

Graduation Ready

Regional Training Sessions

October 25, 2017



Gretchen Cagle, State Director of Special Education
Jean Massey, Executive Director of Office of Secondary Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

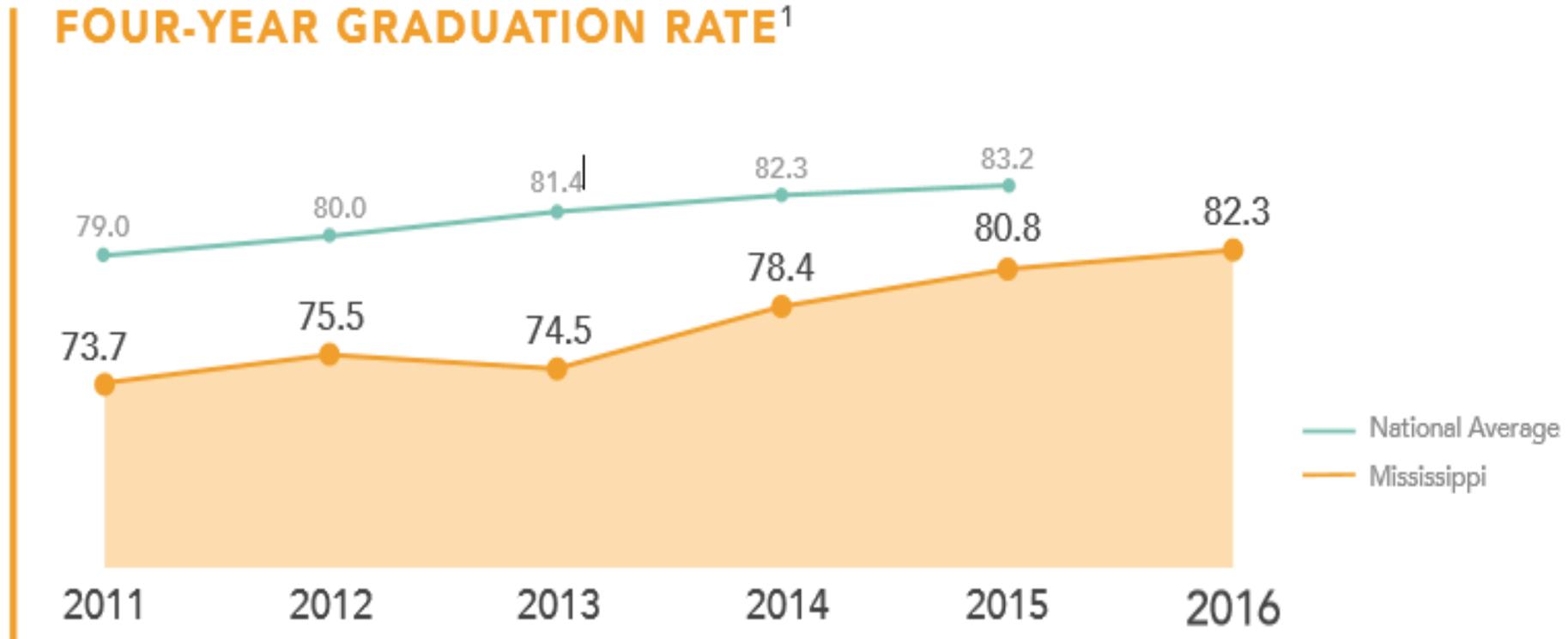
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates From High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Why the changes in our diploma?

- Graduation Rates
- Remediation at Postsecondary
- ACT Scores
- Career Readiness
- Engagement beyond High School

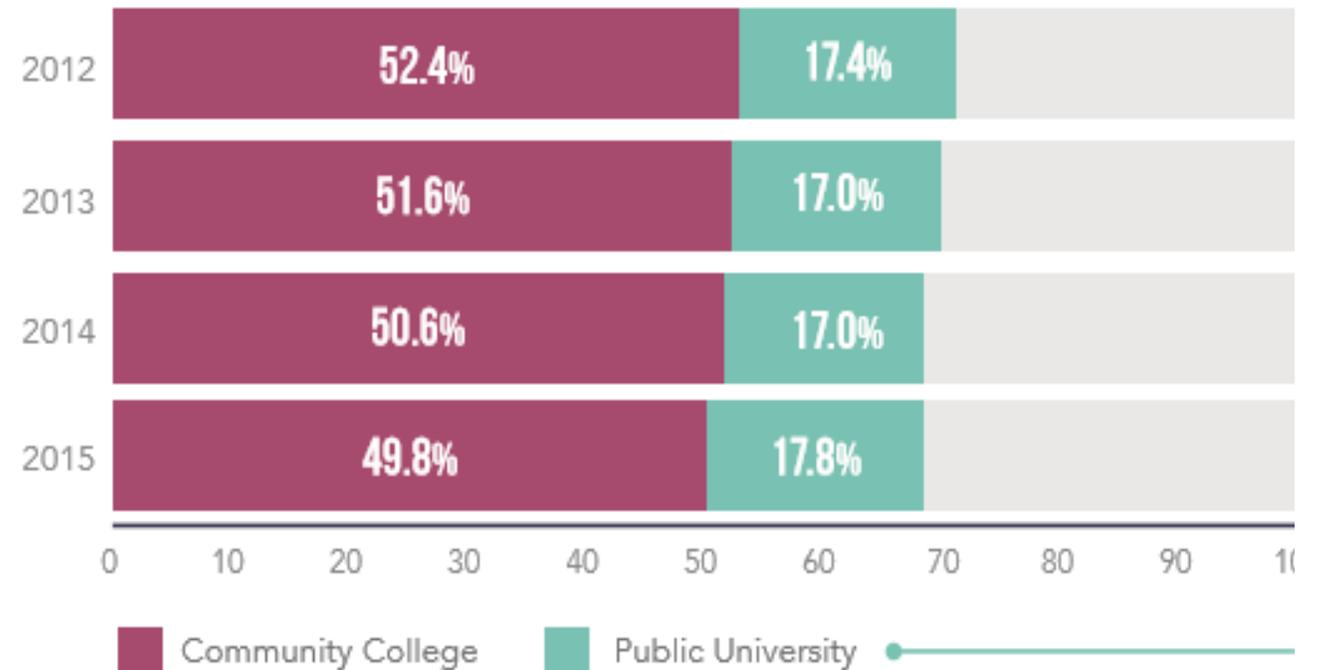
Graduation Rates



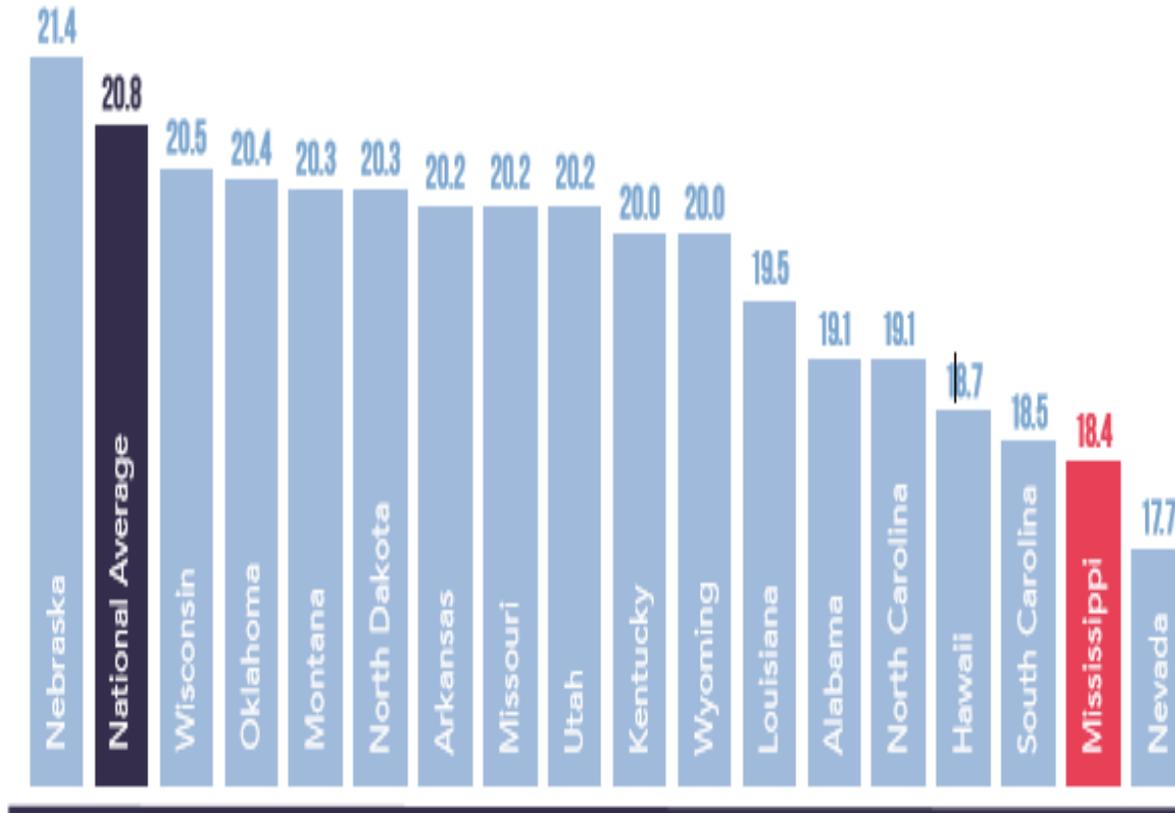
Remediation in 2015

- IHLs 20.9%
- CCs 34.5%

COLLEGE ENROLLMENT FOR MISSISSIPPI HIGH SCHOOL GRADUATES²



2016 GRADUATING CLASS ACT COMPOSITE SCORE AVERAGES¹



Junior ACT 3-Year Comparison

Mississippi 11th Grade ACT Score Comparison

| Year | English | Math | Reading | Science | Composite |
|------|---------|------|---------|---------|-----------|
| 2015 | 16.9 | 17.6 | 17.8 | 17.8 | 17.6 |
| 2016 | 17.6 | 18.0 | 18.6 | 18.3 | 18.3 |
| 2017 | 17.3 | 17.9 | 18.1 | 18.2 | 18.0 |

Implementation

Students Currently enrolled grades 10-12

- Use the graduation requirements for school year they entered the 9th grade.
- To include:
 - Career Pathway Diploma
 - District Opt out Diploma
 - Traditional/Standard Diploma
 - Early Exit Diploma
 - Mississippi Occupational Diploma
 - Certificate of Attendance

Current 9th graders

- Use the graduation requirements for school year they entered the 9th grade.
- To include:
 - District Opt out Diploma
 - Traditional/Standard Diploma
 - Early Exit Diploma
 - Certificate of Attendance

Middle Schools

Standard 14

- Students enrolled in grades 7-12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*.

Middle School Responsibilities

- Helping students select proper diploma endorsements through career explorations.
- Understanding GPA begins with the first Carnegie unit attempted.
- Middle schools and high schools must work together to determine which courses middle schools should offer.
- Establishing math pathways that determine ACT scores and College and Career Readiness.

MDE

Resources

Available Online



[Mississippi State Board of Education Strategic Plan](#)

The Mississippi State Board of Education [Strategic Plan](#) outlines the goals, objectives and strategies for preparing students to be successful in college and the workforce.

[Mississippi State Board of Education Members](#)

View live stream of State Board and Commission meetings [here](#).

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Mississippi Department of Education Blogs



Dr. Carey M. Wright
State Superintendent of Education

For information and updates from Dr. Carey Wright, State Superintendent, [click here](#).

MDE Hot Topics

- Jackson Public Schools Audit Report
- Charter Schools
- Early Learning Collaborative Act
- **Every Student Succeeds Act (ESSA)**
- Graduation Ready Options
- Literacy-Based Promotion
- Mississippi College and Career ready Standards
- Mississippi State Board of Education Strategic Plan
- Reading and State Standards Educator Resources
- State Board of Education Policy Manual

MDE News

MDE Releases School, District Performance Grades for 2016-17 School Year

Oct 19, 2017

Commission on School Accreditation to Meet

Oct 16, 2017

What Constitutes a State of Emergency in a School District?

Oct 05, 2017

MDE Quick Links

- Report Fraud, Waste and Abuse
- Mississippi State Board of Education Members
- Professional Development Calendar
- Request Professional Development
- EdUpdate
- Family Guides to Student Success
- Mississippi School Superintendents
- Mississippi Board of Education Agenda
- Mississippi Exemplar Units and Lessons
- Mississippi Virtual Public School



Resources



[Site Guide A-Z](#) | [Transparency MS](#) | [MS.GOV](#) | [Cloud E-mail](#) | [MDE Email](#)

Google Custom Search



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Resources

Diploma Endorsement Option Resources

[State Board of Education Power Point](#)

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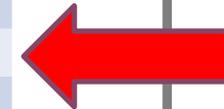
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MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

COLLEGE AND CAREER READY

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

Disclaimer: In the future, these resources will be accessed through the Mississippi Department of Education's website. ✕

COLLEGE AND CAREER READY RESOURCES

MISSISSIPPI DIPLOMA AND ENDORSEMENT OPTIONS RESOURCES

CONTACT

Office of Secondary Education

[601-359-3461](tel:601-359-3461)

Office of Special Education

[601-359-3498](tel:601-359-3498)



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COLLEGE AND CAREER READY RESOURCES

-  [Approved Courses for the Secondary Schools of Mississippi](#)
-  [Career Ready K-5 Activities](#)
-  [College Preparatory Curriculum \(CPC\)](#)
-  [Early Warning System](#)
-  [MDE Office of Secondary Education Counseling and Support Services Resource](#)
-  [MS Accreditation Accountability Standards](#)
-  [\(Coming Soon\) MS Career Development Resources Guidance Document](#)
-  [Mississippi Career Exploration and Planning Expectations \(with links\)](#)
-  [Mississippi Career Exploration and Planning Expectations \(without links\)](#)
-  [2017-18 Procedures Manual for Dual Enrollment and Dual Credit](#)

MISSISSIPPI DIPLOMA AND ENDORSEMENT OPTIONS RESOURCES



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COLLEGE AND CAREER READY RESOURCES

MISSISSIPPI DIPLOMA AND ENDORSEMENT OPTIONS RESOURCES

- 📁 (Coming Soon) Graduation Ready Regional Meeting Presentation
- 📁 (Coming Soon) Graduation Ready Presentation for District Use
- 📄 Mississippi Diploma Options
- 📄 Student Planning Tool for the Traditional Diploma
- 📄 Student Planning Tool for the Traditional Diploma (fillable PDF)
- 📄 MS Student Academic Planning Tool-A Guide for Educators
- 📄 MS Student Academic Planning Tool-A Guide for Students and Parents



Traditional Diploma

Effective 2018-19 for all Incoming 9th Graders

Traditional Diploma Requirements

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|----------------|---|
| English | 4 | English I English II |
| Math | 4 | Algebra I |
| Science | 3 | Biology I |
| Social Studies | 3 ½ | World History (1) US History (1) Economics (1/2) US Government (1/2) MS Studies (1/2) |
| Physical Ed | ½ | |
| Health | ½ | |
| Art | 1 | |
| College & Career Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| Electives | 5 ½ | |
| TOTAL | 24 | |

Requirements for Traditional Diploma

- Student must identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met MS IHL and Community College readiness benchmarks (ACT sub scores 17 English and 19 Math or SAT equivalency) or earned a Silver level on ACT WorkKeys.
- Alternately, a student must meet ALL of the following:
 - Have a 2.5 GPA
 - Passed or met all MAAP assessments requirements for graduation
 - On track to meet diploma requirements
 - Concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy

Recommendations for All Students

- For early graduation, a student should successfully complete an area of endorsement.
- Students should take a math or math equivalent course during their senior year.

College and Career Readiness Course

Components and Format

College and Career Ready Course

The College and Career Ready (CCR) course is designed to provide planning and instruction for postsecondary and career transition.

College and Career Readiness (CCR) Course

What courses will count for this requirement?

- MDE College and Career Readiness Course
- MDE Career Pathway Experience
- Senior Project/Capstone Project (modules)
- *Leader in Me*, Advisement Programs, and Seminar Courses (Students must complete the entire 4-year sequence)
- District-developed course approved by MDE

Costs for CCR Course

No Additional cost to districts

- If implemented in a strategic manner, there should be no additional costs incurred by districts. The traditional diploma is a 24-credit diploma, just as the current standard diploma.
- Allowing districts the option to implement the CCR course in multiple timeframes relieves the district from needing additional teacher units for this class.

CCR Course Units of Study

Units of study included in the College and Career Ready course:

College and Career Ready Units:

- Transition from high school graduation to post-secondary enrollment
- College and Career Exploration and Selection Processes
- College and Career Assessments
- College Affordability Planning
- College and Career Admission Process

Life Ready Units:

- Financial Literacy
- Community Service
- Communication (oral, written)
- Digital Literacy

Timeline of the CCR Course Development

- November 2017 through January 2018 – curriculum development and Carnegie unit guidelines
- February 2018 – curriculum approval for APA process to the State Board of Education
- April 2018 – final approval of curriculum
- Summer 2018 – training for early adopters to follow
- Academic year 2018-2019 – implementation for early adopters

Teacher Endorsement for CCR Course

- There are no additional teacher endorsement requirements for the CCR course.
- A teacher with a valid secondary teaching license may teach this course.
- Training for the course will be offered by MDE for teachers.
- Online support will also be available.

Early Release Requirements

What is Early Release?

Early release is a term referring to the practice of students who have earned most of their graduation credits being allowed to leave campus for part of the school day to work in the community during their senior year.

Early Release Requirements

- For early release, students must have met MS IHL and Community College readiness benchmarks (ACT sub scores 17 English and 19 Math or SAT equivalency) or earned a Silver level on ACT WorkKeys.
- Alternately, a student must meet ALL of the following:
 - Have a 2.5 GPA
 - Passed or met all MAAP assessments requirements for graduation
 - On track to meet diploma requirements
 - Concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy

Reasons for Changes in Early Release

- Goal #2 of the SBE
- Responsibility to prepare all students to exit high school ready for post-secondary work without remediation and/or the necessary skills to enter the workforce in a job with a sustainable wage.
- Districts are allocated funds based on a student's enrollment as a fulltime student.
- Making students aware of the readiness requirement will encourage initiative and involvement in meeting standards by the student and parents.

ACT Benchmark Course Options

Courses for Students Below ACT Benchmark

1. Required in districts in 2018-2019:

- Essentials for College Math
- Essentials for College Literacy

2. Recommended for districts:

- SREB Math Ready
- SREB Literacy Ready

Essentials for College Math and Literacy

- Students must score **AT LEAST a 15** on the ACT sub-score to be enrolled in the requisite class.
- If a student earns an 80 average in the Essentials classes, Mississippi IHLs and community colleges will accept the student without remediation.

SREB Math Ready & SREB Literacy Ready

- For students who have scored **below a 15** on the ACT sub-score, they should be enrolled in the requisite class for CCR prep and learning building blocks.
- Mississippi IHLs and community colleges will **NOT** accept these students without remediation, no matter what the students' average is in the class.

Training for ACT-based Courses

- 3-day training for teachers will take place in January and July of each year
- Teachers must have endorsement to teach these classes
- Beginning 2018-2019, the Essentials for Literacy and Essentials for Math must be offered in all high schools

Early Graduation

Early Graduation

Early graduation is when a student earns all the credits needed for graduation before his or her senior year and chooses to receive the diploma early and exit high school.

Will Early Graduates Count in the Accountability Model?

Revisions to the Business Rules of the MS Statewide Accountability System will be presented to the Accountability Task Force for consideration in Fall 2017.

Allowable District Changes

Traditional Diploma and Endorsements

Allowable District Changes to the Traditional Diploma

- May increase any diploma requirements above the state approved requirements
- Changes must be for ALL students
- Not allowed to have different levels of diploma requirements

Is this Diploma Change Allowable for Districts?

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|----------------|--|
| English | 4 | English I English III English II English IV |
| Math | 4 | Algebra I Geometry 1 additional higher math higher course any other 1 full credit math |
| Science | 4 | Biology I A physical science based course Any 2 full credit science courses |
| Social Studies | 4 | World History (1) US History (1) Economics (1/2) US Government (1/2) MS Studies (1/2) Geography (1/2) |
| Physical Ed | ½ | |
| Health | ½ | |
| Art | 1 | |
| Technology or Computer Science | 1 | |
| Electives | 5 | |
| TOTAL | 24 | |

NO

The College and Career Readiness (CCR) Course
is not included in the district requirements.

Correct Allowable District Option

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|----------------|---|
| English | 4 | English I English III English II English IV |
| Math | 4 | Algebra I 1 additional higher math higher course Geometry any other 1 full credit math |
| Science | 4 | Biology I A physical science based course Any 2 full credit science courses |
| Social Studies | 4 | World History (1) US Government (1/2) US History (1) MS Studies (1/2) Economics (1/2) Geography (1/2) |
| Physical Ed | ½ | |
| Health | ½ | |
| Art | 1 | |
| College & Career Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| Electives | 4 | |
| TOTAL | 24 | |

Can a District have an Opt-Out Requirement?

- District Traditional Diploma Requirements
- District Opt-Out Diploma Requirements

District Traditional Diploma Requirements

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|----------------|---|
| English | 4 | English I English III English II English IV |
| Math | 4 | Algebra I 1 additional higher math higher course Geometry any other 1 full credit math |
| Science | 4 | Biology I A physical science based course Any 2 full credit science courses |
| Social Studies | 4 | World History (1) US Government (1/2) US History (1) MS Studies (1/2) Economics (1/2) Geography (1/2) |
| Physical Ed | ½ | |
| Health | ½ | |
| Art | 1 | |
| College & Career Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| Electives | 6 | |
| TOTAL | 26 | |

District Opt-Out Traditional Diploma Requirements

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|----------------|---|
| English | 4 | English I English II |
| Math | 4 | Algebra I |
| Science | 3 | Biology I |
| Social Studies | 3 ½ | World History (1) US History (1) Economics (1/2) US Government (1/2) MS Studies (1/2) |
| Physical Ed | ½ | |
| Health | ½ | |
| Art | 1 | |
| College & Career Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| Electives | 5 ½ | |
| TOTAL | 24 | |

NO

Districts may only have one Traditional Diploma
for ALL students.

Can a District Require Online Learning?



Traditional Diploma Requirements

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|----------------|---|
| English | 4 | English I English II |
| Math | 4 | Algebra I |
| Science | 3 | Biology I |
| Social Studies | 3 ½ | World History (1) US History (1) Economics (1/2) US Government (1/2) MS Studies (1/2) |
| Physical Ed | ½ | |
| Health | ½ | |
| Art | 1 | |
| College & Career Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| Approved Online Course | | Student must successfully complete one online course for graduation |
| Electives | 5 ½ | |
| TOTAL | 24 | |

YES

Districts can add requirements for online learning
if the requirement applies to ALL students.

Team Time Discussion Questions

- How do the new requirements differ from our current graduation requirements?
- Does our district need to make recommendations to our local school board for local changes to the new requirements?
- If additional changes are needed, what is our timeline and procedures for requesting changes to our local school board?

Traditional Diploma

Career and Technical Endorsement

Traditional Diploma with Career and Technical Endorsement

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|----------------|--|
| English | 4 | English I English II |
| Mathematics | 4 | Algebra I |
| Science | 3 | Biology I |
| Social Studies | 3½ | 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies |
| Physical Education | ½ | |
| Health | ½ | |
| Art | 1 | |
| Career & College Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| CTE Electives | 4 | Must complete a 4-course sequential program of study |
| Additional Electives | 3½ | |
| Total | 26 | |

Additional Requirements

- Earn an overall GPA of 2.5
- Earn Silver level on ACT WorkKeys
- Earn two additional Carnegie Units for a total of 26

Must successfully complete one of the following:

- One CTE dual credit course or earn articulated credit in the high school CTE course
- Work-based Learning Experience or the Career Pathway Experience
- Earn a State Board of Education approved national credential

Traditional Diploma with CTE Endorsement

| Concerns | Recommendations | Justifications |
|----------|---|---|
| GPA | No Change Keep the 2.5 GPA requirement | <ul style="list-style-type: none">• Career Readiness is just as important as College Readiness.• The GPA requirement will remain the same to ensure that both endorsements are given equal value.• Projected middle-skill career opportunities in Mississippi will require students to meet higher academic and career standards. |

Key Points

- A student does not have to have a 2.5 GPA to take a CTE course.
- A student may earn an approved national endorsement/certification and not earn a CTE endorsement.
- A student may be enrolled in CTE courses and only earn a Traditional Diploma with no endorsement.

Traditional Diploma with CTE Endorsement

| Concerns | Recommendations | Justifications |
|------------------|--|---|
| WorkKeys funding | No Change Keep the Silver level requirement | WorkKeys funding for CTE completers will be provided by the Office of Career and Technical Education. |

Key Points

- State and federal funds to the Office of CTE will be used to help pay for funding for CTE completers **ONLY**.
- State workforce dollars will also be used to help fund WorkKeys.
- Request to the Legislature for full funding for WorkKeys for ALL students.

Traditional Diploma with CTE Endorsement

| Concerns | Recommendations | Justifications |
|---|-----------------|---|
| Limited availability of CTE dual credit | No Change | For districts that do not have dual credit options, the statewide CTE articulation agreement allows students to earn dual credit through their local CTE classes, if assessment requirements (70 or above on CTE CPAS) are met. |

Key Points

- Community College Board and all 15 Community College Presidents have agreed to the articulation plan.
- For articulated CTE dual credit to count in the accountability model, proposed revisions to the Business Rules of the MS Statewide Accountability System will be presented to the Accountability Task Force for consideration in Fall 2017.

Traditional Diploma with CTE Endorsement

| Concerns | Recommendations | Justifications |
|---------------------|-----------------|---|
| Work-based learning | No Change | <p>MDE in partnership with all four local workforce boards is providing additional work-based learning opportunities for students.</p> <p>If work-based-learning are limited, districts must ensure that students are supported in meeting one of the remaining options</p> |

Traditional Diploma

Academic Endorsement and
Distinguished Academic Endorsement

Traditional Diploma with Academic Endorsement

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|----------------|--|
| English | 4 | English I English II |
| Mathematics | 4 | Algebra I + two (2) additional math courses above Algebra I |
| Science | 3 | Biology I + two (2) additional science courses above Biology I |
| Social Studies | 3½ | 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies |
| Physical Education | ½ | |
| Health | ½ | |
| Art | 1 | |
| Career & College Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| Additional Electives | 7½ | Must meet CPC requirements for MS IHLs |
| Total | 26 | |

Additional Requirements

- Earn an overall GPA of 2.5
- Courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Earn MS IHL and Community College readiness benchmarks (ACT sub scores of 17 English and 19 math as approved by post-secondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or SAT equivalency)
- Earn two additional Carnegie Units for a total of 26

Must successfully complete one of the following:

- One AP course with a C or higher and take the appropriate AP exam
- One DP-IB course with a C or higher and take the appropriate IB exams
- One academic dual credit course with a C or higher in the course

Traditional Diploma with Distinguished Endorsement

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|----------------|--|
| English | 4 | English I English II |
| Mathematics | 4 | Algebra I + two (2) additional math courses above Algebra I |
| Science | 4 | Biology I + two (2) additional science courses above Biology I |
| Social Studies | 4 | 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies |
| Physical Education | ½ | |
| Health | ½ | |
| Art | 1 | |
| Career & College Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| Additional Electives | 8 | Must meet CPC requirements for MS IHLs |
| Total | 28 | |

Additional Requirements

- Earn an overall GPA of 3.0
- Courses must meet MS IHL CPC recommended requirements
- Earn national college-readiness benchmarks on each subtest established by ACT (sub scores of 18 English and 22 math) or SAT equivalency
- Earn four additional Carnegie Units for a total of 28

Must successfully complete one of the following:

- One AP course with a B or higher and take the appropriate AP exam
- One DP-IB course with a B or higher and take the appropriate IB exams
- One academic dual credit course with a B or higher in the course

Changes to Traditional Diploma with Academic Endorsement

| Concerns | Recommendations | Justifications |
|---|--|--|
| Use of weighted/non-weighted grades | The distinction of weighted grades was removed. | <p>Districts have their own grading systems.</p> <p>This change will allow districts to continue to follow their current grading policies.</p> |
| Funding for dual credit, AP exams, and Diploma Program-IB exams | | <p>Federal funding for Title I and Title IV, Part A, will be distributed directly to districts. ESSA permits districts to use these funds for providing a well-rounded education which includes the funding of advanced coursework.</p> <p>College Board provides discounts to districts for eligible students. Title II may be used for teacher professional development for teaching advanced courses.</p> <p>Dual Credit, AP or IB are already included in the Accountability model, therefore this practices follows accountability results.</p> |
| Districts with existing honors graduation requirements | <p>No Change Keep curriculum specification as proposed.</p> | Districts with existing honors graduation requirements may keep them if they are equal to or above the proposed endorsement requirements. |

Changes to Traditional Diploma with Academic Endorsement

| Concerns | Recommendations | Justifications |
|--|---|---|
| <p>For Academic Endorsement</p> <p>Grade requirement for dual credit but not for IB or AP</p> | <ul style="list-style-type: none"> • Earn a C or higher in any AP course and take the exam • Earn a C or higher in a Diploma Program-IB course and take the exams • Earn a C or higher in an academic dual enrollment course | <p>This change will apply the same standard of mastery for AP, IB, and dual credit.</p> |
| <p>For Distinguished Academic Endorsement</p> <p>Grade requirement for dual credit but not for IB or AP</p> | <ul style="list-style-type: none"> • Earn a B or higher in any AP course and take the exam • Earn a B or higher in a Diploma Program-IB course and take the exams • Earn a B or higher in an academic dual enrollment course | <p>This change will apply the same standard of mastery for AP, IB, and dual credit.</p> |

How do District Changes Affect Endorsements?

The rule for allowing additional district requirements to the Traditional Diploma mandates that the change is carried throughout the endorsements. It is added to the Traditional diploma; therefore, it carries forward to the endorsements.

District Traditional Diploma Change

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|----------------|---|
| English | 4 | English I English III English II English IV |
| Math | 4 | Algebra I 1 additional higher math higher course Geometry any other 1 full credit math |
| Science | 4 | Biology I A physical science based course Any 2 full credit science courses |
| Social Studies | 4 | World History (1) US Government (1/2) US History (1) MS Studies (1/2) Economics (1/2) Geography (1/2) |
| Physical Ed | ½ | |
| Health | ½ | |
| Art | 1 | |
| College & Career Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| Electives | 6 | |
| TOTAL | 26 | |

Traditional Diploma with Career and Technical Endorsement

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|-----------------|---|
| English | 4 | English I English III English II English IV |
| Mathematics | 4 | Algebra I 1 additional higher math higher Geometry any other 1 full credit math |
| Science | 4 | Biology I A physical science based course Any 2 full credit science courses |
| Social Studies | 4 | 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies ½ Geography |
| Physical Education | ½ | |
| Health | ½ | |
| Art | 1 | |
| Career & College Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| CTE Electives | 4 | Must complete a 4-course sequential program of study |
| Additional Electives | 2 or 4 | |
| Total | 26 or 28 | |

Additional Requirements

- Earn an overall GPA of 2.5
- Earn silver level on ACT WorkKeys
- Earn two additional Carnegie Units for a total of 26 or 28

Must successfully complete one of the following:

- One CTE dual credit course or earn articulated credit in the high school CTE course
- Work-based Learning Experience or the Career Pathway Experience
- Earn a State Board of Education approved national credential

Traditional Diploma with Academic Endorsement

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|-----------------|---|
| English | 4 | English I English III English II English IV |
| Mathematics | 4 | Algebra I + two (2) additional math courses above Algebra I |
| Science | 4 | Biology I + two (2) additional science courses above Biology I One must be a lab based science |
| Social Studies | 4 | 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies ½ Geography |
| Physical Education | ½ | |
| Health | ½ | |
| Art | 1 | |
| Career & College Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| Additional Electives | 6 or 8 | Electives must meet the advanced elective requirements in the IHL CPC |
| Total | 26 or 28 | |

Additional Requirements

- Earn an overall GPA of 2.5
- Courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Earn MS IHL and Community College readiness benchmarks (ACT sub scores of 17 English and 19 math as approved by post-secondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or SAT equivalency
- **Earn two additional Carnegie Units for a total of 26 or 28**

Must successfully complete one of the following:

- One AP course with a C or higher and take the appropriate AP exam
- One DP-IB course with a C or higher and take the appropriate IB exams
- One academic dual credit course with a C or higher in the course

Traditional Diploma with Distinguished Endorsement

| Curriculum Area | Carnegie Units | Required Subjects |
|--------------------------------|-----------------|---|
| English | 4 | English I English II |
| Mathematics | 4 | Algebra I + two (2) additional math courses above Algebra I |
| Science | 4 | Biology I + two (2) additional science courses above Biology I One must be a lab based science |
| Social Studies | 4 | 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies ½ Geography |
| Physical Education | ½ | |
| Health | ½ | |
| Art | 1 | |
| Career & College Readiness | 1 | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| Additional Electives | 8 or 10 | Electives must meet the advanced elective requirements in the IHL CPC |
| Total | 28 or 30 | |

Additional Requirements

- Earn an overall GPA of 3.0
- Courses must meet MS IHL CPC recommended requirements
- Earn national college-readiness benchmarks on each subtest established by ACT (sub scores of 18 English and 22 math) or SAT equivalency
- **Earn four additional Carnegie Units for a total of 28 or 30**

Must successfully complete one of the following:

- One AP course with a B or higher and take the appropriate AP exam
- One DP-IB course with a B or higher and take the appropriate IB exams
- One academic dual credit course with a B or higher in the course

MSIS Reporting Requirements

Diploma Requirements, Assessment Options, and
Testing Requirements

Reporting in MSIS for Diploma Requirements

- Monthly Report for Grades K-12 beginning in the 2017-2018 School Year
- Reported in all nine reporting periods – will be an MSIS error if not filled
- Once entered, becomes an automatic fill each month unless manually changed
- Grades K-8 need to check either Traditional or Special Education Fields
- Beginning in 9th grade, Counselors/MSIS Reports should reflect true diploma pathway and make changes when a student moves from one pathway to another.
- Beginning in school year 2018-2019, all 9th grade students should be identified by endorsement area or just “Traditional” when a parent removes a student from an endorsement.

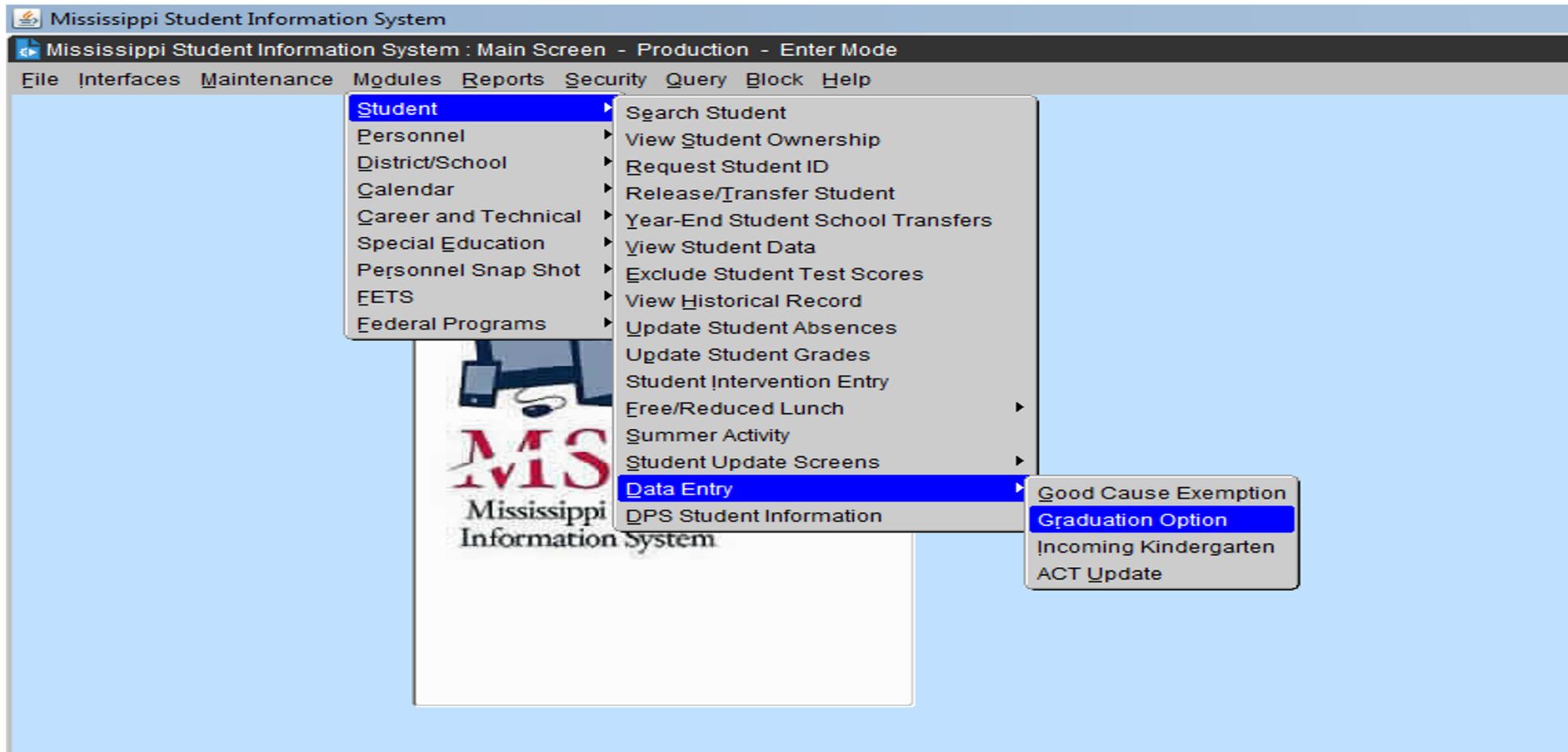
MSIS Reporting Requirements for Assessment Options

- The graduation option screen is populated based upon the student's graduation code of “T”, Traditional Diploma.
- Only the 4 subject areas can be updated.
- “Pass Test” is automatically populated in the graduation option for each subject area.
- Graduation Options: Can only pick one option.

Graduation Assessment Options Reporting

To access this screen, go to

MODULES=> STUDENTS=> DATA ENTRY=>GRADUATION OPTION



Graduation Assessment Options Reporting

Mississippi Student Information System

Mississippi Student Information System : Graduation Option - Production - Enter Mode

File Interfaces Maintenance Modules Reports Security Query Block Help

Districts Schools **Grad Option**

Mississippi Student Information System
Grad Option Students

District: 0200 ALCORN SCHOOL DIST School: 008 ALCORN CENTRAL HIGH SCHOOL

Select School Year: 2016-2017

[Enter the Student Grad Option]

| Msisstudentid | Firstname | MI | Lastname | Grade | Grad Code | Algebra I Grad Option | English II Grad Option | Biology I Grad Option | US History Grad Option |
|---------------|-----------|----|----------|-------|-----------|-----------------------------|------------------------------|-----------------------------|------------------------------|
| | | | | | | PASS TEST | PASS TEST | PASS TEST | PASS TEST |
| | | | | | | ACT | | | |
| | | | | | | DUAL CREDIT/ENROLL | | | |
| | | | | | | CTE ASVAB | | | |
| | | | | | | CTE WORKKEYS | | | |
| | | | | | | CONCORDANCE TABLE | | | |
| | | | | | | COMPOSITE SATP SCORE | | | |
| | | | | | | | | | |
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Reporting for Students that Pass Assessment

Student takes assessment and passes the assessment

- Student Record field is automatically populated with Pass Test
- There is no additional input required for this student

Current Assessment Options

| Assessment Options | Math | Science | English | Social Studies |
|--|--|-----------------------------------|--|--|
| ACT | 17 (Math) | 17 (Science) | 17 (English) | 17 (Reading) |
| Dual Credit / Dual Enrollment | C or higher in College Algebra | C or higher in College Biology | C or higher in College English Comp | C or higher in College American History |
| ASVAB + MS-CPAS2 or Industry Certification | ASVAB AFQT score of 36 plus one of the following: <ol style="list-style-type: none"> CPAS score that meets the attainment level assigned by federal Perkins requirements OR Industry certification attainment based on industry standards | | | |
| ACT WorkKeys + MS-CPAS2 or Industry certification | WorkKeys Silver Level plus one of the following: <ol style="list-style-type: none"> CPAS score that meets the attainment level assigned by Federal Perkins requirements OR Industry certification attainment based on industry standards | | | |

ACT Assessment Option

- Student takes ACT and earns a sub-score of 17 or higher in the appropriate subject area
- The sub-score meets the requirement for assessment option select from the dropdown ACT

Dual Credit Assessment Option

- Student takes appropriate college courses and makes a C or higher in the course
- Select Dual Credit in the dropdown menu to meet graduation assessment requirement

CTE Assessment Options

- Student fails any or multiple end-of course assessments
- Student is a CTE completer (4 credits in the same pathway) with a MS-CPAS assessment **average** of 60 or higher
 - Passes either the ACT WorkKeys with Silver level
 - OR
 - Passes the military ASVAB with a 36 or higher
- Select in dropdown menu CTE WorkKeys or CTE ASVAB to meet any end-of-course assessment not passed

Concordance Charts

MAP English II (Senior Only Retest & Spring 2016)

| Concordance Table | Scale Score | | | |
|-------------------|-------------|------|------|------|
| Grade | 1049-1048 | 1047 | 1046 | 1045 |
| A | PASS | PASS | PASS | PASS |
| B | PASS | PASS | PASS | FAIL |
| C | PASS | PASS | FAIL | FAIL |
| D | PASS | FAIL | FAIL | FAIL |

The passing score for MAP English II is 1050.

MAP Algebra I (Senior Only Retest, Fall 2016, Spring 2016)

| Concordance Table | Scale Score | | | |
|-------------------|-------------|------|------|------|
| Grade | 1049 | 1048 | 1047 | 1046 |
| A | PASS | PASS | PASS | PASS |
| B | PASS | PASS | PASS | FAIL |
| C | PASS | PASS | FAIL | FAIL |
| D | PASS | FAIL | FAIL | FAIL |

The passing score for MAP Algebra I is 1050.

MAP Fall 2016-English II

| Concordance Table | Scale Score | | | |
|-------------------|-------------|------|------|------|
| Grade | 1048 | 1046 | 1045 | 1043 |
| A | PASS | PASS | PASS | PASS |
| B | PASS | PASS | PASS | FAIL |
| C | PASS | PASS | FAIL | FAIL |
| D | PASS | FAIL | FAIL | FAIL |

The passing score for MAP English II is 1050.

Concordance Charts Continued

PARCC Fall 2014 & Spring 2015-English II

| Concordance Table | Scale Score | | | |
|-------------------|-------------|---------|---------|------|
| Grade | 724-722 | 721-719 | 718-716 | 715 |
| A | PASS | PASS | PASS | PASS |
| B | PASS | PASS | PASS | FAIL |
| C | PASS | PASS | FAIL | FAIL |
| D | PASS | FAIL | FAIL | FAIL |

The passing score for PARCC English II is 725.

PARCC Fall 2014 & Spring 2015-Algebra I

| Concordance Table | Scale Score | | | |
|-------------------|-------------|---------|---------|------|
| Grade | 724-722 | 721-719 | 718-716 | 715 |
| A | PASS | PASS | PASS | PASS |
| B | PASS | PASS | PASS | FAIL |
| C | PASS | PASS | FAIL | FAIL |
| D | PASS | FAIL | FAIL | FAIL |

The passing score for PARCC Algebra I is 725.

SATP2 English II

| Concordance Table | Scale Score | | | |
|-------------------|-------------|---------|---------|---------|
| Grade | 644-641 | 640-639 | 638-637 | 636-635 |
| A | PASS | PASS | PASS | PASS |
| B | PASS | PASS | PASS | FAIL |
| C | PASS | PASS | FAIL | FAIL |
| D | PASS | FAIL | FAIL | FAIL |

The passing score for SATP2 English II is 645.

SATP2 Algebra I

| Concordance Table | Scale Score | | | |
|-------------------|-------------|---------|------|---------|
| Grade | 646-644 | 643-642 | 641 | 640-639 |
| A | PASS | PASS | PASS | PASS |
| B | PASS | PASS | PASS | FAIL |
| C | PASS | PASS | FAIL | FAIL |
| D | PASS | FAIL | FAIL | FAIL |

The passing score from SATP2 Algebra I is 647.

Concordance Charts Science and U.S. History

⊕ SATP2 Biology I

| Concordance Table | Scale Score | | | |
|-------------------|-------------|---------|---------|---------|
| | 644-640 | 639-637 | 636-635 | 634-632 |
| Grade | | | | |
| A | PASS | PASS | PASS | PASS |
| B | PASS | PASS | PASS | FAIL |
| C | PASS | PASS | FAIL | FAIL |
| D | PASS | FAIL | FAIL | FAIL |

The passing score for SATP2 Biology I is 645.

SATP2 U.S. History

| Concordance Table | Scale Score | | | |
|-------------------|-------------|---------|---------|---------|
| | 640-637 | 636-635 | 634-633 | 632-631 |
| Grade | | | | |
| A | PASS | PASS | PASS | PASS |
| B | PASS | PASS | PASS | FAIL |
| C | PASS | PASS | FAIL | FAIL |
| D | PASS | FAIL | FAIL | FAIL |

The passing score for SATP2 U.S. History is 641.

Concordance Chart

- Student takes Algebra I assessment and fails the test.
- Use the concordance chart that aligns with appropriate assessment to determine if student meets Scale Score Range.
- If student meets concordance table Pass – Select Concordance Table from drop down menu and change Pass to Concordance Table.

Composite (Combined) Score

Section 1 (PARCC and SATP2 Assessments)

I. Calculate the Transformed Score for the PARCC assessments by using the following formulas:

- To transform a PARCC Algebra I Score:
Student's PARCC Algebra I Scale Score – 78 points
- To transform a PARCC English II Score:
Student's PARCC English II Scale Score – 80 points

II. Calculate the student's composite (combined) score by determining the average score across all four assessments.

| Test | Score | Transformation | Transformed Score |
|----------------------|-------|----------------|-------------------|
| Algebra I (PARCC) | 723 | $723 - 78 =$ | 645 |
| English II (PARCC) | 724 | $724 - 80 =$ | 644 |
| Biology I (SATP2) | 652 | | 652 |
| U.S. History (SATP2) | 644 | | 644 |

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

Composite (Combined) Score

Section 2 (Only SATP2 Assessments)

- I. Calculate the student's composite (combined) score by determining the average score across all four assessments.

| Test | Score |
|----------------------|-------|
| Algebra I (SATP2) | 650 |
| English II (SATP2) | 647 |
| Biology I (SATP2) | 656 |
| U.S. History (SATP2) | 638 |

$$\text{Average Composite (Combined) Score} = \frac{650 + 647 + 656 + 638}{4} = \frac{2591}{4} = 647.75 = 648$$

Section 3 (MAP and SATP2 Assessments)

- I. Calculate the Transformed Score for the MAP assessments by using the following formulas:
 - To transform a MAP Algebra I Score:
Student's MAP Algebra I Scale Score – 403 points

Composite (Combined) Score

Section 3 (MAP and SATP2 Assessments)

I. Calculate the Transformed Score for the MAP assessments by using the following formulas:

- To transform a MAP Algebra I Score:
Student's MAP Algebra I Scale Score – 403 points
- To transform a MAP English II Score:
Student's MAP English II Scale Score – 405 points

II. Calculate the student's composite (combined) score by determining the average score across all four assessments.

| Test | Score | Transformation | Transformed Score |
|----------------------|-------|----------------|-------------------|
| Algebra I (MAP) | 1048 | $1048 - 403 =$ | 645 |
| English II (MAP) | 1049 | $1049 - 405 =$ | 644 |
| Biology I (SATP2) | 652 | | 652 |
| U.S. History (SATP2) | 644 | | 644 |

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

Composite (Combined) Score

Section 4 (PARCC, MAP, and SATP2 Assessments)

I. Calculate the Transformed Score for the PARCC and MAP assessments by using the following formulas:

- To transform a PARCC Algebra I Score:
Student's PARCC Algebra I Scale Score – 78 points
- To transform a PARCC English II Score
Student's PARCC English II Scale Score – 80 points
- To transform a MAP Algebra I Score
Student's MAP Algebra I Scale Score – 403 points
- To transform a MAP English II Score
Student's MAP English II Scale Score – 405 points

Calculate the student's composite (combined) score by determining the average score across all four assessments.

| Test | Score | Transformation | Transformed Score |
|----------------------|-------|----------------|-------------------|
| Algebra I (PARCC) | 723 | $723 - 78 =$ | 645 |
| English II (MAP) | 1049 | $1049 - 405 =$ | 644 |
| Biology I (SATP2) | 652 | | 652 |
| U.S. History (SATP2) | 644 | | 644 |

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

Calculate the student's composite (combined) score by determining the average score across all four assessments.

| Test | Score | Transformation | Transformed Score |
|----------------------|-------|----------------|-------------------|
| Algebra I (MAP) | 1048 | $1048 - 403 =$ | 645 |
| English II (PARCC) | 724 | $724 - 80 =$ | 644 |
| Biology I (SATP2) | 652 | | 652 |
| U.S. History (SATP2) | 644 | | 644 |

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

Composite (Combined) Assessment Option

Student must attempt all four end-of-course assessment before this option can be used.

- STEP 1. Identify the four assessments the student has participated.
- STEP 2. Identify the student's highest scale score on the corresponding assessments.
- STEP 3. If PARCC and SATP2 scores are used, follow the steps under Section 1. If only SATP2 scores are used, follow the steps under Section 2. If MAP and SATP2 scores are used, follow the steps under Section 3.
- STEP 4. If the student's combined (composite) score is equal to or greater than the minimum combined score, 646, the student will have fulfilled the graduation requirements.
- STEP 5: If student meets the cut score of 646 for any assessment not passed then select Composite SATP Score from dropdown menu and student has meet graduation assessment requirement.

Rule 36.4

- Beginning with school year 2018-2019, all students who are enrolled in an end-of-course Subject Area Tested course for the first time must participate in the assessment in order to earn the Carnegie Unit. The assessment score will constitute 25% of the student's final grade in the course.
- This policy will require a change in language to reflect necessary revisions to meet assessment contracts and implementation limitations. Changes should be completed by March 2018 to reflect the necessary required changes.

- Same as current requirements for assessment and assessment options
- These two areas will be added after new standards are implemented and new assessments developed and new scale scores established
- Projected implementation for 75%/25% rule for science will begin school year 2021-2022
- Project implementation for 75%/25% rule for US History will begin school year 2022-2023

How is a student's final grade calculated?

- Course grade 75, end-of-course assessment scale score converted to a 1-100 score

$$75 + 75 + 75 + 80 = 305/4 = 76.25$$

Final grade for course is 76

1 Carnegie unit is earned for the class

Student meets assessment requirement for graduation

Passing grade for course but failing grade for assessment

District has a grading scale with 65 as passing

- Course grade 67 passing (pre-assessment), end-of-course assessment score 50 failing:

$$67 + 67 + 67 + 50 = 251/4 = 62.75$$

Final grade for course is 63

Student fails the class

- A. Student must retake the class and retake the assessment**
- B. Student cannot use credit recovery to earn a higher passing grade based on SBP Chapter 28 Rule 28.5**

Chapter 28 Rule 28.5:

- Beginning with the school year 2016-17, a student who selects credit recovery to earn a Carnegie unit may only earn the minimal passing grade on the district grading scale.

$$\text{Example: } 65 + 65 + 65 + 50 = 245/4 = 61.25$$

Final Grade = 61 failing

What if the district's grading scale has 60 as failing?

District has a grading scale with 60 as passing

- Course grade 67 is passing, end-of-course assessment score 50 is failing:

$$67 + 67 + 67 + 50 = 251/4 = 62.75$$

Final grade for course is 63

1 Carnegie unit is earned for the class

Student meets assessment requirement for graduation

Example: Course grade is failing, assessment score passing

Grading scale with any grade 65 or above is passing

Example: Course grade is 63, end-of-course assessment grade is 75

$$63 + 63 + 63 + 75 = 264/4 = 66$$

Final grade is 66 passing

Student earns 1 Carnegie unit for the course

Student meets assessment requirement for graduation

Example: Course grade is failing, assessment score passing

Example: Course grade of 62, end-of-course assessment grade 70

$$62 + 62 + 62 + 70 = 256/4 = 64$$

Final grade 64 failing

- A. Student may retake class and add the 70 assessment score already earned for the final grade OR
- B. Student may use credit recovery to earn the district's minimal passing grade if the passing grade averaged with the 70 is passing

$$65 + 65 + 65 + 70 = 66.25$$

Final grade 66 passing

Approved Course Code Manual for Secondary Schools

ALWAYS print a new manual at the beginning of each semester

AND

Check for deleted classes each year **PRIOR** to the start of school

How to Generate Approved Course Code Report

From the website (www.mde.k12.ms.us), select Technology and Strategic Services from the drop-down menu on the right side of the red navigation bar

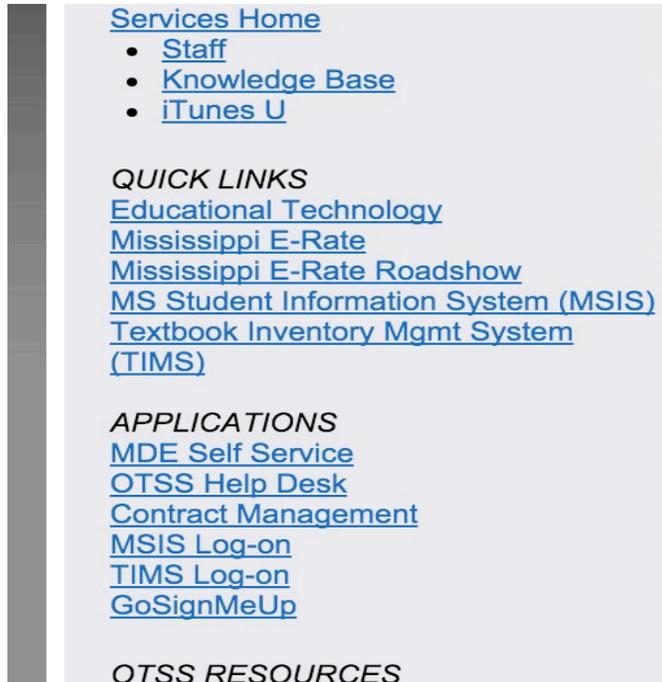


The screenshot displays the Mississippi Department of Education (MDE) website. At the top left is the MDE logo, which includes a blue graduation cap with three red stars above it, and the text "MISSISSIPPI DEPARTMENT OF EDUCATION" and "Ensuring a bright future for every child". To the right of the logo is a navigation bar with links: "Site Guide A-Z", "Transparency MS", "MS.GOV", "Follow MDE", and "MDE Email". Below the navigation bar is a search box labeled "Google™ Custom Search" with a magnifying glass icon. Underneath the search box are four tabs: "PARENTS", "STUDENTS", "EDUCATORS", and "DISTRICTS". The main content area features a large image of diverse children looking at a globe. To the right of the image is a news article titled "Mississippi College- and Career-Ready Standards". The article text reads: "From December 18, 2015 through January 12, 2016, the Mississippi Department of Education sought public input on proposed changes to the state's English Language Arts and Mathematics standards through the Mississippi College- and Career-Ready Standards Feedback Forum. The Mississippi State Board of Education approved the changes on January 21, 2016. To view the 2016 Mississippi College- and Career-Ready Standards, [click here](#)." At the bottom of the page is a red navigation bar with links: "Home", "About MDE", "News & Media", "MS Schools", "Reports", "Public Notices", "Careers", "Contact Us", and a dropdown menu labeled "Select MDE Office".

How to Generate Approved Course Code Report Cont.

Choose MSIS Log-on from the left side of the Office of Technology and Strategic Services page.

NOTE: Your browser may prompt you to “Run” or “Trust” Java in order to launch the MSIS log-on



The screenshot shows a vertical navigation menu on the left side of a website. The menu items are as follows:

- [Services Home](#)
- [Staff](#)
 - [Knowledge Base](#)
 - [iTunes U](#)
- QUICK LINKS**
- [Educational Technology](#)
- [Mississippi E-Rate](#)
- [Mississippi E-Rate Roadshow](#)
- [MS Student Information System \(MSIS\)](#)
- [Textbook Inventory Mgmt System \(TIMS\)](#)
- APPLICATIONS**
- [MDE Self Service](#)
- [OTSS Help Desk](#)
- [Contract Management](#)
- [MSIS Log-on](#)
- [TIMS Log-on](#)
- [GoSignMeUp](#)
- OTSS RESOURCES**



Office of Technology and Strategic Services

Technology and Strategic Services is dedicated to providing the Educational Community with timely and accurate information through the implementation and support of state of the art technologies, where students, teachers, administrators have the necessary tools to achieve their goals. This division's primary responsibility is to analyze data and produce informational reports for policy makers, educators, business and industry leaders, and the general

MSIS Log-on

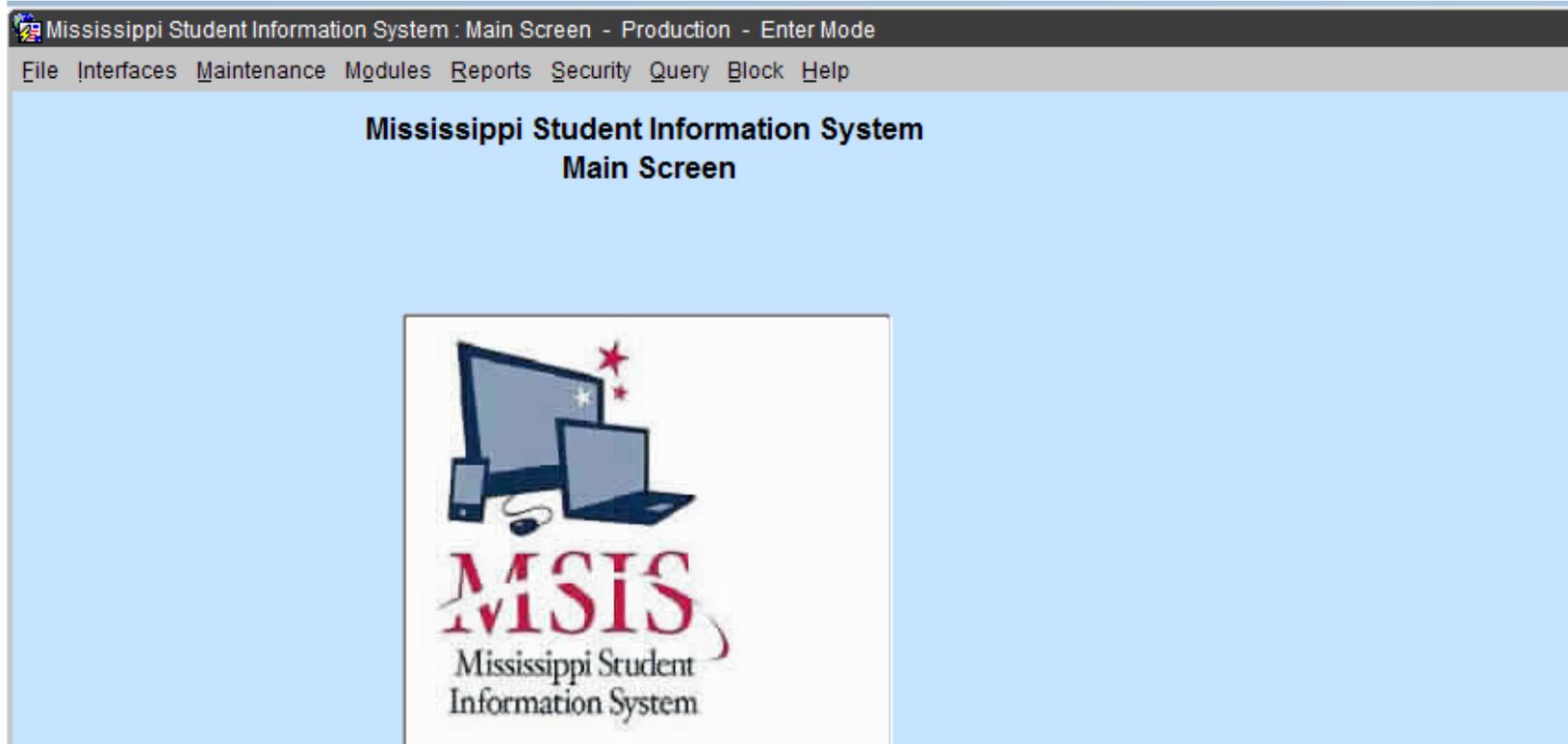
Log-on to MSIS, making sure to use the appropriate credentials. In the “Database” field, type MSIS.



A screenshot of a Windows-style dialog box titled "Logon". The dialog box has a dark gray background and a title bar with a close button (X). It contains three text input fields stacked vertically, each with a label to its left: "Username:", "Password:", and "Database:". Below the input fields are two buttons: "Connect" and "Cancel".

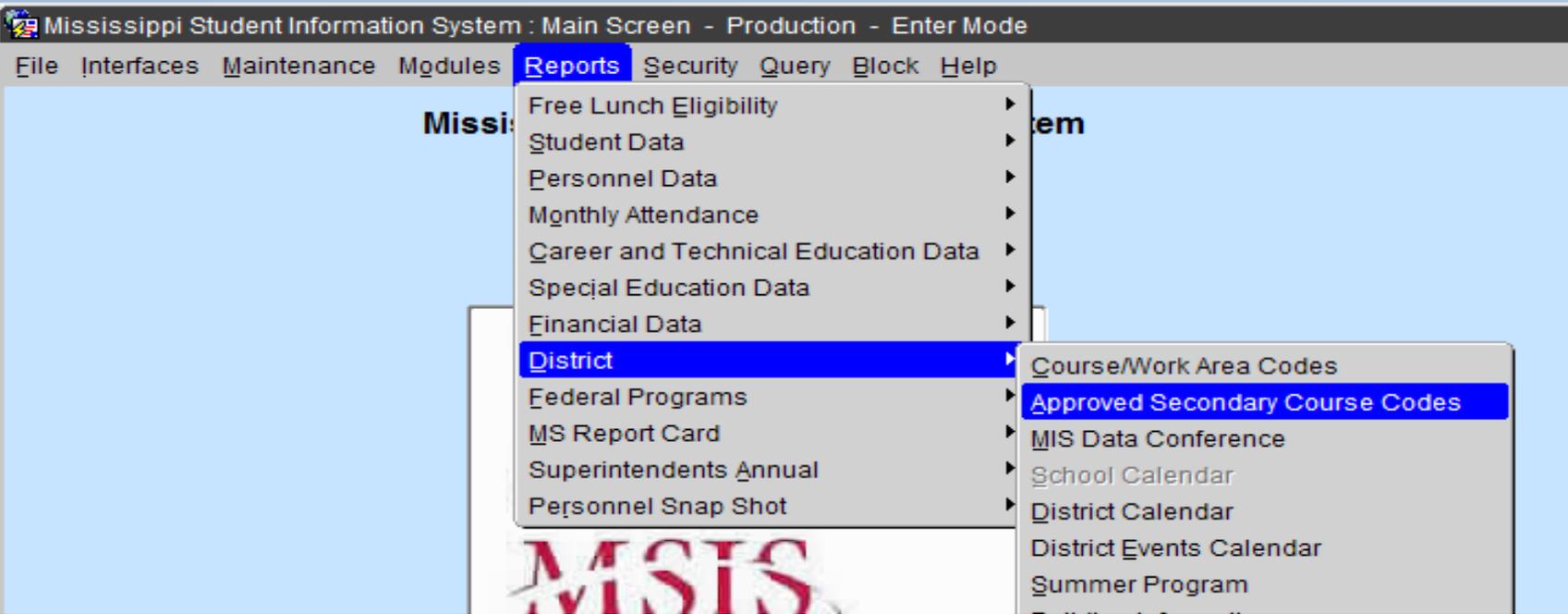
Main MSIS View Page

Once you have logged in, you should see the main view page



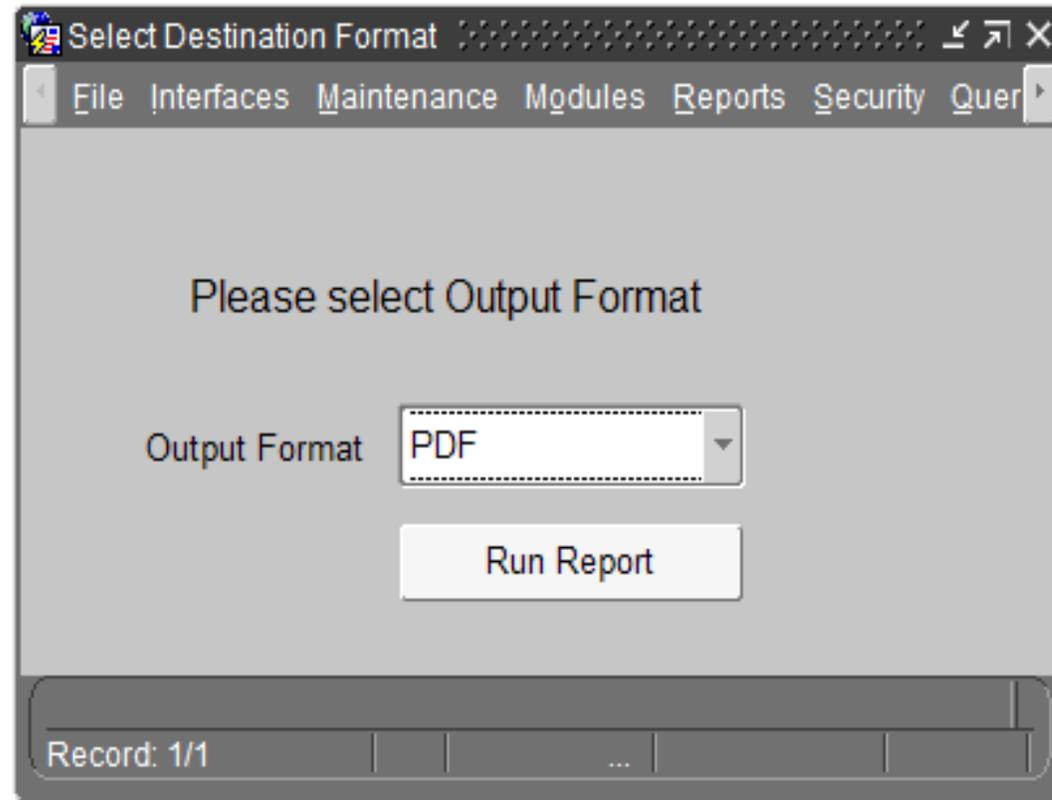
Select Reports

In the Menu bar at the top of the screen, choose Reports > District > Approved Secondary Course Codes



Run Report

Select your preferred output format (PDF is recommended), and choose Run Report



Select Destination Format

File Interfaces Maintenance Modules Reports Security Quer

Please select Output Format

Output Format PDF

Run Report

Record: 1/1

Traffic Light

From this page, click the traffic light icon to run reports

Mississippi Student Information System : Report Selection Criteria Screen - Production - Enter Mode

File Interfaces Maintenance Modules Reports Security Query Block Help

Mississippi Student Information System
Report Selection Criteria Screen

Approved Secondary Course Codes Report

| District | Name | School | Name |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

All Districts

Print or Save Report

- You can save the report and print it for your records.
- **NOTE:** At the time the report is run, it may not reflect or include courses that are presently being developed, revised, or deleted.
- To ensure the most current list of available approved courses is being used, please run this report regularly.

Approved Courses for the Secondary Schools of Mississippi



[Site Guide A-Z](#) | [Transparency MS](#) | [MS.GOV](#) | [Cloud E-mail](#) | [MDE Email](#)

Google Custom Search

[PARENTS](#) [STUDENTS](#) [EDUCATORS](#) [DISTRICTS](#)

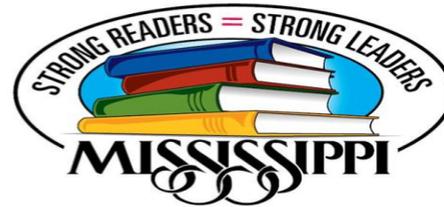


[Mississippi State Board of Education Strategic Plan](#)

The Mississippi State Board of Education [Strategic Plan](#) outlines the goals, objectives and strategies for preparing students to be successful in college and the workforce.
[Mississippi State Board of Education Members](#)

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Mississippi Department of Education Blogs



Dr. Carey M. Wright ***State Superintendent of Education***

For information and updates from Dr. Carey Wright, State Superintendent, [click here](#).

MDE Hot Topics

- Charter Schools
- Early Learning Collaborative Act
- Every Student Succeeds Act (ESSA)

MDE News

Mississippi's Early Learning Collaboratives Rated Among Top Five States in the Nation for Quality Standards

MDE Quick Links

- Professional Development Calendar
- Request Professional Development
- EdL Update

Approved Courses for the Secondary Schools of Mississippi



MDE logo is a blue graduation cap with the words Mississippi Department of Education

EDUCATION

Ensuring a bright future for every child

[Site Guide A-Z](#) | [Transparency MS](#) | [MS.GOV](#) | [Cloud E-mail](#) | [MDE Email](#)

Google Custom Search

- PARENTS
- STUDENTS
- EDUCATORS
- DISTRICTS

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Other Links:

- [Approved Courses Manual](#)
- [C & I Sharepoint](#)
- [MS Virtual Public School](#)
- [RESA's](#)



Office of Secondary Education

The Office of Secondary Education assists district personnel in improving classroom instruction through the development, revision and training on our Mississippi College- and Career-Readiness Standards in both Academic and Career Technical Education (CTE). Through training and development, our content area specialists and program staff help school and district personnel implement state standards, as well as best practices for improving student achievement.

Resources:

- [District of Innovation Applications 2016](#)
- [Mississippi Exemplar Units and Lessons](#)
- [Early Warning System District Guidance Document](#)
- [Dyslexia](#)
- [Intervention Services](#)
- [Library Media](#)
- [Literacy](#)
- [Textbook Adoption and Procurement](#)

[MS Social Studies Educators Listserv](#)

[MS ELA Educators Listserv](#)

Dual Credit – **Must** use course codes from the Secondary Course Code Manual to receive points for acceleration in the State Accountability Model

- Courses must be entered into student data package at the beginning of each semester not after a student has completed the course
- Courses not entered in the student data package cannot count in acceleration

Online Courses- **Must** use online course codes for appropriate online providers for each student as soon as a student is enrolled in an online course

- Online courses used for first time credit must be from the approved online provider list
- Online course codes are only for online providers - districts not using an identified provider for services cannot use the online providers course code for a class

Alternate Diploma

For Students with Significant Cognitive
Disabilities

Why have an Alternate Diploma

Under *ESSA*, states may develop an Alternate Diploma for students with significant cognitive disabilities and have it count in the state's graduation rate if:

- It is aligned with the requirements of the general education diploma and
- It is given within the time frame for which the student is eligible for a Free Appropriate Public Education (FAPE)

Alternate Diploma Option for Students with Significant Cognitive Disability (SCD)

| Curriculum Area | Carnegie Units | Required Subjects |
|-------------------------|----------------|--|
| English | 4 | Alternate English Elements I-IV |
| Mathematics | 4 | Alternate Math Elements I-III Alternate Algebra Elements |
| Science | 2 | Alternate Biology Elements Alternate Science Elements II |
| Social Studies | 2 | Alternate History Elements (Strands: U.S. History and World History) Alternate Social Studies Elements (Strands: Economics and U.S. Government) |
| Physical Education | ½ | |
| Health | ½ | Alternate Health Benefits |
| Art | 1 | |
| Vocational Readiness | 4 | Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social) |
| Life Skills Development | 4 | Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social) |
| Additional Electives | 2 | |
| Total | 24 | |

Requirements

- The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.
- All students are required to participate in the Mississippi Academic Assessment Program-Alternate Assessment (MAAP-A) with a score TBD.
- Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.

Defining Significant Cognitive Disabilities

- Significant cognitive disability (SCD) is not a category under IDEA.
- Represents less than 1% of the population.
- General education assessments, even with accommodations and modifications, are not appropriate.
- Represents students across categories: intellectual disabilities, autism, multiple disabilities, traumatic brain injury.
- SCD is not determined by IQ alone.
- Poor performance on State assessments and/or deficient reading scores do not qualify students as SCD.
- Placement is not based on SCD determination.

Remember

- *ESSA* has capped the number of students who may take the Alternate Assessment
- “for each subject, the total number of students assessed using the alternate assessments based on alternate achievement standards **does not exceed 1 percent** of the total number of all students in the State who are assessed in such subject;”

SCD Guidance Documentation



[Site Guide A-Z](#) | [Transparency MS](#) | [MS.GOV](#) | [Cloud E-mail](#) | [MDE Email](#)

Google Custom Search



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ONLINE APPLICATIONS

- [GoSignMeUp](#)
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- [PEER Review](#)



Information and Publications

Special Education

The Office of Special Education is a service-oriented organization that seeks to improve the education experience for children with disabilities. We strive to nurture a dedicated staff through intense professional development opportunities, field experience, and individual accountability.

In keeping with the Individuals with Disabilities Education Act and state law, we help local schools and districts provide effective educational programs to students with disabilities, ages 3-20, who need special education and related services.

To register for professional development opportunities offered by the Office of Special Education, please visit <http://www.msresaservices.com/>. The professional development opportunities offered by the Office of Special Education can be located by selecting Special Education workshops. Once you select Special Education, a listing of all posted special education training sessions will appear for your review and consideration.

Resources for Parents

For immediate assistance, call the Parent Hotline: 1-877-544-0408. For meeting updates, helpful articles, publications, forms and other resources, [click here](#).

Resources for Teachers

For the latest updates, articles and other information related to special education and teaching, please [click here](#) to sign up for Special Education Teachers email list.

Special Education Calendar

MDE Hot Topics

- Jackson Public Schools Audit Report
- Charter Schools

MDE News

Mississippi Math, Science Teachers Earn National Recognition

Sep 25, 2017

MDE Releases Responses to Frequently

MDE Quick Links

- Report Fraud, Waste and Abuse
- Mississippi State Board of Education Members
- Professional Development Calendar
- Request Professional Development

SCD Guidance Documentation

Individualized Education Program (IEP) Development Guidance: Creating a Program to Benefit Children with Disabilities

- [SCD Determination Guidance Document](#)
- [IEP Form](#)
 - [Word Version Rev. 08.04.16](#)
 - [PDF Version Rev.08.04.16](#)
- [Guidance Document](#)
- [Services Plan](#)

FFY2015 IDEA Part B State Application

- [MDE's Annual State Application Under Part B of the Individuals with Disabilities Education Act as Amended in 2004 for Federal Fiscal Year 2015 \(posted 3/12/15\)](#)
- [Annual State Application for FFY2015 Part B Use of Funds Spreadsheet for FFY2015](#)

RTI OSEP Memo

Procedural Safeguards

- [Arabic](#)
- [Español \(Spanish\)](#) - does not include revised information regarding Extended School Year (ESY). This information will be added once the translation process has been finalized.
- [Việt \(Vietnamese\)](#) - does not include revised information regarding Extended School Year (ESY). This information will be added once the translation process has been finalized.

Mississippi Occupational Diploma

Mississippi Occupational Diploma Portfolios

(Note: these PDF files can be completed online)

- [Resource Packet: Guidance for the Discontinuation of the Mississippi Occupational Diploma](#)
- [Grade Nine](#)
- [Grade Ten](#)
- [Grade Eleven](#)
- [Grade Twelve](#)

Educational Environment Forms and Placement Definition Documents

- [3-5 Educational Environment Form](#)
- [6-21 Educational Environment Form](#)
- [Placement Definitions](#)



SCD Determination Guidance Document

SCD Determination Criteria

A student may participate in the Alternate Assessment, **only** if the student is considered to be significantly cognitively disabled (SCD).

In order to be considered SCD, the student **must** meet all three of the following standards:

- **SCD Standard 1**: The student demonstrates **significant cognitive deficits and poor adaptive skill levels** (as determined by that student's comprehensive evaluation) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.
- **SCD Standard 2**: The student consistently requires extensive direct instruction in **both academic and functional** skills in multiple settings to accomplish the application and transfer of those skills.
- **SCD Standard 3**: The student's inability to complete the standard academic curriculum is neither the result of excessive or extended absences nor is it primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities or social, cultural or economic differences.

Anticipated Course Standards Release

| Prior to 2018-2019 School Year | Prior to 2019-2020 School Year |
|--------------------------------|---|
| Alternate English I-II | Remaining Alternate Courses (III & IV) |
| Life Skills I-II | Alternate Social Studies Courses |
| Career Readiness I-II | Alternate Science Courses |
| Alternate Math I-II | |
| Alternate Biology | |

Diversity in Functioning Levels of SCD

- Students with Significant Cognitive Disabilities (SCD) demonstrate a wide range of academic and adaptive behavior functioning levels. Therefore, teachers who serve SCD may teach students on multiple functioning and grade levels during one class period.
- In order to teach curriculum for multiple courses during one class period and employ effective classroom management, it is best practice to utilize management and teaching strategies such as; center-based learning, small group instruction, universal design for learning (UDL) and differentiated instruction (DI).
- Evidence-Based programs should be considered when determining the most effective means to teach deficits related to standards identified in students' Individualized Education Plans (IEPs).
- It is important to note a student's graduation option is an IEP Team decision. Some IEP Teams may determine the Alternate Diploma option is inappropriate for a student with a SCD ruling.

Reflection Activity (10 minutes)

Discuss with your school team how you plan to offer the Alternate Diploma.

Consider:

- Teacher Units
- Master Schedule
- Student Population
- Current electives that students take

MOD Transition

Course Progression

- Important to monitor students' progress
- Counselors play a vital role
- Conduct student transcript reviews
- Student Planning Tool for the Traditional Diploma



Things to Remember

- End of Course Assessments will no longer be pass/fail.
- The assessment will count as 25% of the course grade.
- There are a number of assessment options.
- 4 Math units and Algebra I is the highest REQUIRED.
- 4 English units and English II is the highest REQUIRED.

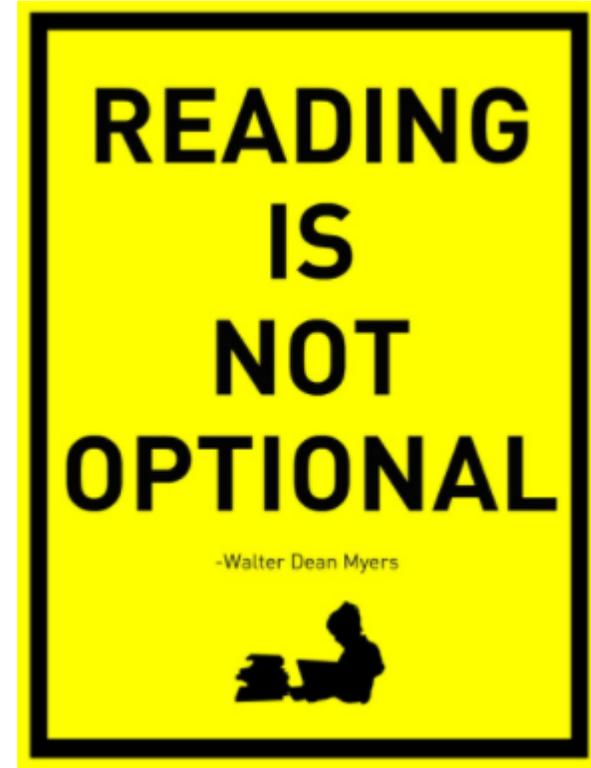
Scheduling Tips

- Provide students with an additional tutorial course.
- Double blocking tutorial with math/English.
- Get creative!
- Look for courses that students have not had but Carnegie units are provided.
- Middle school units are vital!!!



The Importance of Reading

- Students **MUST** be prepared to succeed in elementary and middle school.
- Teachers **MUST** continue to teach reading in middle and high school.
- Reading on grade-level is a necessity.



Reflection Activity (10 minutes)

- Discuss with your district team what needs to happen in your middle school right now to prepare for upcoming students.
- Discuss what needs to happen at the elementary level.
- Make a list of your 3 biggest challenges and possible strategies to address them.

Share Out



Certificate of Completion

Feedback Session

Previous Recommendation

- A **Certificate of Completion** is not a high school diploma or its equivalent, but rather an acknowledgement of the child's participation in and completion of his/her Individualized Education Program (IEP).
- Students eligible to receive a Certificate of Completion are:
 - Students who have been unsuccessful in meeting the requirements of either the Traditional Diploma or the Alternate Diploma, and
 - Students with disabilities who have reached the maximum age of service under IDEA, which in Mississippi is age 20.

Moving Forward

- After the public comment period, the Certificate of Completion requirements were pulled because they needed revisions that would have substantively changed the intent.
- We will now gather your feedback for what the requirements should be.

Guidelines/Criteria/Boundaries

- There must be a clear definition of who can receive a certificate.
- The guidelines should not allow for the certificate to be used in lieu of a MOD. Rather students should be pushed toward one of the two diploma options.
- There should be a clear time frame for when students should be placed on a certificate “track.”
- There should be a clear set of requirements for earning the certificate.

Certificate of Completion (15 minutes)

Feedback Activity



Share your team's recommendations



Resources

- [Diploma Endorsement Option Resources](#)

The screenshot shows the Mississippi Department of Education website. At the top left is the logo with the text "MISSISSIPPI DEPARTMENT OF EDUCATION" and the tagline "Ensuring a bright future for every child". To the right are links for "Site Guide A-Z", "Transparency MS", "MS.GOV", "Cloud E-mail", and "MDE.En". Below these is a "Google Custom Search" box. A navigation bar includes buttons for "PARENTS", "STUDENTS", "EDUCATORS", and "DISTRICTS", and a dropdown menu for "Select MDE Office". A secondary navigation bar contains links for "Home", "About MDE", "News", "MS Schools", "Reports", "Public Notices", "Careers", and "Contact Us".

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Other Links:

- [Approved Courses](#)
- [C & I Sharepoint](#)
- [MS Virtual Public School](#)
- [RESA's](#)
- [Suicide – Bullying Prevention](#)
- [New Diploma Endorsement Options](#)

Resources

- Diploma Endorsement Option Resources**
- State Board of Education Power Point
- College and Career Readiness Resources
- Graduation Requirements
- MS Diploma Endorsement Options

Individual Success Plan

Choices to Job Scout

Why Choices went away?

- Cost
- State usage low
- CHOICES was not the iCAP, it was a tool to assist.

Why Job Scout?

- Free
- Aligns with state workforce data and jobs available.
- A tool available to use, not a requirement.

Individual Success Plan (ISP)

What is Individual Success Plan (ISP)?

- Replaces iCAP language
- To align with the ISP for workforce
- Should be a working plan that is updated annually.
 - Student inventory, 4 year course selection, career cluster and pathway

ISP student progression expectations



Mississippi Career Exploration and Planning Expectations

Each student should have an individualized success plan to help them make career and college decisions, plan a course of study, and make financial aid assessments with family members.

| BY THE END OF THE 6TH GRADE | BY THE END OF THE 7TH GRADE | BY THE END OF THE 8TH GRADE | BY THE END OF THE 9TH GRADE |
|---|---|---|---|
| A student should be supported to: | A student should be supported to: | A student should be supported to: | A student should be supported to: |
| <ul style="list-style-type: none"> take an interest assessment explore careers related to students' strengths, skills, and talents develop an awareness of career clusters and jobs relating to those career clusters identify employability and social skills i.e. work-readiness skills important to career success and apply basic technological skills relating to a variety of careers create an action plan with academic and personal goals | <ul style="list-style-type: none"> create an Individual Success Plan (ISP) develop an awareness of careers and companies based in MS revisit interests and continue to explore careers related to talents and skills review graduation requirements complete the student planning tool | <ul style="list-style-type: none"> complete a career cluster survey attend a career exploration day/career fair Check with your local high school and/or community college be exposed to finance literacy unit in a course or workshop review graduation requirements and high school opportunities as well as how academic and extracurricular choices vary from middle school review/revise ISP complete the student planning tool | <ul style="list-style-type: none"> revisit career cluster interest survey develop self-awareness of skills, work values, and interests explore various careers review 9th grade "College Planning Guide" meet with school counselor to discuss coursework and postsecondary (PS) career plans become aware of federal and state financial aid opportunities become aware of institutional and private scholarship opportunities review/revise ISP complete the student planning tool |
| A student should know: | A student should know: | A student should know: | A student should know: |
| <ul style="list-style-type: none"> why people need to work what college is, why people go, and the different types (2 year vs. 4 year) the relationship between personal qualities, education, training, and the world of work | <ul style="list-style-type: none"> the importance of academic success and consequences of falling behind what an Individual Success Plan (ISP) is and how to create a 5 year academic plan | <ul style="list-style-type: none"> the concept of career clusters for further exploration possible career clusters of interest the relationship between community service/extracurricular activities and postsecondary/career goals | <ul style="list-style-type: none"> one or two career clusters for further exploration and development the relationship between HS coursework, attendance, grades, community service, and extracurricular activities to PS and career plans the general cost ranges of various PS options |

Job Scout

- Tool to assist students with career choices
- See handout provided

Resources

- [Diploma Endorsement Option Resources](#)

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The main content area is titled "IN THIS SECTION" and lists various categories and links:

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 - [RESA's](#)
 - [Suicide – Bullying Prevention](#)
 - [New Diploma Endorsement Options](#)

A large image of diverse students is positioned to the right of the navigation menus. Below the image is a blue header for "Resources". Underneath, a blue box titled "Diploma Endorsement Option Resources" contains a list of links:

- [State Board of Education Power Point](#)
- [College and Career Readiness Resources](#)
- [Graduation Requirements](#)
- [MS Diploma Endorsement Options](#)

Graduation Ready Counselor Workshops

| Date: | Location: |
|-------------------|--|
| November 30, 2017 | Desoto County Central Office 5 E South Street Hernando, MS 38632 |
| December 1, 2017 | Desoto County Central Office 5 E South Street Hernando, MS 38632 |
| December 4, 2017 | Rankin County Central Office 1220 Apple Park Place Brandon, MS 39042 |
| December 5, 2017 | Rankin County Central Office 1220 Apple Park Place Brandon, MS 39042 |

Graduation Ready Counselor Workshop

| Date: | Location: |
|-------------------|---|
| December 7, 2017 | Mississippi Gulf Coast Community College-Jeff Davis Campus, U202 2226 Switzer Road Gulfport, MS 39507 |
| December 8, 2017 | Mississippi Gulf Coast Community College-Jeff Davis Campus, U202 2226 Switzer Road Gulfport, MS 39507 |
| December 13, 2017 | Greenville Higher Education Center Hafter Multi-purpose Room 2900 A Highway 1 South Greenville, MS 38701 |
| December 15, 2017 | East Mississippi Community College Golden Triangle 8731 South Frontage Rd Mayhew, MS 39753 |

Graduation Ready Counselor Workshop (4 X 4 Block)

- These trainings are reserved for counselors whose school is on a 4X4 block schedule and will not be able to attend Dec. training due to state testing.

| Date: | Location: |
|----------------------------|--|
| Friday January 17, 2018 | Mississippi Library Commission 3881 Eastwood Dr. Jackson, MS 39211 |
| Wednesday January 19, 2018 | East Mississippi Community College Golden Triangle 8731 South Frontage Rd Mayhew, MS 39753 |
| Friday January 26, 2018 | Mississippi Gulf Coast Community College-Jeff Davis Campus, U202 2226 Switzer Road Gulfport, MS 39507 |

Description:

- The Office of Secondary Education has scheduled one day trainings across the state to assist school counselors in preparing students for postsecondary success. Districts should send a team from each school feeder pattern consisting of a middle school counselor, high school counselor, CTE counselor, and district counseling supervisor. These trainings will provide a detailed guide and useful strategies for implementation of the Individual Success Plan (ISP) as well as best practices to address the ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student. Career development training for K-5 elementary counselors is planned for spring of 2018. CEUs will be available. [Registration is available at GoSignMeUp! via the MDE website.](#)

Funding for Accelerated Coursework

Short History

MDE and AP Funding

Funding for AP and DP-IB

- Since 1998, the federal government has provided states with dedicated funding to offset the cost of AP Exams for low-income students under a Title I program called the Advanced Placement® Test Fee Program.
- This federal program was directed specifically for exam fees (only) for advanced courses.

Funding for AP and DP-IB

- Mississippi has participated since 2014
- Latest APTF grant (received in August 2016) paid for May 2016 AP test fees

Changes in funding with *ESSA*

- Beginning with the 2017 AP Exams, the *Every Student Succeeds Act (ESSA)* eliminated APTF grant program and consolidated AP funding with 40 other educational programs under a new Title IV, Part A, block grant.
- The vast majority (95%) of this new Title IV, Part A funding will go to districts, which can use these funds to subsidize their low-income students' AP Exam fees.

May 2017 AP Test Funding

- Knowing that federal funding was not going to be available for the May 2017 testing cycle and to avoid shifting these costs to districts, MDE was able to plan for these exam fees.
- MDE paid \$38 for each AP (and other advanced courses at the same rate) exam taken by eligible low-income students in May 2017, using federal and state funds.

ESSA

Every Student Succeeds Act

Title IV, Part A

Student Support and Academic Enrichment (SSAE)

Every Student Succeeds Act 2015

- *ESSA* replaced No Child Left Behind
- State and local education agencies receive federal funding according to the guidelines in *ESSA*
- Local Education Agencies (LEAs), rather than State agencies, receive funding in direct block grants
- LEAs are responsible for budgeting the block grants according to federal guidelines

Title IV, Part A of *ESSA*

Student Support and Academic Enrichment (SSAE)

- SSAE program funds may be used only to supplement, and not supplant, non-Federal funds that would otherwise be available for activities authorized
- LEAs may not use funds for the cost of activities if the cost of those activities would have otherwise been paid with State or local funds in the absence of the SSAE program funds

Title IV, Part A, ESSA

The purpose of this subpart is to improve student academic achievement by increasing the capacity of States, local education agencies, and local communities to –

1. provide all students access to a well-rounded education
2. improve school conditions for student learning
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students

Well-Rounded Education Opportunities

- Accelerated Learning programs (AP, IB or Cambridge)
- STEM
- Music and Arts
- Foreign Language Instruction
- Dual Credit and Dual Enrollment
- Civics Instruction
- College and Career Counseling
- Social/Emotional Learning
- Environmental Education

Requirements Based on LEA Allocation

LEAs fall into 2 categories:

1. LEAs receiving \$30,000 or more in Title IV, Part A
2. LEAs receiving less than \$30,000 in Title IV, Part A

LEA Allocations Title IV, Part A *more than \$30,000*

Requirements:

- Comprehensive Needs Assessments (every 3 years)
- Specific allocations for safe/healthy students or well rounded education must be met:
 - 20% for well-rounded education
 - 20% for safe/healthy students
 - 60% for student programs without specification, but a portion must be for technology
- An annual report to the state is required
- 15% technology equipment cap applies
- No more than 2% allowed for administrative costs

Allocations **less than \$30,000**

Not Required

- Comprehensive Needs Assessments
- Specific allocations for safe/healthy students or well-rounded education
- Annual report to the state

Allocations **less than \$30,000**

Requirements:

- **MUST** spend money in at least one of the three categories (well-rounded education; safe and healthy students; or improving the conditions for student learning) with no percentage requirements
- 15% technology equipment cap applies
- 2% cap for administrative costs

Federal Programs Directors

- Check with your district federal programs director concerning funding guidelines to ensure that enough money is earmarked for accelerated programs for students
- Check with the MDE Office of Federal Programs for PD opportunities or contact Quentin Ransburg, Office of Federal Programs, for information at 601-359-3499

Dual Credit/Dual Enrollment Costs

- Dual credit costs vary according to the memorandum of understanding between the individual school district and the higher education partners
- Districts may collaborate with more than one higher educational agency in state (particularly because of *ESSA* funding)
- A good starting point is the Dual Credit Task Force Procedures Manual

Reflection

- Questions
- District Team Time
- Wrap-up

Contact Information

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