

Chapter 28: Curriculum

Rule 28.1 Curriculum Guides. The Mississippi Department of Education will provide curriculum frameworks to set forth expectations of students by specifying course titles and content. Frameworks may be updated every five to seven years based on revisions to national standards. As subject areas are revised and approved by the State Board of Education, the modifications

will be disseminated to the appropriate individuals in the educational community. An up-to-date copy of each framework shall be kept on file at the Mississippi Department of Education.

For a copy of the Mississippi Extended Curriculum Frameworks, please visit the Mississippi Secretary of State's website at Regulations and Enforcement, Administrative Code, Title 7: Education K-12; Elementary Part # 35.

For a copy of the Mississippi Extended Curriculum Frameworks, please visit the Mississippi Secretary of State's website at Regulations and Enforcement, Administrative Code, Title 7: Education K-12; Middle School Part # 36.

For a copy of the Mississippi Extended Curriculum Frameworks, please visit the Mississippi Secretary of State's website at Regulations and Enforcement, Administrative Code, Title 7: Education K-12; High School Part #37.

For a copy of the Common Core Essential Elements for English Language Arts, please visit the Mississippi Secretary of State's website at Regulations and Enforcement, Administrative Code, Title 7: Education K-12; Part # 18.

For a copy of the Common Core Essential Elements for Mathematics, please visit the Mississippi Secretary of State's website at Regulations and Enforcement, Administrative Code, Title 7: Education K-12; Part # 19.

Source: *Miss. Code Ann. § 37-1-3 (Revised 2/2012)*

Rule 28.2 Approved Courses for the Secondary Schools. The Mississippi Department of Education will provide a list of the Approved Courses for the Secondary Schools of Mississippi to each school district. This list contains all approved courses that can be offered in the Mississippi secondary schools. The list will be updated each year to reflect revisions to the curriculum frameworks approved by the State Board of Education. Additions, deletions, and modifications to the course listing will be disseminated to the appropriate individuals in the educational community. This list will vary for districts implementing innovative programs authorized by the State Board of Education.

Source: *Miss. Code Ann. § 37-1-3 (Revision 12/2012)*

Rule 28.3 Access to a Substantive and Rigorous Curriculum Policy

1. In compliance with Section 37-15-39 of the Mississippi Code of 1972, the purpose of this policy is to ensure that each student has a sufficient education for success after high school and that all students have equal access to a substantive and rigorous curriculum that is designed to challenge their minds and enhance their knowledge. The intent of this policy is to increase the preparation of all students for and their participation in substantive and rigorous curriculum experiences and specifically in Advanced Placement Courses and innovative programs authorized by the State Board of Education.

2. Beginning with the 2007-2008 school year, all high schools must offer at least one (1) Advanced Placement (AP) course in each of the four (4) core areas (mathematics, science, language arts, and social studies). Distance learning or the Mississippi Department of Education's Mississippi Virtual Public School may be used as an appropriate alternative for the delivery of AP courses. Any public high school implementing innovative programs authorized by the State Board of Education is exempt from Part II of this policy.
3. All school districts may offer Pre-Advanced Placement (Pre-AP) courses in each of the four (4) core areas (mathematics, science, language arts, and social studies). Pre-AP course means a middle, junior high and/or high school level course that specifically prepares students to enroll and participate in an AP course. Beginning with the 2007-2008 school year, if Pre-AP courses are offered, the school district must submit a Pre-Advanced Placement Program Proposal to the Mississippi Department of Education's Office of Curriculum and Instruction. The proposal must indicate the Pre-AP courses that will be offered and the College Board training that the Pre-AP teachers will obtain in order to teach the Pre-AP courses. The proposal must also indicate the process for identifying students for Pre-AP courses. Each teacher planning to teach a Pre-AP course must have completed the College Board's Pre-AP Summer Institute, Vertical Teams Training, the Pre-AP Workshop, or other training specifically designed for Pre-AP teachers. The district is responsible for providing documentation (when requested) of participation in the Pre-AP training. The Pre-AP Program Proposal will be approved for a period of five years. Whenever a district makes changes to the Pre-AP Program, the district shall submit a new Pre-AP Program Proposal Form to the Mississippi Department of Education's Office of Curriculum and Instruction for approval prior to implementing changes. Any public high school implementing innovative programs authorized by the State Board of Education is exempt from Part III of this policy.
4. Subject to appropriation, funding shall be made available so that all sophomores in Mississippi's public schools may take an examination (Preliminary Scholastic Assessment Test (PSAT) or ACT PLAN Assessment) that measures the students' ability to succeed in an AP course. The examination results should be used to identify students who were not recognized during middle school as students who would benefit from taking AP courses.
5. Beginning with the 2007-2008 school year, each teacher planning to teach any AP course must have completed the College Board endorsed AP Summer Institute (APSI) for the course and must have obtained the AP certification through the Mississippi Department of Education's Office of Educator Licensure. Documentation showing completion of the College Board APSI is required. Teachers with the AP certification must comply with Licensure renewal guidelines. AP teachers must complete the AP Summer Institute (APSI) at least every five years, which can be used for licensure renewal if completed during the validity period. Teachers in districts implementing innovative programs authorized by the State Board of Education must have completed a district or program-specific training or other training specifically designed for teachers of innovative programs authorized by the State Board of Education.

Exception: Teachers who have served with Educational Testing Service as readers for the AP exam(s) may have the initial training waived and will automatically earn the AP certification if the appropriate documentation is provided. These teachers should complete the APSI at least every five years or serve as a reader for the AP exam(s) at least every five years.

Source: *Miss. Code Ann. § 37-1-3 (Revised 12/2012)*

Rule 28.4 Early Learning Guidelines for Four Year Old Children. The Mississippi Department of Education will provide standards and guidelines for Mississippi schools serving three year old children and four year old children. The standards and guidelines may be updated every five to seven years based on revisions to national standards. As the documents are revised and approved by the State Board of Education, the modifications will be disseminated to the appropriate individuals in the educational community. An up-to-date copy of the standards and guidelines shall be kept on file at the Mississippi Department of Education.

For a copy of the Mississippi Early Learning Standards for Classrooms Serving **Four- year-old Children**, please visit the Mississippi Secretary of State's website at Regulations and Enforcement, Administrative Code, Title 7: Education K-12; Part # 5.

For a copy of the Mississippi Early Learning Standards for Classrooms Serving **Three- year old Children**, please visit the Mississippi Secretary of State's website at Regulations and Enforcement, Administrative Code, Title 7: Education K-12; Part # 6.

Source: *Miss Code Ann. §37-3-49 (Revised 2/2012)*

Rule 28.5 Credit Recovery Policy. The purpose of the credit recovery policy is to provide guidance to Local Education Agencies (LEAs) with credit recovery programs. Credit recovery allows students who have been unsuccessful in mastering particular content or skills an opportunity to apply for credit recovery as an alternative to repeating the entire course.

1. 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. In order to be eligible for credit recovery, a student must have:
 - a. Completed the entire course and received a failing grade for the course, and/or
 - b. Failed a SATP assessment
2. Beginning with the 2008-2009 school year, any LEA that provides a credit recovery program shall develop and implement a policy that has been adopted by the school board and that includes rules, regulations, and processes. This policy shall be available to faculty, students, and parents/guardians. At a minimum, LEAs must address the following areas:

- a. Admission to and removal from the credit recovery program
 - i. LEAs shall establish an application process that requires parental consent.
 - ii. LEAs shall establish minimum criteria to determine eligibility for participation in the credit recovery program.
 - iii. LEAs shall determine the number of credit recovery courses that a student can take at one time.
 - iv. Students shall not remain in a credit recovery course for more than one year.
 - v. Only students who have failed a course may enroll in credit recovery to earn a minimum passing grade. Credit recovery cannot be used by a student who has passed the course to improve the students assigned course grade.
 - vi. A student who has passed a SATP class, but failed the SATP assessment may enroll in credit recovery for remediation only. The grade earned for the SATP class remains unchanged.
- b. Instruction:
 - i. LEAs shall determine the instructional methodology used for the credit recovery program (e.g. online program, Mississippi Virtual Public School, direct instruction, computer assisted instruction, etc.)
 - ii. LEAs shall provide professional development for teachers and facilitators involved with the credit recovery program.
 - iii. Credit recovery curriculum shall be based on the Mississippi Curriculum Frameworks competencies and objectives.
 - iv. LEAs are responsible for establishing specific procedures for evaluation of student progress and determining grades.
 - v. 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's grading scale.

Source: *MS Code Ann 37-1-3 (Revise 10/2015)*

Rule 28.6 Essentials for College Math and Essentials for College Literacy Requirements

The purpose of the Essentials for College Math and Essentials for College Literacy is to provide the Local Education Agencies (LEAs) with the policies needed at the school level to teach either course and for students to earn the necessary scores for non-postsecondary remediation.

- I. In an effort to better prepare high school students for the transition to postsecondary study, Mississippi in conjunction with Southern Region Educational Board and seventeen other states have developed two courses that align with college and career readiness standards. Based on Mississippi Institutions of Higher Learning (IHL) Policy 608, students who complete one or both of these courses with an 80 or above will not be required to take the corresponding remedial courses for College Algebra or English Composition I at any of the eight public Mississippi Universities.

- II. Beginning with the 2017-2018 school year, any LEA that offers either of the Essentials for College Literacy and Essentials for College Math classes must meet the following requirements:
 - a. Teacher must have a valid 7-12 mathematics endorsement (154) or English Language Arts/Literacy (119) endorsement before participating in this training.
 - b. Teacher must attend certification training as offered or approved by the Mississippi Department of Education.
 - c. Teacher must apply for and request an add the 930 supplemental endorsement for the Essentials for College Literacy or the 929 supplemental endorsement for the Essentials for College Math to be added to his/her teaching license with the Mississippi Department of Education Office of Teacher Licensure.
 - d. Students eligible for this class must enter with an ACT sub-score of 15-18 in the respective content area (English or mathematics).
 - e. Students must be classified as a senior for enrollment. An exception to this requirement may include students classified as a junior planning to graduation prior to the spring of their senior year.

- III. Beginning with the 2018-2019 school year, all LEAs must offer Essentials for College Math and Essentials for College Literacy.

- IV. LEA failure to adhere to the set forth requirements in Section 2 will be a violation of the *Mississippi Public School Accountability Standards*, Process Standard 2 and 26.

Source: Miss. Code Ann. §§ 37-1-3 and 37-9-7

Rule 28.7: Districts of Innovation and Schools of Innovation

In order to participate in the District of Innovation and School of Innovation program established by Miss. Code Ann. § 37-179-1, et seq., local education agencies shall apply through the procedures established by the Mississippi Department of Education. Districts and schools selected through that process and approved by the State Board of Education shall be designated District of Innovation or School of Innovation status for five (5) years, which will be available for renewal according to the rules and guidelines. Each renewal shall not exceed five (5) years. Because there are no funds associated or granted with District of Innovation or School of Innovation designation, local education agencies must plan carefully for inclusion of at-risk students and may use their local and Federal funding to support programs.

1. Purpose of a District of Innovation or School of Innovation

Innovative programs are intended to better prepare students for success in life and work. Innovative programs shall focus on reducing achievement gaps by expanding learning experiences for students; increasing participation of subgroups of students in innovative instructional components to enhance student achievement; increasing the number of students who are college- and career-ready; reducing the number of students that exit high school in need of remediation; and motivating students by expanding curriculum choices and learning opportunities for students.

2. Definitions

- a. District of Innovation: A District of Innovation is a district that has developed a plan of innovation in compliance with this policy and has been approved by the State Board of Education to be exempted from certain administrative regulations and statutory provisions to improve the educational performance of students within the district.
- b. School of Innovation:
 1. A School of Innovation is a school that voluntarily participates in a district of innovation plan to improve instruction, including waivers and exemptions from local school board policies, selected provisions of rules and regulations promulgated by the State Board of Education, and selected sections of Miss. Code Ann. §§ 37-179-1 and 37-179-3.
 2. A School of Innovation, independent of a designated District of Innovation, is also defined as a school that voluntarily participates in a School of Innovation plan to improve instruction, including waivers and exemptions from local school board policies, selected provisions of rules and regulations promulgated by the State Board of Education, and selected sections of Miss. Code Ann. §§ 37-179-1 and 37-179-3 for only one school in the district. Current models are high schools

participating in an Early College High School program (ECHSP) or high schools with a Middle College Program (MCP) approved by the district superintendent and the State Board of Education. Both models are designed to target underserved public-school student populations that are at-risk of dropping out of high school or of not continuing in postsecondary school. Underserved students are students that come from households in poverty, students that are first-generation college-goers, or students of color.

c. An ECHSP is a small high school program located on a partnering college campus or a location other than a traditional high school campus with a dedicated principal, counselor, and four (4) to six (6) certified teaching staff in core subjects only. The students must complete an application process to enter as freshmen and continue through the ECHSP as a cohort. All eligible students are selected by random lottery if the application pool is larger than the defined cohort. The goal of an ECHSP is for students to graduate with both a high school diploma and an associate degree from a partnering postsecondary institution. At a minimum, all members of the cohort should graduate from high school meeting the ACT or SAT Mississippi benchmarks for admission to college without remediation and earn college credits while in high school.

Beginning in July 2019, new students participating in an ECHS program will not be considered transfer students and are not prohibited by the MDE from participating in after-school activities at their high school of residence. Students must meet full academic day requirements at the ECHS program to be eligible to participate in activities.

For accountability purposes, student academic performance results shall be included in the students' high school of residence beginning in academic year 2018-2019 (results reported in the fall of 2019). Additionally, unofficial accountability results for the ECHSPs shall be reported on the MDE District and School Report Card webpage, and other annual performance measures shall be publicly reported each year in the Superintendent's report. ECHSPs must adhere to all applicable *Mississippi Public School Accountability Standards*.

1. For regional, multi-district ECHS models, one district or the partnering postsecondary institution shall serve as the fiscal agent and other districts shall participate through a Memorandum of Understanding. The lead district shall represent the secondary agency considerations to the partnering postsecondary institution. All MOUs must include the lead secondary, the postsecondary, and the participating secondary agencies. The MOU shall include financial considerations such as transportation, child nutrition, and the mutually agreed upon cost for students enrolling from another district to attend the program. The MOU shall also include a data sharing agreement, fixed asset management, and revocation procedures.

d. An MCP is a dual credit/dual enrollment (DCDE) program run by a school district (or an individual high school) and a partnering postsecondary institution that offers high school students a wide range of dual credit and dual enrollment classes. The 11th and 12th grade students in the cohort spend a portion of the academic day at the high school and a portion at the partnering postsecondary institution where the classes are taught. Participating students are encouraged to take as many DCDE classes at the postsecondary partner institution as possible, specifically in courses articulated in the Mississippi Articulation Transfer Tool (MATT) or a career-oriented program of study. These students should be supported by a high school/transitional counselor and are monitored closely to ensure that they are meeting college academic expectations. The goal of an MCP is for students to earn an associate degree or advanced national certification, as well as a diploma from their traditional high school. These programs are set up in a cohort model with student entry at the end of the 10th grade year. No waivers are granted for MCPs; however, high schools with MCPs must apply through the School of Innovation application to ensure they meet the approved definition.

3. Waivers and Exemptions

Miss. Code Ann. § 37-179-1 provides for exemptions from certain administrative regulations and statutory provisions as approved by the MDE to allow flexibility for Districts of Innovation and Schools of Innovation. Miss. Code Ann. § 37-179-3(4) includes areas of innovation which the State Board of Education may consider for exemptions. Districts or schools may request additional waivers if the waiver is needed to support innovative practices and does not violate state or federal regulations. Districts or schools are not allowed to request a waiver from state assessment requirements required by state or federal regulation. Absent any waivers, districts shall meet the requirements of the current *Mississippi Public School Accountability Standards*.

4. Application Plan – Approval, Amendment, and Revocation Process

An Innovation Committee (hereafter referred to as the Committee) shall review all approval, amendment, and revocation processes involving Districts of Innovation and Schools of Innovation. The Committee shall be comprised of four (4) MDE employees across offices within the MDE and one (1) postsecondary representative.

The application plan is a collaborative process between the district, school, and/or partners, and the MDE prior to approval. If waivers from *Mississippi Public School Accountability Standards*, State Board policies, or state regulations are needed to implement innovative programs, districts or schools may seek innovative status under Miss. Code Ann. §§ 37-179-1 and 37-179-3. Through collaboration with the MDE, a determination may be made as to whether application for District of Innovation or School of Innovation under Miss. Code Ann. §§ 37-179-1 and 37-179-3 is required. Innovative schools, such as ECHS and MCP models, shall apply through the School of Innovation application process and timeline.

a. Plan Details

1. The MDE may approve innovative status for up to five (5) new District of Innovation applications and ten (10) new School of Innovation Applications each year. An application may be from a single district or a consortium of districts collaborating on an innovative school and/or program. In the case of a consortium, one of the districts shall be the lead agency and act as the “district” responsible for meeting all the guidelines outlined in this policy.
2. The MDE shall collaborate with districts and schools to review plans to approve innovative status to eligible districts.
3. Plans are approved for five (5) years. All districts and schools approved shall be monitored by MDE for progress and continued support during the five-year term.

b. Amendments to the Plan

A District of Innovation or School of Innovation seeking an amendment to an approved five-year plan shall submit written justification for the amendment to the designated MDE office. Requests may be submitted as needed. Requests shall be reviewed and approved by the MDE and a recommendation shall be submitted to the State Board of Education for approval. If the amendment is approved, the innovative district may implement the changes to their current five-year plan. No amendments shall be considered that increase the number of years the district is considered a District of Innovation.

c. Renewals

1. Requests for renewals shall be submitted no later than November 1 in the fifth year of the initial term. Any renewal shall be for no more than an additional five (5) years.
2. Renewals shall be based on the ability of the District of Innovation or School of Innovation to meet the goals and objectives of Miss. Code Ann. §§ 37-179-1 and 37-179-3 and the performance measures set forth by the MDE.

d. Reporting Requirements

1. For Districts of Innovation and Schools of Innovation, an end-of-year report shall be submitted to the MDE that includes, at a minimum, proficiency on 3-8 and high school Statewide Accountability assessments, ACT/SAT scores for seniors, graduation rate, and growth in the lowest 25%, student dropout rate, chronic absenteeism, and discipline referrals.

The committee shall review the data for sustained increase in performance and decrease in dropout, chronic absenteeism, and discipline referrals and shall consider the data of the district or school prior to the District of Innovation plan implementation for comparison.

2. Additionally, an end-of-year report for ECHSPs and MCPs shall be submitted to the MDE that includes, at a minimum, the percentage of senior cohort earning academic, distinguished academic, or CTE endorsement; the percentage of senior cohort meeting ACT/SAT benchmarks for college and career-readiness; the graduation rate; retention of cohort; the number of college credits earned per cohort; and percentage of cohort earning an Associate Degree.

The committee shall review the data for sustained increase in performance and shall consider the data of the school of residence for comparison. Because of the model of the ECHSP, it is recommended that all students meet the College and Career Readiness benchmarks for entering Mississippi IHLs by graduation.

e. Revocation of Plan

When an innovative model is not meeting the required performance measurements listed in section d. reporting requirements; contrary to changes in state or federal laws; or not meeting the purpose of Miss. Code Ann. §§ 37-179-1 and 37-179-3, the MDE's Office of Secondary Education shall notify the school and/or district of deficiencies and concerns related to the success and sustainability of the model and its intent to recommend to the State Board of Education that the plan be revoked.

1. The district or school shall have 30 calendar days to provide a written response to support its position.
2. Following review of the written response from the district or school and the Office of Secondary Education's recommendation for revocation of the plan, the Committee shall, if requested, schedule a date and time for oral presentation by the district or school, and the Office of Secondary Education. Oral presentations shall be limited to 15 minutes per side.
3. Following oral presentations, the Committee shall issue a written decision either affirming the Office of Secondary Education's recommendation to revoke the innovative status, or permitting the innovative status to remain, or ordering the district or school to modify their program to comply with specified corrective actions and timelines for compliance.
4. If the district or school disagrees with the Committee's decision, the district and/or school may appeal in writing to the State Board of Education within five (5) calendar days of receipt of the Committee's written decision, otherwise the Committee's decision is final.
5. If the district or school appeals the Committee's decision, the appeal shall be considered for action by the State Board of Education at a regularly scheduled board meeting. The appeal shall be on the record before the Committee.

6. The district or school shall be entitled to appear in person at the board meeting for oral presentation. The Office of Secondary Education shall also appear at the board meeting. Oral presentation shall be limited to ten (10) minutes per side.
 7. Following presentation, the State Board of Education may ask questions to either the district or school or the Office of Secondary Education. The State Board of Education shall not consider any new factual evidence. The State Board of Education makes the final determination of the appeal's disposition.
 8. If a district or school is provided the opportunity to comply with specified corrective actions, and fails to comply with the corrective actions within the timelines specified, the district or school's innovative status shall be automatically revoked and the school or district shall transition to "regular" status for implementation in the following school year to minimize academic disruptions.
 9. Should a district or school that has been awarded innovative status decide to voluntarily terminate their approved innovations, they shall submit a plan to the MDE outlining the reasons for the decision and actions necessary to return to "regular" status. Districts or schools may submit termination plans at any time during the school year, but changes shall go into effect the following school year and shall be designed to minimize all academic disruptions.
5. District of Innovation or School of Innovation Plan Components

By July 1 of each year, the MDE shall release guidance on the application process, the application requirements, selection procedures, and criteria. At a minimum, the plan application shall be organized with the following sections:

- a. Innovative Program Design
- b. Annual Reporting of Performance Measures
- c. Students
- d. Funding
- e. Staffing
- f. Stakeholder Collaboration
- g. Governance
- h. Waivers and Exemptions
- i. Timeline of Activities
- j. Data Sharing agreement
- k. Assurances

An up-to-date copy of the rules, procedures, guidelines, and current application shall be kept on file at the Mississippi Department of Education.

Source: *Miss. Code Ann. §§ 37-179-1 and 37-179-3 (Adopted July 1, 2015)*

Rule 28.8 Mississippi Seal of Biliteracy

1. Purpose

The purpose of this policy is to establish minimum criteria for Local Education Agencies (LEAs) in awarding Seals of Biliteracy. The Seal of Biliteracy recognizes and awards students who have attained proficiency in one or more world languages and English by high school graduation. The Seal of Biliteracy demonstrates attainment of biliteracy for students, employers, and postsecondary institutions. It also signals a student's readiness for college and career and for engagement as a global citizen. Participation in the Mississippi Department of Education's (MDE) Seal of Biliteracy shall be determined by LEAs. Beginning school year 2019-2020 the MDE shall require participating school districts to follow the award process as defined in the Mississippi Seal of Biliteracy Guidance Document. LEAs are also required to report Seal of Biliteracy award data to the MDE.

2. District Requirements when Awarding the Seal of Biliteracy

Each district shall adopt local school board policy which adheres to the basic standards set forth by the MDE.

3. Standards:

- a. The Seal shall be completed by an eligible student's high school graduation date.
- b. The Seal shall be noted on the high school transcript as a credential that can be viewed by colleges, universities, and future employers.
- c. LEAs shall set up their own process for collecting, recording, and maintaining the data for students receiving the Seal of Biliteracy. This shall include the evidence verifying criteria for Seal had been met upon which attaining the Seal is based, the number of Silver Seals of Biliteracy and Gold Seals of Biliteracy awarded, and the languages other than English in which students earned the Seal. The data shall also be divided into subgroups specifying the number of students earning the Seal who are former English learners and the number of students who are native English speakers.

Source Code: *Miss. Code Ann. § 37-1-3* (Adopted October 10, 2019)