

Mississippi Public School Accountably Standard, 2008

Proposed Revisions for 2009

Summary Chart

Standard	Current Policy	Proposed Revision	Rationale
2.1 page 9 Assignment of District Accreditation Statuses and Levels	Addition to Current Policy	Each local school district shall be required to develop and publish an annual report as prescribed by the State Board of Education. By November 1 of each year, as prescribed by the State Board of Education, the report shall be published in a newspaper having general circulation in the county and posted on the school district's Web site in a printable format. The public notice shall include information on the report's availability on the district's Web site, with the Web site address, and the location(s) in the school district where a copy of the report can be obtained. MS Code (37-17-6)(9)(a).	Added due to legislation from the Children First Act of 2009.
3.0 page 12 Performance Classification Policy	3.0 School Performance Classification Policy	3.0 Performance Level Classification	Changed title to eliminate reference to school only performance. Reflects changes in legislation that required individual school level performance classifications and <i>district level</i> performance classification.
3.1.2 page 13 B. District Level	No Current Policy	3.1.2 District Performance Classification	Information concerning district performance is reported to the Commission on an annual basis, and annual performance classifications will be assigned in the summer/fall of each school year. Each public school district will be assigned an annual performance classification based on achievement, growth, and if applicable, graduation rate or High School Completer Index. A district performance level is assigned based on the performance of all students in the district (i.e., the district will be treated as one K-12 school).
3.3 page 13 Performance Classification	Level 5 Superior-Performing School Level 4 Exemplary School Level 3 Successful School Level 2 Under-Performing School Level 1 Low-Performing School* No Level Test Data Invalidated	Star School High Performing Successful Academic Watch Low-Performing School At-Risk of Failing Failing	Added due to changes in the accountability system and in accordance with the Children First Act of 2009. Revised due to changes in the accountability system pertaining to performance classification labels.

Standard	Current Policy	Proposed Revision Rationale
3.5 Recognition and Rewards Page 17	The State Board of Education shall provide special recognition and/or rewards to individual schools receiving Superior-Performing (Level 5) or Exemplary (Level 4) designation and school districts assigned a District Performance Level of Level 5 or Level 4.	The State Board of Education shall provide special recognition and/or rewards to individual schools or school districts meeting the highest levels of accreditation standards. A school or district with a QDI in the top two tiers will be identified as meeting the highest level of accreditation standards. Revised due to the change in performance classifications labels of the new accountability system and 2009 legislation. A school district that has been designated as failing as defined by the State Board of Education shall also establish a community-based prekindergarten through higher education council. (MS Code 37-18-5)
Standard 18 Page 25	Added to current Standard 18 addressing community involvement	Added due to legislation from the Children First Act of 2009. Remove the 177 days
Standard 19.5 Page 26	177 days	This will help end the confusion over the number of days seniors must attend school. Standard 19.5 states "The school district schedules preparation for graduation ceremonies in such a manner that graduating seniors are absent from class no more than three days prior to the end of the school year."
Standard 28 Page 28	Added to existing standard	A student who is enrolled in any grade higher than Grade 6 in a school district must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below 2.0 on a 4.0 scale. (Children First Act of 2009)
School Performance Standards Page 31	See Attached Old Standards Handout A	Added due to legislation from the Children First Act of 2009. See Attached New Standards Handout B
Appendix A-3 page 45	(2) Students are prohibited from taking Pre-Algebra or any other lower level math after successfully completing Algebra I.	(2) Delete sentence because of confusion with wording "lower math". This statement is covered with the statement "Effective with eight graders of 2008-09, Pre-Algebra and Transition to Algebra may not be taken after a student completes Algebra I. Also Add the following to clarify the four math requirements: One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II. One of the four required mathematics units may be in Survey of Mathematical Topics; however this course does not meet the mathematics requirement for admission to institutions of higher learning. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit.
		Clarification is needed in footnote (2) for a better understanding of the options that student(s) have for math requirements under Appendix A-3.

Standard	Current Policy	Proposed Revision Rationale
Appendix A-3 Page 45	Add footnote (6) to existing Appendix	(6) Credit earned in Allied Health I/Health Science I may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health.
Appendix F Page 63	Section IV Requirements # 6 Add to existing requirements	To reflect the changes approved by the CSA to substitute credits to meet the Health requirement for graduation. A seating chart is required for each room/site used for any statewide assessment; the seating chart must be signed and dated by the test administrator, proctor, and school test coordinator. To provide additional documentation that is vital when investigating test irregularities.
Appendix F Page 64	Section IV Requirements # 10 Add g Add to existing requirements	g. Students enrolled in a Mississippi public school will be required to pass end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through enrollment in summer school, virtual school, or any other non-standard school as defined by the Office of Accreditation.
Appendix F Page 65	Section V Investigations In the case of improper student behavior supported by a data forensics company and not disproved in the district report, the Office of Student Assessment will respond to the district superintendent with a request on behalf of the State Superintendent of Education that the district superintendent ask for the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration.	To provide clarification for testing summer school and virtual school students that are enrolled in end-of -course subject areas. Add the following: If the district refuses to invalidate the suspect scores, the State Superintendent will have the authority to invalidate the scores. In case of an allegation of an irregularity that prompts a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred; the State Superintendent will have the authority to invalidate suspect scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration. To ensure that testing irregularities are investigated in a timely manner with suspect scores being determined in a manner that gives student(s) time to prepare for the next test administration.
Appendix F Page 66	B. Procedures For Personal Misconduct Investigation Additions	Add as paragraph three: In case of an allegation of an irregularity or in the case of statistical analyses that prompt a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred, the State Superintendent will have the authority to invalidate suspect test scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration. The district superintendent will be notified that the Office of Accreditation is being apprised of the findings. To ensure that testing irregularities are investigated in a timely manner with suspect scores being determined in a manner that gives student(s) time to prepare for the next test administration.

Standard	Current Policy	Proposed Revision Rationale
Appendix F Page 68	<p>D. INVALIDATION OF SCORES 1.Student Retest and Score Invalidation Procedure In the case of findings that reveal misconduct at the district or school level, the State Superintendent of Education may order the local school district to have students retake the examination(s) at the district's expense for all areas in question. Should the local district choose not to have students reexamined to establish validity, the State Superintendent of Education may recommend to the State Board of Education that any affected scores be invalidated. The local district will be notified of any recommendation going to the State Board of Education and given an opportunity to appear before the State Board of Education or its designee.</p>	<p>In the case of findings that reveal misconduct at the district or school level, the State Superintendent of Education may order the local school district to have students retake the examination(s) at the district's expense for all areas in question. Should the local district choose not to have students reexamined to establish validity, the State Superintendent of Education will have the authority to have affected scores invalidated. At such time, the local district will be notified.</p> <p>To ensure that testing irregularities are investigated in a timely manner with suspect scores being determined in a manner that gives student(s) time to prepare for the next test administration.</p>
Appendix F Page 68	<p>D. INVALIDATION OF SCORES 1.Student Retest and Score Invalidation Procedure In the case that the Office of Student Assessment has requested the district superintendent ask for the invalidation of a student's (or students') suspect scores based upon the analyses by the data forensics company and the refusal to do so by the district superintendent, the State Superintendent will have the authority to have suspect score(s) invalidated. At such time, the local district will be notified.</p> <p>To ensure testing irregularities are investigated in a timely manner with suspect scores being determined in a manner that gives student(s) time to prepare for the next test administration.</p>	<p>In the case that the Office of Student Assessment has requested the district superintendent ask for the invalidation of a student's (or students') suspect scores based upon the analyses by the data forensics company and the refusal to do so by the district superintendent, the State Superintendent will have the authority to have suspect score(s) invalidated. At such time, the local district will be notified.</p> <p>To ensure testing irregularities are investigated in a timely manner with suspect scores being determined in a manner that gives student(s) time to prepare for the next test administration.</p>

Standard	Current Policy	Proposed Revision Rationale
Glossary Page 77	Add definition for Access to Support Services	<p>ACCESS to SUPPORT SERVICES The ability of students and/or parents to access and receive appropriate support services in a school setting. Support services guidelines should be outlined in policies and procedures that identify specified services and are readily available for dissemination. Support services' staff should identify the types of available services, schedules and access information which should be visible throughout the school district and community. Support services should be designed to assist students and/or parents in the following areas when warranted: Academic Counseling (including post-secondary counseling), Vocational Counseling (including post-secondary workforce counseling), Health Services, Social Services, other resources as identified.</p> <p>Additional clarification:</p>
Glossary Page 81	Add definition for Failing School District	<p>FAILING SCHOOL DISTRICT A district that fails to meet both the absolute student achievement standards and the rate of annual growth expectation standards as set by the State Board of Education for two (2) consecutive years. A school district that has been designated as failing as defined by the State Board of Education shall also establish a community-based prekindergarten through higher education council comprised of a broad spectrum of the community and is required to publicly report progress to the community as a whole. (MS Code 37-18-5)</p> <p>Additional clarification:</p>
Glossary Page 86	Add definition for Quality of Distribution Index (QDI)	<p>QUALITY OF DISTRIBUTION INDEX (QDI) The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance. The formula for the QDI is $QDI = \%Basic + (2x\% Proficient) + (3x\% Advanced)$</p> <p>Additional clarification:</p>
Glossary Page 86	Add definition for School At-Risk Replacement term for Priority School.	<p>Additional clarification based on the new accountability system: SCHOOL AT-RISK A school shall be identified as a School At-Risk and in need of assistance if the school: (a) does not meet its growth expectation and has a percentage of students functioning below grade level as designated by the State Board of Education, (b) is designated as a Failing School; or (c) is designated as At-Risk of Failing or Low Performing for two (2) consecutive years</p> <p>Additional clarification</p>
Glossary	Add definition for Schools Meeting Highest Levels of Accreditation Standards.	<p>Additional clarification HIGHEST LEVELS OF ACCREDITATION STANDARDS A school or district with a QDI in the top two tiers of the accountability rating system will be identified as meeting the highest levels of accreditation standards.</p> <p>Additional clarification needed based on the Children First Act legislation.</p>
Glossary	Add definition for Schools Meeting Lowest Performance Level of Accreditation Standards.	<p>Additional clarification needed based on the Children First Act legislation. LOWEST PERFORMANCE LEVEL OF ACCREDITATION STANDARDS A school or district that is identified as failing after one year or identified as at-risk of failing or low performing for two consecutive years will be identified as accredited at the lowest performance levels.</p> <p>Additional clarification needed based on the Children First Act legislation.</p>

Editorial Changes	Current Policy	Proposed Revision Rationale
Page 7	Added last three paragraphs to History section	<p>In 2007 an Accountability Task Force began working on what the new accountability system should look like in light of the new curriculum framework in Language Arts and Mathematics and corresponding assessments that were being implemented. Based on the three Bold Goals of the State Board of Education to (1) Reduce the dropout rate to 13% by 2013, (2) Reach the national average on national assessments by 2013, and (3) Ensure that all students exit 3rd grade reading on grade level by 2020 the accountability task force and the Commission on School Accreditation shaped an accountability system aimed at moving Mississippi schools toward national accountability standards.</p> <p>In the fall of 2008, the Accountability Task Force began developing recommendations for the revised accountability system. These recommendations were finalized by the Commission on School Accreditation (CSA) and submitted for approval to the State Board of Education. The new accountability system received SBE approval on March 20, 2009.</p> <p>The new accountability system focused on a number of key issues. In the new accountability system it was determined that a performance classification designation would be issued to both schools and districts. In addition to an achievement component and a growth component, a graduation/dropout component was included for high schools and districts. Another key point of consideration in the new accountability system was that the rating labels issued to schools and districts differ from the previous labeling system so there would be no comparisons between the two models. One of the final considerations was that the district performance rating should be based on the performance of all students in the district, treating the district as one k-12 school.</p>
Throughout Document	Priority School Designation	<p>Added to History to explain the new accountability model that will be implemented during the 2009-2010 school year.</p> <p>School At-Risk Designation</p>
Throughout Document	Levels 1-5	<p>Changed due to legislative changes to MS Code 37-18-3.</p> <p>Star School High performing Successful Academic Watch Low Performing At-risk-of Failing Failing</p>
Throughout Document	Level 4 and 5 schools are/may be exempted	<p>Changes due to new labeling classifications of the new accountability system.</p> <p>In accordance with SB 2308 from 2009 legislation, the terminology of Level 4 and 5 schools has been replaced with Districts/Schools receiving the highest levels of accreditation standards. A school or district with a QDI in the top two tiers will be identified as meeting the highest levels of accreditation standards.</p>

MISSISSIPPI

PUBLIC SCHOOL ACCOUNTABILITY STANDARDS

2009

MISSISSIPPI DEPARTMENT OF EDUCATION



MISSISSIPPI
PUBLIC SCHOOL
ACCOUNTABILITY
STANDARDS

2009

MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF STUDENT PERFORMANCE
OFFICE OF ACCREDITATION

<http://www.mde.k12.ms.us/accred/accred.html>

COMMISSION ON SCHOOL ACCREDITATION

*Note: Refers to the five Congressional Districts as established at the time the Commission was authorized by MS Code 37-17-3

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THE HISTORY OF ACCREDITATION IN MISSISSIPPI

1896-1959

Since the early 1900s, accreditation has sought to improve schools through the requirements of the accrediting agency. In Mississippi, the roots of school accreditation are found in the institutions of higher learning and state teachers' associations. It all began in 1896 when the University of Mississippi first published a program of studies for an approved high school. The schools that met the University's prescribed program of studies were officially listed as affiliated high schools, and the graduates of those schools were admitted to the University on the basis of their records (certificates), without examination. The list included white high schools in Arkansas, Mississippi, and Tennessee, and it was soon recognized as the approved list by the other colleges in the state.

The effort to regulate the program of studies in secondary schools was strengthened in 1918 when the University requested the Mississippi Education Association to appoint a committee to classify the affiliated high schools. The Association appointed five members to a High School Classifying Committee and required this group to establish standards of classification, to devise a system for grouping high schools, and to assign each high school to its appropriate group. The responsibilities and workload of this subsidiary committee of the Mississippi Education Association continued to grow, and the need for full-time statewide supervision of high schools soon became apparent. This need was met in 1919 when the position of state supervisor of secondary schools was created in the Mississippi Department of Education. In May of 1920, the High School Classifying Committee became the State High School Accrediting Commission, a standing committee of the Mississippi Education Association. The State Supervisor of Secondary Schools chaired the first Commission, whose membership consisted of representatives from two high schools, the A and M College, Millsaps College, Mississippi College, the Mississippi State College for Women, and the University of Mississippi. This Commission required high schools to meet eleven minimum standards before being accredited and defined an accredited high school as one that meets all requirements and, after inspection, has been approved by the Commission.

Accreditation of elementary schools was not addressed until 1926. During that year, the Mississippi Education Association created the Elementary School Accrediting Commission to perform the same duties in regulating programs for elementary schools that the High School Accrediting Commission did for secondary schools. The Elementary Commission consisted of ten members, with the newly appointed State Elementary School Supervisor serving as executive secretary of the group.

Operating as separate entities, these two Commissions regulated the elementary and secondary programs in white schools until 1949 when they were discontinued by the Mississippi Education Association, and the Mississippi Accrediting Commission was formed.

The first efforts to accredit black schools began in 1935 when the Mississippi Association for Teachers in Colored Schools organized the Negro Accrediting Commission. In 1947 the Mississippi Association for Teachers in Colored Schools became the Mississippi Teachers Association, and the Commission continued to operate under the renamed Teachers' association until 1959. During that year, the name was changed to the State Accrediting Commission, and one of the first official actions of this group was to adopt the existing rules and regulations of the Mississippi Accrediting Commission.

1960-1980

The decade of the sixties found these two Commissions sharing responsibilities for accrediting black and white schools; and, in carrying out their duties, both groups made extensive use of officials in the Mississippi Department of Education. The director of the Division of Instruction and his staff served as liaison personnel in distributing, collecting, and processing accreditation information. This practice of "separate but equal" accreditation terminated in the summer of 1970 when the State Board of Education assumed the responsibility, thus adding a legal dimension to a voluntary process designed to improve schools.

The accreditation law of 1970 gave the State Board of Education the power and authority to prescribe the standards and procedures for the accreditation of schools and placed the responsibility for enforcement in the Mississippi Department of Education. The law further mandated the Board to appoint a Commission on School Accreditation, whose membership would consist of four representatives from each of the five Congressional districts and whose primary purpose would be to continually review the accreditation system. Contrary to the general perception of the public, the law did not make accreditation compulsory for any school. The process continued to be voluntary and open to any elementary, secondary, or special school in the state.

In the decade following the passage of the accreditation law of 1970, the accreditation system (although now legal) continued to emphasize quantitative factors (specific resources and personnel) as the means by which school improvement was to be accomplished. The provision of adequate resources and personnel was assumed to be a sufficient indicator of the quality of the school program, but, as accreditation information was evaluated, it was found that the quality of the school program was not a direct correlate of the required quantitative factors. However, the system was successful in assuring the presence of adequate resources and in standardizing the organization and operation of school programs. These assurances were not enough to soothe a growing disgruntled public, which was constantly evaluating the products of accredited schools – its students.

1980-Present

As the decade of the eighties approached, the state was set for reform in education and, ultimately, in school accreditation. The public wanted the emphasis in accrediting schools shifted from measures of quantity to those of quality. A series of significant legislative mandates passed during the past twenty years have been instrumental in not only creating the current public school accreditation model and accountability system, but also establishing Mississippi as a nationally recognized leader in the school improvement and accountability movement.

Governor William Winter recognized the need for education reform and initiated the accountability movement in Mississippi beginning with the Education Reform Act of 1982. This landmark legislation established a task force to study and propose a plan to establish guidelines

and criteria for a permanent performance-based system of school accreditation for all public elementary and secondary schools. The legislation created and authorized the Commission on School Accreditation to establish a system for assuring the quality of school programs in Mississippi. This new system, appropriately deemed performance-based school accreditation, was based upon measures that focus on the extent to which schools help students master defined content and objectives. The law clearly shifted the emphasis in school accreditation to the outcomes of education, specifically those related to student achievement, and changed the accreditation process from voluntary to compulsory for all public elementary and secondary schools.

Legislation enacted in 1994 maintained the emphasis on student achievement and mandated that the Mississippi State Board of Education strengthen and expand the performance-based accreditation system. The 1994 legislation required the system to include: rigorous minimum standards; levels above the minimum that demand High Performing performance; and strict accountability measures for districts that fail to meet minimum standards. Due to continued low student achievement and failure to meet minimum accreditation standards, two public school districts were taken over by the State Board of Education under the conservatorship section of the law and remained under state control until 2002.

During the 1999 Legislative Session, the Mississippi Student Achievement Improvement Act of 1999 was passed requiring the State Board of Education to create a state-of-the-art school evaluation and improvement system. The act required the State Board of Education to implement a performance-based accreditation system for both individual schools and school districts. This legislation also required the State Board of Education to set annual performance standards for each of the schools in the state and to measure the performance of each school against itself, using student growth and performance measures. Before new standards and tests were developed, hundreds of teachers helped to re-write the curriculum for mathematics and language arts.

Additional legislation passed in 2000 further clarified requirements for establishing new accountability standards, making accreditation levels reflective of student performance at the school level rather than the district level. This 2000 legislation required individual school performance accreditation levels to be based on two criteria: (1) meeting an annual growth expectation in student achievement and (2) the percentage of students scoring at the basic and proficient level. These will be identified as the Achievement Model and the Growth Model. This legislation also established an intensive assistance program for schools not meeting the accreditation standards. Support and training for teachers, administrators, and school board members have been and will continue to be offered to local school districts.

In this accountability system, public school accreditation was two-fold: Each school district was awarded an accreditation status based on compliance with process standards, and individual schools are assigned a school performance classification based on student achievement. District accreditation statuses were awarded under the new accreditation model in October 2001, and individual school performance classifications were assigned in September 2003. For the first time, all components of a school - students, teachers, principals, superintendents, and school board members - were held accountable for student learning.

In 2007, an Accountability Task Force began working on what a new accountability system should look like in light of the new curriculum framework in Language Arts, Mathematics and corresponding assessments that were being implemented. Furthermore, the Mississippi Board of Education had established three Bold Goals to (1) Reduce the dropout rate to 13% by 2013,

(2) Reach the national average on national assessments by 2013, and (3) Ensure that all students exit 3rd grade reading on grade level by 2020. Based on this commitment, the Accountability Task Force and the Commission on School Accreditation (CSA) shaped an accountability system aimed at moving Mississippi schools toward national performance standards.

In the fall of 2008, the Accountability Task Force began developing recommendations for the revised accountability system. These recommendations were finalized by the Commission on School Accreditation and submitted for approval to the State Board of Education (SBE). The new accountability system received SBE approval on March 20, 2009.

The new accountability system focuses on a number of key issues. It was determined that a performance classification designation would be issued to both schools and districts. In addition to an achievement component and a growth component, a graduation/dropout component was included for high schools and school districts. Another key point for consideration in the new accountability system was that the rating labels issued to schools and districts should differ from the previous labeling system so there could be no comparisons between the two models. A final consideration was that the district performance rating should be based on the performance of all students in the district, treating the district as one K-12 school.

The Mississippi Board of Education has set a very bold goal of reaching the national average on national assessments by 2013. When the State Board passed the new accountability rating system on March 20, 2009, they took a bold step toward reaching that goal and made a tremendous commitment to prepare Mississippi children to compete on a national and international level. With the new system in place, Mississippi standards will be on par with standards in other states and there will be greater transparency in school, district and state performance than there has ever been.

1.0 ADMINISTRATIVE POLICY

1.1 MEMBERSHIP OF THE COMMISSION ON SCHOOL ACCREDITATION

The Commission is composed of fifteen (15) members, with three representatives from each of the five Congressional Districts as established at the time the Commission was authorized by MS Code 37-17-3. The membership consists of two classroom teachers, two principals of schools, two school district superintendents, two local school board members, and seven individuals who are not actively engaged in the education profession. All appointments to the Commission shall comply with Section 37-17-3, *Mississippi Code of 1972*, as amended.

1.2 APPOINTMENT

Each member of the Commission is appointed by the State Board upon recommendation of the State Superintendent of Education.

1.3 TERMS OF OFFICE

The length of a regular term is four years. Upon acceptance of appointment, each member is eligible to serve for two consecutive terms. If a member changes employment or accepts a position that is no longer reflective of the category for which he or she was appointed, or if a member moves out of the Congressional district he or she was appointed to represent, that member must resign and a new member will be appointed to fill the unexpired term. A member of the Commission who is appointed to fill an unexpired term is eligible for appointment to his or her own term of office.

1.4 GENERAL DUTIES OF COMMISSION

The State Board of Education, acting through the Commission on School Accreditation, shall establish and implement a permanent performance-based accreditation system, and all public elementary and secondary schools shall be accredited under this system. It shall be the purpose of the Commission on School Accreditation to continually review and enforce the standards on accreditation and to make recommendations to the State Board of Education.

1.5 OFFICERS

The Commission annually elects a chairperson and vice-chairperson.

1.6 MEETINGS

The Commission meets on call of the State Superintendent of Education. Any official action taken by the Commission requires the presence of a quorum, which is defined as a majority of the present membership. Superintendents of school districts will receive written notice of the place, time, and date of each Commission meeting. Individuals and/or groups who request a time slot on the agenda are required to submit such in writing to the executive secretary. All requests for agenda consideration must be received by the executive secretary no later than seven days prior to the meeting of the Commission. Agenda items received after this deadline may be added if approved by a majority vote of the Commission.

1.7 EXPENSES

According to Sections 25-3-41 and 25-3-69, *Mississippi Code of 1972*, as amended, each member of the Commission is reimbursed for per diem, travel, and other allowable expenses that are incurred when attending meetings of the Commission. The expenses are paid out of any funds available for the operation of the Mississippi Department of Education.

1.8 STAFF

Staff assigned to the Commission consists of personnel in the Mississippi Department of Education. The State Superintendent of Education designates one staff member to serve as executive secretary.

2.0 DISTRICT ACCREDITATION POLICY

The State Board of Education, acting through the Commission on School Accreditation, is required to establish and implement a process for accountability at the public school district level. School districts are held accountable for process standards and receive an annual Accreditation Status. Standards of the performance-based accreditation system recommended by the Commission and adopted by the State Board of Education are contained in the current edition of *Mississippi Public School Accountability Standards*.

2.1 ASSIGNMENT OF DISTRICT ACCREDITATION STATUSES AND LEVELS

The Commission on School Accreditation determines the annual accreditation of all public school districts in the fall of each school year based on verified accreditation data from the previous school year. An annual district accreditation status is assigned based on compliance with process standards. Information concerning district compliance with process standards is reported to the Commission on an annual basis. See Policy 2.2 below.

The district superintendent and school principals are responsible for ensuring that all data reported to the Mississippi Department of Education are true and accurate as verified by supporting documentation on file in the school district. Reporting false information is a violation of the accreditation requirements set forth by the State Board of Education and may result in the downgrading of the district's accreditation status.

After the Commission takes action on accreditation records presented, the superintendent of the district is notified of the status assigned. The decision of the Commission is final unless appealed by the school board of the school district to the State Board of Education in accordance with the appeal procedures in section 5.4 of this document.

Each local school district shall be required to develop and publish an annual report as prescribed by the State Board of Education. By November 1 of each year, as prescribed by the State Board of Education, the report shall be published in a newspaper having general circulation in the county and posted on the school district's web site in a printable format. The public notice shall include information on the report's availability on the district's web site, with the web site address, and the location(s) in the school district where a copy of the report can be obtained. MS Code (37-17-6(9)(a)).

2.2 PROCESS STANDARDS

Process (input) standards address accepted educational principles and practices that are believed to promote educational quality. Any verified violation of a process standard is noted on the record of a school district at the time of discovery within any school year, but does not affect the current accreditation status of the district. (See following policy 2.5 for the exceptions.) If a noted violation of a process standard has not been corrected by the following school year when accreditation statuses are assigned, the violation is reported to the Commission for appropriate action.

The State Board of Education, acting through the Commission on School Accreditation, reserves the right to suspend school district compliance of any accreditation process standard that is not directly mandated by state or federal law. See Policy 3.5.2 for Rewards.

2.3 ACCREDITATION STATUSES

Each public school district will be assigned an annual accreditation status based on compliance with process standards as follows:

ACCREDITED is assigned to a district that complies with 100% of the process standards.

ADVISED is assigned to a district that has process standard deficiencies. The district will be required to develop a corrective action plan to address the deficiencies.

PROBATION is assigned to a district that was assigned an **Advised** status the previous school year, and the district has not taken corrective actions or has not removed the process standard deficiencies that resulted in the **Advised** status. The district will be required to develop a corrective action plan to address the deficiencies.

WITHDRAWN is assigned to a district that has previously been assigned a **Probation** status and still does not comply with its corrective action plan and applies to any school district placed in conservatorship.

2.4 NOTIFICATION OF DEFICIENCIES AFTER ASSIGNMENT OF STATUS

After the annual assignment of a district's accreditation status, the process of determining statuses for the following school year begins. When information on file in the Mississippi Department of Education indicates that a school district may be in violation of a standard, the superintendent of the district is informed in writing by appropriate staff in the Department responsible for monitoring compliance with the standard. School district officials are given thirty (30) days from the date of receipt of notification to provide a written response verifying accuracy or inaccuracy of the notice of possible noncompliance with the standard.

If the written response includes appropriate evidence to correct or refute the alleged violation, the superintendent of the district is notified by appropriate staff in the Department responsible for monitoring compliance with the standard. Any verified violation of a standard is reported in writing to the Office of Accreditation, where it is noted on the current Accreditation Record Summary of the district. (See Glossary for definition of Accreditation Record Summary.) The appropriate staff member in the Office of Accreditation notifies the superintendent of the district in writing of the verified violation. Although the accreditation status of the district may not be subject to change until the next assignment of annual district status, the superintendent is required to provide a written response specifying how and when the violation will be corrected.

2.5 FACTORS AFFECTING CHANGE IN ACCREDITATION STATUS

An assigned accreditation status may remain unchanged during that school year except in those cases where verified noncompliance with financial standards (See Appendix H), the testing standard (See Appendix F), standards for Safe and Healthy Schools (See Standards 35, 36, and 37), continued noncompliance with federal regulations, or reporting false information may downgrade a status immediately. When the district has verified correction of deficiencies in meeting all process standards previously cited as deficiencies on the district's Accreditation Record Summary, the accreditation status will be upgraded.

A district's accreditation status may also be affected if one of its schools continues to be designated as a School At-Risk after three (3) years of implementing a school improvement plan, or if more than fifty

percent (50%) of the schools within the district are designated as a School At-Risk in any one (1) year. (See policies under section 3.0.)

Action of the Commission is required in any case.

2.6 RESOLVING ACCREDITATION CONTROVERSIES

All controversies involving the accreditation statuses of school districts are initially heard by a duly authorized representative of the Commission in accordance with Section 37-17-5, *Mississippi Code of 1972*, as amended, and policy 5.0.

2.7 CONSOLIDATION OF SCHOOL DISTRICTS OR TRANSFER OF GRADES

When two or more school districts consolidate or when two or more school boards approve the transfer of a grade or grades, the affected school district(s) may be allowed to maintain its accreditation status for a period of time to be determined upon application to the Commission on School Accreditation. The Commission on School Accreditation shall review the application of any such affected school district(s) and submit a recommendation to the State Board of Education for approval.

2.8 CORRECTIVE ACTION PLAN AND WITHDRAWAL OF ACCREDITATION

2.8.1 CORRECTIVE ACTION PLAN

When a school district has been assigned an ADVISED or PROBATION accreditation status, the Mississippi Department of Education, in conjunction with the school district, shall develop a corrective action plan that includes a time frame in which to correct the district's deficiencies. The State Board of Education implements the program of development in each district assigned an ADVISED or PROBATION status in accordance with Section 37-17-6(10)(a)-(e), *Mississippi Code of 1972*, as amended.

The school district is required to submit a corrective action plan to the State Board of Education within sixty (60) days. The plan must stipulate what will be done to remove the deficiencies and the time line required. The plan must be approved by the local school board as documented by official minutes and bear the signatures of the school board chairperson and district superintendent. After the plan is approved by the State Board of Education, written notice will be sent to school district officials. When corrective action has been implemented to remove a citation, the school district must submit documentary evidence confirming such to the Office of Accreditation. Assigned MDE staff may conduct follow-up visits as necessary to verify corrective action and compliance.

2.8.2 WITHDRAWAL OF ACCREDITATION

If the district's deficiencies are not removed during the time specified in the corrective action plan, the school district is subject to having its accredited status withdrawn by the Commission on School Accreditation. Upon declaration of a state of emergency by the Governor, the State Board of Education may take all such action for dealing with school districts as is authorized under subsection (11) or (14) of Section 37-17-6, including the appointment of an interim conservator. If the accreditation of the school district is withdrawn, the status of the district will be listed as Accreditation-WITHDRAWN, and the record of that district will continue to be maintained.

2.8.2.1 HEARINGS

Before recommending that the State Board of Education withdraw the accredited status of a district, the Commission conducts a hearing to allow the officials of the affected district to present evidence or other reasons as to why the accredited status should not be withdrawn. All hearings before the Commission are recorded and transcribed.

2.8.2.2 RESULTS OF HEARINGS

Within forty-five (45) calendar days of the conclusion of the hearing, the Commission determines whether the accredited status of the district should be withdrawn. If the decision is made not to withdraw the accredited status of the district, a new timeline is established, contingent on approval by the State Board of Education. If the decision is made to withdraw the accredited status of the district, the State Board of Education reviews the record of the hearing and determines whether or not to approve the decision of the Commission. If the decision to withdraw accreditation is upheld by the State Board of Education, the Commission issues a request to the Governor that a state of emergency be declared in that district in accordance with Section 37-17-6(11), *Mississippi Code of 1972*, as amended.

2.8.2.3 PUBLIC NOTICE

After a state of emergency has been declared, the Commission files a public notice at least once a week for at least three consecutive weeks in a newspaper published within the immediate or general vicinity of the affected school district in accordance with Section 37-17-6(12), *Mississippi Code of 1972*, as amended.

2.8.2.4 ACCESS TO SCHOOL DISTRICT RECORDS

School districts are required to produce necessary reports, correspondence, financial statements, and any other documents necessary for the Commission to implement this section on withdrawal of accreditation and conservatorship.

2.8.2.5 REINSTATEMENT OF AN ACCREDITED STATUS

Before a school district is reinstated as an accredited school district, the district will be visited by a committee appointed by the Commission.

3.0 PERFORMANCE CLASSIFICATION POLICY

The State Board of Education, acting through the Commission on School Accreditation, is required to establish and implement a process for accountability at the individual public school level and district level. Individual schools and districts are held accountable for student growth and performance and receive an annual School Performance Classification and District Performance Classification. (See Glossary for definitions of an attendance center and school.)

When the district establishes a new school and/or the district reconfigures the specific grades or students assigned to an existing school(s) within the district, the student achievement data used to assign school performance classifications will follow the guidelines established in the School Performance Standards and School Performance Model.

3.1 ASSIGNMENT OF PERFORMANCE CLASSIFICATIONS

3.1.1 School Performance Classification

Information concerning school performance is reported to the Commission on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school that has both achievement and growth data will be assigned an annual performance

classification. In addition, the Graduation Rate and the High School Completion Index (HSCI) will be included in determining the performance classification of schools with any grade configuration of 9-12. Available assessment data will be reported for those schools that do not have both achievement and growth data, but a school performance classification will not be assigned. An alternative school will not be assigned a school performance classification. (See State Board Policy 901 and 902 and the Glossary for definition of alternative school.)

3.1.2 District Performance Classification

Information concerning district performance is reported to the Commission on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school district will be assigned an annual performance classification based on achievement, growth, and graduation rate or High School Completion Index. A district performance level is assigned based on the performance of all students in the district (i.e., the district will be treated as one K-12 school).

3.2 PERFORMANCE STANDARDS

Performance (output or product) standards address selected components of the statewide testing program and other outcome measures related to the performance of a school. (See Performance Standards.) The State Board of Education may also take into account such factors as graduation rates, dropout rates, completion rates, the extent to which the school or district employs qualified teachers in every classroom, and any other factors deemed appropriate by the State Board of Education.

3.3 PERFORMANCE CLASSIFICATIONS

The performance classification assigned to a school or district will be determined by (a) the percentage of students who are performing at criterion levels (minimum, basic, proficient, and advanced) and (b) the degree to which student performance has improved over time (based on an expected growth value for the school). The results from the Achievement Model and the Growth Model are combined to assign performance classification as follows:

Star School
High Performing
Successful
Academic Watch
Low-Performing School
At-Risk of Failing
Failing

(See State Accountability Rating System, page 33 and Performance Classification Model, Page 34)

A school will not receive a school performance classification if the test data have been invalidated, and the school performance classification will be noted as Test Data Invalidated. If a testing irregularity has been verified, the Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security. (See Appendix F.)

3.4 SCHOOLS AT-RISK

Following an analysis of school data each year, the Mississippi Department of Education shall identify those schools that are deficient in educating students and are in need of improvement. This analysis shall indicate individual school performance in two areas: (a) meeting its assigned yearly growth expectation and (b) percentage of the students in the school that are proficient.

3.4.1 DESIGNATION

A school shall be identified as a School At-Risk and in need of assistance if the school:

- (a) does not meet its growth expectation and has a percentage of students functioning below grade level, as designated by the State Board of Education;
- (b) is designated as a Failing School; or
- (c) is designated as At-Risk of Failing for two (2) consecutive years.

3.4.2 NOTIFICATION

Within fifteen (15) days after a School At-Risk has been identified, written notice shall be sent by the State Board of Education by certified mail to the school principal, the superintendent, and the chairperson of the local board of education.

3.4.3 EVALUATION TEAMS AND EVALUATION REPORT

Within fifteen (15) days after notification, the State Board of Education shall assign an evaluation team to the school. The evaluation team shall consist of a minimum of seven trained members appointed by the State Superintendent of Education and approved by the State Board of Education from the following categories: (a) school superintendents, (b) school principals, (c) curriculum coordinators, (d) at least two teachers, (e) school board members, (f) community leaders, (g) parents, and (h) institutions of higher learning personnel. Additional evaluators in other specialized areas may also be included. All evaluation team members shall be trained in appropriate areas, including: (a) school accreditation legal requirements; (b) data analysis; (c) curriculum alignment; (d) effective curriculum and instructional strategies; (e) the State Department of Education school improvement process; (f) personnel appraisal; (g) effective community involvement; (h) public relations; (i) safe and orderly school climate; (j) policy development and implementation; (k) effective school resource allocation; and (l) effective school management. A team leader shall be assigned by the department to provide overall guidance to the team. The evaluation team shall analyze the School At-Risk's data to determine probable areas of weakness before conducting an on-site audit.

After completing the evaluation of the School At-Risk, the team shall prepare and adopt its school evaluation report, which shall be submitted to the State Superintendent of Education for approval within forty-five (45) calendar days. The evaluation report shall identify any personnel who were found by the evaluation team to be in need of improvement and need to participate in a professional development plan. Evaluation instruments used to evaluate teachers, principals, superintendents or any other certified or classified personnel will be instruments that have been validated for such purposes.

Following the State Superintendent's approval of the report, a representative from the department of education and the evaluation team leader shall present the report to the principal of the School At-Risk, the school district superintendent, and school board members of the local school district. Following this presentation, the evaluation report shall be presented to the community served by the School At-Risk at an advertised public meeting.

3.4.4 SCHOOL IMPROVEMENT PLAN

Based on the findings of the evaluation report and the results of the public meeting, the Mississippi Department of Education and evaluation team leader shall assist the school principal and other local school officials in the development of a school improvement plan. A local parents/citizens advisory council shall be established by the evaluation team at the school to provide input and guidance into the development of the school improvement plan and its evaluation. The local parents/citizens advisory council shall consist of representatives from each of the following local groups: (a) five (5) representatives of the local PTA, PTSA, or other parent organization, (b) two (2) local elected officials or community activists, (c) two (2) students, (d) two (2) local business

leaders. Persons who are employed by the local school district are not eligible for membership on the parents/citizens advisory council. The school improvement plan shall be developed and approved by the principal of the School At-Risk, the superintendent of the local school district, the local school board, and a majority of the teachers of the school. If the plan is not approved, the State Board of Education may approve and implement the plan in the school.

3.4.5 PROFESSIONAL DEVELOPMENT PLAN FOR EDUCATORS

As part of the school improvement plan for a School At-Risk, a professional development plan shall be prepared for those school administrators, teachers, or other employees who are identified by the evaluation team as needing improvement. The plan shall be prepared and implemented in accordance with Section 37-18-7, *Mississippi Code of 1972*, as amended.

3.4.5.1 Teachers

A teacher deemed in need of professional development by the evaluation team shall be required to participate in a professional development plan. The plan will provide professional training and will be based on each teacher's specific needs and teaching assignments. The teacher's full participation in the professional development plan shall be required. This process shall be followed by a performance-based evaluation, which shall monitor the teacher's teaching skills and teaching behavior over a period of time. This monitoring shall include announced and unannounced reviews. Additionally, a teacher may be assigned a mentor who has demonstrated expertise as a high-performing teacher.

If, after one (1) year, the teacher fails to perform, the local administration shall reevaluate the teacher's professional development plan, make any necessary adjustments to it, and require participation in the plan for a second year. If, after the second year, the teacher fails to perform, the administration shall recommend, and the local school board shall dismiss the teacher in a manner consistent with Section 37-9-59, *Mississippi Code of 1972*, as amended.

3.4.5.2 Principals

If a principal is deemed to be in need of improvement by the evaluation team, a professional development plan shall be developed for the principal, and the principal's full participation in the professional development plan shall be a condition of continued employment. The plan shall provide professional training in the roles and behaviors of an instructional leader and shall offer training specifically identified for that principal's needs. The principal of a School At-Risk may be assigned mentors who have demonstrated expertise as high performing-principals. The local school administration shall continue to monitor and evaluate all school personnel during this period, evaluate their professional development plans, and make personnel decisions as appropriate.

At the end of the second year, if a school continues to be a School At-Risk and a principal has been at that school for three (3) or more years, the administration shall recommend and the local school board shall dismiss the principal in a manner consistent with Section 37-9-59, and the State Board of Education may initiate the school district conservatorship process authorized under Section 37-17-6. If extenuating circumstances exist, such as the assignment of a principal at a School At-Risk for fewer than two (2) years, other options may be considered, subject to approval by the State Board of Education.

3.4.5.3 Superintendent

If the evaluation report reveals a school district central office problem, the superintendent of the school district having a School At-Risk shall be required to participate in a professional development plan. Additionally, the superintendent may be assigned mentors who are high-performing superintendents and have demonstrated expertise and knowledge of high-performing schools. The local school board will continue to evaluate the performance of the superintendent, including participation in a professional development plan, and make appropriate revisions to the plan as needed.

If a school continues to be a School At-Risk after a second year, the local school board may (a) impose a cap on the superintendent's salary or (b) make any necessary adjustments to his professional development plan and require continued participation in that plan.

If a school continues to be designated a School At-Risk after three (3) years of implementing a school improvement plan, the State Board of Education shall issue a written request with documentation to the Governor asking that the office of the superintendent of such school district is subject to recall, or if more than fifty percent (50%) of the schools within the school district are designated as Schools At-Risk in any one year, the State Board of Education may issue a written request with documentation to the Governor asking that the office of the superintendent of such school district is subject to recall. Upon declaration by the Governor, an elected superintendent shall stand for re-election, and an appointed superintendent shall stand for re-appointment as specified in Section 37-18-7(4)(c), *Mississippi Code of 1972*, as amended.

3.4.5.4 Central Office Administrators

If the evaluation report reveals a school district central office problem, the central office administrator of the school district having a School At-Risk shall be required to participate in a professional development plan. Additionally, the administrator may be assigned mentors who are high-performing administrators and have demonstrated expertise and knowledge of high-performing schools. The local school board will continue to evaluate the performance of the administrator, including participation in a professional development plan, and make appropriate revisions to that plan as needed.

If a school continues to be a School At-Risk after a second year, the local school board may (a) impose a cap on the administrator's salary or (b) make any necessary adjustments to the professional development plan and require continued participation in that plan.

At the end of the second year, if a school continues to be a School At-Risk and the administrator has been at that school for three (3) or more years, the superintendent shall recommend and the local school board shall dismiss the administrator in a manner consistent with Section 37-9-59, and the State Board of Education may initiate the school district conservatorship process authorized under Section 37-17-6. If extenuating circumstances exist, such as the assignment of an administrator for fewer than two (2) years, other options may be considered, subject to approval by the State Board of Education.

3.4.5.5 School Board

If a school continues to be designated a School At-Risk after three (3) years of implementing a school improvement plan, the State Board of Education shall, or in the event that more than fifty (50%) of the schools within the school district are designated as Schools At-Risk, in any one (1) year the State Board of Education may, issue a written request with documentation to the Governor that the membership of the school board of such school

district shall be subject to recall. Whenever the Governor declares that the membership of the school board shall be subject to recall, the county election commission or the local governing authorities, as the case may be, shall take action as specified in Section 37-18-7(5), *Mississippi Code of 1972*, as amended.

3.4.6 CONDITIONS OF EMERGENCY STATUS

In the event a school continues to be designated a School At-Risk after three (3) years of implementing a school improvement plan, or in the event that more than fifty percent (50%) of the schools within the school district are designated as Schools At-Risk in any one (1) year, the State Board of Education may request that the Governor declare a state of emergency in that school district. Upon the declaration of the state of emergency by the Governor, the State Board of Education may take all such action for dealing with the school district as is authorized under subsection (11) or (14) of Section 37-17-6, including the appointment of an interim conservator.

If the State Board of Education and the Commission on School Accreditation determine that an extreme emergency situation exists in a school district which jeopardizes the safety, security or educational interests of the children enrolled in the schools in that district and such emergency situation is believed to be related to a serious violation or violations of accreditation standards or state or federal law, or when a school district meets the State Board of Education's definition of a failing school district for two (2) consecutive full schools years, the State Board of Education may request the Governor to declare a state of emergency in that school district.

3.5 RECOGNITION AND REWARDS

The State Board of Education shall provide special recognition and/or rewards to individual schools or school districts meeting the highest levels of accreditation standards as defined by the State Board of Education. A school or district with a QDI in the top two tiers will be identified as meeting the highest level of accreditation standards.

3.5.1 RECOGNITION

Special recognition will be provided to all schools meeting the highest levels of accreditation standards. Examples of recognition include, but are not limited to the following:

- Public announcements and events;
- Special recognition of student progress and effort;
- Certificates of recognition and plaques for teachers, principals, superintendents, support and classified personnel and parents; and
- Media announcements utilizing the services of the Mississippi Educational Television.

3.5.2 REWARDS

Rewards may be provided for schools and school districts assigned the highest levels of performance as defined by the State Board of Education as follows:

3.5.2.1 Exemptions for Schools Meeting the Highest levels of Performance.

Schools Meeting the Highest Levels of Performance may be exempted from citations of noncompliance with the process standards listed below. For specific details, refer to each process standard referenced below.

- Library Media/Organized Collection (Standard 24.1)
- Library Media Program of Service (Standard 24.2)
- High School Science Laboratory (Standard 25)
- Limit on Course Preparations (Standard 31)
- Student Teacher Ratios in Grades 1-4 (Standard 34.2)

- Limit of 150 Students Per Teacher in Academic Core Subjects (Standard 34.5)

3.5.2.2 Exemptions for Schools Meeting the Highest Levels of Performance.

School districts assigned the Highest Levels of Performance may be exempted from citations of noncompliance with the process standards listed below. For specific details, refer to each process standard referenced below.

- Community Involvement, Parental Communication, and Business Partnerships (Standard 18)
- Senior Preparation for Graduation Ceremonies (Standard 19.5)
- Summer School Program Requirements (Standard 19.6)
- Professional Development Plan/Program (Standard 21)
- Early Childhood Programs (kindergarten and teacher assistant) (Standard 23.1)
- Instructional Management System (Standard 27.1)
- Suggested Teaching Strategies, Resources, and Assessment Strategies (Standard 27.2)

3.5.2.3 Financial Rewards

If funds are appropriated by the legislature, Schools Meeting the Highest Levels of Performance may apply to the State Board of Education for monetary incentives to be used for selected school needs, as identified by a vote of all licensed and instructional personnel employed at the school. These incentive funds may be used for specific needs, including, but not limited to the following:

- Funding for professional development activities; staff participating in such activities will report to the school and school district about the benefits and lessons learned from such training;
- Technology needs;
- Sabbaticals for teachers or administrators, or both, to pursue additional professional development or educational enrichment;
- Paid professional leave; and
- Training for parents, including, but not limited to, curriculum, Chapter I, special need students, student rights and responsibility, school and community relations, and effective parenting.

4.0 ACCREDITATION MONITORING PROCEDURES

Staff in the Mississippi Department of Education continuously monitor school districts to verify compliance with applicable accreditation requirements and state and federal laws.

4.1 ON-SITE EVALUATIONS

The State Board of Education, the State Superintendent of Education, or the Commission on School Accreditation has the authority to call for an on-site evaluation or investigation of a school district at any time. If deficiencies are found in meeting accreditation standards or state and federal laws, the superintendent is notified in writing and given thirty (30) days from the receipt of notification to provide a written response. The report of findings is filed in the current accreditation records in the Office of Accreditation.

4.2 INVESTIGATIVE EVALUATIONS (COMPLAINTS AGAINST DISTRICTS)

An investigative evaluation is conducted in a school district in response to a formal complaint. All formal complaints made against schools or districts must be submitted to the Office of Accreditation in writing and bear the signature of the individual(s) filing the complaint. The written complaint shall contain

specific details concerning alleged violations. When the complaint is received, the superintendent is notified in writing of the nature of the complaint and informed that the district is subject to an unannounced audit to investigate the allegations. If the complaint addresses an area over which the Commission has no authority, the individual filing the complaint is notified. Procedures for conducting investigative audits are as follows:

- 4.2.1** The auditors may arrive in the district without prior notification.
- 4.2.2** The auditors inform the superintendent of the purpose of the audit and of the procedures to be followed.
- 4.2.3** The auditors discuss procedures with the principal of the school if appropriate.
- 4.2.4** The auditors use various methods to collect the data needed to verify or discredit the complaint, including examination of official records, interviews with school personnel, and observations.
- 4.2.5** Upon completion of the audit, the auditors compile a written report that is sent to the complainant, the superintendent, the chairman of the board, and the Commission.

4.3 SPECIAL TEST AUDITS

Reports regarding potential testing irregularities or test security violations are referred to the Office of Student Assessment. Such reports include statistical analyses of test data conducted after each test administration, self-reported incidents, third-party allegations regarding violations of testing requirements, and irregularities noted during test security audits. Regular test security audits may be conducted prior to, during, and following each test administration in order to promote the integrity and security of the Mississippi Assessment System. The Office of Student Assessment will report to the Office of Accreditation each testing irregularity that has been verified as a violation of a testing requirement.

- 4.3.1** Self-reports or third-party allegations regarding testing irregularities may be either formal written reports (signed or unsigned) or verbal reports or complaints that may be made officially or anonymously and with or without documentary evidence.
- 4.3.2** If a third-party allegation addresses an area over which the State Board of Education has no authority, the individual filing the allegation will be notified.
- 4.3.3** A self-report or allegation must identify specific details concerning alleged violations of test security and/or testing irregularities in order to warrant an investigative audit.
- 4.3.4** Any statistical analysis that indicates a potential testing irregularity or test security violation will be reviewed and evaluated by staff in the Office of Student Assessment. If the review and evaluation of the statistical analysis indicate that further information is required in order to resolve or confirm the testing irregularity, the Office of Student Assessment may require that a school district investigate the potential irregularity and report its findings to the Office of Student Assessment. Any verified testing irregularity is reported to the Office of Accreditation for appropriate action.
- 4.3.5** Procedures for test security audits are as follows:
 - 4.3.5.1** The auditor may arrive at the school without prior notification.

- 4.3.5.2 The auditor informs the school administrator of the purpose of the audit and of the procedures to be followed.
- 4.3.5.3 The auditor requests that the superintendent be notified that a test audit is in progress.
- 4.3.5.4 The auditor uses the same methods to collect data as described in policy 4.2.4.
- 4.3.5.5 The auditor reports the audit findings to the Office of Student Assessment. If the audit findings indicate that a testing irregularity has occurred, the Office of Student Assessment will notify the district superintendent. If the response from the superintendent does not resolve the irregularity, the irregularity is reported to the Office of Accreditation for appropriate action.

4.4 SUMMER PROGRAM AUDITS

Each school district providing educational programs during the summer is required to report summer program data, including types of instructional programs provided, staffing, and enrollment. School districts offering summer programs may be audited to verify information contained in the annual Summer School/Extended Year Report.

4.5 OTHER STATE/FEDERAL PROGRAM AUDITS/EVALUATIONS

When audits or evaluations of other state or federal programs reveal verified noncompliance with state or federal program regulations, the incidents of noncompliance are filed with the Office of Accreditation.

4.6 ANALYSIS AND VERIFICATION OF ACCREDITATION INFORMATION

Accreditation staff in the Mississippi Department of Education review annual personnel/accreditation information and other annual reports submitted by school districts. Staff will analyze and compare this information with any other accreditation data on record and notify responsible officials of any inconsistency in reporting or any apparent deficiency in meeting standards. Any information submitted by a school district may be verified through on-site visits. Upon request the school district must provide documentation necessary to validate compliance with accreditation requirements.

5.0 HEARING AND APPEAL PROCEDURES

All controversies involving the accreditation of schools or school districts are initially heard by a duly authorized representative of the Commission before whom a complete record is made.

5.1 REQUEST FOR HEARING

The school board of a school district may request a hearing by filing written notice with the executive secretary of the Commission on School Accreditation within ten (10) calendar days of the written notification of the recommended Commission action.

5.2 AUTHORIZED REPRESENTATIVE OF THE COMMISSION

Upon receipt of the written request for hearing, the chairman of the Commission assigns, in writing, a duly authorized representative previously appointed by the Commission to hear the controversy.

5.3 HEARING PROCEDURES

5.3.1 The Commission's representative sets the time, place, and date for a hearing and notifies all parties of the time, place, and date of the hearing by registered or certified mail, return receipt requested. All parties may be represented by counsel at the expense of the party. The hearing is

conducted in such a manner as to afford all parties a fair and reasonable opportunity to present witnesses and other evidence pertinent to the issues and to cross-examine witnesses presented by the opposing party. The Commission's representative may permit any portion of the evidence to be submitted in the form of depositions or affidavits; and in case affidavits are received, an opportunity to present counter-affidavits is provided.

5.3.2 It is the responsibility of each party at the hearing to secure the attendance of such witness or witnesses as the party deems necessary or appropriate, and any expense connected with the attendance of such witnesses is borne by the party responsible for the attendance of the witness.

5.3.3 In conducting the hearing, the Commission's representative is not bound by common law or by statutory rules of evidence or by technical or formal rules of procedure, provided, however, hearsay evidence, if admitted, is not the sole basis for the determination of facts by the Commission's representative.

5.3.4 After presentation by the executive secretary of the Commission regarding recommended action and policy in support thereof, the party filing the written notice of hearing has the burden of going forward with the evidence, and at the conclusion of the hearing, the Commission's representative grants any party the opportunity to present a statement in such party's own behalf, either in person or by such party's attorney.

5.3.5 All hearings held before the Commission's representative are recorded and transcribed by a court reporter whose fees and costs of transcription are paid by the school district involved within forty-five (45) days after having been notified of such costs and fees by the Commission. Within thirty (30) calendar days of receipt of the transcribed record of the hearing, the Commission's representative files a written recommendation to the Commission as to the resolution of the controversies. Upon consideration of the transcribed record and recommendation of its representative, the Commission makes its decision and notifies all parties in writing by certified or registered mail, return receipt requested. The decision of the Commission is final unless the school board of the school district involved elects to appeal to the State Board of Education. The school board of the school district may appeal to the State Board of Education by filing a written notice of appeal with the State Superintendent of Education within fifteen (15) calendar days of receipt of the decision of the Commission on School Accreditation.

5.4 APPEAL PROCEDURES

5.4.1 An appeal to the State Board of Education is on the record previously made before the Commission's representative or the Commission. Upon written application, the State Board of Education may consider new factual evidence.

5.4.2 Upon receipt of the transcript, the State Board of Education, through the State Superintendent of Education, notifies the parties involved that the transcript has been filed and that the appealing party has fifteen (15) calendar days to file any written argument not to exceed twenty-five (25) pages in length. The Commission is allowed thirty (30) calendar days from the filing of the transcript with the State Board of Education to file a responsive written argument not to exceed twenty-five (25) pages in length. Any written argument in rebuttal by the appealing party must be filed within forty (40) calendar days of the filing of the transcript. The appealing party may not exceed twenty-five (25) pages as the combined total for its original and rebuttal arguments. An original and nine (9) copies of the written argument must be provided. The State Board of Education considers all appeals within thirty (30) calendar days of the last written argument filed. The written decision of the State Board of Education is transmitted to the parties involved within fifteen (15) calendar days of its decision.

PROCESS STANDARDS

ADMINISTRATION AND PERSONNEL

1. School board members complete required basic and continuing education programs in order to effectively perform their duties in the manner prescribed by law. {MS Code 25-41-1 et. al; 25-61-1 through 17; 37-3-4(5); 37-6-7, 9, 11, and 15; and 37-7-306(1-4)}
 2. School board policies that comply with state and federal statutes, rules, and regulations serve as the basis of operation for the district, and current copies of school board policies are published and available for public review. {MS Code 25-41-7; 25-61-1 through 17; 37-9-1 through 75; 37-9-101 through 113; 37-7-301(p)(w); and Federal Civil Rights Act of 1964}
 3. The school board assigns all executive and administrative duties to the superintendent, who is properly licensed and chosen in the manner prescribed by law. {MS Code 37-6-3(3-4); 37-9-7, 13, 14; 37-61-9; and 37-151-5(h)}
 4. The school district employs an appropriately licensed full-time principal at each school. {MS Code 37-9-7, 37-9-15, and 37-19-1(c)}
 5. The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth of the workday to library/media administrative activities. {MS Code 37-17-6(3)(a-c)}
 - 5.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.
 - 5.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.
 6. Student support services (appraisal, academic, and/or personal advisement, and educational and/or career planning and referral) are provided in each school by qualified student support personnel as follows:
 - 6.1 Student support services are provided in each high school by at least a half-time appropriately licensed guidance counselor. {MS Code 37-9-79}
 - 6.2 Students in elementary schools have access to the required student support services provided by qualified student support personnel (e.g., guidance counselor, social worker, nurse, psychologist, psychometrist, etc.).
- Note:** Student support personnel may only provide those services and activities in the area(s) that each individual is specifically qualified to provide. All student support personnel will use appropriate job titles that reflect their area of training, expertise, and license. For example, a Social Worker will be referred to as the School Social Worker and may not use the title of or be referred to as the School Guidance Counselor.
7. The school district employs a school business officer/administrator whose qualifications meet the criteria established by the Mississippi Department of Education and whose primary job responsibilities are conducting, supervising, and/or directing the financial affairs and operations of the school district. (SB Policy 6900)
 8. 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 *No Child Left Behind Act of 2001* (NCLB). {MS Code 37-9-7} (SB Policies 7801 and 7802, NCLB, and Federal Code)

- 8.1 With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. An appropriate license is required for superintendents, principals, librarians, and guidance counselors. (Refer to process standards 3, 4, 5, and 6.)
 - 8.2 Secondary teachers endorsed in an academic subject area may teach in their academic subject area in departmentalized elementary grades 5 and 6. (SB Policy 7407)
 - 8.3 Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided that they do not act in the place of the principal.
9. The school district implements a formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {MS Code 37-3-46(b)}
 10. The school district operates with a uniform system of accounts as specified in state law and as prescribed by the State Auditor's Office. {MS Code 37-9-18, 37-37-1, 37-37-3, 37-17-6(16), 37-37-7, 37-37-13, 37-61-19 and 37-61-23}
 - 10.1 The board of education has implemented a fixed asset system of accountability that complies with the standards established by the State Auditor's Office for the verification of fixed assets and the auditing of fixed assets records. {MS Code 37-17-6(16)}
 - 10.2 The financial accounting data and the corresponding annual audit report as submitted to the Mississippi Department of Education reflect no less than a zero fund balance (as defined by generally accepted accounting principles) for all funds of the school district. {MS Code 37-61-19}
 - 10.3 The most recent annual audit report of the school district, as conducted under the guidelines of the State Auditor's Office, indicates that the auditor has issued an unqualified opinion (as defined by generally accepted auditing standards) on the general purpose financial statements of the school district. {MS Code 37-9-18, 37-37-1, and 37-61-23}
 - 10.4 The most recent annual audit report of the school district, as conducted under the guidelines of the State Auditor's Office, verifies the accuracy, validity, and timely reporting of all student data submitted to the MDE, including but not limited to the electronic transmission of student enrollment, attendance, transportation, absenteeism, graduation, dropouts, and any other student data and administrative functions as deemed necessary. {MS Code 37-37-7(2)(b)(c)(d) and 37-37-13}
 - 10.5 The most recent annual audit report of the school district, as conducted under the guidelines of the State Auditor's Office, verifies the accuracy and timely reporting of all reports, other than student data, required for submission to the MDE in accordance with state law and/or State Board of Education policies. {MS Code 37-37-7(2)(e) and 37-37-13}
 11. The local school board budgets and expends funds as follows:
 - 11.1 The local school board of education budgets and expends from the District Maintenance Fund (Fund #1120) a minimum of \$20.00 per student for instructional/library supplies, materials, and equipment.
 - 11.2 Funds available for classroom supplies, materials, and equipment from the Education Enhancement Fund (Fund #2440) are allotted and expended in compliance with Section 37-61-33, *Mississippi Code of 1972*, as amended, and SB Policy 3400.11.3 The local school board budgets and expends funds under the Public School Health Insurance Plan as required by state law and State Board policy. Failure to remit premiums, interest penalties and/or late charges in a timely manner may result in withholding a school district's adequate education program funds. {MS Code 37-151-95} (SB Policy 9600)

SCHOOL OPERATIONS

12. The school district complies with state law and State Board of Education policy on enrollment requirements.
 - 12.1 Residency requirements {MS Code 37-15-29} (SB Policy 6600)
 - 12.2 Immunization requirements {MS Code 37-7-301(i), 37-15-1, and 41-23-37}
 - 12.3 Age of entry requirements {MS Code 37-15-9}
13. Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited regionally or by a state board of education [or its designee(s)] is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of the student within 30 days after filing for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five days prior to the date of the administration of such test. {MS Code 37-15-33} (SB Policy 3800)
14. Permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with state law, the Family Educational Rights and Privacy Act of 1974, and the Confidentiality Section of the Individuals with Disabilities Act, 1997 Amendments. (See Appendix E and the current edition of *Mississippi Cumulative Folders and Permanent Records Manual of Directions*.) {MS Code 37-15-1 through 3; 37-15-6; 37-15-10}
15. The school district engages in planning to review the educational status of each school in the district and to address specific actions relative to accreditation and performance separately. {MS Code 37-3-49(2)(e)}
16. The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law. {MS Code 37-13-91} (SB Policies-3101, 3102, and 3103)
17. The school district develops a dropout prevention plan and implements programs designed to keep students in school and to lower student dropout rates.
 - 17.1 The school district shall submit its plan to the MDE Office of Dropout Prevention.
 - 17.2 The district dropout prevention plan shall be designed to address the three major goals of increasing the district's graduation rate, reducing the district's dropout rate, and reducing the district's truancy rate.
 - 17.3 District dropout prevention plans shall be submitted and reviewed according to the schedule set forth by the MDE State Plan for Dropout Prevention. {MS Code 37-3-46(c) and 37-21-9} (*No Child Left Behind Act of 2001*)
18. There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code 37-7-337} (**Districts Meeting the Highest Levels of Performance are exempted.**)

A school district that has been designated as *failing* as defined by the State Board of Education shall also establish a community-based pre-kindergarten through higher education council. (MS Code 37-18-5)

19. The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction for not less than sixty percent (60%) of the normal school day. {MS Code 37-3-49, 37-13-61 through 69, 37-151-5(j), and 37-151-7(3)(d)}
 - 19.1 **DELETED.**
 - 19.2 The teaching day must provide at least 330 minutes of instruction per day or 27.5 hours per five-day week. {MS Code 37-13-67}
 - 19.3 The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each ½

- unit offered, except for accelerated learning programs and remedial instructional programs that are proficiency based. A traditional 7-period day schedule must provide at least 48 minutes per period, and A/B and 4 x 4 block schedules must provide at least 94 minutes.
- 19.4 No more than two of the 180 days may be 60% days, unless the district is utilizing an Early Release schedule that provides at least 27.5 hours per five-day week provided that there are at least 198 minutes of actual instruction or testing and the remainder of each 60% day is used for professional development or other activities related to instruction. {MS Code 37-151-5(j)}
- 19.5 The school district schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three days prior to the end of the school year. **(Districts Meeting the Highest Levels of Performance are exempted.)**
- 19.6 The summer school/extended year program meets all applicable requirements of the regular school program. {MS Code 37-3-49}
- Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.
 - Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued. {MS Code 37-3-49}
 - Students enrolled in a summer program are limited to earning one Carnegie unit of credit during a traditional summer school session, which does not apply to Extended Year programs and Mississippi Virtual Public School. **(Districts Meeting the Highest Levels of Performance may be exempted under MS Code 37-17-11.)**

Note: Any exceptions to the above standard must be submitted to the Commission on School Accreditation for review and action.

Note: If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local school board may request approval from the State Board of Education to operate the schools in its district for less than one hundred eighty (180) days. {MS Code 37-151-7(3)(d)}

20. The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. {MS Code 37-16-7} (SB Policy 3800)
- 20.1 Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (See Appendix A.) (SB Policies 2902 and 2903)
- Seniors of school year 2004-2005, 2005-2006, 2006-2007, and 2007-2008 are required to have a minimum of 20 Carnegie units.
 - Entering ninth graders in 2005-2006 and thereafter (seniors of school year 2008-2009 and later) are required to have a minimum of 21 Carnegie units.
 - Entering ninth graders in 2008-2009 and thereafter (seniors of school year 2011-2012 and later) are required to have a minimum of 24 Carnegie units as specified in Appendix A-3, unless their parent/guardian requests to opt the student out of Appendix A-3 requirements.
- 20.2 Each student receiving a standard diploma has achieved a passing score on each of the required high school exit examinations. {MS Code-37-16-7}(SB Policies 3600, 3800, and 7602)
- 20.3 Each student who has completed the secondary curriculum for special education may be issued a special diploma or certificate of completion, which states: "This student has successfully completed an Individualized Education Program." {MS Code 37-16-11(1)}
- 20.4 The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.
- 20.5 Each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. {MS Code 37-16-11(2)} (See Appendix G.)

Note: Carnegie units will be awarded in the eighth grade for the following courses: Algebra I, Pre-algebra, Transition to Algebra, Computer Discovery, Geometry, ICT II (Information & Communication Technology), First Year Foreign Language, and Second Year Foreign Language provided course content is the same as the high school course.

21. The school district implements a professional development program that complies with the guidelines published in Professional Development for the New Millennium. **(Districts Meeting the Highest Levels of Performance are exempted.)** {MS Code 37-17-8}
22. The school district adheres to all requirements of the Mississippi Statewide Assessment System. (See Appendix F.) {MS Code 37-16-1 through 4} (SB Policies 3600, 3800, 7601, 7602, 7605, and 7607)

INSTRUCTIONAL PRACTICES

23. The school district is in compliance with state and/or federal requirements for the following programs:
 - 23.1 Early Childhood Programs (kindergarten and teacher assistant) {MS Code 37-21-1 et. seq.} (SB Policies 4400, 4401, 6006, and 6301) (Refer to *Mississippi Kindergarten Guidelines*.) **[Districts Meeting the Highest Levels of Performance are exempted from provisions of subsection (4) of MS Code 37-21-7.]**
 - 23.2 Vocational-Technical Education {MS Code 37-31-1 et. seq.} (SB Policies 8100, 8200, 8300, 8400, 8500, 8600, 8700, 8800, 8900, 9000, 9100, 9200, 9300, 9400, and Federal Code)
 - 23.3 Special Education {MS Code 37-23-1 through 9} (SB Policies 7201, 7202, 7203, 7204, 7205, 7206, 7207, 7208, 7209, 7210, 7211, 7212, 7213, 7214, 7215, 7216, 7217, 7218, 7219, and Federal Code) [See *Mississippi Policies and Procedures regarding Children with Disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA-2004)* and the Mattie T. Consent Decree.]
 - 23.4 Child Nutrition {MS Code 37-11-7}(SB Policies 2001, 2002, 2004, 2007, 2009 and Federal Code)
 - 23.5 *No Child Left Behind Act of 2001*: Titles I, II, III, IV, V, VI, X, and any other federally funded programs and grants (SB Policies 4700, 7801, 7802, 7803, 7804, and Federal Code)
 - 23.6 Technology in the Classroom {MS Code 37-151-19(3)} (SB Policy 7500)
 - 23.7 Driver Education {MS Code 37-25-1 et. seq.} (SB Policy 3000)
 - 23.8 Pre-Kindergarten {MS Code 37-7-301(ss)} (Refer to the *Mississippi Early Learning Guidelines*.)
24. Each school has a library-media center. {MS Code 37-17-6(3)(a-e)}
 - 24.1 Each school has a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.
 - 24.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.
25. The school district provides each student with appropriate equipment and laboratory experiences to meet the instructional requirements of the science program. (See the current edition of the *Mississippi Science Framework*.) **(Districts Meeting the Highest Levels of Performance may be exempted under MS Code 37-17-11.)**

Note: Any exceptions to the above standard must be submitted to the Commission on School Accreditation for review and action.

26. The school district is in compliance with state law and State Board of Education policies for state adopted textbooks. [MS Code 37-43-1, 37-43-51, 37-9-14(2)(b), and 37-7-301(ff)] (Refer to the current edition of the *Textbook Administration Handbook Rules and Regulations*)
- 26.1 The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. [MS Code 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)]
- 26.2 Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System. [MS Code 37-43-51] (Refer to the current edition of the *Textbook Administration Handbook Rules and Regulations*.)
27. The school district implements an instructional management system that meets the following requirements:
- 27.1 The school district implements an instructional management system that has been adopted by the school board and that includes, at a minimum, the competencies required in the curriculum frameworks approved by the State Board of Education. (**Districts Meeting the Highest Levels of Performance are exempted.**) [MS Code 37-3-49(2)(a-b) and 37-3-49(5)]
- 27.2 Suggested teaching strategies, resources, and assessment strategies are available to teachers in each school for selection and use in teaching the required competencies. (**Districts Meeting the Highest Levels of Performance are exempted.**) [MS Code 37-3-49(2)(c) and 37-3-49(5)]
28. The district follows an established board policy that defines criteria for the academic promotion/progression/retention of students. *Such criteria prohibit the retention of students for extracurricular purposes.

A student who is enrolled in any grade higher than Grade 6 in a school district must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below 2.0 on a 4.0 scale. (Children First Act of 2009)

***Note: This portion of the standard will be jointly monitored and enforced by the State Board of Education and the Mississippi High School Activities Association.**

29. The school district provides alternative education programs for the categories of students identified in MS Code 37-13-92. (SB Policies 901 and 902)
- 29.1 The school district provides access to an alternative education program that meets the program guidelines outlined in MS Code 37-13-92 and the guidelines established by the State Board of Education. (SB Policy 901) (See guidelines for Alternative/GED School Programs.)
- 29.2 The school district, in its discretion, may provide access to a GED Options program that meets the program guidelines outlined in MS Code 37-13-92(4) and the guidelines established by the State Board of Education. (SB Policy 902) (See guidelines for Alternative/GED Programs.)
30. Each classroom teacher, excluding vocational teachers whose class periods exceed 50 minutes, has an unencumbered period of time during the teaching day to be used for individual or departmental planning.
- 30.1 If the school utilizes a traditional six-period or seven-period day schedule, the instructional planning time provided for secondary teachers is a minimum of 225 minutes per week, exclusive of lunch period. If the school utilizes any form of a modular/block schedule, the

instructional planning time provided is a minimum of either 225 minutes per week or an average of 225 minutes per week per instructional cycle, exclusive of lunch period.

- 30.2 Instructional planning time for the elementary school teacher is no less than 150 minutes per week, exclusive of lunch period.
31. Individual teachers (grades 9-12) are limited to three course preparations per scheduling cycle or five in the same subject/content area.

Note: Any assignment of course preparations above the standard must be submitted to the Commission on School Accreditation for review and action.

32. The basic curriculum of each high school consists of required and approved courses that generate at least 33½ Carnegie units annually. (See Appendices B and C.) {MS Code 37-1-3(2)} (SB Policies 2902 and 2903)

Note: Any request for an exemption from teaching the courses listed in Appendix B must be approved by the Commission on School Accreditation.

33. The basic curriculum of each elementary or middle school (any configuration of grades K-8) consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher. {MS Code 37-1-3(2) and 37-13-134}

Note: In any configuration of grades K-8, the basic curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week. Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education. A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.

34. Student teacher ratios do not exceed the following: {MS Code 37-151-77}
- 34.1 Student teacher ratios do not exceed 22 to 1 in kindergarten, except in instances in which a full-time assistant teacher is in the classroom. If a full-time assistant teacher is employed, 27 may be enrolled. {MS Code 37-151-77} (See *Mississippi Kindergarten Guidelines*.)
- 34.2 Student teacher ratios do not exceed 27 to 1 in classrooms serving grades 1 through 4 unless approved by the State Board of Education. (**Schools Meeting the Highest Levels of Performance are exempted.**) (SB Policy 2100) {MS Code 37-151-77}
- 34.3 Student teacher ratios do not exceed 30 to 1 in self-contained classes serving grades 5-8. {MS Code 37-151-77}
- 34.4 Student teacher ratios do not exceed 33 to 1 in departmentalized academic core classes serving grades 5-12. {MS Code 37-151-77}
- 34.5 The total number of students taught by an individual teacher in academic core subjects at any time during the school year shall not exceed 150. (**Schools Meeting the Highest Levels of Performance are exempted.**)

Note: A teacher who provides instruction through intra-district or inter-district distance learning will be exempt from the 150-student limitation. A lab facilitator or principal designee will be responsible for the assignment of grades and related activities at the receiving school.

SAFE AND HEALTHY SCHOOLS

35. The district complies with the applicable rules and regulations of the State Board of Education in the operation of its transportation program. {MS Code 37-41-53} (SB Policies 7903, 7904, and 7909)
 - 35.1 All buses are inspected on a quarterly basis and are well-maintained and clean. (SB Policy 7909)
 - 35.2 Each bus driver has a valid bus driver certificate and a commercial driver's license and operates the bus according to all specified safety procedures. The school district has on file a yearly motor vehicle report on each driver and evidence that each driver has received two hours of in-service training per semester. (SB Policy 7903)
 - 35.3 Bus schedules ensure arrival of all buses at their designated school sites prior to the start of the instructional day.
 - 35.4 Emergency bus evacuation drills are conducted at least two times each year. (SB Policy 7904)

36. The school district provides facilities that meet the following criteria: {MS Code 37-7-301(c)(d)(j); 37-11-5, 49; and 45-11-101}
 - 36.1 The school district provides facilities that are clean.
 - 36.2 The school district provides facilities that are safe.
 - 36.3 The school district provides operational facilities that are equipped to meet the instructional needs of students and staff.
 - 36.4 The school district provides air conditioning in all classrooms in each school. {MS Code 37-17-6(2)}

37. The district complies with the following requirements for Safe and Healthy Schools:
 - 37.1 Each school has a comprehensive School Safety Plan on file that has been approved annually by the local school board. {MS Code 37-3-81 and 37-3-83(2)} (See the School Safety Manual and the MDE School Occupational Safety and Crisis Response Plan.)
 - 37.2 Each school has on file a school wellness policy developed by a local school health council that addresses the eight components of a coordinated approach to school health and that has been approved by the local school board. (Child Nutrition Reauthorization Act of 2004) (See the Guide for Development of Local School Wellness Policy, www.healthyschoolsms.org) {MS Code 37-13-134}(SB Policy 4012)

Note: The policy must address standards for physical education, health education, nutrition services, counseling, psychological services, staff wellness, healthy school environment, health services, community involvement, school safety plan, marketing and implementation.

PERFORMANCE STANDARDS

INTRODUCTION

The accountability system is designed to improve student achievement and increase the level of accountability for both school districts and individual schools. The accountability model focuses on student achievement at each school and at the district level. Performance standards have been established, and student assessment data from the statewide assessment program will be used to determine individual school performance classifications and district level performance classifications.

SCHOOL LEVEL PERFORMANCE CLASSIFICATION

Information concerning school performance is reported to the Commission on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school that has both achievement and growth data will be assigned an annual performance classification. Available assessment data will be reported for those schools that do not have both achievement and growth data, but a school performance classification will not be assigned. An alternative school will not be assigned a school performance classification. (See State Board Policy 901 and 902 and the Glossary page 77 for definition of alternative school.)

The results from the Achievement Model and the Growth Model (QDI) are combined to assign each school a school performance classification. A graduation rate or a High School Completion Index (HSCI) is also used for any school configuration of 9-12.

DISTRICT LEVEL PERFORMANCE CLASSIFICATION

Information concerning district performance is reported to the Commission on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school district will be assigned an annual performance classification based on achievement, growth and graduation/dropout rate. The district rating should be based on the performance of all students in the district (i.e., the district will be treated as one K-12 school).

ANALYSIS OF STATE LAW {MS Code 37-18-1 et. seq.}

The following specifications for establishing school and district performance standards and accountability requirements are addressed in Sections 37-18-1 through 7 of the *Mississippi Code of 1972, Annotated*.

- The State Board of Education (SBE) shall establish, design, and implement a program for identifying and rewarding public schools that improve. Upon full implementation of the statewide testing program, Star School, High Performing, or School At-Risk designation shall be made by the SBE as follows:
 1. **Growth Expectation.** A growth expectation will be established by testing students annually and, using a psychometrically approved formula, by tracking their progress. This growth expectation will result in a composite score each year for each school.
 2. **Percentage of Students Minimal, Basic, Proficient and Advanced in each school and school district.** A determination will be made as to the percentage of students minimal, basic, proficient and advanced in each school. The definition of minimal, basic, proficient and advanced shall be developed for each grade, based on a demonstrated range of performance in relation to content as reflected in the *Mississippi Curriculum Frameworks*. This range of performance must be established through a formal procedure including educators, parents, community leaders, and other stakeholders.

A school shall be identified as a School At-Risk and in need of assistance if the school:

- (a) does not meet its growth expectation and has a percentage of students functioning below grade level, as designated by the State Board of Education;
 - (b) is designated as a Failing School; or
 - (c) is designated as At-Risk of Failing or Low Performing for two (2) consecutive years.
- Any school designated as a School At-Risk which exceeds its growth expectation by a percentage established by the SBE shall no longer be considered a School At-Risk.

Goal 3: All third graders will be reading on grade level by 2020.
Performance on state tests

State Accountability Rating System

Goal 1: Reduce the dropout rate to 13% by 2013.

Goal 1

Note: The label in the top row cell would apply to any school without graduates.

Quality of Distribution

Index (QDI) 200 - 300	High Performing	Star School	230 HSCI OR Graduation Rate of $\geq 80\%$
200	Successful		200 HSCI OR Graduation Rate of $\geq 75\%$
166 - 199	Successful	Successful	
166	Academic Watch	Successful	
133 - 165	Academic Watch	Academic Watch	
133	At-Risk of Failing	Academic Watch	
100 - 132	At-Risk of Failing	Academic Watch	
0 - 99	Failing	Low Performing	
	Inadequate Academic Gain	Appropriate Academic Gain	High School Completion Index or Graduation Rate (5-year)
	Growth		

Goal 2: To increase Mississippi's scores on national assessments to the national average by 2013.

LEVELS OF ACHIEVEMENT AND GROWTH

The School and District Performance classification is based on the Quality of Distribution Index (QDI) achieved by the school or district. The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance.

ACHIEVEMENT LEVEL	High Performing	Star School
	Successful	High Performing
	Academic Watch	Successful
	At-Risk-of-Failing	Academic Watch
	Failing	Low Performing
	Inadequate Academic Gains	Appropriate Academic Gains/Growth Status

THE PERFORMANCE CLASSIFICATION MODEL FOR 2009-2010

Cut points on QDI	Inadequate Academic Gains	Appropriate Academic Gains
200-300	High Performing	Star School
166-199	Successful	High Performing
133-165	Academic Watch	Successful
0-99	Failing	Low Performing

QUALITY OF DISTRIBUTION INDEX (QDI)

- The Quality of Distribution Index (QDI) should be used to measure achievement. The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance. The formula for the QDI is

$$QDI = \% \text{ Basic} + (2 \times \% \text{ Proficient}) + (3 \times \% \text{ Advanced})$$

GRADUATION/DROPOUT COMPONENT

The High School Completion Index (HSCI) should be included in determining the accountability rating of schools with grades 9-12 and districts and a school or district should demonstrate high performance on the HSCI to receive the highest rating in addition to meeting QDI performance and growth. Districts with schools where 9th grade is contained separate from 10-12 grades will be issued a HSCI value based on the students who actually attended the school containing 9th grade and the 10-12 grade school will be issued a HSCI value based on the students who actually attended the school containing grades 10-12. The High School Completion Index (HSCI) should be based on the status of students five years after first entering ninth grade. Eventually the HSCI should be based on the status of students seven years after first entering seventh grade.

The weights for the HSCI student statuses:

Standard Diploma	300
Met Requirements Except Graduation Test	150
Occupational Diploma	150
Certificate of Attendance	150
GED	125
Still Enrolled	50
Dropout	-300

There will initially be two levels for the HSCI corresponding to the two highest levels of performance on the QDI. The Department of Education should monitor the reporting of this information. The Commission will consider revising or adding levels to the graduation/dropout component in the future.

- The highest level of the HSCI should be a HSCI of 230 or a graduation rate of 80% or higher.
- The second highest level of the HSCI should be an HSCI of 200 or a graduation rate of 75%.

THE ACHIEVEMENT MODEL

A school's achievement level is based on the current year performance of students who were enrolled in the school for a full academic year (at least 70% of instructional time). The Quality of Distribution Index (QDI) should be used to measure achievement. The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance. The formula for the QDI is

$$\text{QDI} = \% \text{ Basic} + (2 \times \% \text{ Proficient}) + (3 \times \% \text{ Advanced})$$

THE GROWTH MODEL

A multiple regression model is used to predict scale score growth on the Mississippi Curriculum Test (MCT2) and scale score on certain Subject Area Tests (SATP) for each student based on the student's earlier MCT2 performance. Predictions are made only for students who were enrolled in the school for a full academic year. There are separate prediction equations for each grade level in each content area and each subject area test.

The "met" growth determines the degree to which the school met its basic growth expectation. The regression equations in the pilot growth models predict performance at the student level. Although the predictions are not accurate enough for use at the student level, the positive and negative prediction errors tend to cancel each other, so average residual values for groups of students within a school or district are much more accurate. R^2 indicates the proportion of variance in the

dependent variable accounted for by the prediction equation. Generally, a higher R^2 value indicates better predicting ability. The formula for R^2 is shown below.

$$R^2 = \text{SS}_{\text{Model}} / \text{SS}_{\text{Total}} \text{ where, } \text{SS}_{\text{Total}} = \text{SS}_{\text{Model}} + \text{SS}_{\text{Error}}$$

R^2 values for the MCT SS change prediction equations in the growth model used from 2003 through 2007 were similar to the new equations for predicting MCT2 and SATP scale scores.

To ensure the most accurate predictions, students included in the regression analyses must:

- Meet full academic year (FAY) at the district level in 2007/2008 and 2008/2009;
- Have MCT2 scores from 2007/2008; and
- Have 2008/2009 scores(s) from MCT2, Grade 8 Algebra, Grade 9 Algebra, or Grade 9 Biology.

STUDENTS INCLUDED IN THE PERFORMANCE MODEL

A student is included in the achievement and growth models for a school if the student was enrolled in the school for a **full academic year**, which is defined as at least 70% (approximately) of the instructional time. The percentage of time enrolled is determined from the monthly student level enrollment records in MSIS as follows:

- End of Month 8 School = Same School on 6 of the 7 Earlier End of Month Reports (Month 1 through Month 7)
- End of Month 7 School = Same School on all 6 of the Earlier End of Month Reports (Month 1 through Month 6)

INCLUSION OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS (ELL)

The Mississippi Statewide Assessment System provides procedures to ensure the inclusion of all students in the assessment programs, including a wide range of testing accommodations, instructional level testing on the MCT2, and alternate assessments. The data for students using testing accommodations are treated no differently from any other test data. For students with disabilities taking instructional level tests or alternate assessments, their scores are included in the achievement model. The weighting procedures in the achievement model ensure that those students count equally within the achievement level assigned to the school.

School districts are allowed to exclude the academic achievement results only for first year English Language Learners (ELL) students (on a case-by-case basis) from determinations of state Achievement Model and Growth Model results. This policy is consistent with the requirements for calculating AYP.

SCHOOLS THAT CANNOT BE INCLUDED IN THE ACHIEVEMENT AND GROWTH MODELS

A school must be included in both the achievement and growth models in order to be assigned a School Performance Classification. Schools with no assessment data at grades 3-8 and no appropriate SATP data cannot be included in the achievement and growth models. Most of the schools that cannot be assigned a School Performance Classification are schools serving grades kindergarten and first grade and schools serving kindergarten through second grade.

NO CHILD LEFT BEHIND (NCLB) AND THE ACCOUNTABILITY SYTEM

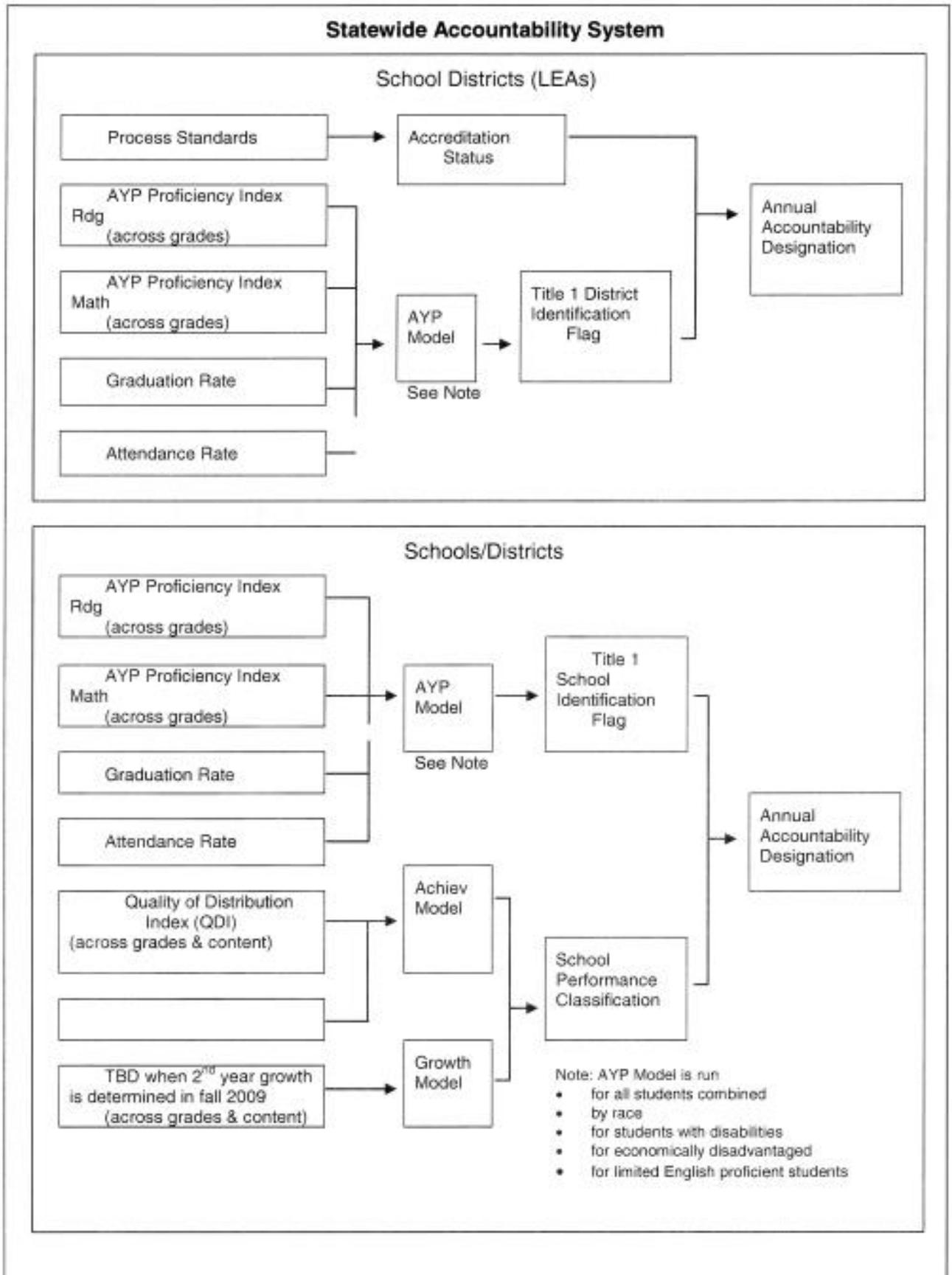
The development of Mississippi's new statewide accountability system began in 1999. The system was designed to comply fully with the requirements in federal legislation related to Title I (IASA 1994) and to student with disabilities (IDEA 1997). The new statewide assessment system was also designed for use within the achievement and growth models for school accountability.

The *No Child Left Behind Act of 2001* (NCLB) was signed into law in January 2002. This federal legislation includes additional student assessment requirements and mandates that states develop

and implement a single statewide accountability system by the beginning of school year 2003-2004. The legislation includes specific requirements for calculating adequate yearly progress (AYP) for schools and school districts. Mississippi's new assessment programs already incorporate many of the new federal assessment requirements. For example, students in grades 3-8 must be assessed in both reading/language arts and mathematics.

The conceptual model for Mississippi's Statewide Accountability System that incorporates the federal AYP component is illustrated on the following page. Each school district will be assigned an annual accountability designation based on its accreditation status and the AYP model. Each school will be assigned an annual accountability designation based on the School Performance Classification and AYP model.

**Mississippi Statewide Accountability System:
A Conceptual Framework**



APPENDIX A

GRADUATION REQUIREMENTS

STANDARD 20

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi Curriculum Frameworks*. Course titles and identification numbers must appear in the current edition of *Approved Courses for Secondary Schools of Mississippi*. (See SB Policies 2902 and 2903.) Enrollment in on-line and correspondence courses listed in this book must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course. Elective courses that do not have identified content in the *Mississippi Curriculum Frameworks* or whose titles do not appear in the current edition of *Approved Courses for the Secondary Schools of Mississippi* must be approved according to criteria stated in Appendix D.

APPENDIX A-1

SENIORS OF SCHOOL YEAR 2004-2005, 2005-2006, 2006-2007, and 2007-2008
(Entering ninth graders in 2001-2002, 2002-2003, 2003-2004, and 2004-2005)

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	
MATHEMATICS	3 ²	Algebra I
SCIENCE	3 ³	Biology I
SOCIAL STUDIES	3	1 World History 1 U.S. History ½ U.S. Government ½ Mississippi Studies ⁴
HEALTH	½	Comprehensive Health or Family and Individual Health
BUSINESS & TECHNOLOGY	1 ⁵	1 Computer Discovery or ½ Keyboarding and ½ Computer Applications
THE ARTS	1	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I and II
ELECTIVES	4½ ⁶	
TOTAL UNITS REQUIRED	20	

APPENDIX A-1 (Continued)

GRADUATION REQUIREMENTS STANDARD 20

SENIORS OF SCHOOL YEAR 2004-2005, 2005-2006, 2006-2007, and 2007-2008 (Entering ninth graders in 2001-2002, 2002-2003, 2003-2004, and 2004-2005)

¹ Compensatory Reading and Compensatory Writing courses may not be included in the four English courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation.

² Compensatory Mathematics and any developmental mathematics course may not be included in the three mathematics courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation. At least one of the three required mathematics courses must be higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics. One of the three required mathematics units may be in Drafting, if the student completes the 2-course sequence for Drafting I & II.

³ One unit may be in Technology Applications or Introduction to Agriscience or Agriscience I or Concepts of Agriscience or Allied Health or Aquaculture or Science of Agricultural Plants or Science of Agricultural Animals or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the following AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship.

⁴ The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

⁵ Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational).

⁶ Elective units in physical education include participation in interscholastic athletic activities, band, and ROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

**GRADUATION REQUIREMENTS
STANDARD 20**

**SENIORS OF SCHOOL YEAR 2008-2009, 2009-2010 & 2010-2011
(Entering ninth graders in 2005-2006, 2006-2007, 2007-2008)**

Any student who completes the minimum graduation requirements as specified below and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	
MATHEMATICS	4 ²	Algebra I
SCIENCE	3 ³	Biology I
SOCIAL STUDIES	3	1 World History 1 U.S. History ⁴ ½ U.S. Government ½ Mississippi Studies ⁵
HEALTH	½ ⁶	Comprehensive Health or Family and Individual Health
BUSINESS & TECHNOLOGY	1 ⁷	1 Computer Discovery or ½ Keyboarding and ½ Computer Applications
THE ARTS	1	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I and II
ELECTIVES	4½ ⁸	
TOTAL UNITS REQUIRED	21	

APPENDIX A-2 (Continued)

GRADUATION REQUIREMENTS STANDARD 20

SENIORS OF SCHOOL YEAR 2008-2009, 2009-2010 & 2010-2011 (Entering ninth graders in 2005-2006, 2006-2007 & 2007-2008)

¹ Compensatory Reading and Compensatory Writing may not be included in the four English courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation.

² Compensatory Mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation. Beginning school year 2004-2005 for all entering eighth graders, at least one of the four required mathematics courses must be higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics. One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit.

³ One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the following AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants, or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship.

⁴ Advanced placement H.S. History is accepted in lieu of the required U.S History from 1877 to present.

⁵ The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

⁶ Credit earned in Allied Health I/Health Science I may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health.

⁷ Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational).

⁸ Elective units in physical education include participation in interscholastic athletic activities, band, and ROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

**GRADUATION REQUIREMENTS
STANDARD 20**

**SENIORS OF SCHOOL YEAR 2011-2012
(Entering ninth graders in 2008-2009)**

Beginning school year 2008-2009 and thereafter, all entering ninth graders (seniors of school year 2011-2012 and later) will be required to have a minimum of 24 Carnegie units as specified below, unless their parent/guardian requests to opt the student out of Appendix A-3 requirements. Any student who is taken out of these requirements of Appendix A-3 will be required to complete the graduation requirements as specified in Appendix A-2. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English II
MATHEMATICS	4 ²	Algebra I
SCIENCE	4 ³	Biology I
SOCIAL STUDIES	4	1 World History 1 U.S. History ⁴ ½ Geography ⁴ ½ U.S. Government ½ Economics ½ Mississippi Studies ⁵
HEALTH and PHYSICAL EDUCATION ⁶	1 ⁶	½ Comprehensive Health or ½ Family and Individual Health and ½ Physical Education ⁸
BUSINESS & TECHNOLOGY	1 ⁷	1 Computer Discovery or ½ Keyboarding and ½ Computer Applications
THE ARTS	1	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I and II
ELECTIVES	5	
TOTAL UNITS REQUIRED	24	

APPENDIX A-3 (Continued)

GRADUATION REQUIREMENTS STANDARD 20

SENIORS OF SCHOOL YEAR 2011-2012 (Entering ninth graders in 2008-2009)

¹ Compensatory Reading and Compensatory Writing may not be included in the four English courses required for graduation; however, these courses may be included in the 5 general electives required for graduation.

² Compensatory Mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 5½ general electives required for graduation. Effective with the eighth graders of 2008-2009, Pre-Algebra and Transition to Algebra may not be taken after a student completes Algebra I. Beginning school year 2007-2008 for all entering eighth graders, at least two of the four required mathematics courses must be higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics. One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II. One of the four required mathematics units may be in Survey of Mathematical Topics; however this course does not meet the mathematics requirement for admission to institutions of higher learning. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit. Effective with the eighth graders of 2008-2009, Geometry may be taken in the eighth grade for Carnegie unit credit.

³ One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants, or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship. Beginning school year 2008-2009 for all entering eighth graders, one unit must be a lab-based physical science. The allowable lab-based physical science courses are Physical Science, Chemistry I, Chemistry II, AP Chemistry, Physics I, Physics II, AP Physics B, AP Physics C – Electricity and Magnetism, and AP Physics C – Mechanics.

⁴ Advanced Placement Human Geography is accepted in lieu of the required Geography course. Advanced placement U.S. History is accepted in lieu of the required U.S History from 1877 to Present.

⁵ The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

⁶ Credit earned in Allied Health I/Health Science I may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health.

⁷ Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational).

⁸ Carnegie units (up to one each school year) in physical education may be received from participation in interscholastic athletic activities, band, and ROTC if they meet the instructional requirements specified in the *Fitness through Physical Education Framework*. Interscholastic athletic activities used for Carnegie unit credit must be sanctioned by the Mississippi High School Activities Association.

APPENDIX B

REQUIRED COURSES IN THE CURRICULUM OF EACH

SECONDARY SCHOOL

STANDARD 32

APPENDIX B-1
Effective Beginning School Year 2005-2006

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I English II English III English IV	1 1 1 1	4
MATHEMATICS	Algebra I Algebra II Geometry Pre-Algebra Transition to Algebra Elective Mathematics Courses	1 1 1 1 1 1	6
SCIENCE	Biology I Chemistry Physics ¹ Elective Science Courses ²	1 1 1 ¹ 3 ²	6
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics or Intro to Geography	1 ½ ½ 1 ½	3½
BUSINESS & TECHNOLOGY	Computer Discovery or ½ Keyboarding and ½ Computer Applications Personal Finance ³	1 ½ ³	1½
HEALTH	Comprehensive Health or Family and Individual Health Physical Education	½ ½	1
THE ARTS	Any approved 500.00 course	1	1
FAMILY & CONSUMER SCIENCE	Family Dynamics	½	½
VOCATIONAL EDUCATION	Any combination of courses ⁴	4	4
ELECTIVES	Foreign Language (IHL) or Advanced World Geography (IHL)	1	5½
TOTAL UNITS REQUIRED			33

¹ Includes Physics I, Physics II, AP Physics B, AP Physics C—Electricity and Magnetism, and AP Physics C—Mechanics.

² Two of the three elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment, Agriscience I & II, Allied Health I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Plastics and Polymer Science I & II, and Technology Applications I & II.

³ One unit in Agribusiness and Entrepreneurship Technology or ½ unit in Financial Technology, ½ unit in Resource Management, or ½ unit in National Endowment for Personal Finance may be offered in lieu of ½ unit in Personal Finance.

⁴ Includes Agriculture; Business Technology; Cooperative and Marketing Education; Family and Consumer Sciences; Health Education; Home Economics, Lodging and Hospitality; Technology Education; and Trade and Industrial.

APPENDIX B-2

REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL
STANDARD 32

Effective Beginning School Year 2007-2008

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I English II English III English IV	1 1 1 1	4
MATHEMATICS	Algebra I Algebra II Geometry Pre-Algebra Transition to Algebra Elective Mathematics Courses	1 1 1 1 1 1	6
SCIENCE	Biology I Chemistry Physics ¹ Elective Science Courses ²	1 1 1 ¹ 3 ²	6
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics Intro to Geography	1 ½ ½ 1 ½ ½	4
BUSINESS & TECHNOLOGY	Computer Discovery or ½ Keyboarding and ½ Computer Applications Personal Finance ³	1 ½ ³	1½
HEALTH	Comprehensive Health or Family and Individual Health Physical Education	½ ½	1
THE ARTS	Any approved 500.00 course	1	1
FAMILY & CONSUMER SCIENCE	Family Dynamics	½	½
VOCATIONAL EDUCATION	Any combination of courses ⁴	4 ⁴	4
ADVANCED PLACEMENT ^{5, 6}	At least one (1) advanced placement course in each of the four (4) core areas. AP course in Mathematics AP course in Science AP course in Language Arts AP course in Social Studies	1 ^{5, 6} 1 ^{5, 6} 1 ^{5, 6} 1 ^{5, 6}	4
ELECTIVES	Foreign Language (IHL) or Advanced World Geography (IHL) Any other Elective	1 ½	1½
TOTAL UNITS REQUIRED			33 ½

APPENDIX B-2 (Continued)

REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL

STANDARD 32

Effective Beginning School Year 2007-2008

¹ Includes Physics I, Physics II, AP Physics B, AP Physics C—Electricity and Magnetism, and AP Physics C—Mechanics.

² Two of the three elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment, Agriscience I & II, Allied Health I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Plastics and Polymer Science I & II, and Technology Applications I & II.

³One unit in Agribusiness and Entrepreneurship Technology or $\frac{1}{2}$ unit in Financial Technology, $\frac{1}{2}$ unit in Resource Management, or $\frac{1}{2}$ unit in National Endowment for Personal Finance may be offered in lieu of $\frac{1}{2}$ unit in Personal Finance.

⁴Includes Agriculture; Business Technology; Cooperative and Marketing Education; Family and Consumer Sciences; Health Education; Home Economics, Lodging and Hospitality; Technology Education; and Trade and Industrial.

⁵A school offering the International Baccalaureate program is exempted.

⁶ Distance learning or the Mississippi Department of Education's Mississippi Virtual Public School (MVPS) may be used as an appropriate alternative for the delivery of these required Advanced Placement (AP) courses.

APPENDIX C

REQUIREMENTS FOR ADMISSION TO INSTITUTIONS OF HIGHER LEARNING (IHL) PUBLIC UNIVERSITIES IN MISSISSIPPI

STANDARD 32

(For graduates entering a public institution of higher learning prior to the summer of 2012)

CURRICULUM AREA	COURSES	UNITS
ENGLISH		4 ¹
MATHEMATICS ²	Algebra I ³ Geometry Algebra II	3
SCIENCE	SELECT 3 UNITS FROM THE FOLLOWING LIST: Physical Science ⁴ Biology Advanced Biology Chemistry Advanced Chemistry Physics Advanced Physics Or any other science course with comparable content and rigor	3 (2 lab-based)
SOCIAL STUDIES	U.S. History World History U.S. Government (½) Economics (½) or Geography (½)	3
COMPUTER EDUCATION	Computer Applications ⁵	½
ADVANCED ELECTIVES	SELECT 2 UNITS ⁶ FROM THE FOLLOWING LIST: Foreign Language ³ World Geography 4 th year lab-based Science 4 th year Mathematics	2
TOTAL UNITS REQUIRED		15½⁷

¹ Courses must require substantial communication skills.² A fourth class in higher-level mathematics is highly recommended.³ Pre-high school units: Algebra I or first-year Foreign Language taken prior to high school will be accepted for admission, provided course content is the same as the high school course.⁴ One Carnegie unit from a Physical Science course with content at a level that may serve as an introduction to Physics and Chemistry may be used.⁵ This course should include use of application packages such as word processing and spread sheets. The course should also include basic computer terminology and hardware operation.⁶ One of the two units must be in Foreign Language or World Geography.⁷ Limited exceptions to high school unit requirements may be available. For more information contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.

**COLLEGE PREPARATORY CURRICULUM FOR ADMISSION
BEGINNING IN THE SUMMER OF 2012 TO INSTITUTIONS OF HIGHER LEARNING (IHL)
PUBLIC UNIVERSITIES IN MISSISSIPPI**

STANDARD 32

CURRICULUM AREA	COURSES	UNITS
ENGLISH		4 ¹
MATHEMATICS	Algebra I ² , Geometry, Algebra II, and any one Carnegie Unit of comparable rigor and content (e.g., Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Probability and Statistics, or AP Statistics)	4
SCIENCE	Biology I, Chemistry I, and any two Carnegie Units of comparable rigor and content (e.g., Physics, Physical Science, Biology II, Chemistry II, AP Chemistry, Physics II, AP Physics B, AP Physics C – Electricity and Magnetism, AP Physics C – Mechanics, Botany, Microbiology, or Human Anatomy and Physiology)	4
SOCIAL STUDIES	World History, U.S. History, Introduction to World Geography, U.S. Government, Economics, and/or Mississippi Studies ² . (Credit earned for a state/local government course in any other state may stand in lieu of Mississippi Studies.)	4
ARTS	Any visual and/or performing arts course(s), meeting the requirements for high school graduation.	1
ADVANCED ELECTIVES	Foreign Language I ² and II, Advanced World Geography and a Foreign Language I or any combination of English, mathematics, or lab-based science courses of comparable rigor and content to those required above.	2
COMPUTER APPLICATIONS	Computer Applications ³	½
TOTAL UNITS REQUIRED		19½⁴

¹ Courses must require substantial communication skills. Compensatory Reading and Compensatory Writing may not be included.

² Algebra I, first year Foreign Language or Mississippi Studies taken prior to high school will be accepted for admission provided the course content is the same as the high school course.

³ Course should emphasize the computer as a productivity tool. Instruction should include the use of application packages, such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation.

⁴ Limited exceptions to high school unit requirements may be available. For more information contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.

APPENDIX D

COURSE DEVELOPMENT

Courses that are to be offered above the minimum required Carnegie units and that are not listed in the current edition of *Approved Courses for the Secondary Schools of Mississippi*, as provided for in State Board of Education Policies 2902 and 2903, must meet the criteria outlined in 1.0 through 5.0 below in order to qualify for credit toward graduation. However, in the event that the local school district wishes to implement a course that is nationally or regionally recognized, then the Office of Curriculum and Instruction may approve that course for use in that district for one year by meeting the following conditions:

- the course has a well-defined curriculum, and the local school district wishes to implement the course on a pilot basis;
- the local board of education has approved that implementation for one year; and
- the appropriate Mississippi Department of Education office agrees with the district request.

During that year, appropriate MDE staff will visit the district and review the course implementation. If the course clearly meets the intent of the course development requirements (1.0 through 5.0), then it may be recommended for continued use in the district. If it does not meet the requirements, it will not be approved a second year. However, it may be submitted by the district under the criteria for course approval (1.0 through 5.0).

The required information must be attached to the application. Each required attachment should be marked with the appropriate reference number. Omission of any of this information will cause this application to be returned to the district for revisions and resubmitted prior to the October deadline date in order for the course to be considered.

1.0 Definitions

- 1.1 **Course** - an organized set of competencies and suggested objectives within an academic discipline offered for a period of time (semester or school year) for which a student receives academic credit.
- 1.2 **Developmental Course** - a course designed to be taught in any grade 7-12 (or any combination of grades 7-12 served within a school) that does not appear as an approved course in the current edition of *Approved Courses for the Secondary Schools of Mississippi* published by the Office of Curriculum and Instruction but is in the approval-seeking process as initiated by said school district to be taught in said school district.

2.0 Preliminary Approval Criteria

- 2.1 A district must have the approval of the local school board before submitting a course to the Commission for approval.
- 2.2 Courses must not be alternatives or replacements for any State Board of Education basic course requirements (Appendix B) or graduation requirements (Appendix A) or Mississippi Institutions of Higher Learning student admission requirements (Appendix C).
- 2.3 Courses submitted for approval must meet during the teaching day.

3.0 Application/Approval Procedure/Adoption

- 3.1 Application for approval of local developmental courses must be made by the third Monday of October.
- 3.2 Applications will be reviewed according to preliminary criteria listed in 2.0 and content criteria listed in 4.0.
- 3.3 The Office of Curriculum and Instruction will notify districts of the status of the course.
- 3.4 Approval for local developmental courses will be a one-year process, commencing with the beginning of the next school year following approval.
- 3.5 At the conclusion of the school year, a summative evaluation is required (deadline June 30).

4.0 Application Content

- 4.1 Application for local developmental course approval will be made on forms provided by the Office of Curriculum and Instruction. The application will include the following:
 - 4.1.1 Course title
 - 4.1.2 Academic discipline(s)
 - 4.1.3 Required teacher licensure
 - 4.1.4 Pre-requisite courses for enrollment
 - 4.1.5 Carnegie unit credit for course
 - 4.1.6 Grade levels to be served
 - 4.1.7 Number of minutes per day/week instruction is to be given
 - 4.1.8 Budget
- 4.2 The instructional management plan for the developmental course will be submitted and must contain the following:
 - 4.2.1 Course design -- The course design will indicate the content of the course.
 - 4.2.2 Course description -- The course description will adhere to the format of the current discipline framework for which the course is being submitted. Failure to do so will result in the application being returned to the district for revisions, and the application must be resubmitted prior to the deadline date. The description will consist of the following:
 - Competencies/Strand objectives
 - Suggested objectives/Content objectives
 - Suggested student and teacher activities
 - Suggested assessment strategies
 - Resources
 - 4.2.3 Course evaluation plan -- The evaluation plan will include how the district will determine the success of and need for the course during the pilot period (year one).
- 4.3 A written narrative detailing the following will be submitted:
 - 4.3.1 Why the course is being initiated
 - 4.3.2 How the needs assessment was conducted
 - 4.3.2 How many people responded to the needs assessment
- 4.4 Projected expenditure budget for this course for one fiscal year. (Detailed costs should include equipment, supplies, etc.)

5.0 Curriculum Structure Validation

- 5.1 At the end of the pilot year, the school district will submit a final summative evaluation report to the Mississippi Department of Education, Office of Curriculum and Instruction, no later than June 30.

- 5.2 Upon receipt of the final evaluation report, the course will be reviewed to determine if it should be recommended for continued use. The following will be considered:
 - 5.2.1 Course information appears complete and accurate.
 - 5.2.1.1 Major purpose of course is clearly stated and appropriate.
 - 5.2.1.2 Competencies are indicated and appropriate.
 - 5.2.1.3 Objectives that were added or deleted as a result of evaluation data are indicated.
 - 5.2.2 Course activities are complete
 - 5.2.2.1 Competencies/Strand objectives are defined.
 - 5.2.2.2 Suggested objectives/Content objectives are defined.
 - 5.2.2.3 Suggested student and teacher strategies are appropriate.
 - 5.2.2.4 Suggested assessment strategies are appropriate.
 - 5.2.2.5 Appropriate resources are given.

**MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF CURRICULUM AND INSTRUCTION
DEVELOPMENTAL COURSES**

Deadline Date: Third Monday in October or Third Monday in April

1.0 General Information

All developmental courses offered in Mississippi school districts must be approved by the Office of Curriculum and Instruction. School districts seeking approval to offer a course not listed in the *Approved Courses for the Secondary Schools of Mississippi* must (1) **complete this application**, (2) **attach required documents**, and (3) **comply with the criteria and requirements** prior to the deadline date.

2.0 School District Information of Compliance with Section 2.0, Appendix D, Mississippi Public School Accountability Standards.

District Name: _____

Address: _____

School Name(s): _____

Address: _____

School Phone: _____ District Phone: _____

Contact person regarding this application: _____

Title: _____ Phone Number: _____

I affirm that _____ School District meets the
(Name of School District)
preliminary approval criteria for submission of a developmental course for approval listed in
Section 2.0, Appendix D, *Mississippi Public School Accountability Standards*.

(Superintendent's Signature)

(Date)

3.0 Application will be reviewed according to preliminary criteria listed in 2.0 and content criteria listed in 4.0, Appendix D, *Mississippi Public School Accountability Standards*.

4.0 Application Content: The following information must be attached to this application. Please mark each required attachment with the appropriate reference number. Omission of any of this information will cause this application to be returned to the district for revisions prior to the deadline date in order for the course to be considered.

4.1 Course Information:

4.1.1 Course title: _____

4.1.2 Academic discipline(s) to which course is assigned (i.e., English, social studies):

4.1.3 Required teacher licensure code for this course: _____

4.1.4 Pre-requisite course(s): _____

4.1.5 Carnegie unit credit: _____

4.1.6 Grade level(s) to be served: _____
(List all that apply.)

4.1.7 Number of classes per week: _____

Number of minutes per class per week: _____

4.1.8 Budget (one fiscal year) Total: _____

4.2 The instructional management plan for the developmental course includes the following framework format:

4.2.1 Course design-course content

4.2.2 Course description

- Competencies/Strand objectives
- Suggested objectives/Content objectives
- Suggested student and teacher activities
- Suggested assessment strategies
- Resources

4.2.3 Course evaluation plan (evaluation plan will include how the district will determine the success of and need for the course)

4.3 A written narrative detailing the following:

4.3.1 Why the course is being initiated

4.3.2 How the needs assessment was conducted

4.3.3 How many people responded to the needs assessment

4.4 Projected expenditure budget for this course for one fiscal year.

Send the completed application and required attachments to: Director, Office of Curriculum and Instruction, Mississippi Department of Education, Post Office Box 771, Jackson, Mississippi 39205-0771.

Application Deadline: Third Monday in October or Third Monday in April

APPENDIX E

STUDENT RECORDS

STANDARD 14

1. Student records are collected, maintained, and disseminated as required by Sections 37-15-1 through 37-15-3, *Mississippi Code of 1972*, as amended, the Family Educational Rights and Privacy Act of 1974, as amended, 20 USC Section 1231, and the Confidentiality Section of the *Individuals with Disabilities Act, 1997 Amendments*.
2. Permanent records are kept in perpetuity for every person who has enrolled or is enrolled in a school.
3. The permanent record contains (a) legal name and address of the student, (b) date of birth as verified by birth certificate, (c) courses taken and grades or proficiency level earned, (d) immunization record, (e) date of withdrawal or graduation, (f) social security number [optional], (g) record of performance on the required graduation tests, and (h) any other information determined by the State Board of Education.
4. Active permanent records are maintained in a secure and fire-resistant location in each school until the student withdraws or graduates, at which time the record may be transferred and/or placed on photographic film or microfilm in a central, fire-resistant depository.
5. Cumulative records are maintained for each student currently enrolled in a school.
6. The cumulative record (folder) contains the same information as the permanent record, as well as results of standardized tests and other information required by school board policies or prescribed by the State Board of Education.
7. Active cumulative records are maintained in a secure, fire-resistant location in each school.
8. Cumulative records of students who transfer or who are promoted to another school within or outside the district are to be sent to the head of the school to which the student transfers.
9. Cumulative records may be destroyed by order of the school board of the school district in not less than five years after the permanent record of the student has become inactive and has been transferred to the central depository of the district.
10. Permanent and active cumulative records of any school (public or nonpublic) that closes are transferred to the central depository of the school district wherein the closed school is located.

For further clarification or information see the current edition of *Mississippi Cumulative Folders and Permanent Records Manual of Directions*.

APPENDIX F

REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM

STANDARD 22

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 Performance-Based Accreditation System be valid and accurate for making related decisions. In order 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 Sections 37-16-1, 37-16-3, and 37-16-4, *Mississippi Code of 1972, as amended*.

II. DEFINITIONS

Secure test materials include certain test administrator manuals, test booklets, answer documents, and other materials as specified by the Office of Student Assessment.

A possible testing irregularity is any incident in the test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data.

A verified testing irregularity is a violation of a testing requirement.

III. REPORTING AND USE OF TEST DATA

The school district will release test score information to parents, legal representatives, teachers, students, other educators, the media, and the public in a timely manner and provide interpretive material as necessary. The school district will use test scores appropriately in making decisions regarding students. A decision or characterization that will have a major impact on an individual student is not made on the basis of a single test score. Additional retesting opportunities will be made available for any "high stakes" test.

IV. REQUIREMENTS

The following is not an exhaustive list of requirements.

1. The District Test Coordinator or a designated representative of the school district must attend applicable training sessions sponsored by the Office of Student Assessment.

2. A District Test Security Plan is prepared each year no later than two weeks prior to the first administration of the current school year of any component of the Mississippi Statewide Assessment System.
 - a. The District Test Security Plan contains all components as required by the Office of Student Assessment.
 - b. The District Test Security Plan is signed by the district superintendent, the district test coordinator and the chairman of the school board. The School Test Security Plan, which is a part of the District Test Security Plan, is signed by the school principal, school test coordinator, and the district test coordinator.
 - c. The District Test Security Plan identifies **all** individuals who have access to the secure storage area at district and school sites.
3. Except during actual test administration, secure test materials are kept under lock and key, and access to secure test materials is limited to individuals identified in the test security plan as responsible for their security. While secure test materials are in the district, anyone listed as having access to the secure storage area must be accompanied by a second person when entering the secure storage area. To ensure that security is maintained from year to year, it is the responsibility of the district each year to review the list of individuals who have access to the secure storage area and to ensure that only those individuals listed have access to the secure area by way of keys or vault combination.
 - a. Secure test materials are kept in locked storage before testing at both the district and school levels.
 - b. Access to secure test materials is limited to those individuals identified in the test security plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
 - c. Test materials are not to be removed from security packaging prior to the time indicated on instructions from the Office of Student Assessment.
 - d. Secure test materials are kept in locked storage after testing at both the district and school levels unless otherwise directed by the Office of Student Assessment.
4. All secure test materials are accounted for before, during, and after testing as specified in the District Test Security Plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
 - a. All secure test materials are accounted for before testing at the district level.
 - b. All secure test materials are accounted for before testing at the school level.
 - c. Test administrators account for all secure test materials before students are allowed to leave the testing room.
 - d. All secure test materials are accounted for after testing at the school level.
 - e. All secure test materials are accounted for after testing at the district level.
 - f. All secure materials are returned according to the schedule published by the Office of Student Assessment. In the event that a secure testing document has been contaminated by bodily fluids or other health-related hazards, the district test coordinator will follow procedures for disposal as outlined during District Test Coordinator training, and include these procedures in the District Test Security Plan.

- Students enrolled in a course at the end of January (5th month) must be tested.
Fall Block
 - Students enrolled in a course at the end of October (2nd month) must be tested.
Spring Block
 - Students enrolled in a course at the end of March (7th month) must be tested.
- d. Students enrolled in and taking courses for the first time for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Tests. These students shall take the appropriate end-of-course Subject Area Test, even if the course title in Approved Courses for the Secondary Schools of Mississippi includes the words Accelerated, Enrichment, or Advanced Placement.
 - e. Each student enrolled in and re-taking courses for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Test only if the student has not previously passed the Subject Area Test.
 - f. Each student shall take the appropriate end-of-course Subject Area Test at the end of the course regardless of the grade level in which the course is offered.
 - g. Students enrolled in a Mississippi public school will be required to pass end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through enrollment in summer school, virtual school, or any other non-standard school as defined by the Office of Accreditation.
11. Only appropriate allowable testing accommodations are provided for students as specified in *Testing Students with Disabilities Regulations, April 2007 and Guidelines for English Language Learners: Policies, Procedures, and Assessments 2005*. (SB Policies 3600, 3800, and 7601)
 12. Makeup testing is provided for students who are absent during the regularly scheduled test administration.
 13. Tests are administered according to the standard procedures defined in the test administrator's manuals and related documents and according to the schedule published by the Office of Student Assessment.
 14. Anyone with knowledge of or information regarding a possible testing irregularity or alleged security violations reports the alleged irregularity/violation to an appropriate authority. {MS Code 37-16-4(1)(f)}
 15. Test administrators and proctors keep written records of any testing irregularities occurring during testing and report these to the school test coordinator who then reports to the District Test Coordinator. The District Test Coordinator reports all irregularities for a test administration to the district superintendent for investigation. Documentation regarding testing irregularities is maintained on file in the district.
 16. The superintendent of the district investigates all reports of alleged violations of test security and/or potential testing irregularities and submits a report of findings to the Office of Student Assessment within fifteen working days after the alleged violation and/or potential irregularity has been reported to him or her.
 17. No statistically significant similar or identical patterns of responses and/or erasures are noted in students' answer documents.
 18. No statistically significant group or individual scores that are inconsistent with established patterns of achievement are noted.

19. The school prohibits the possession and/or use of any electronic communication device, including but not limited to Ipod's, MP3 players, Bluetooth devices, cell phones, and/or other personal digital assistance devices during the administration of scheduled statewide tests.
20. Tests are to be administered in an environment that provides an adequate test setting for students. Such an environment should provide adequate lighting, reduced noise level, and spacing to ensure that students cannot see the answers being bubbled (or answers being selected during computer-based online testing) by other students.

V. INVESTIGATION

The Office of Student Assessment follows a systematic procedure to ensure that all evidence indicating possible testing irregularities is investigated. Corrective action will be taken when warranted.

A. PROCEDURE FOR INVESTIGATION

Identifying and investigating possible testing irregularities involves a variety of data sources. These include formal testing audits, self-reports of testing irregularities, allegations/complaints related to possible testing irregularities, and results of analyses and reports designed to identify possible irregularities, including the percent of students tested, changes in enrollment, score exceptionalities, erasure report results, and missing documents reports.

The procedure for handling testing irregularities is repeated for each test administration. The Office of Student Assessment will notify the school district in writing when a possible testing irregularity has been identified. Within fifteen working days following a reported potential irregularity/violation and/or receipt of the written notification from the Office of Student Assessment, the district will submit a written report to the Office of Student Assessment. The Office of Student Assessment reserves the right to conduct an independent investigation.

The Office of Student Assessment will evaluate the district report to determine whether the possible testing irregularity has been resolved or the testing irregularity has been verified. If the possible testing irregularity has been resolved, the Office of Student Assessment will notify the district that no further action is required. If a testing irregularity has been verified, the Office of Student Assessment will notify the district superintendent.

In the case of any verified testing irregularity that jeopardized or may have jeopardized the security and integrity of the test(s) or the accuracy of the test results, the Office of Student Assessment will report the irregularity to the Office of Accreditation for appropriate action and follow-up. (See *CONSEQUENCES*.) In the case of improper student behavior supported by a data forensics company and not disproved in the district report, the Office of Student Assessment will respond to the district superintendent with a request on behalf of the State Superintendent of Education that the district superintendent ask for the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration. If the district refuses to invalidate the suspect scores, the State Superintendent will have the authority to invalidate the scores.

In case of an allegation of an irregularity that prompts a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred; the State Superintendent will have the authority to invalidate suspect scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration

B. PROCEDURES FOR PERSONAL MISCONDUCT INVESTIGATION

If an irregularity that represents misconduct or other breaches of test security on the part of district personnel within a school district is identified, the superintendent of the district will be notified of the irregularity. It is the responsibility of the district to conduct an investigation into the allegation and report findings to the Office of Student Assessment. If the Office of Student Assessment concludes that the irregularity was resolved, the district is notified that no further action is necessary.

If the Office of Student Assessment concludes that the irregularity was verified, the district superintendent is notified that the Office of Accreditation is being apprised of the finding.

In case of an allegation of an irregularity or in the case of statistical analyses that prompt a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred, the State Superintendent will have the authority to invalidate suspect test scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration. The district superintendent will be notified that the Office of Accreditation is being apprised of the findings.

The district attorney may investigate allegations of violations of test security on his own initiative following receipt of allegations, at the request of a school district, or at the request of the Mississippi Department of Education.

After a conviction, the personnel in question will be notified in writing that the evidence of conviction will be presented to the Commission on Educator Licensure and that the Commission is required to take action pursuant to the authority granted in Section 37-16-4, *Mississippi Code of 1972*, as amended. In the case of improper student behavior supported by the data forensics company and not disproved in the district report, the district superintendent will be asked to request the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration.

VI. CONSEQUENCES

A. LETTER OF WARNING

If a violation has been verified that did not result in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, then the Office of Student Assessment may issue a letter of warning to the school district superintendent to be placed in the district and/or school file.

Multiple and/or repeated minor violations that indicate the district and/or school has not corrected issues addressed in previous letters of warning or that the district and/or school has continued to be in noncompliance with the numbered issues listed in Requirements (Section IV) may result in a recommendation for a citation to be placed on the accreditation record. (See B below.) In the case of improper student behavior supported by the data forensics company and not disproved in the district reports, the district will be asked to request the invalidation of the suspect scores. If the improper student behavior is determined to be isolated to an individual student's or to individual students' behavior and not supported or condoned by the district, the district will not receive a letter of warning. The district will be asked in an official letter by the Office of Student Assessment to put measures in place to address and prevent the possibility of such improper behavior being repeated. However, multiple administrations resulting in suspect scores may result in further investigation by the Office of Student Assessment that may lead to further consequences. (See CONSEQUENCES.)

B. CITATION PLACED ON THE ACCREDITATION RECORD WITH NO IMMEDIATE ACTION TO DOWNGRADE THE ACCREDITATION STATUS

1. Multiple Letters of Warning

Multiple and/or repeated violations as outlined in A above may result in a recommendation for a citation to be placed on the district's Accreditation Record Summary. The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the same test for which the irregularity was originally verified.

The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

2. Substantial Probability That the Security, Accuracy, or Validity of the Test Results Has Been Jeopardized

If a verified violation has resulted in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, the Office of Student Assessment will issue written notification to the district superintendent. The Office of Student Assessment will note the violation on the School and/or District Assessment Record and notify the Office of Accreditation.

The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the **same test** for which the irregularity was originally verified. For example, if the citation is issued for the December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year.

The Office of Student Assessment may submit a recommendation to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

C. CITATION PLACED ON THE ACCREDITATION RECORD THAT MAY RESULT IN IMMEDIATE ACTION TO DOWNGRADE OF ACCREDITATION STATUS

If it is determined that a violation of a testing requirement jeopardizes the security and integrity of the test(s) or the accuracy of test results, the Office of Student Assessment will issue written notification of the violation to the superintendent of the school district and to the Office of Accreditation.

The Office of Accreditation will note the citation of noncompliance on the district's Accreditation Record Summary and notify the superintendent of this action. The citation of noncompliance will be presented to the Commission on School Accreditation for appropriate action. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the **same test** for which the irregularity was originally verified. For example, if the citation is issued for the December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year.

The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

D. INVALIDATION OF SCORES

1. Student Retest and Score Invalidation Procedure

In the case of findings that reveal misconduct at the district or school level, the State Superintendent of Education may order the local school district to have students retake the examination(s) at the district's expense for all areas in question. Should the local district choose not to have students reexamined to establish validity, the State Superintendent of Education will have the authority to have affected scores invalidated. At such time, the local district will be notified.

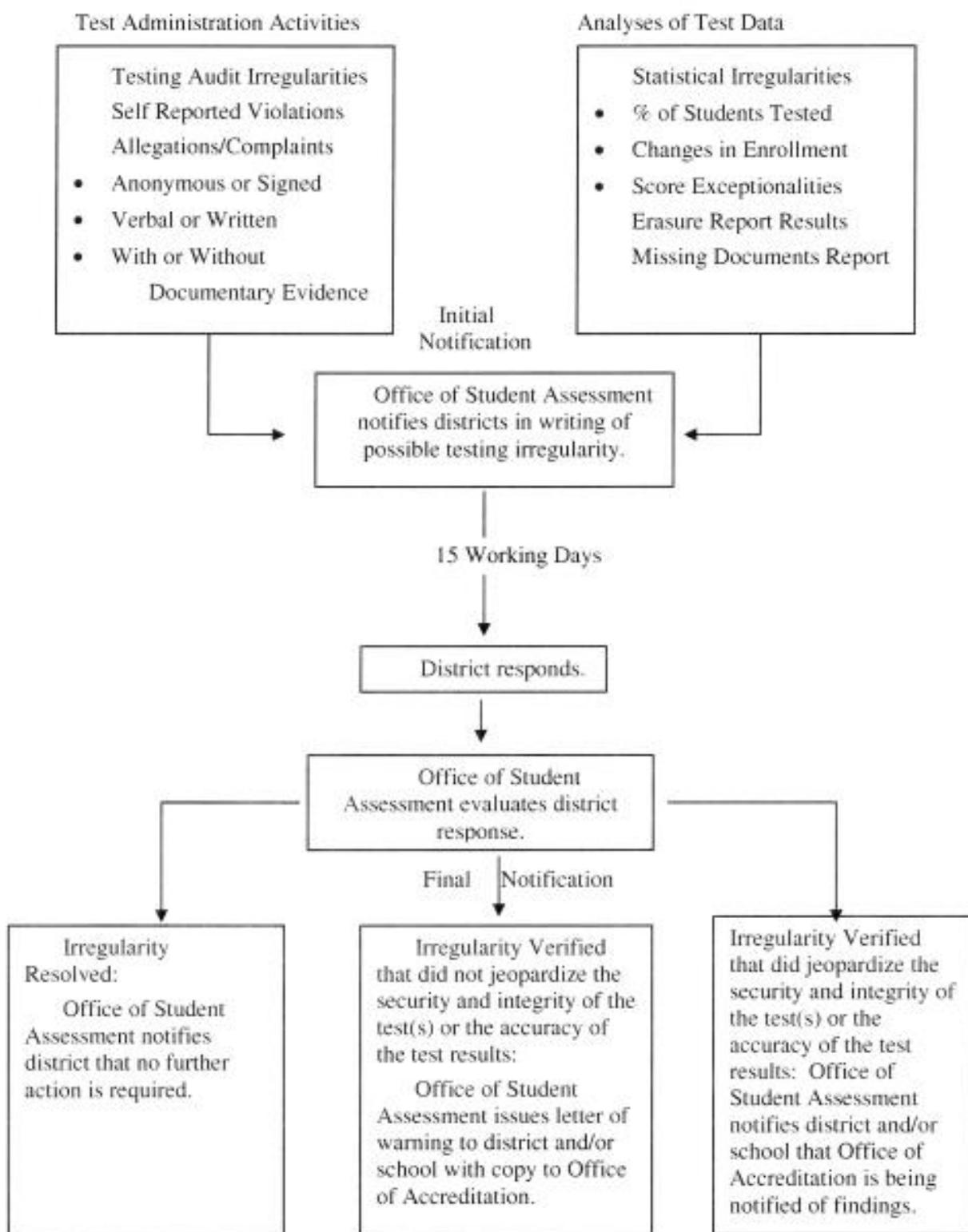
A school will not receive a school performance classification if the test data have been invalidated, and the school performance classification will be noted as Test Data Invalidated. (See Accreditation Policy 3.3.) In the case that the Office of Student Assessment has requested the district superintendent ask for the invalidation of a student's (or students') suspect scores based upon the analyses by the data forensics company and the refusal to do so by the district superintendent, the State Superintendent will have the authority to have suspect score(s) invalidated. At such time, the local district will be notified.

2. Individual Irregularity Procedure

If there is evidence of a nature that confirms one or more individual testing irregularities on the Subject Area Tests or other tests that have high stakes consequences for individual student(s) resulting in the student or students not being able to graduate in the current

school year, the individual(s) in question shall be notified in writing of the irregularity by the district superintendent and given an opportunity to provide an explanation and evidence that the questioned score(s) is/are consistent with other test scores or other academic performance. If retesting of individuals on the test is required and the retesting yields scores that would deny students a diploma or affect promotion/retention decisions after all retesting opportunities have been exhausted, affected individuals will be given an opportunity to appeal to the State Board of Education the decision to invalidate their original scores on the test. No hearing will be granted to any student who has not completed all other requirements for graduation or promotion and exhausted all retake opportunities.

Procedure for Handling Possible Testing Irregularities



The procedure for handling testing irregularities is repeated for each test administration.

APPENDIX G

MISSISSIPPI OCCUPATIONAL DIPLOMA REQUIREMENTS

STANDARD 20.5

As authorized by MS Code 37-16-11(2), the State Board of Education has the authority to develop and issue criteria for a Mississippi Occupational Diploma (MOD) for students with disabilities as defined by the federal Individuals with Disabilities Education Act (IDEA). The primary postgraduate goal for these students is competitive employment. Students choosing to participate in the MOD program may earn course credits by successfully completing selected courses from the general education curriculum and/or special education curriculum as agreed upon by each student's IEP team. Both No Child Left Behind (NCLB) and IDEA set high academic standards for student achievement; thus, students should participate in the general education curriculum to the maximum extent appropriate for each student. IEP team decisions must focus on the educational placement of each student in the Least Restrictive Environment.

APPENDIX G-1

SENIORS OF SCHOOL YEAR 2004-2005, 2005-2006, 2006-2007, and 2007-2008 (Entering ninth graders in 2001-2002, 2002-2003, 2003-2004, and 2004-2005)

As required by both IDEA and NCLB, students with disabilities must participate in all applicable aspects of the statewide assessment system.

CURRICULUM AREA	COURSE OPTIONS¹	TOTAL CREDITS³
ENGLISH/ LANGUAGE ARTS⁴	Employment English I, II, III and Applied Employment English IV (On The Job) ²	4¹
MATHEMATICS⁴	On The Job Math I, II, III and Applied Job Skills Math IV (On The Job) ²	4¹
SCIENCE⁴	Life Skills Science I, II, III, and Applied Life Skills Science IV (On The Job) ²	4¹
SOCIAL STUDIES¹	Career Preparation I, II, III and Applied Career Preparation IV (On The Job) ²	4¹
CAREER/TECHNICAL EDUCATION²	Special Education Career/Technical Education Grade 10 and Special Education Career/Technical Education Grade 11 Or Completion of a two-year Career/Technical (Vocational) Program	2²
ELECTIVES¹	Special Education courses Or General Education courses Or Vocational-Technical Education Courses	2¹
TOTAL³		20³

¹ Courses deemed appropriate for each student will be selected from the special education curriculum (special education course credits) and/or general education curriculum (Carnegie units) as determined by each student's Individual Education Plan (IEP) Committee. IEP team decisions must focus on the educational placement of each student in the Least Restrictive Environment, and students should participate in the general education curriculum to the maximum extent appropriate for each student.

² Students receiving a Mississippi Occupational Diploma must document evidence of 540 hours of successful paid employment OR successfully complete a two-year Career/Technical (Vocational) Program.

³ Students receiving a Mississippi Occupational Diploma must document successful completion of minimum requirements in an Occupational Portfolio.

⁴ As required by both IDEA and NCLB, students with disabilities must participate in all applicable aspects of the statewide assessment system.

**MISSISSIPPI OCCUPATIONAL DIPLOMA
STANDARD 20.5**

**SENIORS OF SCHOOL YEAR 2008-2009 AND LATER
(Entering ninth graders in 2005-2006 and thereafter)**

In accordance with MS Code 37-16-11(2), the State Board of Education has approved criteria for an occupational diploma for students with disabilities. The Mississippi Occupational Diploma provides an option for students with disabilities that emphasizes high expectations in both academics and work experiences that will assist students in acquiring and maintaining the necessary competencies and skills needed to secure and retain competitive employment. The primary postgraduate goal for these students is competitive employment.

- The decision regarding participation in the Mississippi Occupational Diploma program will be made by the student's Individualized Education Program (IEP) committee, which must include a school counselor. Instructional program and diploma options are to be reviewed annually by the IEP committee and revisions made as necessary.
- The Mississippi Occupational Diploma program may be implemented in any Least Restrictive Environment deemed appropriate by the IEP committee. Students in the occupational diploma program may earn credits by successfully completing course work selected from the general education curriculum and/or special education courses as agreed upon by the student's IEP committee.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must earn a minimum of 21 course credits and complete an occupational diploma portfolio containing a collection of evidence of the student's knowledge, skills and abilities.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must successfully complete a two year Career/Technical (Vocational) Program. In lieu of completing a two year Career/Technical (Vocational) Program, students with disabilities may document a minimum of five hundred forty (540) hours of successful, paid employment.
- Prior to graduation, an exit IEP committee meeting must be held to evaluate accomplishment of the goals and objectives on the IEP and the completion of all requirements for the Mississippi Occupational Diploma. At this meeting, the student will present the completed Mississippi Occupational Diploma Portfolio for review by the IEP committee.
- The final Mississippi Occupational Diploma Portfolio will be reviewed and approved prior to graduation by the principal or a designee.

For additional details, see the State Board of Education approved guidelines for the Mississippi Occupational Diploma at http://www.mde.k12.ms.us/special_education/pdfs/occupat_diploma.pdf.

APPENDIX H

CONSEQUENCES FOR NONCOMPLIANCE WITH FINANCIAL ACCOUNTABILITY REQUIREMENTS

STANDARDS 10 and 11

The Office of Financial Accountability will evaluate each violation of financial accountability requirements and accreditation standards to determine if the violation is considered to be (1) a minor accounting or audit violation, (2) a substantial accounting or audit violation, or (3) a serious financial accountability violation. Due to the variety of possible violations of financial accountability requirements ranging from minor accounting or audit violations to serious financial accountability violations, the following consequences will be implemented for verified deficiencies with financial accountability requirements and accreditation standards.

A. LETTER OF WARNING: MINOR ACCOUNTING OR AUDIT VIOLATION

If a **minor accounting or audit violation** of financial accountability requirements has been verified, then the Office of Financial Accountability will notify the Office of Accreditation. The Office of Accreditation will issue a letter of warning to the school district and place the letter of warning in the district file. Multiple or repeated minor violations reported to the Office of Accreditation will result in a citation placed on the district's Accreditation Record Summary. (See B below.)

B. CITATION OF NONCOMPLIANCE ON RECORD WITH NO IMMEDIATE ACTION TO DOWNGRADE THE ACCREDITATION STATUS

When **multiple or repeated minor** accounting or audit violations have been verified or when a **substantial** accounting or audit violation has been verified, then the Office of Financial Accountability will notify the Office of Accreditation. A citation of noncompliance will be placed on the district's Accreditation Record Summary, and the Office of Accreditation will notify the district superintendent and school board chairperson of this action. No immediate action to downgrade the district's accreditation status will be recommended. The deficiencies will remain on record until the district has successfully demonstrated compliance with all financial accountability requirements and accreditation standards.

If the deficiencies remain on record at the time annual accreditation statuses are assigned, the district's accreditation status will be downgraded, and the district will be required to develop a corrective action plan to address the deficiencies.

C. CITATION OF NONCOMPLIANCE ON RECORD WITH A RECOMMENDATION TO IMMEDIATELY DOWNGRADE THE ACCREDITATION STATUS

Any verified violations of financial accountability requirements that are considered to be of a **serious nature** will result in a recommendation to immediately downgrade the district's accreditation status. When the Office of Financial Accountability has determined that a verified violation of financial accountability requirements is of such serious nature that immediate action is warranted, the Office of Accreditation will be notified. The Office of Accreditation will note the citation of noncompliance on the district's Accreditation Record Summary and notify the district superintendent and school board chairperson of this action. The citation of noncompliance will be presented to the Commission on School Accreditation with a recommendation to

immediately downgrade the district's accreditation status.

Commission Takes Action to Immediately Downgrade the Status. If the Commission takes action to immediately downgrade the accreditation status, the district will be required to develop a corrective action plan to address the deficiencies. The deficiencies will remain on record until the district has successfully demonstrated compliance with all financial accountability requirements and accreditation standards.

Commission Does Not Take Action to Downgrade the Status. If the Commission does not take immediate action to downgrade the accreditation status, the deficiencies will remain on the district's Accreditation Record Summary until the district has successfully demonstrated compliance with all financial accountability requirements and accreditation standards. If the deficiencies remain on record at the time annual accreditation statuses are assigned, the district's accreditation status will be downgraded, and the district will be required to develop a corrective action plan to address the deficiencies.

The following definitions are established for the purpose of implementing the *Mississippi Public School Accountability Standards* established by the State Board of Education and authorized under Sections 37-17-1 through 13 and 37-18-1 through 7 of the *Mississippi Code of 1972, as amended*.

ACADEMIC CORE

Required course offerings in which specific skills contained in the *Mississippi Curriculum Frameworks* must be taught. Subjects in the academic core are English/language arts, mathematics, science, social studies, foreign languages, and arts.

ACADEMIC YEAR

The amount of time that must be scheduled in the educational calendar and that consists of a minimum of 180 teaching days. (See *teaching day*.) Two of the 180 days may be 60% days provided that there are 198 minutes of actual instruction, and the remainder of each day is used for professional development and/or testing.

ACCELERATED COURSES

Courses designed for those students who can master the general curriculum and engage in more in-depth study of additional skills.

ACCOUNTABILITY SYSTEM

The entire process that holds all stakeholders (students, parents, teachers, principals, superintendents, and school boards) accountable for student achievement (growth and achievement). The accountability system includes the statewide assessment system, individual student accountability standards (grade level benchmarks and graduation requirements), an accreditation model that includes a system of rewards and sanctions for both school districts and individual schools, and procedures for interventions in Schools At-Risk and schools that fail to improve over time.

ACCREDITATION RECORD SUMMARY

A continuous record maintained on each school district in the state reflecting the extent to which accreditation requirements are met and used as the basis for assigning annual accreditation statuses. The Accreditation Record Summary is updated as citations of noncompliance with requirements are added or deleted, and school district officials are notified in writing of such.

ACCREDITATION STANDARDS

The performance-based accreditation system for public schools that holds school districts accountable for process standards and individual schools accountable for performance standards (growth and achievement).

ACCREDITATION STATUS

The annual status for a school district assigned by the Commission on School Accreditation and approved by the State Board of Education based on compliance with process standards using verified accreditation data from the previous school year. The accreditation statuses are Accredited, Advised, Probation, and Withdrawn. (See Policy 2.3)

ACCESS to SUPPORT SERVICES

The ability of students and/or parents to access and receive appropriate support services in a school setting. Support services guidelines should be outlined in policies and procedures that identify specified services and are readily available for dissemination. Support services' staff should identify the types of available services.

schedules and access information which should be visible throughout the school district and community. Support services should be designed to assist students and/or parents in the following areas when warranted: Academic Counseling (including post-secondary counseling), Vocational Counseling (including post-secondary workforce counseling), Health Services, Social Services, other resources as identified.

ADEQUATE YEARLY PROGRESS (AYP)

The model or formula specified in No Child Left Behind (NCLB) for determining whether schools and school districts have met annual achievement criteria.

ADVISED ACCREDITATION STATUS

An accreditation status assigned to a school district that has a verified process standard deficiency on record from the previous school year.

ADMINISTRATOR

Any staff member employed by a school board who is assigned the responsibility for coordinating, directing, supervising, or otherwise administering programs, services, and/or personnel under the auspices of the program, school, or district.

ADVANCED PLACEMENT (AP)

A program of college level courses and examinations for secondary school students administered by the College Board, 2970 Clairmont Road, Suite 250, Atlanta, Georgia 30329, Telephone (404) 636-9465. High schools providing advanced placement courses must follow guidelines published by the College Board.

ALTERNATIVE SCHOOL

A public elementary/secondary school that addresses needs of students that typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, and falls outside of the categories of regular education, special education, or vocational education. Students who are placed in an alternative school will remain enrolled in the school they would normally attend if not placed in an alternative school program. Test results for students placed in an alternative school program will be reported at the school the student would normally attend. (See State Board Policy 3700.)

ALLOCATED TIME

A scheduled period of time that provides for the achievement of prescribed objectives. The schedule of allocated instructional time should be in written form showing time designated for activities during the school day, week, month, or year.

ANNUAL PERFORMANCE CLASSIFICATION

See School Performance Classification.

APPEAL

An appeal made to the State Board of Education following a hearing before the Commission on School Accreditation or the Commission's representative. The appeal is on the record made before the Commission's representative or the Commission. Upon written application, the State Board of Education may consider new factual evidence.

ASSISTANT TEACHER

A school district employee assigned to assist a licensed teacher and who works under the direct supervision of a licensed teacher.

ATTENDANCE CENTER

A school in a school district that is located on one school site and has one principal administering the educational program for all the grades in the school.

BASIC SKILLS

Specific learning objectives that represent the most fundamental knowledge in the areas of reading, language arts, and mathematics.

CARNEGIE UNIT

A standard measure of high school work indicating the minimum amount of time that instruction in a subject has been provided. Awarding of one Carnegie unit indicates that a minimum of 140 hours of instruction has been provided in regular and laboratory classes over a school year; awarding of ½ Carnegie unit indicates that a minimum of 70 hours has been provided. See Accreditation Standard 19.3 for exceptions.

CLASSROOM

A school room in which student instruction takes place.

CONSERVATORSHIP

A state of emergency in a district declared by the governor which gives the State Board of Education several options for action as described in MS Code 37-17-6.

CORRECTIVE ACTION PLAN

A plan to correct deficiencies on record that shall be developed by the Mississippi Department of Education, in conjunction with the school district, when a school district is assigned an *ADVISED* or *PROBATION* accreditation status.

CORRESPONDENCE COURSE

Independent study carried on through lessons and exercises that are provided to non-resident students by approved university extensions. (See *Approved Courses for Secondary Schools in Mississippi*.)

CREDIT RECOVERY

Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion. Any LEA who provides a Credit Recovery Program shall develop and implement a Credit Recovery Program that has been adopted by the school board and that includes rules, regulations, and processes.

CRITERION-REFERENCED TEST

A test designed to reveal what a student knows, understands, or can do in relation to specific performance objectives. CRTs are used to identify student strengths and weaknesses in terms of specific knowledge or skills that are goals of the instructional program.

DAYS

The number of days refers to calendar days unless otherwise specified.

DEPARTMENTALIZED CLASS

A class in which an educator teaches one or more core academic subjects to more than one group of students.

DEVELOPMENTAL COURSE

A course designed to be taught in any grade 7-12 (or any combination of grades 7-12 served within a school) which does not appear as an approved course in the current edition of *Approved Courses for the Secondary Schools of Mississippi* but has received approval to be taught in a school district during the developmental process. (See Appendix D.)

DEFICIENCY

The failure of a school district to comply with an accreditation requirement.

DIPLOMA

See Standard Diploma.

DIRECT INSTRUCTION

Act or process in which a teacher is actually guiding (instructing) students toward achieving specific learning objectives.

DISTANCE LEARNING COURSES

Courses utilizing telecommunications technologies including satellites, telephones, and cable-television systems to broadcast instruction from a central site to other classrooms.

DISTRICT LEVEL ACCREDITATION

The accreditation status of all public school districts based on compliance with process standards as determined annually by the Commission on School Accreditation. Annual accreditation statuses are assigned in the fall of each school year and are based on verified accreditation data from the previous school year.

DROPOUT

A student who leaves a school at any time and for any reason, except death, before graduation or completion of a program of studies and without transferring to another school.

EARLY CHILDHOOD EDUCATION PROGRAM

Kindergarten and assistant teacher programs that comply with *Mississippi Kindergarten Guidelines*, *Mississippi Elementary School Assistant Teacher Program Regulations*, and *Mississippi Reading Improvement Program Regulations* approved by the State Board of Education and published by the Mississippi Department of Education. (See also *kindergarten* and *pre-kindergarten*.)

EFFECTIVE INSTRUCTION

Practices and behaviors designed to establish and implement conditions that promote student learning.

ELEMENTARY SCHOOL

Primary, elementary, and intermediate division of the educational system within the school district comprising grades/levels K through 6 or K through 8 or any combination of such grades.

ELIGIBLE STUDENTS

Students who are required to be tested in the Mississippi Statewide Assessment System. A student may be eligible for testing based on the student's grade level enrollment in a specific course. All eligible students must be tested. (See Process Standard 22.)

ENRICHMENT PROGRAM

An academic course with defined objectives, evaluation criteria, and mastery requirements that exposes students to material or instruction that would not otherwise be part of a student's curriculum during the normal sequence of his/her educational experiences.

EVALUATION

Formal appraisal (assessment) of educational experiences, including the performance of schools, educational programs, personnel, and students. Evaluations are conducted to determine strengths and areas which need improvement and may involve the use of various measurements designed to appraise the effects of educational experiences.

EVALUATION TEAM

A trained evaluation team assigned to a School At-Risk within fifteen days after notification that the school has been designated as a School At-Risk. The evaluation team shall consist of a minimum of seven trained members appointed by the State Superintendent of Education and approved by the State Board of Education from the following categories: (a) school superintendents, (b) school principals, (c) curriculum coordinators, (d) at least two

teachers, (e) school board members, (f) community leaders, (g) parents, and (h) institutions of higher learning personnel.

EXIT EXAMINATIONS

Assessments required for students to graduate from high school.

EXTRACURRICULAR ACTIVITIES

School district sponsored student activities that require administrative supervision and student involvement outside the allocated time for instruction. Student participation in extracurricular activities may be noted on the student's transcript, but academic credit may not be awarded.

EXTENDED YEAR PROGRAM

A program of instruction offered by the district after the close of the regular academic year that is designed for students who need extra time to complete course objectives/requirements.

FAILING SCHOOL

A school performance classification based on the Quality of Distribution Index (QDI) achieved by the school.

FAILING SCHOOL DISTRICT

A district that fails to meet both the absolute student achievement standards and the rate of annual growth expectation standards as set by the State Board of Education for two (2) consecutive years. A school district that has been designated as failing as defined by the State Board of Education shall also establish a community-based prekindergarten through higher education council comprised of a broad spectrum of the community and is required to publicly report progress to the community as a whole. (MS Code 37-18-5)

FULL ACADEMIC YEAR

This term refers to (approximately) 70% of the instructional time from the beginning of the school year to the time students are assessed. Only students who have been enrolled in the school for full academic year (approximately 70%) are included in the accountability model.

FUNCTIONAL LITERACY SKILLS

Specific learning objectives that represent the application of basic skills to everyday life situations and that are tested through the Functional Literacy Examination.

GRADE LEVEL PROFICIENCY STANDARD

A performance standard that establishes the percentage of students proficient in each school based on a demonstrated range of performance in relation to content as reflected in the *Mississippi Curriculum Frameworks*.

GROWTH EXPECTATION

A reasonable expectation for improved student academic achievement based on annual assessment data and using a psychometrically approved formula to track progress. The formula used to calculate the growth expectation will result in a composite score each year for each school.

GUIDANCE COUNSELOR

See School Guidance Counselor.

HALF-TIME

Any staff person who devotes 50% of the instructional schedule to the assigned duties.

HEARING

The process by which all controversies involving the accreditation levels of school districts are initially heard by a duly authorized representative of the Commission before whom a complete record is made. (See policy 5.0.)

HIGHLY QUALIFIED

See the *Guidelines for Mississippi Educator Licensure*.

HIGH SCHOOL

The secondary division within the educational system of the school district comprising grades 9-12 or any combination of such grades.

HIGHEST LEVELS OF ACCREDITATION STANDARDS

A school or district with a QDI in the top two tiers of the accountability rating system will be identified as meeting the highest levels of accreditation standards.

INSTRUCTIONAL STAFF

Employees of a school district who are professionally trained and licensed to provide instruction and services to students enrolled in the schools of the district.

INVESTIGATIVE EVALUATION (COMPLAINT AGAINST DISTRICT)

An evaluation that is conducted in a school district in response to a formal written complaint. All formal complaints made against schools or districts must be submitted to the Commission in writing and bear the signature of the individual(s) filing the complaint. The written complaint shall contain specific details concerning alleged violations. When the complaint is received, the superintendent is notified in writing of the nature of the complaint and informed that the district is subject to an unannounced audit to investigate the allegations. If the complaint addresses an area over which the Commission has no authority, the individual filing the complaint is notified.

KINDERGARTEN

That portion of the elementary school serving children who have reached the age of five years on or before September 1.

KINDERGARTEN INSTRUCTIONAL DAY

At this level, the school day. (For specific requirements, see the current edition of *Mississippi Kindergarten Guidelines*.)

LAB-BASED SCIENCE COURSE

A science course in which at least 20% of the instructional time is required to include laboratory experiences.

LABORATORY

Room or rooms basically/appropriately equipped and used by students for the supervised study of some branch of science or the application of scientific principles.

LEARNING CENTER

An area in the kindergarten classroom that contains a collection of materials and activities to introduce, teach, reinforce, and/or enrich a skill or concept.

LEARNING CENTER ACTIVITIES

Activities housed in the kindergarten learning centers that promote student participation through developmentally appropriate instructional techniques.

LEARNING OBJECTIVES

Statements of what a student will know, feel, or do when a course is completed.

LIBRARY-MEDIA CENTER

A specially designed space in each school equipped for centrally housing an organized collection of materials and equipment representing a broad range of current learning media, including instructional technology. The facility contains areas for individualized study and for large and small group instruction. The facility is organized and administered to function as a learning laboratory where the use of all media is purposeful, planned, and integrated with the educational program and instructional processes of the school.

LIBRARY RESOURCES

Includes all print materials (e.g., books, periodicals) and non-print materials (e.g., computer software, videotapes). Not included are all equipment (e.g., computer hardware, overhead projectors, VCRs) and supplies (e.g., cataloging cards, accession books).

LOCAL EDUCATION AGENCY (LEA)

A local education agency is any one of the 152 public school districts in Mississippi.

LOWEST PERFORMANCE LEVEL OF ACCREDITATION STANDARDS

A school or district that is identified as failing after one year or identified as at-risk of failing or low performing for two consecutive years will be identified as accredited at the lowest performance levels.

MIDDLE SCHOOL

A school with any configuration of intermediate grades 4-8 whose principal may be licensed as an elementary school administrator or a secondary school administrator.

MISSION STATEMENT

A school district's statement of purpose that is used in strategic planning as the basis for educational decisions.

MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM

A program of statewide assessment designed to improve the operation and management of public schools by providing educators, parents, students, legislators, and the general public with meaningful achievement data from the school, district, and state levels. The program consists of two components: (1) a norm-referenced achievement testing program to be administered in selected grades and (2) a criterion-referenced testing program which assesses basic skills and knowledge and application of selected high school subjects.

MISSISSIPPI OCCUPATIONAL DIPLOMA

The State Board of Education shall develop and issue criteria for a Mississippi Occupational Diploma for students having a disability as defined by the federal Individuals with Disabilities Education Act. See MS Code 37-16-11(2) and Appendix G.

NORM-REFERENCED TEST (NRT)

A test that provides information about the performance of examinees relative to other examinees. A norm-referenced test yields a measure of relative performance of the individual or group by comparison with the performance of other individuals or groups taking the same test.

ON-LINE COURSE

Instruction delivered via the Internet. (See *Approved Courses for Secondary Schools in Mississippi*.)

ON-SITE

Any geographical location selected by the local professional development committee for professional development activity as planned by the school district and provided during contractual time at the school district expense.

ON-SITE EVALUATIONS

On-site evaluations or investigations of a school district that the State Board of Education, the State Superintendent of Education, or the Commission on School Accreditation has the authority to call at any time. If deficiencies are found in meeting accreditation standards, the superintendent is notified in writing and given thirty (30) days from the receipt of notification to provide a written response. The report of findings is filed in the current accreditation records in the Office of Accreditation.

PERFORMANCE CLASSIFICATIONS

See School Performance Classification.

PERFORMANCE STANDARDS

Standards for individual schools and districts based on student achievement data using established proficiency levels and a reasonable expectation for annual growth in student achievement.

Output or product standards that address selected components of the statewide testing program and other outcome measures related to the performance of a school or district.

PERSONNEL ACCREDITATION DATA REPORTING SYSTEM

School district employee information required by the Mississippi Department of Education on an annual basis. This information is transmitted electronically, reflects the daily schedule of each employee, and is used to determine district compliance with a number of accreditation standards.

PHYSICAL EDUCATION

The instructional requirements for physical education are specified in the *Fitness through Physical Education Framework*. Elective units for graduation include participation in interscholastic athletic activities that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Beginning with school year 2008-2009 (seniors of 2011-2012), ½ Carnegie unit in physical education is required for graduation.

PLANNING PERIOD

An unencumbered period of time during the teaching day or week required for each classroom teacher except vocational teachers who teach in time blocks of 50 minutes or more. (See process standard 30.)

POLICY

A statement of official intent adopted by the school board and recorded as official action in school board minutes. The school district must comply with all school board policies.

PRE-KINDERGARTEN PROGRAM

Instructional program serving children who have reached the age of four years on or before September 1.

PRINCIPAL

The individual who is responsible for the total program of a school and who holds valid and appropriate administrator certification.

PROBATION STATUS

An accreditation status assigned to a district that was assigned an Advised status the previous school year, and the district has not taken corrective actions or has not removed the process standard deficiencies that resulted in the Advised status. The district will be required to develop a corrective action plan to address the deficiencies.

PROCEDURE

A statement of processes by which policies, regulations, and standards are carried out.

PROCESS STANDARDS

Input standards that address accepted educational principles and practices believed to promote educational quality. (See policy 2.2.)

PROFESSIONAL DEVELOPMENT

The growth-promoting learning process that empowers stakeholders (teachers, administrators, staff, and other school personnel) to improve the educational organization.

PROFESSIONAL DEVELOPMENT PLAN FOR EDUCATORS

As part of the school improvement plan for a School At-Risk, the professional development plan that is prepared and implemented in accordance with Section 37-18-7 for those school administrators, teachers, or other employees who are identified by the evaluation team as needing improvement.

PROFESSIONAL STAFF

Any employee of the school district whose assigned duties require state licensure.

PROFICIENCY

An established criterion level based on the demonstrated range of performance in relation to content as reflected in the *Mississippi Curriculum Frameworks*.

PUBLIC NOTICE

After a state of emergency has been declared for a school district, the public notice that the Commission on School Accreditation files at least once a week for at least three consecutive weeks in a newspaper published within the immediate or general vicinity of the affected school district in accordance with Section 37-17-6(12), *Mississippi Code of 1972*, as amended.

QUALITY OF DISTRIBUTION INDEX (QDI)

The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance. The formula for the QDI is

$$\text{QDI} = \% \text{Basic} + (2 \times \% \text{Proficient}) + (3 \times \% \text{Advanced})$$

SCALED SCORE

A transformation of the raw score to have a desired mean and standard deviation for ease of interpretation. Scaled scores provide meaningful year-to-year comparisons, but they cannot be used across subject areas or subtests. Scaled scores represent approximately equal units on a continuous scale. Therefore, a difference of 5 points between two student's scores represents the same amount of difference in performance wherever it occurs on the scale. Scaled scores can be designed to have any range and midpoint (e.g., 200 through 500, with a midpoint of 350).

SCHOOL

An institution that exists for the purpose of teaching school-aged children, that consists of one physical plant located on one school site, that includes instructional staff members and students, and that is in session each school year.

SCHOOL AT-RISK

A school level performance classification. Previously defined as priority schools. A school shall be identified as a School At-Risk and in need of assistance if the school: (a) does not meet its growth expectation and has a percentage of students functioning below grade level as designated by the State Board of Education (b) is designated as a Failing School; or (c) is designated as At-Risk of Failing or Low Performing for two (2) consecutive years

SCHOOL BOARD

As used in this document, the policy-making body of a public school district.

SCHOOL DAY

That portion of the calendar day that includes the teaching day, intermissions, and any additional time included in the employee contract. School day defines the normal working day for employees.

SCHOOL GUIDANCE COUNSELOR

No individual shall be employed as a school guidance counselor without a minimum of a Master's degree in Guidance and Counseling, or in an emergency situation an appropriate certification as determined by the Commission on Educator Licensure. School guidance counselors shall provide comprehensive counseling services, including the following: academic and personal/social counseling; student assessment and assessment counseling; career and educational counseling; individual and group counseling; crisis intervention and preventive counseling; referrals to community agencies; educational consultations and collaboration with teachers, administrators, parents, and community leaders; educational and career placement services; follow-up counseling services; conflict resolution; and other counseling duties or other duties as assigned by the school principal. School guidance counselors shall abide by the American School Counselor Association Code of Ethics. (MS Code 37-9-79)

SCHOOL IMPROVEMENT PLAN

A plan that a School At-Risk is required to develop based on the findings of the evaluation team report and the results of a public meeting. The Mississippi Department of Education and evaluation team leader shall assist the school principal and other local school officials in the development of a school improvement plan. A local parents/citizens advisory council shall be established by the evaluation team at the school to provide input and guidance into the development of the school improvement plan and its evaluation. The school improvement plan shall be developed and approved by the principal of the School At-Risk, the superintendent of the local school district, the local school board, and a majority of the teachers of the school.

SCHOOL PERFORMANCE CLASSIFICATION

A classification assigned to a school based on student achievement and growth. (See Policy 3.3.)

SCHOOL SAFETY PLAN

The foundation document a school uses to maintain a safe and secure educational environment.

SCHOOL TERM

See academic year.

SCHOOL YEAR

See academic year.

SECONDARY SCHOOL

A school that contains any or all of grades 9 through 12 and may include grades 7 and 8.

SELF-CONTAINED CLASS

A classroom in which an educator teaches all core subjects to a group of students.

SHOW CAUSE HEARING

The hearing that the Commission on School Accreditation conducts to allow the officials of the affected district to present evidence or other reasons as to why the accredited status should not be withdrawn. This occurs before the Commission recommends to the State Board of Education that the accredited status of a district be withdrawn.

SPECIAL DIPLOMA OR CERTIFICATE

Upon meeting all applicable requirements prescribed by the district school board, students with disabilities shall be awarded a special diploma in a form prescribed by the state board. Any such student who meets all

special requirements of the district school board for his exceptionality, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the state board. See MS Code 37-16-11.

SPECIAL SCHOOL

A school that serves students with disabilities in accordance with IDEA and applicable state statutes and regulations.

SPECIAL TEST AUDITS

Audits that include reports regarding potential testing irregularities or test security violations and audits that are regularly conducted on-site before, during, and following scheduled assessments to promote the integrity and security of the Mississippi Assessment System.

STANDARD DIPLOMA

A standard high school diploma is awarded to a student who has met all the requirements established by the local board of education and by the State Board of Education. See MS Code 37-16-7.

STANDARDS

Criteria by which school districts and schools are assessed. The two types of standards used in the performance-based accreditation system are performance and process.

STATEWIDE TESTING PROGRAM

See Mississippi Statewide Assessment System.

STUDENT ACTIVITIES

School district sponsored activities which require administrative supervision and student involvement during the teaching day. (See *teaching day*.) Student participation in extracurricular activities may be noted on the student's transcript, but academic credit may not be awarded.

STUDENT SUPPORT PERSONNEL

A professional qualified to offer student support services (e.g., psychologist, guidance counselor, social worker, psychometrist, etc.).

STUDENT SUPPORT PROGRAM

A program of activities designed to assist and/or complement instructional activities for all students through the following types of activities: planned counseling; consultation; student appraisal, diagnosis, and remediation; and follow-up.

SUBJECT AREA

A division or field of organized knowledge for which state curriculum guidelines have been prepared.

SUBJECT AREA TESTS

Assessments which measure content knowledge in the subject areas of Algebra I, English II, Biology I, and U. S. History from 1877.

SUMMER SCHOOL PROGRAM

A program of instruction offered by the district during the summer months after the close of the regular academic year. The program of instruction is designed for students who need extra time to complete course requirements and/or for students who wish to enroll in new courses/subjects.

SUPERINTENDENT

The school board employee who is responsible for administering the operations and activities of schools within the district and for implementing the decisions of the school board. The superintendent holds a valid Class AA license in school administration.

SUPERVISOR

An individual who provides direct assistance to instructional and support staff and who holds a valid Class AA license in supervision or administration.

SUPPORT STAFF

Persons employed by an educational organization to provide services to students and staff.

TEACHER

Any person employed by the school district who is required by law to obtain a teacher's license from the State Board of Education and who is assigned an instructional area of work as defined by the Mississippi Department of Education (e.g., employment in an official capacity for the purpose of imparting knowledge, skills, information, and ideas to students in an instructional setting). {MS Code 37-19-1}

TEACHING DAY

A day in which a minimum of 330 minutes of instruction and/or evaluation and/or district approved group testing is provided. Exceptions are days with fewer than 330 instructional minutes that are part of an instructional week of at least 27.5 hours.

TEST AUDITS

See special test audits.

WITHDRAWN STATUS

The status of a school district when the accreditation of the school district is withdrawn due to noncompliance with its corrective action plan. The status is listed as Accreditation-Withdrawn and the record of that district will continue to be maintained.