

**OFFICE OF CHIEF ACCOUNTABILITY OFFICER**  
**Summary of State Board of Education Agenda Items**  
**April 17, 2025**

**OFFICE OF ACCREDITATION**  
**OFFICE OF SECONDARY EDUCATION**

03. Action: Approval to eliminate the administration of, and graduation requirement for, the U.S. History end-of-course assessment beginning with the 2025-2026 school year and begin the Administrative Procedures Act process for the following:
- A. To revise State Board Policy Chapter 36, Rule 36.4 – Assessments Required for Graduation
  - B. To revise State Board Policy Chapter 36, Rule 36.5 – Additional Assessment Options for Meeting End-of-Course (EOC) Assessment Requirements
  - C. To revise the *Mississippi Public School Accountability Standards, 2024* specifically, Appendices A-5 – A-9 and F, and the Glossary

[Goals 1, 2, 3, 4, 5, and 6 – MBE Strategic Plan]

Background Information: On April 15, 2025, the Commission on School Accreditation met in a special-called meeting and voted to approve the proposal to eliminate the U.S. History assessment as a graduation requirement beginning with the 2025-2026 school year. The proposal includes the recommendation to eliminate the administration of the U.S. History assessment and revise State Board Policy Chapter 36, Rules 36.4 and 36.5 as well as Appendices A-5 – A-9, and F, and the Glossary of the *Mississippi Public School Accountability Standards, 2024*.

This item references Goals 1, 2, 3, 4, 5, and 6 of the *Mississippi Board of Education Strategic Plan*.

Recommendation: Approval

Backup materials provided

## Chapter 36: Graduation Requirements

### Rule 36.4 Assessments Required for Graduation

~~1. All students enrolled in one of the four (4) end-of-course Subject Area Test courses **must** pass the course and participate in the applicable end-of-course Subject Area Test in order to earn the Carnegie Unit—Beginning with the 2025-2026 school year, all students enrolled in one (1) of the three (3) end-of-course Subject Area Test courses **must** pass the course **and** participate in the applicable end-of-course Subject Area Test,~~

2. Beginning with school year 2025-2026, students shall graduate by passing the course and meeting one (1) of the following options:

- Passing the applicable end-of-course Subject Area Test, or
- Using options outlined in Chapter 36, Rule 36.5, or
- Using the end-of-course Subject Area Test score with the overall course grade based on the Concordance Table for each of the three (3) end-of-course Subject Area Tests as provided to school districts by the Mississippi Department of Education. (Students must be enrolled to utilize this option.)

~~2. Beginning with school year 2014-2015, students shall graduate by passing the course and meeting one (1) of the following options:~~

- ~~▪ Passing the applicable end-of-course Subject Area Test, or~~
- ~~▪ Using options outlined in Chapter 36, Rule 36.5, or~~
- ~~▪ Using the end-of-course Subject Area Test score with the overall course grade based on the Concordance Table for each of the four (4) end-of-course Subject Area Tests as provided to school districts by the Mississippi Department of Education. (Students must be enrolled in order to utilize this option.)~~

~~3. Beginning with school year 2015-2016, in addition to number two (2) above, all students enrolled may achieve a combined minimum score from the end-of-course Subject Area Tests to meet the requirement for graduation in lieu of passing the applicable end-of-course Subject Area Test.~~

3. 4. Any Mississippi public school student who fails to pass a required end-of-course Subject Area Test, prior to school year 2016-2017, will be offered opportunities to retake the test. Effective 2025-2026 School Year, the U.S. History exam will no longer be administered. Students who were enrolled as a graduating Senior in the 2024-2025 school year and continued to be enrolled in the 2025-2026 school year and/or thereafter will not be required to retake the assessment. Students who are not enrolled at the beginning of the 2025-2026 school year who failed this assessment but still need the assessment to graduate will be required to meet one of the other options in lieu of the assessment.

### Archived Information Regarding Chapter 36, Rule 36.4 ~~for Students Graduating Prior to School Year 2014-2015:~~

Academic end-of-course Subject Area Tests were phased in during the 2001-2002 school year to replace the Functional Literacy Examination (FLE) as a requirement for graduation.

1. Students who began 9th grade PRIOR to 1999-2000 must pass the Functional Literacy Examination (FLE).
2. Students who began 9th grade in school year 1999-2000 must pass the Functional Literacy Examination (FLE) plus the Subject Area Test in U.S. History.
3. Students who began 9th grade in school year 2000-2001 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History and English II.

4. Students who began 9th grade in 2001-2002 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History, English II, and Biology.
5. Students who began 9th grade in 2002-2003 must pass the end-of-course Subject Area Tests in U. S. History, English II, Biology, and Algebra I. Students who began 9<sup>th</sup> grade in 2003-2004 and each year thereafter must pass all required end-of-course Subject Area Tests in U.S. History, English II, Biology, and Algebra I.
6. Beginning with school year 2014-2015, students shall graduate by passing the course and meeting one (1) of the following options:
  - a. Passing the applicable end-of-course Subject Area Test, or
  - b. Using options outlined in Chapter 36, Rule 36.5, or
  - c. Using the end-of-course Subject Area Test score with the overall course grade based on the Concordance Table for each of the four (4) end-of-course Subject Area Tests as provided to school districts by the Mississippi Department of Education. (Students must be enrolled in order to utilize this option.)
7. Beginning with school year 2015-2016, enrolled students had the option of achieving a combined minimum score from the end-of-course Subject Area Tests to meet the requirement for graduation in lieu of passing the applicable end-of-course Subject Area Test. This option required combining four (4) end-of-course assessment scores. This option will no longer be available to student beginning with the 2025-2026 school year unless the student had already taken the U.S. History end-of-course assessment and received a valid score.
8. Prior to the 2025-2026 school year, all students enrolled in one (1) of the four (4) end-of-course Subject Area Test courses *must* pass the course and participate in the applicable end-of-course Subject Area Test in order to earn the Carnegie Unit.

Source: *Miss Code Ann. §§ 37-17-6 and 37-16-7 (Revised 4/2015, 4/2016, 6/2018, 7/2025)*

## Part 3 Chapter 36, Rule 36.5: Graduation Requirements

### Rule 36.5 *Additional Assessment Options for Meeting End-of-Course (EOC) Assessment Requirements.*

~~Rule 36.5 Additional Assessment Options for Meeting End-of-Course (EOC) Assessment Requirements.~~ Rule 36.4, Assessments Required for Graduation, outlines the EOC assessment graduation requirements. State Board Policy Rule 36.5 provides approved options for students to meet these high school EOC assessment graduation requirements through approved alternate measures. State Board Policy Rule 36.5 applies to past, current, and future Mississippi students. While it is possible that a student will meet one of the options below before taking the subject area test, this policy states that a student is eligible to use any of these options once he or she has failed to pass any required EOC assessment one (1) time. Specifically, students may meet the graduation requirements outlined in State Board Policy Rule 36.4 by attaining any one (1) of the measures outlined below for each of the EOC assessments listed.

#### 1. Algebra I

- a. Obtain a score of **17** or higher on the Math subject sub score of the ACT.
- b. Earn a C or higher in a dual enrollment/dual credit/College Algebra.
- c. Obtain an ASVAB AFQT score of 36 (PICAT prescreen scores are not allowable) **plus one (1)** of the following:
  - i. Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
  - ii. Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and outlined in **Appendix A-5** in the current edition of the *Mississippi Public School Accountability Standards*.
- d. Obtain the Silver on the ACT Work Keys plus one of the following:
  - i. Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
  - ii. Earn an approved Industry Certification as specified in the Career pathway's Assessment Blueprint and in **Appendix A-5** in the current edition of the *Mississippi Public School Accountability Standards*.

#### 2. Biology I

- a. Obtain a score of **17** or higher on the Science subject sub score of the ACT.
- b. Earn a C or higher in a dual enrollment/dual credit/College-Biology I and the corresponding Biology lab.
- c. Obtain an ASVAB AFQT score of 36 (PICAT prescreen scores are not allowable) **plus one (1)** of the following:
  - i. Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
  - ii. Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in **Appendix A-5** in the current edition of the *Mississippi Public School Accountability Standards*.
- d. Obtain the Silver Level on the ACT Work Keys **plus one (1)** of the following:
  - i. Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
  - ii. Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in **Appendix A-5** in the current edition of the *Mississippi Public School Accountability Standards*.

### 3. English II

- a. Obtain a score of **17** or higher on the English subject sub score of the ACT.
- b. Earn a C or higher in a dual enrollment/dual credit/College English Composition I.
- c. Obtain an ASVAB AFQT score of 36 (PICAT prescreen scores are not allowable) plus one of the following:
  - i. Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
  - ii. Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in **Appendix A-5** in the current edition of the *Mississippi Public School Accountability Standards*.
- d. Obtain the Silver Level on the ACT Work Keys plus one (1) of the following:
  - i. Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
  - ii. Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 in current edition of the *Mississippi Public School Accountability Standards*.

### 4. U.S. History

**Beginning with the 2025-2026 SY, the U.S. History End-of-Course Assessment will no longer be administered. Please refer to previous editions of the *Mississippi Public School Accountability Standards*, for additional information regarding the U.S History end-of-course assessment requirements. See also State Board Policy Chapter 36, Rule 36.4.**

- ~~a. Obtain a score of **17** or higher on the reading subject sub score of the ACT.~~
- ~~b. Earn a C or higher in a dual enrollment/dual credit/College American History II.~~
- ~~c. Obtain an ASVAB AFQT score of 36 (PICAT prescreen scores are not allowable) **plus one (1)** of the following:~~
  - ~~i. Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.~~
  - ~~ii. Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 in the current edition of the *Mississippi Public School Accountability Standards*.~~
- ~~d. Obtain the Silver Level on the ACT Work Keys **plus one (1)** of the following:~~
  - ~~i. Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.~~
  - ~~ii. Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in **Appendix A-5** in the current edition of the *Mississippi Public School Accountability Standards*.~~

Source: *Miss. Code Ann. §37-1-3, 37-17-6, and 37-16-7* (Revised 7/2017, 7/2019, **7/2025**)

**ADDITIONAL OPTIONS IN LIEU OF PASSING THE END-OF-COURSE ASSESSMENT  
MISS. ADMIN. CODE 7-3: 36.5, STATE BOARD POLICY CHAPTER 36, RULE 36.5  
(EFFECTIVE 2013 - 2014 SCHOOL YEAR AND THEREAFTER)**

Mississippi Admin. Code 7-3: 36.5, State Board Policy Chapter 36, Rule 36.5 provides approved options for students to meet high school end-of-course (EOC) assessment requirements for graduation through approved alternate measures. Mississippi Admin. Code 7-3: 36.5, State Board Policy Chapter 36, Rule 36.5, applies to past, current, and future graduates and allows a student to meet the graduation requirements once he or she has failed to pass any required end-of-course (EOC) assessment one (1) time.

The following graduation options provide opportunities for students to obtain a certain score or level on the ACT, ASVAB, ACT WorkKeys, or other state-approved industry certifications. Students also may obtain a grade of “C” or higher in a dual credit/dual enrollment course, corresponding to the EOC assessment that was not passed.

Notes:

- ACT sub-scores resulting from non-college reportable accommodations **can** be used for graduation options, but the scores are non-college reportable.
- ACT sub-scores resulting from Residual ACT Testing **cannot** be used for graduation options.
- This option is available regardless of when the student took the SATP2, PARCC, or MAP/MAAP assessments.
- The college credit option is only applicable if the student is enrolled in high school and college at the same time. Student must meet the dual enrollment/dual credit admissions requirements of the community college partnering with the school district.
- The Graduation Options listed below are applicable to any EOC assessment.

Assessment Options	Math	Science	English	Social Studies <span style="color: red;">(Prior to 25-26 SY)</span>
<b>ACT</b>	17	17	17	17
<b>Dual Credit/ Enrollment</b>	C or higher in College Algebra	C or higher in College Biology & corresponding lab	C or higher in College English Comp I	C or higher in College American History II
<b>ASVAB + Industry Certification</b>	ASVAB (PICAT prescreen scores are not allowable) score of 36 <b>plus</b> the following: Earn approved Industry Certification specified in the Career Pathway’s Assessment Blueprint. (If the blueprint specifies two industry certifications, both must be earned.)			
<b>ACT Work Keys + Industry Certification</b>	WorkKeys Silver Level <b>plus</b> the following: Earn approved Industry Certification specified in the Career Pathway’s Assessment Blueprint. (If the blueprint specifies two industry certifications, both must be earned.)			

**UNIVERSAL CONCORDANCE TABLE EFFECTIVE 2021 – 2022 SCHOOL YEAR**

Concordance tables, effective beginning with the 2014-2015 school year, provide opportunities for students who do not obtain a passing score on an EOC assessment to utilize a different graduation option, using a combination of the assessment scores with the final course grade. The tables provide the final course grade required to use with the scale score obtained on the EOC assessment. Students shall be enrolled in school to utilize the concordance table option.

The Mississippi Department of Education (MDE) and the Technical Advisory Committee (TAC) developed one universal concordance table that shall be used for each of the ~~four~~ EOC assessments. The concordance tables were developed during each of the EOC test administrations, and the universal concordance table concept will alleviate confusion in determining which concordance table to apply for each test administration.

**UNIVERSAL CONCORDANCE TABLE**

Concordance Table	Scale Score			
	1049-1048	1047-1046	1045-1044	1043-1042
A	Pass	Pass	Pass	Pass
B	Pass	Pass	Pass	Fail
C	Pass	Pass	Fail	Fail
D	Pass	Fail	Fail	Fail

**Composite (Combined) Score**  
**MISS. ADMIN. CODE 7-3: 36.4(3) State Board Policy Chapter 36, Rule 36.4(3)**  
**(EFFECTIVE 2022-2023 SCHOOL YEAR)**

Composite (Combined) Score Calculations provide opportunities for students who do not obtain a passing score on one or more EOC assessments. Students may utilize an additional graduation option by taking the average of all EOC assessments and achieving a minimal combined score of 1050. The student must have four scores (Algebra I, English II, Biology, and U.S. History). These four scores are added together and divided by 4. The student must have a 1049.5 or above. If a student has a COVID-related waiver from the 2019-2020 or 2020-2021 school year(s) for any required EOC assessment, the student is not eligible to use this option. Students shall be enrolled in school to utilize the composite score option.

### Example

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

Assessment	Scale
Algebra (EOC)	1039
English II (EOC)	1048
Biology (EOC)	1055
*US History (EOC)	1056

$$\text{Average Composite (Combined) Score} = \frac{1039+1048+1055+1056}{4} = \frac{4,198}{4} = 1049.5 = 1050$$

In the example above, the student can use the Composite Combined Score for Algebra I and English II.

\* Beginning School Year 2025-2026 the US History End-of-Course assessment will no longer be administered. Students that do not have scores on all four (4) end-of-course assessments are ineligible to use this option.



**The Student Portfolio and Exhibit**  
**MISS. ADMIN. CODE 7-3: 36.4(3) State Board Policy Chapter 36, Rule 36.4(3)**  
**(EFFECTIVE 2025-2026 SCHOOL YEAR)**

The Student Portfolio and Exhibit option hereby known as the Bridge-to-Career Course provides an opportunity for students who (A) do not obtain a passing score on one or more End-of-Course (EOC) assessments and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. Students may utilize an additional graduation option by completing the required components as outlined in the Bridge-to-Career Course. Students who meet all requirements for the Bridge-to-Career Course in addition to all other graduation requirements shall be eligible for the Traditional MS Diploma or the Traditional MS Diploma with a CTE Endorsement or JROTC Endorsement.

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**1. Course Overview:**

The Bridge-to-Career Course is a graduation option available to students who (A) do not obtain a passing score on one or more EOC assessment and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. The course serves as an alternative pathway to demonstrate academic and career readiness through the completion of the following components:

- **Portfolio Development:** The course requires students to develop a comprehensive portfolio that highlights their academic growth, professional development, and post-graduation aspirations. This will include academic projects, skills demonstrations, professional documents (e.g., resumes), and evidence of career exploration activities such as job shadowing and skill-based certifications.
  - **Exhibit Creation:** Students shall create an exhibit showcasing their academic and career readiness. This exhibit will include evidence of completed projects, reflections on academic progress, and documentation of any work-based learning or training experiences.
  - **Remediation and Support:** Before enrollment in the course, students shall complete targeted remediation for any failed EOC assessments and be reassessed during each administration. The goal is to provide students with the opportunity to demonstrate mastery in the areas where they initially struggled, based on MAAP and additional benchmark data that aligns with the MAAP assessment. The school administering the remediation shall maintain records of the data used, remediation implemented, and any progress made.
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**2. Course Enrollment and Requirements:**

- **Eligibility:** Students who (A) have not achieved a passing score on one or more EOC assessments shall be eligible for the Bridge-to-Career Course and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. Prior to enrolling in this course, students shall:
  - Demonstrate a commitment to targeted remediation and improvement
  - Maintain a 2.0 GPA
  - Have an attendance rate of 85% or higher during the junior and senior year
  - Receive no more than six (6) nonviolent referrals during the students' junior and senior years. Students with violent behavior referrals may be ineligible for the course at the Superintendent's discretion.
  - Assess each time the EOC assessment is administered
  - Obtain written recommendation from the District Superintendent and school principal

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- **Course Enrollment:** Students shall be enrolled in the Bridge-to-Career Course during the final semester of the graduating year aligned with their ninth-grade cohort or peer-age cohort. The course shall be taken alongside other senior-year coursework.
    - Districts on a traditional schedule or alternating block schedule will offer this course as a .5 Carnegie unit option.
    - Districts on a 4X4 or 5X5 block schedule will offer this course as a 1.0 Carnegie unit option.
  - **Grading and Completion:** Students must achieve a grade of C or higher in the Bridge-to-Career Course for the course to substitute for one or more EOC assessments.
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### 3. Course Components and Expected Outcomes:

The Bridge-to-Career Course is divided into key sections focused on academic recovery, career exploration, and portfolio curation. The school shall verify that the students enrolled do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. The Bridge-to-Career Course should be used as the last option for student graduation. Students shall:

- **Build a Professional Portfolio:** Students shall work collaboratively with the school counselor, Work-Based Learning teacher, Career Coach (if the school participates in the State, regional or district Career Coach Model) and/or the MS Department of Vocational Rehabilitation to develop a comprehensive Commencement Level Career Plan that includes at the minimum:
    - Academic achievements (projects, essays, assessments).
    - Extracurricular involvement (clubs, sports, volunteer work).
    - Career-related documents (professional resumes, cover letters, certificates).
    - Personal reflections on the learning process and career aspirations.
  - **Professional Resume:** Students shall create a professional resume tailored to a specific job or career path of interest. This resume should highlight skills, achievements, and work experiences, giving students a practical tool for post-graduation employment or college applications.
  - **Training and Credentials:** Students shall have the opportunity to complete specific training programs or earn certifications related to their career goals. This may include job-readiness programs, technical certifications, or specialized training relevant to industries they wish to pursue.
  - **Job Shadowing and Career Exploration:** Students shall work with the Bridge-to-Career Course teacher to explore potential careers, gain insight into job markets, and understand the skills needed for success in their chosen fields. Students should work with the school counselor, Work-Based Learning teacher, and/or Career Coach (if the school participates in a State, regional or district Career Coach Model) and/or the MS Department of Vocational Rehabilitation to engage in job shadowing or other career exploration activities. This will provide students with real-world experience and insight into potential career fields, enhancing their employability and professional development.
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### 4. Outcomes:

Upon successful completion of the course, students will have:

- A **professional resume** that is tailored to a specific job or career path.
- **Training and credentials** required for employment or continued education in a specific field.
- A comprehensive **Commencement Level Career Plan** that outlines their post-secondary transition and life plan

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These outcomes are designed to ensure that students are not only equipped with academic knowledge but also prepared for life after high school, whether that be in a career, further education, or other post-graduation plans.

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### 5. Remediation and Reassessment:

- **EOC Remediation:** Prior to enrolling in the Bridge-to-Career Course, students who have not passed one or more of the EOC assessments shall undergo remediation. The school shall provide targeted support for these students, addressing the specific areas in which they did not meet the required standards. Documentation of a student's EOC remediation shall be maintained in their cumulative folder.
- **Reassessments:** Students shall demonstrate progress in these assessments before being considered eligible for enrollment in the course.

### 6. Consequences for Non-Compliance:

Students who do not meet the required criteria for course completion (i.e., earning a grade of C or higher) or who fail to submit a complete portfolio, and exhibit shall not be eligible for graduation. In such cases, students may be referred for additional support.

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### Conclusion:

The Bridge-to-Career Course provides an option for students who (A) have not passed one or more EOC assessments and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025, enabling them to demonstrate readiness for graduation through alternative means. This course emphasizes professional development, career exploration, and remediation to ensure that all students have the skills and documentation needed to transition successfully to post-secondary endeavors. Through this initiative, the state aims to support students in their academic and career journeys while maintaining high graduation standards.

This policy shall be reviewed annually to assess its effectiveness and ensure alignment with student needs and state educational requirements.

**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA**  
**(Entering ninth graders in 2018-2019 and thereafter)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See Miss. Admin. Code 7- 3:28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) 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*. Enrollment in online courses listed in this document must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 24 Carnegie units as specified below. Student may earn the following endorsements to be added to the traditional diploma: Career and Technical Endorsement, Academic Endorsement, and/or Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I, English II
MATHEMATICS	4 <sup>2</sup>	Algebra I
SCIENCE	3 <sup>3</sup>	Biology
SOCIAL STUDIES	3½	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Economics <sup>5</sup> ½ Mississippi Studies <sup>6</sup>
PHYSICAL EDUCATION	½ <sup>7</sup>	½ Physical Education
HEALTH	½ <sup>8</sup>	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>9</sup>	
THE ARTS	1 <sup>10</sup>	
COLLEGE- and CAREER-READINESS	1 <sup>11</sup>	
ELECTIVES	5½	
TOTAL UNITS REQUIRED	24 <sup>12, 13, 14</sup>	

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<sup>1</sup>Carnegie units earned for Supplemental English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental English may be taken only if a credit-bearing English course is taken in the same school year. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Supplemental Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies II, and IB-DP Mathematical Studies I are allowable mathematics courses higher than Algebra I for IB students. Cambridge IGCSE Mathematics I may be accepted in lieu of Algebra I. One (1) of the four (4) required Carnegie units for mathematics may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for a science or computer science unit. For approved Career and Technical course substitutions see Appendix A-12.

<sup>3</sup>One (1) of the three (3) required Carnegie units for science may be in AP Computer Science Principles. If used for a science unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit. For approved Career and Technical course substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology. The following courses may be accepted for a science credit above Biology: any AP, Cambridge, or IB-DP science course, any approved dual credit natural or physical science course, any MDE-approved Special Topics in Science course, Botany, Chemistry, Earth and Space Science, Environmental Science, Genetics, Human Anatomy and Physiology, Marine and Aquatic Science I and II, Physical Science, Physics, Zoology I and II, PLTW Principles of Engineering, PLTW Engineering Design and Development, PLTW Human Body Systems, PLTW Medical Interventions.

<sup>4</sup>Based on the *2022 Mississippi College- and Career-Readiness Standards for Social Studies*, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. ~~A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test.~~ AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

<sup>5</sup>A.P. Macroeconomics, A.P. Microeconomics, DC Macroeconomics, or DC Microeconomics can be taken in lieu of the required Economics course. For approved Career and Technical course substitutions see Appendix A-12.

<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If a transfer enters without a State/Local Government course, then any other one-half (½) unit social studies course (e.g., Civics, Law Related Education, Participation in American Democracy, Law and Policy, Contemporary Issues, etc.) may be

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accepted excluding U.S. Government and Economics. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

<sup>7</sup>The graduation requirement for one-half ( $\frac{1}{2}$ ) unit in physical education may include participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

<sup>8</sup>Successful completion of JROTC I and JROTC II shall be accepted as requirement met for Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. For approved Career and Technical course substitutions see Appendix A-12.

<sup>9</sup>For approved course substitutions see Appendices A-12 and A-13.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. Any course(s) in one of these areas can fulfill the required Carnegie unit in the Arts. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the Arts requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

<sup>11</sup>The purpose of the College and Career Readiness Course is to provide planning and instruction for postsecondary transition. The following courses are approved substitutions for the CCR course:

1. One (1) credit-bearing Carnegie unit of Career and Technical Work-Based Learning
2. Dual Credit SmartStart
3. JROTC III
4. Advanced Placement Seminar or equivalent International Baccalaureate or Cambridge International Courses
5. Freshman, Sophomore, Junior, and Senior MS College and Career Readiness Seminar course for Early College High Schools.

\*An out-of-state student who transfers after the completion of the first semester of their senior year may substitute any other one (1) unit social studies course or a combination of one-half ( $\frac{1}{2}$ ) Personal Finance and one-half ( $\frac{1}{2}$ ) social studies course.

The CCR course may be taught in one of the following sequences:

- a. One (1) Carnegie unit Senior year only
- b. One (1) Carnegie unit Junior year only
- c. One-half ( $\frac{1}{2}$ ) Carnegie unit in either freshman, sophomore, or junior year with the remaining one-half ( $\frac{1}{2}$ ) Carnegie unit taught in either junior or senior year
- d. One-fourth ( $\frac{1}{4}$ ) Carnegie unit per year beginning with the freshman year

<sup>12</sup>Additional requirements above the 24 Carnegie units and the assessment requirements include:

- Students must identify an endorsement area prior to entering 9<sup>th</sup> grade. Endorsement requirements can only be changed with parental permission this includes dropping the endorsement to earn only the Traditional diploma.

## APPENDIX A-6

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- For early release, students must meet College- and Career-Readiness benchmarks of 17 in English and 19 in Math on the ACT sub-score OR earn a Silver level on the ACT WorkKeys suite of assessments. For seniors that have not met the benchmarks, to qualify for early release students, excluding those enrolled in credit-bearing work-based learning, must meet the following requirements:
    - Have a GPA of 2.5 and have passed or meet the assessment option requirements for all ~~four~~ three end-of-course assessments
- AND**
- Are on track to meet the diploma requirements
- AND**
- Are concurrently enrolled in the appropriate Essentials for College Math or another mathematics course above their Junior year mathematics course and/or Essentials for College Literacy or another English Language Arts course above their Junior level English Language Arts course.
- OR**
- Have a GPA of 2.5 and have passed or meet the assessment option requirements
- AND**
- Are on track to meet the diploma requirements
- AND**
- Students meet postsecondary requirements for placement and are enrolled in ENG Comp I and/or MAT College Algebra or have previously earned credit for ENG Comp I and/or MAT College Algebra

<sup>13</sup>Additional recommendations (not requirements) above the 24 Carnegie units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement
- Student should take a math or math equivalency senior year

<sup>14</sup>Courses designed using the Mississippi Alternate Academic Achievement Standards (MS AAAS) shall not be used as substitute courses or electives for students obtaining a traditional academic diploma with or without endorsements.

**GRADUATION REQUIREMENTS  
STANDARD 14  
TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL OR JROTC ENDORSEMENT  
(Entering ninth graders in 2018-2019 and thereafter)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) 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*. Enrollment in online courses listed in this document must have prior approval granted by the principal.

To earn the Career and Technical or JROTC Endorsement, a student must complete the minimum graduation requirements as specified below, meet the requirements for each of the required high school assessments and complete all career and technical endorsement additional requirements. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with a Career and Technical Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II
MATHEMATICS	4 <sup>2</sup>	Algebra I
SCIENCE	3 <sup>3</sup>	Biology
SOCIAL STUDIES	3½	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Economics <sup>5</sup> ½ Mississippi Studies <sup>6</sup>
PHYSICAL EDUCATION	½ <sup>7</sup>	½ Physical Education
HEALTH	½ <sup>8</sup>	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>9</sup>	
THE ARTS	1 <sup>10</sup>	
COLLEGE- AND CAREER- READINESS	1 <sup>11</sup>	
CAREER and TECHNICAL/JROTC	4	
ELECTIVES	3½	
TOTAL UNITS REQUIRED	26 <sup>12, 13, 14</sup>	



## APPENDIX A-7

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<sup>1</sup>Carnegie units earned for Supplemental English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental English may be taken only if a credit-bearing English course is taken in the same school year. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Supplemental Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. Cambridge IGCSE Mathematics I may be accepted in lieu of Algebra I. One (1) of the four (4) required Carnegie units for mathematics may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for science or computer science unit. For approved Career and Technical course substitutions see Appendix A-12.

<sup>3</sup>One (1) of the three (3) required Carnegie units for science may be in AP Computer Science Principles. If used for a science unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit. For approved Career and Technical course substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology. The following courses may be accepted for a science credit above Biology: any AP, Cambridge, or IB-DP science course, any approved dual credit natural or physical science course, any MDE- approved Special Topics in Science course, Botany, Chemistry, Earth and Space Science, Environmental Science, Genetics, Human Anatomy and Physiology, Marine and Aquatic Science I and II, Physical Science, Physics, Zoology I and II, PLTW Principles of Engineering, PLTW Engineering Design and Development, PLTW Human Body Systems, PLTW Medical Interventions.

<sup>4</sup>Based on the *2022 Mississippi College- and Career- Readiness Standards for Social Studies*, AP World History, DC World Civilization II, AP European History, or DC Western Civilization II may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. ~~A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test.~~ AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

<sup>5</sup>A.P. Macroeconomics, A.P. Microeconomics, DC Macroeconomics, or DC Microeconomics can be taken in lieu of the required Economics course. For approved Career and Technical course substitutions see Appendix A-12.

<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If a transfer student enters without a State/Local Government course, then any other one-half (½) unit social studies course (e.g., Civics, Law Related

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Education, Participation in American Democracy, Law and Policy, Contemporary Issues, etc.) may be accepted excluding U.S. Government and Economics. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

<sup>7</sup>The graduation requirement for one-half ( $\frac{1}{2}$ ) unit in physical education may include participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

<sup>8</sup>Successful completion of JROTC I and JROTC II shall be accepted as requirement met for Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirements for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. For approved Career and Technical course substitutions see Appendix A-12.

<sup>9</sup>For approved course substitutions see Appendices A-12 and A-13.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. Any course(s) in one of these areas can fulfill the required Carnegie unit in the Arts. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the Arts requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

<sup>11</sup>The purpose of the College and Career Readiness Course is to provide planning and instruction for postsecondary transition. The following courses are approved substitutions for the CCR course:

1. One (1) credit-bearing Carnegie unit of Career and Technical Work-Based Learning
2. Dual Credit SmartStart
3. JROTC III
4. Advanced Placement Seminar or equivalent International Baccalaureate or Cambridge International Courses
5. Freshman, Sophomore, Junior, and Senior MS College and Career Readiness Seminar course for Early College High Schools.

\*An out-of-state student who transfers after the completion of the first semester of their senior year may substitute any other one (1) unit social studies course or a combination of one-half ( $\frac{1}{2}$ ) Personal Finance and one-half ( $\frac{1}{2}$ ) social studies course.

The CCR course may be taught in one (1) of the following sequences:

- a. One (1) Carnegie unit Senior year only
- b. One (1) Carnegie unit Junior year only
- c. One-half ( $\frac{1}{2}$ ) Carnegie unit in either freshman, sophomore, or junior year with the remaining one-half ( $\frac{1}{2}$ ) Carnegie unit taught in either junior or senior year
- d. One-fourth ( $\frac{1}{4}$ ) Carnegie unit per year beginning with the freshman year

<sup>12</sup>Additional requirements above Traditional Diploma Option and the 26 Carnegie units and the assessment include:

- Earn an overall GPA of 2.5
- Earn Silver level on ACT WorkKeys

## APPENDIX A-7

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- Must successfully complete one (1) of the following:
    - One (1) academic OR CTE dual credit
    - Credit-bearing Work-based Learning
    - Earn a State Board of Education approved national credential
    - One (1) AP, Diploma Program-IB, or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam.
    - NOCTI/JROTC Leadership and Employability Skills Credential
  - For early release, students must meet College- and Career-Readiness benchmarks of 17 in English and 19 in Math on the ACT sub-score OR earn a Silver level on the ACT WorkKeys suite of assessments. For seniors that have not met the benchmarks, to qualify for early release students, excluding those enrolled in credit-bearing work-based learning, must meet the following requirements:
    - Have a GPA of 2.5 and have passed or meet the assessment option requirements for all ~~four~~ three end-of-course assessments
- AND**
- Are on track to meet the diploma requirements
- AND**
- Are concurrently enrolled in the appropriate Essentials for College Math or another mathematics course above their Junior year mathematics course and/or Essentials for College Literacy or another English Language Arts course above their Junior level English Language Arts course.
- OR**
- Have a GPA of 2.5 and have passed or meet the assessment option requirements
- AND**
- Are on track to meet the diploma requirements
- AND**
- Students meet postsecondary requirements for placement and are enrolled in ENG Comp I and/or MAT College Algebra or have previously earned credit for ENG Comp I and/or MAT College Algebra

<sup>13</sup>Additional recommendations (not requirements) above 26 Carnegie Units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement
- Student should take a math or math equivalency senior year

<sup>14</sup>Courses designed using the Mississippi Alternate Academic Achievement Standards (MS AAAS) shall not be used as substitute courses or electives for students obtaining a traditional academic diploma with or without endorsements.

**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA with an ACADEMIC ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Enrollment in online courses listed in this document must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met requirements for each of the required high school assessments is eligible to receive a high school diploma. 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*.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with an Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II Two (2) additional English Courses above English II
MATHEMATICS	4 <sup>2</sup>	Algebra I Two (2) additional Math Courses above Algebra I
SCIENCE	3 <sup>3</sup>	Biology Two (2) additional science courses above Biology
SOCIAL STUDIES	3½	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Economics <sup>5</sup> ½ Mississippi Studies <sup>6</sup>
PHYSICAL EDUCATION	½ <sup>7</sup>	½ Physical Education
HEALTH	½ <sup>8</sup>	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>9</sup>	
THE ARTS	1 <sup>10</sup>	
COLLEGE- and CAREER- READINESS	1 <sup>11</sup>	
ELECTIVES	7½	Must Include two (2) advanced electives of the College Preparatory Curriculum

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		<b>requirements</b> (This information is available from Institutions of Higher Learning.)
<b>TOTAL UNITS REQUIRED</b>	<b>26</b> <sup>12, 13, 14</sup>	

<sup>1</sup>Carnegie units earned for Supplemental English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental English may be taken only if a credit-bearing English course is taken in the same school year. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Supplemental Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least two (2) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. Cambridge IGCSE Mathematics I may be accepted in lieu of Algebra I. One (1) of the four (4) required Carnegie units for mathematics may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for a science or computer science unit. For approved Career and Technical course substitutions see Appendix A-12.

<sup>3</sup>One (1) of the three (3) required Carnegie units for science may be in AP Computer Science Principles. If used for a science unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit. For approved Career and Technical course substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology. The following courses may be accepted for a science credit above Biology: any AP, Cambridge, or IB-DP science course, any approved dual credit natural or physical science course, any MDE- approved Special Topics in Science course, Botany, Chemistry, Earth and Space Science, Environmental Science, Genetics, Human Anatomy and Physiology, Marine and Aquatic Science I and II, Physical Science, Physics, Zoology I and II, PLTW Principles of Engineering, PLTW Engineering Design and Development, PLTW Human Body Systems, PLTW Medical Interventions.

<sup>4</sup>Based on the 2022 *Mississippi College- and Career-Readiness Standards for Social Studies*, AP World History, DC World Civilization II, AP European History, or DC Western Civilization II may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. ~~A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test.~~ AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

<sup>5</sup>A.P. Macroeconomics, A.P. Microeconomics, DC Macroeconomics, or DC Microeconomics can be taken in lieu of the required Economics course. For approved Career and Technical course substitutions see Appendix A-12.

## APPENDIX A-8

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<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If a transfer student enters without a State/Local Government course, then any other one-half ( $\frac{1}{2}$ ) unit social studies course (e.g., Civics, Law Related Education, Participation in American Democracy, Law and Policy, Contemporary Issues, etc.) may be accepted excluding

U.S. Government and Economics. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

<sup>7</sup>The graduation requirement for one-half ( $\frac{1}{2}$ ) unit in physical education may include participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

<sup>8</sup>Successful completion of JROTC I and JROTC II shall be accepted as requirement met for Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. For approved Career and Technical course substitutions see Appendix A-12.

<sup>9</sup>For approved course substitutions see Appendices A-12 and A-13.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. Any course(s) in one of these areas can fulfill the required Carnegie unit in the Arts. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the art requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

<sup>11</sup>The purpose of the College and Career Readiness Course is to provide planning and instruction for postsecondary transition. The following courses are approved substitutions for the CCR course:

1. One-credit of Career and Technical Work-Based Learning
2. Dual Credit SmartStart
3. JROTC III
4. Advanced Placement Seminar or equivalent International Baccalaureate or Cambridge International Courses.
5. Freshman, Sophomore, Junior, and Senior MS College and Career Readiness Seminar course for Early College High Schools.

\*An out-of-state student who transfers after the completion of the first semester of their senior year may substitute any other one (1) unit social studies course or a combination of one-half ( $\frac{1}{2}$ ) Personal Finance and one-half ( $\frac{1}{2}$ ) social studies course.

The CCR course may be taught in one (1) of the following sequences:

- a. One (1) Carnegie unit Senior year only
- b. One (1) Carnegie unit Junior year only
- c. One-half ( $\frac{1}{2}$ ) Carnegie unit in either freshman, sophomore, or junior year with the remaining one-half ( $\frac{1}{2}$ ) Carnegie unit taught in either junior or senior year
- d. One-fourth ( $\frac{1}{4}$ ) Carnegie unit per year beginning with the freshman year

## APPENDIX A-8

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<sup>12</sup>Additional requirements above the Traditional Diploma Option, the 26 Carnegie units and the assessment requirements include:

- Earn an overall GPA of 2.5
  - Two (2) elective courses must meet MS IHL college preparatory curriculum (CPC) requirements
  - Must successfully complete one (1) of the following:
    - ACT sub scores of 17 in English and 19 in Math
    - Essentials for College Math or Essentials for College Literacy (in senior year)
    - SAT equivalency subscore
  - Must successfully complete one (1) of the following:
    - One (1) AP course with a C or higher and take the appropriate AP exam
    - One (1) Diploma Program-IB or Cambridge (AICE) course with a C or higher and take the appropriate exam
    - One (1) dual credit course and earn a C or higher in the course
  - For early release, students must meet College- and Career-Readiness benchmarks of 17 in English and 19 in Math on the ACT sub-score OR earn a Silver level on the ACT WorkKeys suite of assessments. For seniors that have not met the benchmarks, to qualify for early release students, excluding those enrolled in credit-bearing work-based learning, must meet the following requirements:
    - Have a GPA of 2.5 and have passed or meet the assessment option requirements for all ~~four~~ three end-of-course assessments
- AND**
- Are on track to meet the diploma requirements
- AND**
- Are concurrently enrolled in the appropriate Essentials for College Math or another mathematics course above their Junior year mathematics course and/or Essentials for College Literacy or another English Language Arts course above their Junior level English Language Arts course.
- OR**
- Have a GPA of 2.5 and have passed or meet the assessment option requirements
- AND**
- Are on track to meet the diploma requirements
- AND**
- Students meet postsecondary requirements for placement and are enrolled in ENG Comp I and/or MAT College Algebra or have previously earned credit for ENG Comp I and/or MAT College Algebra

<sup>13</sup>Additional recommendations (not requirements) above 26 Carnegie units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement.
- Student should take a math or math equivalency senior year

<sup>14</sup>Courses designed using the Mississippi Alternate Academic Achievement Standards (MS AAAS) shall not be used as substitute courses or electives for students obtaining a traditional academic diploma with or without endorsements.

**GRADUATION REQUIREMENTS STANDARD 14**  
**TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Enrollment in online courses listed in this document must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. 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*.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 28 Carnegie units as specified below to earn a Traditional Diploma with a Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II Two (2) additional English Courses above English II
MATHEMATICS	4 <sup>2</sup>	Algebra I Two (2) additional Math Courses above Algebra I
SCIENCE	4 <sup>3</sup>	Biology Two (2) additional science courses above Biology
SOCIAL STUDIES	4	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Economics <sup>5</sup> ½ Mississippi Studies <sup>6</sup>
PHYSICALEDUCATION	½ <sup>7</sup>	½ Physical Education
HEALTH	½ <sup>8</sup>	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>9</sup>	
THE ARTS	1 <sup>10</sup>	
COLLEGE- and CAREER-READINESS	1 <sup>11</sup>	
ELECTIVES	8	Must Include two (2) advanced electives of the College Preparatory Curriculum requirements (This information is available from Institutions of Higher Learning).
TOTAL UNITS REQUIRED	28 <sup>12,13,14</sup>	



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<sup>1</sup>Carnegie units earned for Supplemental English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental English may be taken only if a credit-bearing English course is taken in the same school year. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Supplemental Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least two (2) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. Cambridge IGCSE Mathematics I may be accepted in lieu of Algebra I. One (1) of the four (4) required Carnegie units for science may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for a science or computer science unit. For approved Career and Technical course substitutions see Appendix A-12.

<sup>3</sup>One (1) of the four (4) required Carnegie units for science may be in AP Computer Science Principles. If used for science unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit. For approved Career and Technical course substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology. The following courses may be accepted for a science credit above Biology: any AP, Cambridge, or IB-DP science course, any approved dual credit natural or physical science course, any MDE- approved Special Topics in Science course, Botany, Chemistry, Earth and Space Science, Environmental Science, Genetics, Human Anatomy and Physiology, Marine and Aquatic Science I and II, Physical Science, Physics, Zoology I and II, PLTW Principles of Engineering, PLTW Engineering Design and Development, PLTW Human Body Systems, PLTW Medical Interventions.

<sup>4</sup>Based on the *2022 Mississippi College- and Career- Readiness Standards for Social Studies*, AP World History, DC World Civilization II, AP European History, or DC Western Civilization II may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. ~~A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAAP test.~~ AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

<sup>5</sup>A.P. Macroeconomics, A.P. Microeconomics, DC Macroeconomics, or DC Microeconomics can be taken in lieu of the required Economics course. For approved Career and Technical course substitutions see Appendix A-12.

<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If a transfer student enters without a State/Local Government course, then any other one-half (½) unit social studies course (e.g., Civics, Law Related Education, Participation in American Democracy, Law and Policy, Contemporary Issues, etc.) may be accepted excluding U.S. Government and Economics. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

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<sup>7</sup>The graduation requirement for one-half ( $\frac{1}{2}$ ) unit in physical education may include participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

<sup>8</sup>Successful completion of JROTC I and JROTC II shall be accepted as requirement met for Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in health. For approved Career and Technical course substitutions see Appendix A-12.

<sup>9</sup>For approved course substitutions see Appendices A-12 and A-13.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. Any course(s) in one of these areas can fulfill the required Carnegie unit in the Arts. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the art requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

<sup>11</sup>The purpose of the College and Career Readiness Course is to provide planning and instruction for postsecondary transition. The following courses are approved substitutions for the CCR course:

1. One-credit of Career and Technical Work-Based Learning
2. Dual Credit SmartStart
3. JROTC III
4. Advanced Placement Seminar or equivalent International Baccalaureate or Cambridge International Courses
5. Freshman, Sophomore, Junior, and Senior MS College and Career Readiness Seminar course for Early College High Schools.

\*An out-of-state student who transfers after the completion of the first semester of their senior year may substitute any other one (1) unit social studies course or a combination of one-half ( $\frac{1}{2}$ ) Personal Finance and one-half ( $\frac{1}{2}$ ) social studies course.

The CCR course may be taught in one (1) of the following sequences:

- a. One (1) Carnegie unit Senior year only
- b. One (1) Carnegie unit Junior year only
- c. One-half ( $\frac{1}{2}$ ) Carnegie unit in either freshman, sophomore, or junior year with the remaining one-half ( $\frac{1}{2}$ ) Carnegie unit taught in either junior or senior year
- d. One-fourth ( $\frac{1}{4}$ ) Carnegie unit per year beginning with the freshman year

<sup>12</sup>Additional requirements above the Traditional Diploma Option, the 28 Carnegie units and the assessment requirements include:

- Earn an overall GPA of 3.0
- Two (2) elective courses must meet MS IHL CPC recommended requirements
- Must successfully complete one (1) of the following:
  - ACT sub scores of 18 in English and 22 in Math
  - SAT equivalency sub score
- Must successfully complete one (1) of the following:

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- One (1) AP course with a B or higher and take the appropriate AP exam
- One (1) Diploma Program-IB or Cambridge (AICE) course with a B or higher and take the appropriate exam
- One (1) dual credit course earning a B or higher in the course
- For early release, students must meet College- and Career-Readiness benchmarks of 17 in English and 19 in Math on the ACT sub-score OR earn a Silver level on the ACT WorkKeys suite of assessments. For seniors that have not met the benchmarks, to qualify for early release students, excluding those enrolled in credit-bearing work-based learning, must meet the following requirements:
  - Have a GPA of 2.5 and have passed or meet the assessment option requirements for all ~~four~~ three end-of-course assessments
  - AND**
  - Are on track to meet the diploma requirements
  - AND**
  - Are concurrently enrolled in the appropriate Essentials for College Math or another mathematics course above their Junior year mathematics course and/or Essentials for College Literacy or another English Language Arts course above their Junior level English Language Arts course.
- OR**
- Have a GPA of 2.5 and have passed or meet the assessment option requirements
- AND**
- Are on track to meet the diploma requirements
- AND**
- Students meet postsecondary requirements for placement and are enrolled in ENG Comp I and/or MAT College Algebra or have previously earned credit for ENG Comp I and/or MAT College Algebra

<sup>13</sup>Additional recommendations (not requirements) above 28 Carnegie units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement
- Student should take a math or math equivalency senior year

<sup>14</sup>Courses designed using the Mississippi Alternate Academic Achievement Standards (MS AAAS) shall not be used as substitute courses or electives for students obtaining a traditional academic diploma with or without endorsements.

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### REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM STANDARD 16

#### I. PURPOSE

It is the policy of the State Board of Education that all test procedures and results that are used in the Mississippi Statewide Assessment System and/or used in the Mississippi Statewide Accreditation System be valid and accurate for making related decisions. To protect the security and integrity of all tests administered through the Mississippi Statewide Assessment System, as well as to ensure reporting of accurate assessment results, the State Board of Education establishes the following requirements and the consequences applied when a school district or school is found in violation of any requirement. These requirements are established under the authority granted in {Miss. Code Ann. §§ 37-16-1, 37-16-3, and 37-16-4}, as amended.

#### II. DEFINITIONS

The District Test Coordinator (DTC) serves as the point of contact between the Office of Student Assessment (OSA) and the district in all matters related to the Mississippi Assessment Programs. The DTC, trained by the OSA is responsible for training district personnel and school test coordinators in the administration of State Assessments, ensuring they are knowledgeable in all aspects of testing processes and test security procedures. DTCs shall possess a current and valid Mississippi educator's license that may include an administrative endorsement. The DTC shall be appointed by the Superintendent.

The School Test Coordinator (STC) serves as the point of contact for the district test coordinator and a specific school within their district. The STC is ultimately responsible for the training of personnel to ensure those involved in the administration of State Assessments are trained in all aspects of testing and test security procedures. School test coordinators shall possess a current and valid Mississippi educator's license.

The District Test Security Plan is a comprehensive collection of procedures and actions that serve as a guide to ensure test security and test integrity are protected at all levels within the district. The District Superintendent and the DTC are ultimately responsible for completing the plan, reviewing, updating, and verifying all information is correct each year.

The School Test Security Plan is a comprehensive collection of procedures and actions that serve as a guide to ensure test security and test integrity are protected at the school site administering State Assessments. Each individual school test security plan shall be made to fit each school, completed by the STC and Principal and attached as a part of the district's test security plan.

Secure test materials include, but are not limited to, student testing login tickets, all paper that contains access codes, scratch paper, reference charts, and writing rubrics.

A possible testing irregularity is any alleged incident(s) before, during or after the test administration that deviates from the statewide assessment requirements as established under SBE authority, representing a potential violation to test security and questions the validity of the assessment data.

A verified testing irregularity is a confirmed violation of one or more of the statewide assessment requirements as established by the SBE.

A prohibited electronic device is a device that maintains one or more of the following functionalities: cellular/internet connectivity, Bluetooth connectivity, unallowable calculator functions, and image or audio capture capabilities.

#### III. REPORTING AND USE OF TEST DATA

The school district will release test score information to parents, legal representatives, teachers, students, educators, the media, and the public in a timely manner and provide interpretive material as necessary. The

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school district will use test scores appropriately in making decisions regarding students. Additional retesting opportunities may be available for assessments that apply to the Literacy-Based Promotion Act and Graduation Requirements. Refer to appendix A-5 found in the current edition of *Mississippi Public School Accountability Standards* for more information.

### IV. REQUIREMENTS

The following is not an exhaustive list of requirements.

#### Responsibilities of the District Test Coordinator (DTC)

1. The DTC shall be appointed by the District's Superintendent. The DTC shall hold a current and valid Mississippi educator's license that may include an administrative endorsement and possess knowledge and experience regarding assessment procedures. The Superintendent shall notify the Office of Student Assessment in writing (email is permissible) of DTC personnel changes.
2. The DTC shall attend all State Assessment training sessions sponsored by the Office of Student Assessment.
3. The DTC shall submit to the OSA the District and School Test Security Plan each year no later than the 3<sup>rd</sup> Tuesday in January for the full calendar year. This is required, so a plan will be in place for the next school year's fall testing.
  - a. The District and School Test Security Plan shall contain all components as required by the Office of Student Assessment.
  - b. The district Superintendent and DTC are responsible for creating and completing the District Test Security plan, reviewing, updating, and verifying all information is correct each calendar year. Once approved by the district school board, the plan is signed by the district Superintendent, the DTC, and the chairman of the school board.
  - c. The School's Principal and STC are responsible for creating and completing the School Test Security plan, reviewing, updating, and verifying all information is correct each calendar year. Once approved by the DTC, the School Test Security Plan, which is a part of the District Test Security Plan, is signed by the school Principal, STC, and the DTC.
  - d. The District Test Security Plan shall identify all individuals who have access to the secure materials storage area at the district and school sites.

#### Test Materials

4. Testing tickets shall be printed from the appropriate vendor platform in advance of the scheduled assessment. Reproduction and/or the dissemination of test ticket information via an alternate method is prohibited. (i.e., Handwritten, reading ticket information aloud)
5. Except during actual test administration, secure test materials shall be kept in a locked storage room/area designated for this purpose. Access shall be limited to only those individuals identified in the test security plan(s) as responsible for their security.
  - a. All printed secure testing materials are inventoried and accounted for at the district and/or school level. Printed secure materials are inventoried and logged on a district-developed tracking sheet documenting the material's chain-of-custody during the entire testing window. This tracking documentation shall be available for review by an OSA auditor.
  - b. Deliverable secure testing materials are required to be inventoried by the DTC upon receipt from the vendor. The materials delivered shall match the vendor's ledger prior to distribution to the school site(s). After delivery to the school(s), the STC shall sign for, inventory, and maintain a log detailing the chain of custody of deliverable materials during the entire testing window. This tracking documentation shall be available for review by an OSA auditor.
  - c. While secure test materials are in the district or in a school, anyone listed as having access to the secure area shall be accompanied by a second test security trained person when entering the secure storage area.

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- d. Test Administrators and Proctors shall have access and handle secure test materials as described in the district and school test security plans and or as described in the vendor's test administration manual or test coordinator manual.
- e. Reproducing or disclosing secure test material (including pilot material) and student responses before, during, or after test administration is prohibited. Reproduction or disclosure of secure test materials includes but is not limited to the following: reviewing, reading, or looking at secure test material in a manner that is inconsistent with test security regulations and/or procedures outlined in the Test Administrators Manual. Use of unreleased test items in any form (including rewording of such test items) is strictly prohibited.
- f. All secure materials shall be returned according to the schedule published by test vendors and OSA. If a secure testing document has been contaminated by health-related hazards or severely damaged, the STC/DTC shall follow destruction procedures provided by the MDE. This procedure shall be included in the District Test Security Plan.

### Training and Testing Personnel

6. The OSA and the respective vendors are responsible for the initial training of the DTCs in advance of the test administration windows. The DTCs shall be responsible for training all district personnel and STCs who will be involved in state assessments.
7. Any person involved in any phase of the Mississippi Statewide Assessment System shall meet the outlined criteria and be trained by their district in appropriate assessment administration and test security procedures.
  - a. The district shall maintain complete records of all professional development on assessment training related to each assessment program. (i.e., ELPT, MAAP, MAAP-A, KRA)
  - b. All personnel involved in the administration of an assessment shall have a signed confidentiality and electronic device agreements on file prior to testing. These documents shall be kept at the district/school for five (5) years.
  - c. Test Administrators shall be licensed school personnel, hold a valid Mississippi Educator License, and be employed by the district.
  - d. Proctors are not required to be licensed school personnel unless they are fulfilling the role of Second Scorer for a MAAP-A administration or administering a state assessment to a homebound or an incarcerated student. These instances require the Proctor/Second Scorer to be a licensed teacher.
8. The district and/or school shall conduct professional development training on proper test administration utilizing accommodations and accessibility features on statewide assessments.
9. The District shall maintain for five (5) years, and provide upon request, documentation demonstrating training related to each assessment program was administered. Additionally, training shall include information on test security procedures, violations of test security, and the consequences for those violations.
10. Coaching students, altering responses, or interfering with responses in any way during or after the scheduled test administration is prohibited. Coaching students is defined as providing answers by staff or other students to students in any manner during the test, including cues, clues, hints, and/or actual answers in any form-written, printed, verbal or non-verbal (including, but not limited to, charts, bulletin boards, posters, computers, hand gestures), or allowing students to alter responses after the scheduled test administration.
11. Anyone with knowledge of, or information regarding, a possible testing irregularity or alleged security violations shall report the alleged irregularity/violation to an appropriate authority. {See Miss. Code Ann. § 37-16-4(1)(f)}

### Policies for Mississippi Assessments

12. The Mississippi Statewide Assessment System ensures the inclusion of all students in the assessment programs {Miss. Code Ann. § 37-16-3(2)}; Literacy-Based Promotion Act, {Miss. Code Ann. §37-177-11}; e-CFR

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200.5 (a)(1)(2)(3); Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports, 2018R.

- a. Accurate student attendance data during testing windows shall be maintained by the district/school. For example, if a student is taking the English II assessment and misses their World History class, the student should not be counted absent.
- b. If a student is assigned to take a test and is absent, the student shall be counted absent. Districts/schools shall make sure attendance is maintained during testing windows as to who is present and who is not present.
- c. Students who drop a course for which an end-of-course Subject Area Test is required after the dates noted below shall still take the appropriate end-of-course Subject Area Test.

### Traditional Schedule

- Students enrolled in a course at the end of January (5<sup>th</sup> month) shall be tested.

### Fall Block

- Students enrolled in a course at the end of October (2<sup>nd</sup> month) shall be tested.

### Spring Block

- Students enrolled in a course at the end of March (7<sup>th</sup> month) shall be tested.

- d. Students enrolled in and taking courses for the first time for which end-of-course Subject Area Tests is required shall take the appropriate Subject Area Tests. These students shall take the appropriate end-of-course Subject Area Test, as listed the *Approved Courses for the Secondary Schools of Mississippi* includes the words Accelerated, Enrichment, or Advanced Placement.
- e. Each student enrolled in and re-taking courses for which end-of-course Subject Area Tests are required to take the appropriate Subject Area Test only if the student has not previously met the graduation requirement for the Subject Area Test.
- f. Each student shall take the appropriate end-of-course Subject Area Test at the end of the course regardless of the grade level in which the course is offered.
- g. Students enrolled in a Mississippi public school will be required to pass end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through enrollment in summer school, virtual school, or any other non-standard school as defined by the Office of Accreditation. See State Board Policy Chapter 36, Rules 36.2, 36.4, and 36.5.

### Accommodations and Accessibility Features

13. All guidelines listed in the current edition of the *Mississippi Testing Accommodations Manual* shall be followed. Appropriate accommodations and/or accessibility features shall be provided for each individual student (except those noted as non-allowable for specific assessments) per the student's Individualized Education Plan (IEP), Section 504 Plan, and/or Language Service Plan (LSP).

14. The medical monitoring policy shall be followed for any student or staff member that utilizes an electronic device in the testing environment due to monitoring a medically diagnosed condition. The school shall have the appropriate documentation on file, to include both a signed confidentiality and an electronic device form.

### Test Administration

15. A specific schedule for each school administering a Statewide assessment within the district shall be submitted to the Office of Student Assessment 30 calendar days prior to the start of any test window. A school shall test in accordance with the schedule provided, unless administering a make-up session or the change is a result from inclement weather conditions or technology issues that prevented the assessment administration occurring on the day originally scheduled.

- a. A school's testing schedule is developed by the DTC/STC in coordination with the school's Principal.
- b. It is the responsibility of the Principal to notify students and parents/ guardians of their school's testing schedule.
- c. A testing schedule shall be provided to the OSA for each 3<sup>rd</sup> grade reading retest opportunity.

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- d. Screeners/placement tests do not require a testing schedule. Schools must test within the time specified by the program.
16. Make-up testing shall be provided during the State administration window for the respective assessment for students who are absent during the district/school scheduled test administration, including all 3<sup>rd</sup> grade reading test sessions.
17. Both a trained Test Administrator (TA) and a Proctor shall actively monitor students by frequently moving unobtrusively about the room.
- At least two (2) trained people shall be present from the time testing materials are distributed to the Test Administrator until all test materials have been returned to the STC to return to the secure material storage area.
  - Tests shall be administered according to the standard procedures defined in the Test Administrator's Manual/Test Coordinator Manual, and or other assessment related documentation.
  - Test Administrators and Proctors shall maintain a written record/log of any testing irregularities which may occur within the testing room during statewide assessments.
  - A seating chart is required for each room/site used for any statewide assessment, including retest and make-up test sessions. Seating charts shall be legible, and reflective of the room's seating layout. Each chart shall maintain the following information: subject area tested, any accommodations provided (if applicable to the test session administered), the date of test administration, name of Proctor, name and Mississippi teachers license number of the TA. Each seating chart shall be signed by the STC and TA verifying the accuracy of the chart.
  - Tests are to be administered in an environment that provides an adequate test setting for students. Such an environment should provide adequate lighting, comfortable room temperature, reduced noise level, and adequate spacing to ensure that a secure and fair testing environment is in place for all students. Students should be seated in a manner to minimize opportunities to view the work of others. If adequate spacing cannot be achieved, then cardboard dividers shall be utilized.

### Electronic Devices

18. The MDE prohibits the possession and/or use of any prohibited electronic communication device during the administration of statewide assessments. A prohibited electronic device is any device that gives a student a possible unfair advantage due to the capabilities it possesses.
19. A school's Principal is responsible for the development of procedures and implementation of the policy prohibiting the possession of an electronic devices for students and staff within testing areas at their school site.
- The Principal ensures the policy on the prohibition of electronic devices and the consequences for violations to this policy have been properly disseminated to staff, students, and parents/ guardians. Students and staff shall have a signed electronic device agreement on file.
  - The District Test Coordinator, designated technology support staff, and any other testing personnel, as outlined by OSA during DTC training, may have an electronic device in the testing environment to address emergency and/or technological related issues.

### Test Security Violations and Forensic Data

20. The District Superintendent shall investigate all district reports of alleged violations of test security and/or possible educator misconduct. The findings of all investigations shall be submitted to the OSA.
21. The Superintendent will be notified by MDE for investigation when data forensic analysis indicates:
- statistically significant similar or identical patterns of responses;
  - anomalous erasures are noted in students' responses; and/or
  - statistically significant group or individual scores are inconsistent with established patterns of achievement are noted.



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### **V. INVESTIGATION**

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

#### **A. PROCEDURE FOR INVESTIGATION**

Identifying and investigating possible testing irregularities involves a variety of data sources. These include formal testing audits, self-reports of testing irregularities, allegations/complaints related to possible testing irregularities, and results of analyses and reports designed to identify possible irregularities, including the percent of students tested, changes in enrollment, score exceptionalities, erasure report results, and missing documents reports during the entire testing window in the district, school, and/or classroom/room where the test was administered.

The procedure for handling testing irregularities is repeated for each test administration. The Office of Student Assessment will notify the school district in writing when a possible testing irregularity has been identified. Within fifteen (15) working days following a reported potential irregularity/violation and/or receipt of the written notification from the Office of Student Assessment, the district will submit a written report to the Office of Student Assessment. The Office of Student Assessment reserves the right to conduct an independent investigation.

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

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

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

#### **B. PROCEDURES FOR PERSONNEL MISCONDUCT INVESTIGATION**

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

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

In case of an allegation of an irregularity or in the case of statistical analyses that prompt a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred, the State Superintendent will have the authority to invalidate suspect test

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scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration. The district superintendent will be notified that the Office of Accreditation is being apprised of the findings.

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

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

### VI. CONSEQUENCES

#### A. LETTER OF WARNING

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

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

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

##### 1. Multiple Letters of Warning

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

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

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

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

## APPENDIX F

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

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

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

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

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

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

### **D. INVALIDATION OF SCORES**

#### **1. Student Retest and Score Invalidation Procedure**

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

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

#### **2. Individual Irregularity Procedure**

If there is evidence that confirms one (1) or more individual testing irregularities on the Subject Area Tests or other tests that have high stakes consequences for individual student(s) resulting in the student or students not being able to graduate in the current school year, the individual(s) in question shall be notified in writing of the irregularity by the district superintendent and given an opportunity to provide an explanation and evidence that the questioned score(s) is/are consistent with other test scores or other academic performance. If retesting of individuals on the test is required and the retesting yields scores that would deny students a diploma or affect promotion/retention decisions after all retesting opportunities have been exhausted, affected individuals will be given an opportunity to appeal to the State Board of Education the decision to invalidate their original scores on the

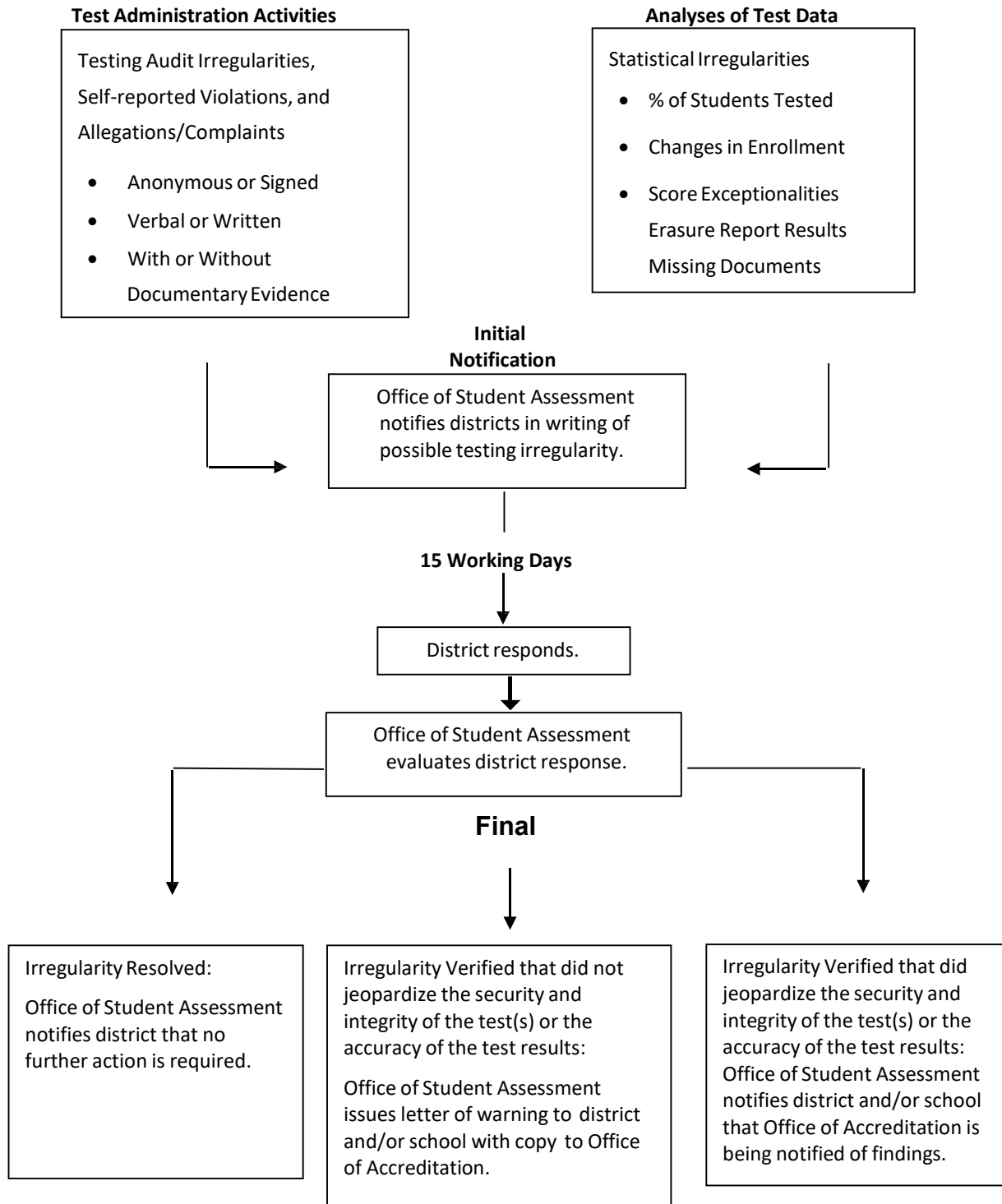
## APPENDIX F

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test. No hearing will be granted to any student who has not completed all other requirements for graduation or promotion and exhausted all retake opportunities.

## APPENDIX F

**Procedure for Handling Possible Testing Irregularities** (The procedure for handling testing irregularities is repeated for each test administration.)



## GLOSSARY

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**The following definitions are established for the purpose of implementing the *Mississippi Public School Accountability Standards* established by the State Board of Education and authorized under Miss. Code Ann. §§ 37-17-1 through**

### **ACADEMIC CORE**

Required course offerings in which specific skills contained in the *Mississippi College- and Career- Readiness Standards* and *Mississippi Curriculum Frameworks* must be taught. Subjects in the academic core are English/language arts, mathematics, science, social studies, world languages, and the arts (dance, media arts, music, theatre, visual arts).

### **ACADEMIC YEAR**

The amount of time that must be scheduled in the educational calendar and that consists of a minimum of 180 teaching days. See *teaching day*. Two (2) of the 180 days may be 60% days provided there are 198 minutes of actual instruction, and the remainder of each day is used for professional development and/or testing.

### **~~ACCELERATED COURSES~~**

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

### **ACCOUNTABILITY SYSTEM**

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

### **ACCREDITATION RECORD SUMMARY**

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

### **ACCREDITATION STANDARDS**

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

### **ACCREDITATION STATUS**

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

### **~~ADEQUATE YEARLY PROGRESS (AYP)~~**

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

### **ADMINISTRATOR**

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

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### **ADVANCED PLACEMENT (AP®)**

A program of college level courses and examinations for secondary school students administered by the College Board. High schools providing advanced placement courses must follow guidelines published by the College Board.

### **ALTERNATIVE SCHOOL**

A public elementary/secondary school that addresses needs of students that typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, and falls outside of the categories of regular education, special education, or career technical education. Students who are placed in an alternative school will remain enrolled in the school they would normally attend if not placed in an alternative school program. Test results for students placed in an alternative school program will be reported at the school the student would normally attend. See Miss. Admin. Code 7-3: 36, State Board Policy Chapter 36.

### **ALLOCATED TIME**

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

### **ANNUAL FINANCIAL AUDIT REPORT**

*The report issued at the close of each fiscal year by a private Certified Public Accountant (CPA) under the guidelines of the Office of the State Auditor, and approved by the Office of the State Auditor, bearing the official opinion on the financial statements and internal processes of the school district.*

### **ANNUAL PERFORMANCE CLASSIFICATION**

See School Performance Classification.

### **ASSISTANT TEACHER**

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

### **ATTENDANCE CENTER**

A school in a school district that is located on one (1) school site and has one (1) principal administering the educational program for all the grades in the school.

### **BASIC SKILLS**

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

### **CARNEGIE UNIT**

A standard measure of high school work indicating the minimum amount of time that instruction in a subject has been provided. Awarding of one (1) Carnegie unit indicates that a minimum of 140 hours of instruction has been provided in regular and laboratory classes over a school year; awarding of one-half (½) Carnegie unit indicates that a minimum of 70 hours has been provided. (See Process Standard 13.2 for exceptions.)

### **CLASSROOM**

A school room in which student instruction takes place.

### **COMPULSORY SCHOOL AGE CHILD**

A child who has attained or will attain the age of six (6) years on or before September 1 of the calendar year and who has not attained the age of seventeen (17) years on or before September 1 of the calendar year; and shall include any child who has attained or will attain the age of five (5) years on or before September 1 and has enrolled in a full-day public school kindergarten program. Provided, however, that the parent or guardian of any child enrolled in a full-day public school kindergarten program shall be allowed to disenroll the child from the program on

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a one-time basis, and such child shall not be deemed a compulsory-school-age child until the child attains the age of six (6) years. See Miss. Code Ann. § 37-13-91.

### **CORRECTIVE ACTION PLAN**

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

### **CREDIT RECOVERY**

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

### **CRITERION-REFERENCED TEST (CRT)**

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

### **CURRICULUM**

The course content listed in the *Mississippi Curriculum Frameworks College and Career-Readiness Standards*.

### **DEPARTMENTALIZED CLASS**

A class in which an educator teaches one (1) or more core academic subjects to more than one (1) group of students.

### **DEVELOPMENTAL COURSE**

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

### **DEFICIENCY**

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

### **DIRECT INSTRUCTION**

Act or process in which a teacher is actually guiding (instructing) students toward achieving specific learning objectives. *NOTE: As a result of COVID-19, staff time spent on activities necessary to deliver instruction via different learning modes (hybrid, remote, one-on-one virtual) may be considered direct instruction as a part of the teacher workday.*

### **DISTANCE LEARNING COURSES**

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

### **DISTRICT LEVEL ACCREDITATION**

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

### **DISTRICT OF TRANSFORMATION**

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



## GLOSSARY

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### ***DROPOUT***

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

### ***EARLY CHILDHOOD EDUCATION PROGRAM***

Kindergarten and assistant teacher programs that comply with *Mississippi Kindergarten Guidelines* and approved by the State Board of Education and published by the Mississippi Department of Education. (See also *kindergarten* and *pre- kindergarten*.)

### ***EFFECTIVE INSTRUCTION***

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

### ***ELEMENTARY SCHOOL***

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

### ***ELIGIBLE STUDENTS***

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

### ***ENRICHMENT PROGRAM***

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

### ***EVALUATION***

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

### ***EVALUATION TEAM***

A trained evaluation team assigned to a School At-Risk within fifteen (15) days after notification that the school has been designated as a School At-Risk. The evaluation team shall be independent of the school being evaluated and may include employees of the State Department of Education. The team may include retired educators who have met certain standards and have completed all necessary training.

### ***EXTRACURRICULAR ACTIVITIES***

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

### ***EXTENDED YEAR PROGRAM***

A program of instruction offered by the district after the close of the regular academic year that is designed for students who need extra time to complete course objectives/requirements (not ESY provided through special education programs).

### ***FAILING SCHOOL***

A school performance classification based on the Letter Grade achieved by the school.

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### ***FAILING SCHOOL DISTRICT***

A district that fails to meet both the absolute student achievement standards and the rate of annual growth expectation standards as set by the State Board of Education for two (2) consecutive years. A school district that has been designated as failing as defined by the State Board of Education shall also establish a community-based prekindergarten through higher education council comprised of a broad spectrum of the community and is required to publicly report progress to the community as a whole. (See Miss. Code Ann. § 37-18-5.) (See Process Standard 12.)

### ***FINANCIAL EXCHANGE TRANSFER SYSTEM (FETS)***

The system used to collect financial data from each district at the close of the fiscal year.

### ***FRAMEWORKS***

Competencies (required learning standards for all students) and objectives (learning outcomes indicating how the competencies can be fulfilled) [for Career and Technical Education courses](#) approved by the State Board of Education.

### ***FULL ACADEMIC YEAR***

This term refers to (approximately) 70% of the instructional time from the beginning of the school year to the time students are assessed. Only students who have been enrolled in the school for a full academic year (approximately 70%) are included in the *Mississippi Statewide Accountability System*.

### ***FUNCTIONAL LITERACY SKILLS***

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

### ***GENERAL EDUCATION DEVELOPMENT (GED) OPTION***

GED Option is an integral component of a high school curriculum that provides another option to obtain a high school level credential. The GED Option is targeted for a subgroup of students who have the capabilities to complete high school requirements, but for a variety of adjustment and life circumstance obstacles are behind in the credits needed to graduate with their class and are at risk of leaving school without a high school credential. The GED Option provides these students a viable second opportunity to stay in school and acquire the necessary high school level knowledge and skills to pass the GED Tests and earn a high school diploma/credential within the same time frame as their peers. (See the *American Council on Education (ACE) Guidelines*.)

### ***GENERALLY ACCEPTED AUDITING STANDARDS***

The rules by which a Certified Public Accountant (CPA) must conduct himself while performing an audit of a company or government entity's financial statements. The American Institute of Certified Public Accountants establishes these guidelines.

### ***GRADE LEVEL PROFICIENCY STANDARD***

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

### ***GROWTH EXPECTATION***

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

### ***HALF-TIME***

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

### ***HIGHLY QUALIFIED***

See the *Guidelines for Mississippi Educator Licensure*.

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### **HIGH SCHOOL**

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

### **HIGHEST LEVELS OF ACCREDITATION STANDARDS**

A school or district with a Letter Grade in the top two (2) ranges of the accountability rating system will be identified as meeting the highest levels of accreditation standards.

### **INNOVATIVE PROGRAMS AUTHORIZED BY THE STATE BOARD OF EDUCATION**

Programs of study approved by the Mississippi Board of Education that are designed to provide innovative approaches to teaching and learning. These programs are designed to better prepare students for postsecondary education and direct entry into the workplace.

### **INSTRUCTIONAL STAFF**

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

### **INVESTIGATIVE EVALUATION (COMPLAINT AGAINST DISTRICT)**

An evaluation that is conducted in a school district in response to a formal written complaint. All formal complaints made against schools or districts must be submitted to the Commission in writing and bear the signature of the individual(s) filing the complaint. The written complaint shall contain specific details concerning alleged violations. When the complaint is received, the superintendent is notified in writing of the nature of the complaint and informed that the district is subject to an unannounced audit to investigate the allegations. If the complaint addresses an area over which the Commission has no authority, the individual filing the complaint is notified. (See Accreditation Policy 5.0)

### **KINDERGARTEN**

That portion of the elementary school serving children who have reached the age of five (5) years on or before September 1.

### **KINDERGARTEN INSTRUCTIONAL DAY**

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

### **LABORATORY**

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

### **LEARNING CENTER**

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

### **LEARNING CENTER ACTIVITIES**

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

### **LEARNING OBJECTIVES**

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

### **LIBRARY MEDIA CENTER**

A specially designed space in each school equipped for centrally housing an organized collection of materials and equipment representing a broad range of current learning media, including instructional technology. The

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facility contains areas for individualized study and for large and small group instruction. The facility is organized and administered to function as a learning laboratory where the use of all media is purposeful, planned, and integrated with the educational program and instructional processes of the school. (See *Mississippi School Library Media Guide*.)

### **LIBRARY RESOURCES**

Includes all print materials, non-print materials, and other current multimedia resources and technologies that meet the curriculum goals, needs, and interests of the school community.

### **LOCAL EDUCATION AGENCY (LEA)**

A local education agency is any one (1) of the 144 public school districts in Mississippi.

### **LOWEST PERFORMANCE LEVEL OF ACCREDITATION STANDARDS**

A school or district that is identified as failing after one (1) year or identified as at-risk of failing or low performing for two (2) consecutive years will be identified as accredited at the lowest performance levels.

### **MIDDLE SCHOOL**

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

### **MISSION STATEMENT**

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

### **MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM**

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

### **NORM-REFERENCED TEST (NRT)**

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

### **ON-LINE COURSE**

Instruction delivered via the Internet.

### **ON-SITE**

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

### **ON-SITE EVALUATIONS**

On-site evaluations or investigations of a school district that the State Board of Education, the State Superintendent of Education, or the Commission on School Accreditation has the authority to call at any time. If deficiencies are found in meeting accreditation standards, the superintendent is notified in writing and given ~~thirty (30)~~ **forty-five (45)** days from the receipt of notification to provide a written response. The report of findings is filed in the current accreditation records in the Office of Accreditation. (See Accreditation Policy 5.01)

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### **PERFORMANCE STANDARDS**

Standards for individual schools and districts based on student achievement data using established proficiency levels and a reasonable expectation for annual growth in student achievement. Output or product standards that address selected components of the statewide testing program and other outcome measures related to the performance of a school or district.

### **PERSONNEL ACCREDITATION DATA REPORTING SYSTEM**

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

### **PHYSICAL EDUCATION**

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

### **PLANNING PERIOD**

An unencumbered period of time during the teaching day or week required for each classroom teacher except career technical teachers who teach in time blocks of fifty (50) minutes or more. (See Process Standard 24.)

### **POLICY**

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

### **PRE-KINDERGARTEN PROGRAM**

Instructional program serving children who have reached the age of four (4) years on or before September 1.

### **PRINCIPAL**

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

### **PROBATION STATUS**

An accreditation status assigned to a district that complies with fewer than 100% of the Accreditation Policies and Process Standards. The district will be required to develop a corrective action plan to address the deficiencies. (See Accreditation Policy 2.8)

### **PROCEDURE**

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

### **PROCESS STANDARDS**

Input standards that address accepted educational principles and practices believed to promote educational quality. See Accreditation Policy 2.2.

### **PROFESSIONAL DEVELOPMENT**

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

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### **PROFESSIONAL DEVELOPMENT PLAN FOR EDUCATORS**

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

### **PROFESSIONAL STAFF**

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

### **PROFICIENCY**

An established criterion level based on the demonstrated range of performance in relation to content as reflected in the *Mississippi Curriculum Frameworks College and Career-Readiness Standards*.

### **PUBLIC NOTICE**

After a state of emergency has been declared for a school district, the public notice that the Commission on School Accreditation files at least once a week for at least three (3) consecutive weeks in a newspaper published within the immediate or general vicinity of the affected school district in accordance with Miss. Code Ann. § 37-17-6(12).

### **REMEDIAL INSTRUCTIONAL PROGRAMS**

Programs designed to provide interventions and supports for students who have been unsuccessful in mastering content/skills.

### **SCALED SCORE**

A transformation of the raw score to have a desired mean and standard deviation for ease of interpretation. Scaled scores provide meaningful year-to-year comparisons, but they cannot be used across subject areas or subtests. Scaled scores represent approximately equal units on a continuous scale. Therefore, a difference of five (5) points between two (2) students' scores represents the same amount of difference in performance wherever it occurs on the scale. Scaled scores can be designed to have any range and midpoint (e.g., 200 through 500, with a midpoint of 350).

### **SCHOOL**

An institution that exists for the purpose of teaching school-aged children, consists of one (1) physical plant located on one (1) school site, includes instructional staff members and students, and is in session each school year.

### **SCHOOL AT-RISK**

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

### **SCHOOL BOARD**

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

### **SCHOOL DAY**

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

### **SCHOOL GUIDANCE COUNSELOR**

School guidance counselors shall provide comprehensive counseling services, including the following: academic and personal/social counseling; student assessment and assessment counseling; career and educational counseling; individual and group counseling; crisis intervention and preventive counseling; referrals to community agencies; educational consultations and collaboration with teachers, administrators, parents, and community

## GLOSSARY

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leaders; educational and career placement services; follow-up counseling services; conflict resolution; and other counseling duties or other duties as assigned by the school principal. No individual shall be employed as a school guidance counselor without a minimum of a master's degree in Guidance and Counseling, or in an emergency situation, an appropriate certification as determined by the Commission on Educator Licensure. School guidance counselors shall abide by the American School Counselor Association Code of Ethics. (See Miss. Code Ann. § 37-9-79.)

### **SCHOOL IMPROVEMENT PLAN**

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

### **SCHOOL PERFORMANCE CLASSIFICATION**

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

### **SCHOOL SAFETY PLAN**

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

### **SECONDARY SCHOOL**

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

### **SELF-CONTAINED CLASS**

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

### **SHOW CAUSE HEARING**

The hearing that the Commission on School Accreditation conducts to allow the officials of the affected district to present evidence or other reasons as to why the accredited status should not be withdrawn. This occurs before the Commission recommends to the State Board of Education that the accredited status of a district be withdrawn in accordance with Miss. Code Ann. § 37-17-6(11)(a).

### **SPECIAL DIPLOMA OR CERTIFICATE**

Upon meeting all applicable requirements prescribed by the district school board, students with disabilities shall be awarded a special diploma in a form prescribed by the state board. Any such student who meets all special requirements of the district school board for his exceptionality but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the state board. See Miss. Code Ann. § 37-16-11.

### **SPECIAL SCHOOL**

A school that serves students with disabilities in accordance with *Individuals with Disabilities Education Act* (IDEA) and applicable state statutes and regulations.

### **SPECIAL TEST AUDITS**

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

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### **STANDARD DIPLOMA**

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

### **STANDARDS**

Criteria by which school districts and schools are assessed. The two (2) types of standards used in the performance-based accreditation system are performance [classifications \(A-F grading system for districts and schools\)](#) and process [\(Accreditation status assignments for districts\)](#).

### **STATEWIDE TESTING PROGRAM**

See Mississippi Statewide Assessment System.

### **STUDENT ACTIVITIES**

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

### **STUDENT SUPPORT PERSONNEL**

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

### **STUDENT SUPPORT PROGRAM**

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

### **SUBJECT AREA**

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

### **SUBJECT AREA TESTS**

[End-of-course](#) assessments which measure content knowledge in the subject areas of Algebra I, English II, Biology I, and U.S. History from 1877. [Note: Beginning with the 2025-2026 school year, the U. S. History end-of-course assessment will no longer be administered.](#)

### **SUMMER SCHOOL PROGRAM**

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

### **SUPERINTENDENT**

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

### **SUPERVISOR**

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

### **SUPPLEMENTAL COURSE**

A supplemental course is an additional educational course designed to provide extra learning opportunities, support, or reinforcement to help students better understand or master a subject. These courses typically complement regular coursework and are often used to fill gaps in knowledge, review content, or offer specialized learning in a specific area.



## GLOSSARY

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### **SUPPORT STAFF**

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

### **TEACHER**

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

### **TEACHING DAY**

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

### **TEST AUDITS**

See Special Test Audits.

### **TEXTBOOK**

Any medium or manual of instruction which contains a systematic presentation of the principles of a subject, and which constitutes a major instructional vehicle for that subject. Whenever any book under contract is displaced by a new adoption, the board may continue to require the schools to use the recently purchased books from any previous adoption; however, such period of use shall not exceed four (4) years. See Miss. Code Ann. §37-43-31(2) and refer to the current edition of the *Textbook Administration Handbook Rules and Regulations*.

### **UNQUALIFIED OPINION**

An opinion is said to be unqualified when the auditor concludes that the financial statements give a true and fair view in accordance with the financial reporting framework used for the preparation and presentation of the financial statements. This type of report is issued by an auditor when the financial statements presented are free of material misstatements and are represented fairly in accordance with the Generally Accepted Accounting Principles (GAAP).

### **WITHDRAWN STATUS**

The status of a school district when the accreditation of the school district is withdrawn due to noncompliance with its corrective action plan or as a result of action taken by the Commission on School Accreditation. The status is listed as "Withdrawn Not Accredited" and the record of that district will continue to be maintained. See Accreditation Policy 2.3.