ACROSS
THE REGION



8

DISTRICTS PARTICIPATING
IN THE SPI NETWORK

SERVING



128

SCHOOLS



28%

OF NC'S STEM SCHOOLS OF
DISTINCTION ARE LOCATED
IN THE STEM EAST REGION



SERVING ONLY

10%

OF NC'S
STUDENTS



490

TEACHERS FROM



28

NC COUNTIES

PARTICIPATED IN



14

TEACHER LEADERSHIP
INSTITUTES



19

SCHOOLS CURRENTLY
SUPPORTED TO
ACHIEVE RECOGNITION
THROUGH NEW WORK
STRUCTURES



Modiv EDU (Alabama)

Our work with Modiv EDU in Alabama centered on strategic support to launch their new brand identity and micro-learning platform. Modiv EDU is the fourth micro-credentialing platform for which Mira Education has provided strategic support. In its inaugural year, Modiv EDU is already supporting hundreds of educators in rural Alabama districts to access “one-stop” competency-based professional learning.

Co-creation and co-ownership are at the heart of connected practice. By building aligned supports and structures, we’re helping systems move from isolated improvement efforts to connected, sustainable practice. That transition, we believe, unlocks deeper change.



CONNECTED



PEOPLE

Strengthening the Connections That Sustain Improvement

In 2025, Mira Education expanded new partnerships across the country, helping to strengthen “grow-your-own” pathways, ultimately impacting whole P20 systems in growing the teacher pipeline and better serving students through high-quality teacher preparation.



Tennessee GYO (Grow-Your-Own) Center

Working with the Tennessee GYO Center at the University of Tennessee at Knoxville, we convened districts across the state that were leveraging GYO strategies to share best practices, align credentialing, and connect residents into peer-learning networks. More than 60 GYO programs across the state now have access to mentorship, leadership coaching, and pipeline forums, creating a distributed network of new teacher-mentors ready to shape classrooms and systems.



Our goal is for you to grow our own, so that [teacher candidates] stay. We're establishing networks across [Tennessee] because our goal is to retain them. It starts with how we are leading the work and creating a space where people are supported."

—Dr. Canidra McGuire, Project Manager
Tennessee Grow Your Own Center, University of Tennessee



CarolinaCAP (South Carolina)



In partnership with CarolinaCAP at the University of South Carolina, we supported system implementation of teacher-pipeline frameworks in multiple districts. The pathway currently supports 266 candidates and 11 residents in its Registered Apprenticeship, and established aligned supports within partner districts that increase educator retention and impact. Over the last six years, CarolinaCAP has supported 205 schools through the pathway, impacting a total of 7,850 students across South Carolina in the 2025-2026 school year alone. The total student impact will be 855K learners over the course of the current candidates' careers.

The story here is simple: when we connect people, practice, and their potential to lead, we're building the capacity that lasts.

By investing in people—building the pipeline, strengthening networks, and creating connection across roles—we're unlocking sustainable leadership that doesn't depend on a single hero. It depends on community.

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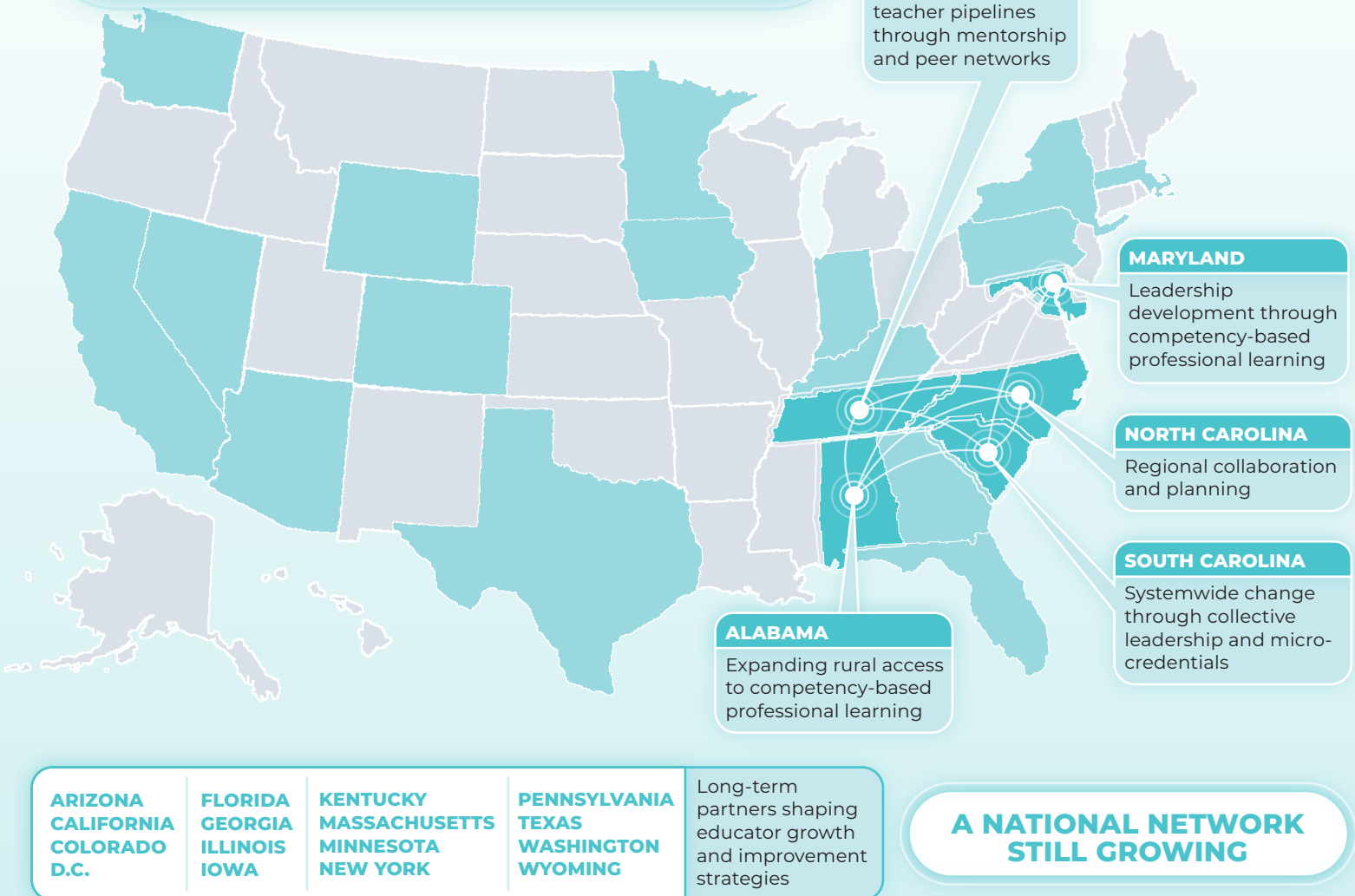
CarolinaCAP is creating an accessible, alternative pathways certification for local, committed individuals who may not otherwise consider or pursue teaching. The [pathway's] coaching model and practical in-class support have helped us develop high-quality teachers who are really invested in our community.”

—**LaTonya Parker**, Recruitment & Staffing Specialist
Williamsburg Co. School District, SC



THE RIPPLE EFFECT

MIRA'S NATIONAL NETWORK



A NATIONAL NETWORK STILL GROWING

When Systems Connect, Leadership Becomes Self-Sustaining

IN 2025, THAT NETWORK REACHED:

8 systems strengthened across higher education, state departments, and education-centered organizations

over 129 highly engaged districts

over 233,000 students

over 325 educators engaged in competency-based learning through micro-credentials

CONNECTED TO WHAT'S NEXT

Continuing the Work That Can Sustain Itself

The systems we support aren't waiting for the next improvement cycle. They're building the conditions for lasting improvement now—the conditions that outlive a single initiative or leader.

As districts, states, and partners deepen their commitment to collective leadership, Mira Education's focus in 2026 is clear: **help education systems sustain what they've started.** This means continuing to strengthen the supports that make improvement self-renewing, such as competency-based learning, aligned structures, and networks that help leaders and teachers learn from one another across systems.

We're expanding our reach to new partners who see connection not as a strategy, but as a stance. In the year ahead, Mira Education will:

- **Deepen impact in our partner districts**, helping them operationalize collective leadership as part of their core improvement processes.
- **Scale tools and resources that make learning and leadership accessible**, especially micro-credentials and system self-assessments.
- **Grow the network of connectors, our partners, ambassadors, and leaders**, who are championing sustainable, system-level improvement across the country.

Because connection doesn't end when a project closes, it builds, layer by layer, relationship by relationship, until the network itself becomes the system of support.

“*Collective leadership is about the collective. Everyone as a whole person is a leader.*”

—Ethan Cropp, Blythewood High School (CLI Partner School) Student
2025 Graduate