

**OFFICE OF CHIEF ACCOUNTABILITY OFFICER**  
**Summary of State Board of Education Agenda Items**  
**June 19, 2025**

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

01. 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 [Goals 1, 2, 3, 4, 5, and 6 – MBE Strategic Plan]  
(Has cleared the Administrative Procedures Act process with public comments)
- A. State Board Policy Chapter 36, Rule 36.4 – Assessments Required for Graduation
  - B. State Board Policy Chapter 36, Rule 36.5 – Additional Assessment Options for Meeting End-of-Course (EOC) Assessment Requirements
  - C. Mississippi Public School Accountability Standards, 2024 specifically, Appendices A-5 – A-9 and F, and the Glossary

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 has cleared the Administrative Procedures Act process with public comments. The MDE received 20 in support of the proposed elimination of the administration of and graduation requirement for the U.S. History end-of-course assessment, 16 comments against the proposal, 3 neutral comments, and 5 off-topics comments. The public comment period was open from April 17, 2025, through 5:00 p.m. May 19, 2025.

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

Recommendation: Approval

Back-up material attached

# PUBLIC COMMENT

## Elimination of U.S. History End-of-Course Assessment

Comment	MDE Response
<b>Olivia Turner-Boone</b> Remove the test.	No action needed. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.
<b>Tawna Helums, DeSoto County School District</b>  Please consider removing this state test. I'd really like to see NO state as requirements because you have teachers who are great teacher's but they are being held back from actually teaching because they are too worried about state test.	No action needed. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.
<b>Alice Walker</b>  Please get rid of the test. This assessment is not required federally and is just another thing hanging over our children's heads. One of my sons have testing anxiety and does not test well and this will be a relief for him.	No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.
<b>Timmy Brownlee</b>  I believe that this test should continue to be required. I think as a society we have pushed away and lost enough of our History. I think by eliminating this test that our educators will become lacked in teaching history to our children. A lot of children do not retain any of this at home so I think it's very important to continue this requirement.	The recommended policy would not eliminate the required course work in U.S. History. The current standards still require rigorous instruction in U.S. History and evidence of content mastery.
<b>Jerry Stokes</b>  Not having history test is the stupidest thing I've ever heard of. Knowing the past is what keeps our future alive.	The recommended policy would not eliminate the required course work in U.S. History. The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.

Comment	MDE Response
<p><b>Michael Stefanek</b></p> <p>Count me as one citizen who does not want the history test canceled. I would much prefer a standardized version that I can only hope might be closer to what actually happened in this countries past- a true history, not a watered-down version or biased view.</p>	<p>The recommended policy would not eliminate the required course work in U.S. History. The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p>
<p><b>Erica Rouson</b></p> <p>I stand in opposition to the requirement for Mississippi high school students to pass the U.S. History end-of-course exam as a condition for graduation. This policy imposes unnecessary stress on students and educators, and diverts valuable instructional time.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p>
<p><b>Brian Cadman</b></p> <p>I can't believe the U.S. History is seen by you state educators as something not needed. The young voters today don't even know who to vote for except the poor information by our corrupt media. Most that have randomly asked about the constitution don't know what it is. The ask in sidewalk surveys who presidents and have no idea about them. Many can't write in cursive, do math problems, or make change without a machine and now no history? What are you people thinking.</p>	<p>The recommended policy would not eliminate the required course work in U.S. History. The current standards still require rigorous instruction in U.S. History and evidence of content mastery.</p>
<p><b>Lacey Smith</b></p> <p>As a parent of child/children that must take so many standardized tests I do not see the benefits of WHY it has be a requirement for our children to pass and be eligible to GRADUATE from all these tests. I feel like the education system is failing our children with making them a TEST SCORE instead of CHILDREN and teaching the basic of LIFE. I know so many children that are being put on anxiety meds because they struggle with the pressure of all these STATE REQUIRED TEST.</p>	<p>The Federal Every Student Succeeds Act requires state-wide high school assessments in Reading/Language Arts, Mathematics and Science.</p>
<p><b>Paula Towery</b></p> <p>I am in favor of eliminating this mandatory test, as well as the other state test that are required for graduation.</p> <p>I also strongly believe all state test should be eliminated.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p> <p>The Federal Every Student Succeeds Act requires:</p> <ul style="list-style-type: none"> <li>• Annual testing in Grades 3-8 in Reading/Language Arts and Mathematics</li> <li>• Testing once per grade band in Science</li> <li>• State-wide high school assessments in Reading/Language Arts, Mathematics and Science</li> </ul>

Comment	MDE Response
<p><b>Shere Rollins, Brookhaven, MS</b></p> <p>Please get rid of all state testing. It's too much stress mentally on the children, teachers, and administrators. We should focus more on ACT scores for college applications and scholarships purposes.</p>	<p>The Federal Every Student Succeeds Act requires state-wide high school assessments in Reading/Language Arts, Mathematics and Science.</p>
<p><b>Amanda Moak</b></p> <p>I al I'm favor of this subjects and ALL subjects testing to NOT be a part of the graduation requirement.</p> <p>Both of my children are straight A students but the pressure that tests put on them is too much. Testing has no benefits.</p> <p>Thank you for considering not counting the US History test toward graduation requirements. Please consider doing the same for other subjects.</p>	<p>The Federal Every Student Succeeds Act (ESSA) requires state-wide high school assessments in Reading/Language Arts, Mathematics and Science.</p>
<p><b>Ronald Yarbrough</b></p> <p>Please count me as one who opposes elimination of History as a requirement for graduation.</p>	<p>The recommended policy would not eliminate the required course work in U.S. History. The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p>
<p><b>Monica Powell-Mitchell</b></p> <p>U.S. History is not required by Federal State Law, so why put that added stress on these young people, they have enough on them with Math, Science, and English!</p> <p>Please remove the U.S. History State Test as a requirement to graduate High School in Mississippi!</p> <p><i>(This email was a duplicate, submitted on the same date.)</i></p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment for U.S. History.</p>
<p><b>Catherine Weber McCarty</b></p> <p>I am writing to ask you to eliminate the US History End-of-course state test. I trust teachers to teach the material well and assess students mastery of the material. A state test is not needed.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p>

Comment	MDE Response
<p><b>Jessica Hodges, Rankin County School District</b></p> <p>Please consider the following to amend part of the Title 7: Part 24 of the MS Accountability Standards: (System number 27985) Specifically, on page 201 of the Career and Technical Endorsement, consider adding next to "one (1) academic or CTE dual credit": <u>with a C or higher.</u></p>	<p>Off-topic. Comment has been referred to the committee overseeing these revisions.</p>
<p><b>Stephanie Keller, Starkville Oktibbeha School District</b></p> <p>We would like to request a review of the Academic Endorsement additional requirements. The college course (MAT 1314 College Algebra w/ Int. Alg.) should be considered as another method of obtaining the Academic Endorsement. Currently, the Accountability Standards (see screenshot below) lists enrollment of Essentials for College Math &amp; Essentials for College Literacy as a means by which students can earn the Academic Endorsement. This course is available through EMCC. In our opinion, it exceeds the pre-requisites (ACT Math score of 16 - 18 compared to ACT Math score of 15 - 18 for Essentials) and also requires an additional lab component (4 hours credit compared to 3 hours).</p> <p>APPENDIX A-8</p> <ul style="list-style-type: none"> <li>• Must successfully complete one (1) of the following: <ul style="list-style-type: none"> <li>◦ ACT sub scores of 17 in English and 19 in Math</li> <li>◦ Essentials for College Math or Essentials for College Literacy (in senior year)</li> <li>◦ SAT equivalency sub score</li> </ul> </li> <li>• Must successfully complete one (1) of the following: <ul style="list-style-type: none"> <li>◦ One (1) AP course with a C or higher and take the appropriate AP exam</li> <li>◦ One (1) Diploma Program-IB or Cambridge (AICE) course with a C or higher and take the appropriate exam</li> <li>◦ One (1) dual credit course and earn a C or higher in the course</li> </ul> </li> </ul>	<p>Off-topic. Comment has been referred to the committee overseeing these revisions.</p>
<p><b>Caroline Primus</b></p> <p>Eliminating the state test would allow my U.S. history students to do more of what my other history students can do: read in depth on primary sources, create arguments, have historical discussions and debates, and write!</p> <p>Please eliminate the U.S. History state test, and thank you for your consideration.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p>

Comment	MDE Response
<p><b>Erin Tullos</b></p> <p>I disagree with the decision to remove the U.S. History assessment required for graduation.</p>	<p>The recommended policy would not eliminate the required course work in U.S. History. The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p>
<p><b>Elizabeth Sims</b></p> <p>For years, I have been increasingly troubled by the excessive emphasis placed on standardized testing in our state, particularly the high-stakes tests required for high school graduation. While I do recognize the importance of accountability and assessment, I strongly believe there are more meaningful and nationally relevant alternatives—such as the ACT or ACT WorkKeys—that better reflect students' readiness for college and career pathways. Therefore, I strongly support eliminating the U.S. History State Test—as well as the other three end-of-course exams—as a requirement for high school graduation.</p>	<p>Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p> <p>The Federal Every Student Succeeds Act requires state-wide high school assessments in Reading/Language Arts, Mathematics and Science.</p>
<p><b>Harrison Michael</b></p> <p>Get rid of it. Passing the course for graduation requirement is good enough.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p>
<p><b>Dr. Charles D. Hampton, Lee County School District</b></p> <p>I disagree with the proposed elimination of the U.S. History Exam. PLEASE keep the accountability model with the end of semester U.S. History exam.</p>	<p>The recommended policy would not eliminate the required course work in U.S. History. The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p>
<p><b>Kim Nix</b></p> <p>I am writing to express my deep concern and disapproval regarding the continued use of the U.S. History End-of-Course (EOC) assessment as a mandatory graduation requirement for high school students.</p> <p>While the value of historical knowledge is undeniable, the use of a single standardized test to determine a student's readiness for graduation is both outdated and misaligned with the practical and academic needs of today's learners.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p>

Comment	MDE Response
<p><b>James Reed</b></p> <p>As a 45 year teaching veteran History and retired NBCT, I feel it would be a big mistake to get rid of the History test due to current trend to diversify everything in the US.</p>	<p>The recommended policy would not eliminate the required course work in U.S. History. The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p>
<p><b>Raymond A. Settle, Blue Mountain, MS</b></p> <p>I am OPPOSED to elimination of the US History assessment</p>	<p>The recommended policy would not eliminate the required course work in U.S. History. The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p>
<p><b>Tommy Ashley</b></p> <p>Eliminate the test.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p>
<p><b>Constance Davis</b></p> <p>I think testing should be eliminated.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p>
<p><b>Betsy Burney, Jefferson Davis County High School</b></p> <p>I am disheartened that the US History test is on the table to eliminated as an end-of-course assessment. I know that the course itself will remain as a graduation/credit requirement. I wish accountability as far as testing would remain as well.</p>	<p>The recommended policy would not eliminate the required course work in U.S. History. The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p>



Comment	MDE Response
<p><b>Billy McMurry, Mt. Olive Attendance Center</b></p> <p>I am for eliminating the State test in U.S. History Please take this burden off of us and the students.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p>
<p><b>Dr. Brent Grisham, Blue Mountain High School</b></p> <p>I am on the proverbial fence about the elimination of this test. For starters, the elimination of this test and its elimination from the accountability model will hurt my school and my school district quite a bit.</p> <p>In conclusion, while the elimination of the state test will help with my personal stress level (and that is extremely important), I believe the message this sends is that history is unimportant. That is a dangerous message to send to society.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p> <p>The Federal Every Student Succeeds Act requires:</p> <ul style="list-style-type: none"> <li>• Annual testing in Grades 3-8 in Reading/Language Arts and Mathematics</li> <li>• Testing once per grade band in Science</li> <li>• State-wide high school assessments in Reading/Language Arts, Mathematics and Science</li> </ul>
<p><b>Brother Rogers</b></p> <p>The Mississippi Historical Society would like to comment on the pending decision by the Mississippi Board of Education to eliminate the state U.S. history test as a high school graduation requirement. If this move is finalized, we want to underscore the value of teaching U.S. history and the need to maintain the requirement that all students pass a course in U.S. history to graduate from high school. In particular, we encourage the Board to communicate an emphasis on understanding the Civil War and the Civil Rights Movement. A knowledge of history is essential to producing informed citizens.</p>	<p>No response required. Respondent emphasizes the need to continue requiring U.S. History coursework.</p>
<p><b>Chauncey Spears</b></p> <p>While I fully support the lessening of the testing burden on public school students, I am concerned about the lack of historical understanding many of our students and adult community members have as citizens in our participatory democracy. Instead of eliminating the US History test alone, why not considering removing all testing performance measures from the accountability model, and just report out the test performance of the students in the ways that are required by ESSA?</p>	<p>The recommended policy would not eliminate the required course work in U.S. History. The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p>



Comment	MDE Response
<p>I am not advocating for the elimination of all standardized testing, for testing can give valuable insights in student needs in terms of curriculum and instruction. I am advocating for not using the student performance on those tests to rate schools in Mississippi, which is quite problematic for a variety of reasons.</p>	
<p><b>Sharon Donner</b></p> <p>This is certainly stressful. To do exceptionally well in the classroom but fail the U. S. History causing one not to receive their diploma really wouldn't encourage one to finish. This is/or could possibly increase the high school drop out rates in my opinion.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p>
<p><b>Aresia Rhodes, Brandon, MS</b></p> <p>I am writing in strong support of the proposed revisions to eliminate the U.S. History End-of-Course (EOC) assessment as a graduation requirement, while maintaining the U.S. History course as part of the state's required high school curriculum.</p> <p>Continue to require U.S. History as a vital course that develops civic knowledge and historical understanding, but remove the EOC test as a graduation requirement</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p>
<p><b>Tim Ladner</b></p> <p>As a retired educator and former teacher, including Adjunct Professor at the community college level, I urge the Board of Education to continue administering the U.S. History test as a requirement for graduation, to which I make the following points...</p> <p>To restate my position, continue to require U.S. History for graduation.</p>	<p>The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p>
<p><b>Jo Fitzgerald, Brandon, MS</b></p> <p>I respectfully request that this proposal be reconsidered and that testing on US History be maintained.</p>	<p>The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p>

Comment	MDE Response
<p><b>James S. Kinsey, Richland, MS</b></p> <p>As a retired public high school history teacher of 19 years, I must register my opposition to the elimination of this high-stakes test.</p> <p>As any educator with any classroom experience can attest, removing the high-stakes nature of the exam will place the study of US History on the same level as Geography and Mississippi Studies and lead to a less motivated student.</p>	<p>The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p> <p>The Federal Every Student Succeeds Act requires:</p> <ul style="list-style-type: none"> <li>• Annual testing in Grades 3-8 in Reading/Language Arts and Mathematics</li> <li>• Testing once per grade band in Science</li> <li>• State-wide high school assessments in Reading/Language Arts, Mathematics and Science</li> </ul>
<p><b>Kyle Massey</b></p> <p>I do have reservations about the proposed abolition of the USH test. I have deep reservations about singling out USH for such, which will leave the Social Sciences essentially exempt from the accountability model in any meaningful way.</p> <p>People need accountability. We simply do not have enough good teachers in Mississippi. If you think we do, that means you need to get into schools more often...the suburban, the rural, the urban (such as it is in MS), and everything in between. But the elimination of the USH EOC, without a viable replacement, will only exacerbate the issue, as districts will place whatever warm body has the right certification and coaching endorsements anywhere they can...provided there is no EOC to expose the deficiencies</p>	<p>The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p>
<p><b>Chereda Daugherty, DeSoto County Schools</b></p> <p>Under the Academic Endorsement, students must earn a 17 in English and a 19 in Math on the ACT or take an Essential to Math or Essential to Literacy course. However, we have an agreement through Northwest Community College and MS Valley State University. NWCC allows students to take English Comp I with an ACT English subscore of 15 and MSVSU allows students to take College Algebra with an ACT Math subscore of 17. Therefore, if you change the policy (as we did for early release) to reflect Essential course or college-level course for math and English this would make it easier to decipher who qualifies for the endorsement.</p>	<p>Off-topic. Comment has been referred to the committee overseeing these revisions.</p>

Comment	MDE Response
<p><b>LaYonda White, Rankin County School District</b></p> <p>Thank you for the opportunity to respond to the proposed creation of the State Board Policy Chapter 36, Rule 36.7—Early Graduation Policy. After careful consideration, we submit the following comments:</p> <p><b><u>Section 1.v.</u></b></p> <ul style="list-style-type: none"> <li>• <i>A student's application to graduate more than one semester early shall be submitted prior to the end of the first semester of the student's junior year.</i> <ul style="list-style-type: none"> <li>○ <u>Question:</u> Can districts extend the application deadline due to unforeseen hardship situations?</li> </ul> </li> </ul>	<p>Off-topic. Comment has been referred to the committee overseeing these revisions.</p>
<p><b>Jakirra Barnes, Provine High School</b></p> <p>I wanted to share my thoughts on the proposal to remove the U.S. History MAAP test as a graduation requirement. Removing this requirement would give students like me a little more breathing room to focus on our futures without sacrificing our mental health in the process.</p>	<p>No response required. Respondent agrees with the elimination of the End-of-Course (EOC) Assessment.</p>
<p><b>Jen Cornett</b></p> <p>Though the test is no longer part of the accountability model, I urge you to reconsider its complete removal. Accountability for social studies matters—because citizenship matters.</p> <p>As a U.S. History teacher, I understand the appeal of instructional freedom. But as a Mississippian and former state-level leader, I believe the long-term consequences of removing this test will undermine our students' civic readiness and, ultimately, our state's future.</p>	<p>The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery</p>
<p><b>Rep. Noah Sanford, MS House of Representatives</b></p> <p>I write in opposition to removing the requirement of passage of the US History test for graduation in Mississippi.</p> <p>Removing the US History test may make for a good headline, but it will exacerbate a serious problem both in Mississippi and across the country; I hope you will vote against its removal.</p>	<p>The current standards still require rigorous instruction and regular assessments in U.S. History to demonstrate knowledge and evidence of content mastery.</p> <p>The Federal Every Student Succeeds Act requires:</p> <ul style="list-style-type: none"> <li>• Annual testing in Grades 3-8 in Reading/Language Arts and Mathematics</li> <li>• Testing once per grade band in Science</li> <li>• State-wide high school assessments in Reading/Language Arts, Mathematics and Science</li> </ul>

Comment	MDE Response
<p><b>Wesley Quick, Lamar County Schools</b></p> <p>I am writing to express concern regarding the proposed implementation of the new graduation policy for the 2025-2026 school year.</p>	<p>Off-topic. Comment has been referred to the committee overseeing these revisions.</p>

## History requirements

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**From** Olivia Turner- Boone <oliviaturnerboone@gmail.com>  
**Date** Tue 2025-04-22 1:20 AM  
**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Remove the test.  
Thank you  
Olivia

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**ATTN: Wendy Clemins Regarding US History State Testing**

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**From** Tawna Helums <tawnag@hotmail.com>

**Date** Tue 2025-04-22 2:12 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

**External Email**

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Mrs. Clemons,

My name is Tawna Helums and I reside in Hernando, MS. I have a Junior who is a student at Hernando High School within the Desoto County School District. I'm writing today to express my public comments on the US History state test. My daughter who is 18 currently holds an IEP for being developmentally delayed. She's held an IEP ever since she repeated kindergarten in 2012. My child was pushed through her elementary years. She still can't count money. I tried to tell them for years in elementary but they failed her. I have even asked her high school IEP holder to work with her at school. They have not. She works better with people that aren't myself or her dad. She is very smart she has As & Bs in most classes. She advocates for herself when she needs more help. Which brings me to my point....history test.

She started US History in January, her teacher is a very strict, no-nonsense teacher. If you are absent from the class, it's your responsibility to catch up on what was discussed. The teacher only has time to teach what might be on the state test. She crams history in 3.5 months (Jan until test date May 8th). I've seen the notes this teacher gives & it's WAY too much info to try & remember. I've tried & i can't even do it. I finished high school & college. They go over 18 units in 3.5 months. She only gives grades for test or quizzes; there is no time for classwork. She tells them they have to go home daily & read everything they learned for the day. My daughter has test anxiety especially when it's big test. My daughter has to pass this class this semester & the state test or she will be required to retake the both next school year. If she doesn't, she now risk graduating early in December which she has been trying to do. It's also the possibility she may have to take the STEM academy & get a diploma through there. She also has said if she doesn't pass, she may drop out because she doesn't want to be 19 still in high school. She wants an actual diploma from the school she's been at the past 10 years. This state test is extremely critical to both us. She is already having to retake her ELA state test again. She will literally be taking state test 3 days in a row 6th, 7th & 8th in May. Just means more test anxiety for her.

Please consider removing this state test. I'd really like to see NO state as requirements because you have teachers who are great teacher's but they are being held back from actually teaching because they are too worried about state test.

Thank you,  
Tawna Helums

Sent via the Samsung Galaxy S23 Ultra 5G, an AT&T 5G smartphone  
Get [Outlook for Android](#)



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## US History Test

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**From** Alice Walker <mzwalker83109@gmail.com>

**Date** Tue 2025-04-22 6:03 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### **External Email**

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Please get rid of the test. This assessment is not required federally and is just another thing hanging over our children's heads. One of my sons have testing anxiety and does not test well and this will be a relief for him.

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## U S History

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**From** Timmy Brownlee <brownleetimmy@gmail.com>

**Date** Tue 2025-04-22 7:31 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Sir's or Madam's, I believe that this test should continue to be required. I think as a society we have pushed away and lost enough of our History. I think by eliminating this test that our educators will become lacked in teaching history to our children. A lot of children do not retain any of this at home so I think it's very important to continue this requirement. Thank you

Sent from my iPhone

(No subject)

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**From** Jerry Stokes <jstokes003@gmail.com>

**Date** Tue 2025-04-22 8:15 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

**External Email**

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Not having history test is the stupidest thing I've ever heard of.

Knowing the past is what keeps our future alive.

Jerry Stokes

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## State History Test status

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**From** michael stefanek <mikestefanek52@gmail.com>

**Date** Tue 2025-04-22 9:07 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Greetings. Count me as one citizen who does not want the history test canceled. Mississippi has a dismal history in terms of educational achievement and trimming requirements for students in an important area such as history just does not seem to be the best way to go. It seems to me this opens it up to students simply having to pass a test that mirrors each individual history teachers views of history-and we know full well those versions differ often. I would much prefer a standardized version that I can only hope might be closer to what actually happened in this countries past- a true history, not a watered-down version or biased view.

Michael Stefanek

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## Opposing the U.S. History EOC Exam

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**From** Erica Rouson <ericarouson@yahoo.com>

**Date** Tue 2025-04-22 10:04 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### **External Email**

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To Whom it May Concern:

I stand in opposition to the requirement for Mississippi high school students to pass the U.S. History end-of-course exam as a condition for graduation. This policy imposes unnecessary stress on students and educators, and diverts valuable instructional time.

Erica Rouson

---

## U.S. History

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**From** Brian Cadman <bfs5541@bellsouth.net>

**Date** Tue 2025-04-22 11:11 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### **External Email**

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I can't believe the U.S. History is seen by you state educators as something not needed. The young voters today don't even know who to vote for except the poor information by our corrupt media.

Most that have randomly asked about the constitution don't know what it is. The ask in sidewalk surveys who presidents and have no idea about them. Many can't write in cursive, do math problems, or make change without a machine and now no history? What are you people thinking.

[Sent from AT&T Yahoo Mail for iPad](#)

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## US History State Test

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From Lacey Smith <lsmith@sdt-1.com>

Date Tue 2025-04-22 12:46 PM

To SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

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To whom it may concern:

As a parent of child/children that must take so many standardized tests I do not see the benefits of WHY it has be a requirement for our children to pass and be eligible to GRADUATE from all these tests. I can understand if you have a child that plans to graduate and become a US History Teacher or further education with HISTORY but not for your everyday kids that has no plans to pursue HISTOY. I feel like the education system is failing our children with making them a TEST SCORE instead of CHILDREN and teaching the basic of LIFE. I know so many children that are being put on anxiety meds because they struggle with the pressure of all these STATE REQUIRED TEST. We as parents are tired of this determining whether our CHILD can graduate or not. We as parents work hard to get our kids ready for the future and ready for graduation just to be set up with failure by a TEST SCORE. So many parents have not been able to enjoy the graduation process with a child/children because we have a score that says it's not good enough for you to get a diploma regardless of what your GPA average may be for a HISTORY TEST. For this reason, there have been so many times I have wanted to pull my children out of the MS school system.

Thanks!!!

LCS



Proud Members of the UniTek Family

Lacey Smith  
Assistant/Administrative

**SDT Solutions, LLC**  
130 North 2nd Street, Brookhaven, MS 39601  
Office: 601-823-9440 x301  
[www.unitekglobalservices.com](http://www.unitekglobalservices.com)



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## History State Test

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**From** Paula paularjt <paularjt@bellsouth.net>

**Date** Tue 2025-04-22 1:02 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon, I am writing this email because of an article I read on Facebook about the possibility of eliminating the history state test. I am in favor of eliminating this mandatory test, as well as the other state test that are required for graduation.

I can personally speak for my children who attend Hernando High School (my daughter graduated in 2024). The quality of the history education they have received has been embarrassing! They know nothing because the history classes are mostly taught by coaches who do not teach!! I recently asked my son and some of his friends, who are sophomores, some basic history questions, such as the significance of December 7, 1941 and they had no idea. I then asked what was Pearl Harbor and again no idea. They don't know the dates of the US civil war or WWI either.

I also strongly believe all state test should be eliminated. If a student passes the course during the school year that should be adequate. The requirements of what the school has to do to administer these test are ridiculous. There will be weeks where my son will sit in the gym while state test are being given because of the mandated requirements of the amount of adults in a testing room. The millions of dollars spent on these test should be given to increase the pay of the school's front line workers...the teachers!!

My opinion of the middle school state test are the same. Why stress out students (and teachers), year after year, for the test to have no benefit at all!!

Thank you for your time,  
Paula Towery  
901-497-4095

Sent from my iPhone

---

**State testing**

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**From** Shere Rollins <ersrtr@yahoo.com>

**Date** Tue 2025-04-22 1:16 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Please get rid of all state testing. It's too much stress mentally on the children, teachers, and administrators. We should focus more on ACT scores for college applications and scholarships purposes.

Thanks,

Concerned parent of an add/anxiety prone kid

Brookhaven, MS

Sent from my iPhone

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## State testing

---

**From** Amanda Moak <amoak12@gmail.com>

**Date** Tue 2025-04-22 1:27 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon. I recently saw a Facebook post that said the US History test may no longer be a part of high school graduation requirements. I al I'm favor of this subjects and ALL subjects testing to NOT be a part of the graduation requirement.

Testing causes major anxiety for students. My own two children, one of which is an elementary students, begin to show signs of anxiety in the 3rd grade with the 3rd grade reading gate. Both of my children are straight A students but the pressure that tests put on them is too much.

Testing has no benefits.

Thank you for considering not counting the US History test toward graduation requirements. Please consider doing the same for other subjects.

---

## End of history

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**From** Ronald Yarborough <yarboroughland@att.net>

**Date** Wed 2025-04-23 12:48 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Please count me as one who opposes elimination of History as a requirement for graduation. This a no brainer and nonsense. Ya'll have made great strides in education, receiving recognition on national level. Please don't blow it.

A concerned citizen and grandfather,

Ronald Yarborough  
926 Hardy Road  
Grenada, MS 38901

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## The the elimination of the US History End-of-Course assessment as an assessment required for graduation in the 2025-2026 School Year

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**From** monicapowell126@comcast.net <monicapowell126@comcast.net>

**Date** Wed 2025-04-23 7:27 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good Evening, My name is Monica Powell-Mitchell, my daughter is a Sophomore at Madison Central High School. U.S. History is not required by Federal State Law, so why put that added stress on these young people, they have enough on them with Math, Science, and English! I think more preparation, testing, and workshops need to be concentrated on for the ACT test, to help get these babies some Scholarships to College, so they can afford there education and go out into the world and make something out themselves and they may even come back and give back to the community who gave to them. My public comment is remove the pressure of the U.S. History State Testing from these babies, if it is not required why put this pressure on these young people!

Please remove the U.S. History State Test as a requirement to graduate High School in Mississippi!

Thank you in advance!

Mrs. Monica Powell-Mitchell

---

## Eliminate the US History End-of-course state test

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**From** Michelle Weber <mishwebermc@yahoo.com>

**Date** Thu 2025-04-24 6:57 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Ms. Clemons,

I am writing to ask you to eliminate the US History End-of-course state test. I trust teachers to teach the material well and assess students mastery of the material. A state test is not needed.

Thank you,  
Catherine Weber McCarty



---

## APA Notice

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**From** Hodges, Jessica <jhodges@rcsd.ms>

**Date** Wed 2025-04-23 1:59 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Please consider the following to amend part of the Title 7: Part 24 of the MS Accountability Standards: (System number 27985) Specifically, on page 201 of the Career and Technical Endorsement, consider adding next to "one (1) academic or CTE dual credit". with a C or higher.

Thank you!

Jessica Hodges  
Secondary Curriculum Director

Rankin County School District  
1220 Apple Park Place  
Brandon, MS. 39042  
601-825-5590, ext. 1038  
[www.rcsd.ms](http://www.rcsd.ms)

### Rankin County School District

**Mission:** Bring Everyone's Strengths Together! We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

**Vision:** Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

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## Requested Review of the Academic Endorsement Requirement

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From Stephanie Keller <skeller@starkvillesd.com>

Date Wed 2025-04-23 3:59 PM

To SecondaryEducation <secondaryeducation@mdek12.org>

Cc Adam Dillinger <adillinger@StarkvilleSD.com>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon,

We would like to request a review of the Academic Endorsement additional requirements.

The college course (MAT 1314 College Algebra w/ Int. Alg.) should be considered as another method of obtaining the Academic Endorsement. Currently, the Accountability Standards (see screenshot below) lists enrollment of Essentials for College Math & Essentials for College Literacy as a means by which students can earn the Academic Endorsement. This course is available through EMCC. In our opinion, it exceeds the pre-requisites (ACT Math score of 16 - 18 compared to ACT Math score of 15 - 18 for Essentials) and also requires an additional lab component (4 hours credit compared to 3 hours).

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### APPENDIX A-8

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- 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

Please consider adding this course to the Accountability Standards Manual for the 2025 - 2026 Year.

Thanks!!



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## Eliminate U.S. History End-of-Course Assessment

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**From** Primus, Caroline <caroline.primus@rcsd.ms>

**Date** Thu 2025-04-24 12:59 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Office of Secondary Education, RE: Proposed revisions to Miss. Admin. Code: 7-24, *Mississippi Public School Accountability Standards, 2024*, Appendices A-5 – A-9, F and the Glossary:

As a U.S., World, and AP World History teacher myself, I have been able to compare the subjects and have seen the negative effects of the state test requirement on my students. The testing drains my students, and the time dedicated to benchmarks tests, teaching test techniques, and review, as well as the fast pace of the course to be able to meet benchmark deadlines, robs them of time that could be spent really digging into the meat of their country's history. Eliminating the state test would allow my U.S. history students to do more of what my other history students can do: read in depth on primary sources, create arguments, have historical discussions and debates, and write! Those activities not only lead to more engagement of my students in lessons and in history, but they are also more effective strategies for college and career preparation. They would better prepare my students for life outside of school and grow them into better, more informed American citizens. I would not need a state test to measure that.

Those that argue that eliminating the state test would lessen the importance of history are not considering this aspect of state testing. The test itself diminishes the importance of history and instead directs the focus to scores. Eliminating it would give teachers the ability to foster so much more of a passion for American history in our future generations.

In addition, history subjects will still be a requirement for graduation, and therefore they will still be treated as more important than electives by schools and students. For example, although the English state test is given in English 2, English 3 and 4 are still given importance. This can be seen in math and science, as well. History is a core subject, and it will be treated as such, even without a test.

Please eliminate the U.S. History state test, and thank you for your consideration.

Caroline Primus  
U.S. and AP World History Teacher  
Florence High School  
232 Highway 469 N  
Florence, MS 39073  
601-845-2205

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## U.S. History End of Course Assessment

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From Tullos, Erin <erin.tullos@leecountyschools.us>

Date Fri 2025-04-25 8:08 AM

To SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

To Whom It May Concern,

As a veteran teacher, I disagree with the decision to remove the U.S. History assessment required for graduation. Not only as teachers, but also as U.S. citizens, it is our responsibility to educate our students and younger generations about the history of the country we live in and how that history has shaped us, as well as, how our country functions today.

In removing the U.S. History assessment, we are taking away the only accountability model our U.S. History teachers have. Teaching a tested subject area is a hard job (I have taught a tested subject area (math) for 20 years now), but it is also an exceptional tool for reflection. It reveals a teacher's areas of strength within the subject area as well as areas of growth. Why, as educators, would we lower the standards we have already set? How does that truly benefit our society? Maybe it will increase graduation rates, but will we actually have a more educated workforce and group of future leaders? My guess is - probably not. I would err on the side of keeping the high standards that have already been set and provide the training and scaffolding needed to help our educators be confident in teaching to reach that high standard.

I urge you to reconsider this decision.

Sincerely,

--

**Erin Tullos, NBCT**  
**MMS Academic Coach**  
**8th Grade Geography/MS Studies**

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**Public Comment: Elimination of U.S. History Assessment**

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**From** Elizabeth Sims <e-sims@hotmail.com>

**Date** Fri 2025-04-25 9:02 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

**External Email**

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good Morning:

My name is Elizabeth Sims, and I am a parent of two children currently enrolled in the Mississippi Public School System—one completing 10th grade and the other finishing 8th grade. I appreciate the opportunity to share my perspective as both an invested parent and a concerned citizen.

For years, I have been increasingly troubled by the excessive emphasis placed on standardized testing in our state, particularly the high-stakes tests required for high school graduation. While I do recognize the importance of accountability and assessment, I strongly believe there are more meaningful and nationally relevant alternatives—such as the ACT or ACT WorkKeys—that better reflect students' readiness for college and career pathways.

In my experience, the four subject-area tests currently mandated for graduation, including the U.S. History exam, do not provide any tangible benefit to students. These assessments do not lead to scholarships, college admissions advantages, or career opportunities. Instead, they often serve as an additional burden—placing unnecessary pressure on both students and teachers. The primary function of these tests appears to be rating schools, a practice I believe results in an inaccurate portrayal of school quality and effectiveness.

Moreover, the focus on preparing for these tests consumes valuable instructional time. Teachers are often forced to “teach to the test” and administer frequent benchmark assessments, which detracts from more meaningful, engaging, and comprehensive learning experiences in the classroom.

To be frank, this system seems more aligned with bureaucratic and financial interests than with the actual educational needs of our students. Therefore, I strongly support eliminating the U.S. History State Test—as well as the other three end-of-course exams—as a requirement for high school graduation.

I understand that I am just one voice, but I urge the Board to take a serious and thoughtful look at the current testing requirements. It is time to evaluate their true purpose, value, and impact on our students, our teachers, and the future of education in Mississippi.

Thank you for your time and consideration.

Sincerely,

Elizabeth Sims

662-315-6490



e-sims@hotmail.com

## US History Test

---

**From** Harrison Michael <hmichaelii@att.net>

**Date** Fri 2025-04-25 9:45 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### **External Email**

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Get rid of it. Passing the course for graduation requirement is good enough.

**Harrison Michael, II Ph.D.**

**601-291-9132**

***A fool's way is right in his own eyes, but whoever listens to counsel is wise. Proverbs 12:15***

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## Proposed Elimination of U.S. History Exam

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**From** Hampton, Chuck <chuck.hampton@leecountyschools.us>

**Date** Fri 2025-04-25 10:21 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

I disagree with the proposed elimination of the U.S. History Exam. Even though, as a teacher, I will lead my learners to become proficient or above on content, it is NECESSARY statewide to hold teachers accountable for that same standard. Our students MUST be knowledgeable of our great nation's history in order to improve on the success stories of the Great American Dream available to all. Lack of accountability will decrease our students knowledge of U.S. History statewide. PLEASE keep the accountability model with the end of semester U.S. History exam.

Dr. Charles D. Hampton, NBCT  
Teacher of United States History  
Saltillo High School

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## Concerns Regarding the U.S. History EOC as a Graduation Requirement

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From kim nix <nixsrule@yahoo.com>

Date Fri 2025-04-25 10:27 AM

To SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

I am writing to express my deep concern and disapproval regarding the continued use of the U.S. History End-of-Course (EOC) assessment as a mandatory graduation requirement for high school students. While the value of historical knowledge is undeniable, the use of a single standardized test to determine a student's readiness for graduation is both outdated and misaligned with the practical and academic needs of today's learners.

The EOC, as it currently stands, serves more as a barrier than a bridge to future success. It fails to consider the diverse learning styles, abilities, and aspirations of our students. Moreover, it places an excessive emphasis on rote memorization and recall, rather than critical thinking, analytical reasoning, or real-world application—skills far more relevant in today's postsecondary and career environments.

Instead, we should prioritize assessments that offer broader and more meaningful insight into a student's college and career readiness. The ACT, for instance, provides a nationally recognized measure of academic achievement and potential. Unlike the EOC, the ACT is a widely accepted tool for college admissions and workforce readiness, assessing essential skills in reading, writing, math, and science. Integrating this existing, purpose-driven assessment into our graduation requirements would eliminate redundancy and ensure our evaluation tools are aligned with postsecondary expectations.

State-mandated tests like the U.S. History EOC are often disconnected from the instructional goals of the classroom. They disrupt instructional time, contribute to student and teacher fatigue, and disproportionately affect students with learning differences. At a time when educators are working tirelessly to engage students and prepare them for life beyond high school, we must rethink policies that prioritize compliance over competence.

In light of these considerations, I respectfully urge the Department of Education to reevaluate the necessity and efficacy of the U.S. History EOC as a graduation requirement. We have a responsibility to equip our students with tools that matter—assessments that reflect their growth, potential, and readiness for life after high school. Replacing outdated exams with practical, data-driven alternatives like the ACT is not just a step forward; it's a necessary evolution in educational accountability.

Thank you for your time, attention, and continued commitment to improving our educational systems.

Sincerely,  
Kim Nix

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## US History test

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**From** James Reed <reedmyworkbooks@aol.com>

**Date** Fri 2025-04-25 11:12 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

As a 45 year teaching veteran History and retired NBCT, I feel it would be a big mistake to get rid of the History test due to current trend to diversify everything in the US. When I was faced with losing my job years ago due to a losing football team, my test scores kept me a job. If the test is done away with it will open up another probable coaching slot for a teacher- coach that could be more of a coach-teacher that spends more time holding on to the coaching duties than teaching duties at a time when pop culture is emphasized more than our founding fathers or the real reasons why we in the US sometimes disagree. As a past president of the Mississippi Social Studies Council, we should be encouraging the study of our past rather than putting it aside. Thanks, James Reed NBCT  
Sent from my iPhone

---

Proposed revisions to SBP Chapter 36, Rule 36.4 remove references to and establish rules for the elimination of the US History End-of-Course assessment as an assessment required for graduation in the 2025-2026 School Year.

---

From Raymond <rsettle@dixie-net.com>

Date Fri 2025-04-25 2:30 PM

To SecondaryEducation <secondaryeducation@mdek12.org>

**External Email**

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

I am OPPOSED to elimination of the US History assessment. To anyone who graduated in the early 1960's it is a shock to discuss history and government with recent graduates because of their lack of knowledge and appreciation of our history. That failure of our public schools is literally destroying America today because the students were not taught about the Constitution, freedom, appreciation of the founding fathers and love of country that we were. That is the reason socialism is supplanting freedom in America. That is the reason they are unaware freedom cannot exist without a culture based on the self control inherent fundamental religious principles. If we fail to teach, learn and apply the lessons of history, we are bound to repeat the mistakes of the past.

Ancient King Solomon was supposedly the wisest human that ever lived. He knew that change was constantly occurring over time with one exception. Human nature doesn't change and he acknowledged that fact.

Ecclesiastes 1:9 What has been is what will be, and what has been done is what will be done; there is nothing new under the sun.

We can't seem to get away from the mistakes of the past because we don't study and learn from them. What does this say about leaders in education who propose to deemphasize the importance of history in public schools? I know what it says to me. They need to be taught a greater appreciation for our history and the sacrifices that brought us to where we are. Maybe you just need to spend a little time with me and other military veterans who have sacrificed for our freedom because we have a true love and appreciation for our history. You should be promoting history in public schools and graduating students with a love and appreciation of our history and government.

Raymond A. Settle  
1271 CR 702  
Blue Mountain, MS

## State History Teat

---

**From** Tommy Ashley <ta11157@hotmail.com>

**Date** Fri 2025-04-25 5:30 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Eliminate the test.

---

## State history test

---

**From** constance davis <crdavis601@yahoo.com>

**Date** Mon 2025-04-28 6:20 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Mrs. Clemons,

I am writing in regards to the history state test. I think testing should be eliminated. Students have a curriculum to follow that includes history credits. They have to meet those credits to graduate and that should be all that's required. State testing causes a lot of unnecessary stress to students and teachers. It is unfair for students to complete 4 yrs of high school and have the credits needed but still face the possibility of not graduating. What message is that sending to the students? What does that do to their self-esteem/confidence? If they don't have a high school diploma, how will they become productive members of society?

I ask that you please consider eliminating the state test.



---

**KEEP US HISTORY!**

---

**From** Betsy Burney <bburney@jdcscd.org>

**Date** Tue 2025-04-29 8:24 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

**External Email**

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello. I am a 16 year veteran US History teacher. I have a Bachelor's Degree in Sec. Social Studies from MS State and a Master's in Secondary Education from William Carey. I have taught at Port Gibson High School from 2009-2010, Moss Point High School from 2010-2018, Neshoba Central High School 2018-2022, McComb High School from 2022-2024, and I am currently at Jefferson Davis County High School from 2024-Present. I will be returning here next year as well to still teach US History. I am disheartened that the US History test is on the table to eliminated as an end-of-course assessment. I have had many years of continued success with students and this test over the years. I know that the course itself will remain as a graduation/credit requirement. I wish accountability as far as testing would remain as well. If the ACT is assessing the other 3 subject areas as of now (Science, Math, English) why not use the ACT to replace those 3 tests altogether and still keep the US History Test. Grant it, I am aware the ACT is looking at eliminating the Science component BUT I feel strongly the ACT should replace 3 state tests altogether and keep the integrity of the US History course and EOC assessment. I thank you for your time and consideration in this matter.

--

Ms. Betsy K. Burney, M.Ed.  
US History Teacher/Dept. Chair  
Jefferson Davis County High School  
"ALL IN~THE JAGUAR WAY"

---

## U.S. History State Test

---

**From** Billy McMurry <billymcmurry@gmail.com>

**Date** Tue 2025-04-29 12:40 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

I am for eliminating the State test in U.S. History. I have taught U.S. History since 1994. Up until the state test was implemented I was able to teach much more content. Since then, districts require that you use a benchmark exam that receives data to predict how the students will do on the test. While spending this time doing benchmark exams, we spend less time teaching the content. Also, since the state test is given several weeks before the end of the semester, that is also less time on content. I could get so much more taught when there was no state test. Please take this burden off of us and the students.

Billy McMurry  
31 year History teacher  
Mt. Olive Attendance Center

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## U.S. History End of Course Assessment

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From Brent Grisham <GrishamB@stsd.ms>

Date Tue 2025-04-29 1:10 PM

To SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Greetings,

I have been in education for 20 years now and have taught the U.S. History course with the state test for 13 years now. I have had great success with our scores, even placing first in the state among traditional public high schools several times. I am on the proverbial fence about the elimination of this test.

For starters, the elimination of this test and its elimination from the accountability model will hurt my school and my school district quite a bit. That is concerning, because the new changes being made to graduation rates as well, are going to punish the vast majority of schools in the state. However, that is another argument for another day.

There are a number of reasons why I feel ok about the elimination of the U.S. History state test. First, the stress of not having to grind out 150 years of history in a single semester with a high stakes test will improve. I also feel we overtest our children anyway. However, I would love for someone to answer the following question: If there is no U.S. Department of Education anymore, then why are we still doing all of this high stakes testing and stringent accountability model? Are funds still tied to this? If we, as a state, get to decide our own guidelines for education, then what is the point to half of this testing?

On the other hand, I have great fears about the elimination of the test. It feels that the elimination of the state test is another way of getting rid of the teaching of history and the social studies, which have already been sidelined because of the intensive testing in ELA and math. The students we are educating now have no concept of history or social studies. It is embarrassing. I also teach American Literature and without a solid foundation in history, students cannot connect what they are reading to the historical events and eras. Students' lack of basic historical knowledge is frightening and the elimination of this test will further erode the knowledge and skills of our future generation.

At the same time, I read in the article on Mississippi Today of an individual who stated that the standards are rigorous anyway. With all due respect, I have a doctorate in Curriculum and Instruction and a masters in history. Standards, in and of themselves, are not rigorous. That could not be further from the truth. It is how a teacher teaches those standards that determines the rigor. If one looks at the history and social studies standards in the framework, he or she will find that rigor does not exist in the wording. Rigor comes in the development of assignments and activities.

If testing is so expensive, which seems to be the argument, why not test ELA during 3rd, 5th, 7th, and 10th grades and math during 4th, 6th, 8th, and 9th grades? There are other ways to decrease testing costs without getting rid of the only test that deals with this specific subject matter. I actually would call for an increase in the testing of history/social studies, similar to how science is tested in 5th grade, 8th grade, and Biology. However, this is not up to me.

In conclusion, while the elimination of the state test will help with my personal stress level (and that is extremely important), I believe the message this sends is that history is unimportant. That is a dangerous message to send to society.

Sincerely,

Dr. Brent Grisham  
Blue Mountain High School

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**comment on removal of U.S. History test**

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**From** Brother Rogers <brogers@mdah.ms.gov>

**Date** Wed 2025-04-30 8:22 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

**External Email**

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Dear Associate State Superintendent Clemons,

The Mississippi Historical Society would like to comment on the pending decision by the Mississippi Board of Education to eliminate the state U.S. history test as a high school graduation requirement. If this move is finalized, we want to underscore the value of teaching U.S. history and the need to maintain the requirement that all students pass a course in U.S. history to graduate from high school. In particular, we encourage the Board to communicate an emphasis on understanding the Civil War and the Civil Rights Movement. A knowledge of history is essential to producing informed citizens. Therefore, we recommend strongly that social studies teachers bring their students on free field trips to Jackson to visit the Two Mississippi Museums - the Museum of Mississippi History and the Mississippi Civil Rights Museum - and other historic sites that tell our state's important history.

\*\*\*\*\*

Brother Rogers  
Secretary-Treasurer  
Mississippi Historical Society  
PO Box 571  
Jackson, MS 39205-0571  
(601) 576-6936  
brogers@mdah.ms.gov

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**APA comments concerning The removal of US History Test**

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From chauncey spears <chaunceyspears@yahoo.com>

Date Wed 2025-05-07 9:58 AM

To SecondaryEducation <secondaryeducation@mdek12.org>

 1 attachment (1 MB)

Spears Thesis Submission Update11.20.2024.pdf;

**External Email**

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Hello,

While I fully support the lessening of the testing burden on public school students, I am concerned about the lack of historical understanding many of our students and adult community members have as citizens in our participatory democracy. With the recent passing of state laws against "Critical Race Theory" and "Diversity, Equity and Inclusion" policies, programs, and content in schools, the removal of the US History test requirements for graduation and in our state school accountability model will incentivize districts to further narrow the curriculum and instruction in Social Studies and in particular History at a time when our citizens need to be more prepared than ever to defend and participate in our democracy in the face of sweeping changes and challenges to it at the federal and state levels.

Our state is but one [of a hand full of states](#) that still include performance on state developed standardized tests in the state school accountability rating formula. This places a heavy burden on district, especially those who serve a disproportionate numbers of marginalized and vulnerable students. Because of the pressure and scrutiny that comes with low school accountability grades, educators in these districts tend to focus instruction and resources in mainly the subject areas that will be tested. This too often leads to a narrowing of the enacted curriculum in the school and thus limiting the creativity, variety, and innovation that is often needed to engage a critical mass of students they serve. Instead of eliminating the US History test alone, why not considering removing all testing performance measures from the accountability model, and just report out the test performance of the students in the ways that are required by ESSA? If we are confident enough in the standards and instruction in the US History courses alone to stop the administration of the standardized US History test, why not demonstrate that same confidence in the instruction of the standards of the other tested courses as well, and eliminate the performance of those students on the state standardized tests from the state school accountability model? I am not advocating for the elimination of all standardized testing, for testing can give valuable insights in student needs in terms of curriculum and instruction. I am advocating for not using the student performance on those tests to rate schools in Mississippi, which is quite problematic for a variety of reasons (see attached research project on the subject).

Thanks

Chauncey Spears

"...[E]ducation should be considered in no other light, than as the art of recovering to man his rational perfection." William Law (1686-1761) *Serious Call to a Devout Life*

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**Comment**

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**From** Sharon Donner <sharondonner@icloud.com>

**Date** Wed 2025-05-07 8:58 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

External Email

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This is certainly stressful. My high schooler's grades all year have been A's and B's and now testing in the morning in hopes to pass.

To do exceptionally well in the classroom but fail the U. S. History causing one not to receive their diploma really wouldn't encourage one to finish. This is/or could possibly increase the high school drop out rates in my opinion.

However, I'm praying my high schooler passes with stars in the morning.

Sent from my iPhone



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**Public Comment: Eliminate U.S. History State Test Requirement**


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**From** aresia.rhodes@gmail.com <aresia.rhodes@gmail.com>

**Date** Thu 2025-05-08 7:00 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

**Cc** aresia.rhodes@pricespider.com <aresia.rhodes@gmail.com>

 1 attachment (85 KB)

Public Comment - Eliminate US History State Test - ARhodes.pdf;

**External Email**

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**To:** Mississippi Board of Education  
c/o Wendy Clemons, Associate State Superintendent  
Office of Secondary Education  
359 North West Street  
Post Office Box 771  
Jackson, MS 39205-0771  
Email: [secondaryeducation@mdek12.org](mailto:secondaryeducation@mdek12.org)

**Subject:** Public Comment in Support of Eliminating the U.S. History EOC State Assessment as a Graduation Requirement

Dear Members of the Mississippi Board of Education and Ms. Clemons,

I am writing in strong support of the proposed revisions to eliminate the U.S. History End-of-Course (EOC) assessment as a graduation requirement, while maintaining the U.S. History course as part of the state's required high school curriculum.

This is an important and timely change that reflects both sound educational practice and alignment with federal expectations. Under the Every Student Succeeds Act (ESSA), states are required to administer assessments in English Language Arts, mathematics, and science. It does not mandate testing in social studies. Mississippi is currently one of the few states that still require students to pass a social studies exam to earn a diploma. Removing the U.S. History EOC requirement will bring Mississippi's graduation policy more in line with most other states, while continuing to ensure that all students receive instruction in U.S. History.

In addition to aligning with federal policy, this change is supported by a growing body of research questioning the effectiveness of high-stakes exit exams. A 2016 study published in the *Journal of Educational Research* found that exit exams can reduce graduation rates, particularly among low-income and minority students, without showing clear evidence of long-term academic or workforce benefits ([Tandfonline](#)). Similarly, a Stanford University study concluded that failing a high school exit exam had no significant effect on students' future academic achievement or persistence in school ([Stanford CEPA](#)).

High-stakes exams such as the U.S. History EOC disproportionately affect students with disabilities, English language learners, and students from historically marginalized communities. According to a report by the National Center on Educational Outcomes, these exams often serve as barriers rather than gateways to opportunity, limiting access to diplomas, post-secondary education, and career advancement ([ERIC](#)). Graduation should reflect a student's mastery of content through consistent classroom performance and engagement rather than a single test score.

"Our educational practices continue to defeat our educational goals." – Author Unknown

Another critical concern is the disconnect between the purpose of statewide assessments and how they are used. These standardized tests were originally designed to hold schools accountable for student outcomes, yet the consequences are borne entirely by students. When a student passes a rigorous, standards-aligned U.S. History course but is denied a diploma due to a single test score, the system is not measuring school quality. It is punishing the student. If failure rates on the state test consistently exceed failure rates in the classroom, then we must ask: Where does the true issue lie? Is it with the students, or is it with how learning is being assessed and how accountability is applied? Graduation should reflect a student's sustained effort and achievement, not hinge on one test that may not fully capture their learning.

As a parent, I have seen how these high-stakes testing requirements add unnecessary pressure to students who are otherwise academically capable and motivated. My son is a high school student with strong interests in math, science, and engineering. He is passing rigorous courses, actively preparing for college and career, and making meaningful academic progress. However, as a student with disabilities, the burden of additional standardized testing creates an extra obstacle, particularly when the test is not federally required and does not enhance his learning experience nor college and career preparation.

I urge the Board to move forward with this thoughtful and well-considered revision. Continue to require U.S. History as a vital course that develops civic knowledge and historical understanding, but remove the EOC test as a graduation requirement. Let our students demonstrate their learning through the work they do every day in classrooms, guided by teachers who know their strengths, needs, and progress best.

Thank you for the opportunity to submit this public comment.

Sincerely,  
Aresia Rhodes  
Brandon, Mississippi  
Parent and Advocate

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## U.S, History Testing

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From tladner@aol.com <tladner@aol.com>

Date Fri 2025-05-09 5:43 PM

To SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

To Whom It May Concern,

As a retired educator and former teacher, including Adjunct Professor at the community college level, I urge the Board of Education to continue administering the U.S. History test as a requirement for graduation, to which I make the following points:

1. Students who attend public school in Mississippi, or any state or territory of the United States, should study the history of our great nation, and be required to know this material at a sufficient level as expressed by passing an exit exam before graduation.
2. The need to know the foundations, traditions, and responsibilities of our society should not be reduced nor neglected, which removal of this requirement suggests. The fact that U.S. History is the only test not required by federal law is not a sufficient reason to drop this requirement. To the contrary, the feds would prefer a less educated electorate.
3. I would argue that removing U.S. History as a tested subject suggests the history of our great nation is not important and opens the door to more decline in our society. I call your attention to the recent Black Lives Matter riots where American History was looked upon as racist, and our history was symbolically removed one statue at a time. Currently, in case our board may be unaware, Palestine is "the good guy," and worthy of defense. Shameful!
4. I would further argue that to reduce the testing burden on Mississippi students Biology should be removed, not U.S. History. It is obvious from recent events that Biology no longer serves students of the United States, to wit, a sitting U.S. Supreme Court Justice cannot say what a woman is. For that matter, nor can colleges or universities who insist a trans male is a woman. Removing biology would be a more proper choice.

I could continue, but will stop here, as I am not even sure this email will be read. To restate my position, continue to require U.S. History for graduation.

Should you require further comments or information, feel free to contact me.

Tim Ladner, M.A.

228-760-0985

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## US History Testing

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**From** Jo Fitzgerald <jolfitz23@gmail.com>

**Date** Fri 2025-05-09 8:43 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

To: Wendy Clemons, Associate State Superintendent for Secondary Education

Dear Ms. Clemons,

I would like to voice my concern over the proposal to remove the testing of US History for our students. I was delighted to hear that this has actually been an area in which our students have done well. Surely, it would be wise to capitalize on this strength rather than back away from it.

By doing away with testing, it makes one wonder how soon it would be before the emphasis of US History would be taken away all together.

Though I have great respect for our educational professionals, it disturbs me that so many would be willing to have this assessment removed. It is so important for our students to learn objective history in a world where so much is distorted by politicians and social influencers.

Knowing our history, the good and the bad, is so vital to having informed and productive citizens. The students are the leaders, armed service personnel, workers and fellow citizens of our society of tomorrow. How can we truly know their grasp of the subject without testing?

The main reason for consideration for removing testing seems to be the reduction of stress on the students. Though stress is a serious concern, learning to deal with stress while in high school, with the appropriate resources, helps prepare students to deal effectively with the unavoidable stress in the adult world.

I respectfully request that this proposal be reconsidered and that testing on US History be maintained.

Sincerely,

Jo Fitzgerald  
115 Amethyst Lane  
Brandon, MS. 39047

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## Elimination of MAAP US History Examination

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From James Kinsey <cshsjsk@yahoo.com>

Date Tue 2025-05-13 2:47 PM

To SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Associate State Superintendent Clemons,

I am writing to you regarding the proposed elimination of the MAAP US History EOC examination currently required for High School graduation. As a retired public high school history teacher of 19 years, I must register my opposition to the elimination of this high-stakes test.

If the aim of this proposal is to save the state and districts money, then be bold and do away with all of the state tests on the secondary level and be done with it. Move to make the ACT and ACT WorkKeys examinations the sole summative assessments required for graduation. This should also simplify the accountability model for districts and save the board future deliberations on state testing.

If the aim is to relieve the stress on students the board believes are already stressed too much, then this, to me, seems misguided. Secondary education should equip students to manage this level of stress as a part of preparing students to work and function in the modern workplace. Eliminating the examination only undercuts that preparation.

If the aim is to adjust the accountability model so that the other exams (Algebra, Biology, and English) are more adequately weighted, then this is only a minor issue, which does not outweigh the benefit of students being tested in US History.

As any educator with any classroom experience can attest, removing the high-stakes nature of the exam will place the study of US History on the same level as Geography and Mississippi Studies and lead to a less motivated student. My students always treated a state-tested course more seriously than any other courses they took. Just because teachers may not like the accountability and stress of teaching a state-tested course is no reason to stop state tests.

At a time in our nation's history when students need a deeper understanding of the country's historic patterns and developments over time, we cannot afford to weaken the importance of the study of US History. Yes, students would still be required to pass the course in order to graduate, but the gravity and importance of the course will likely be somewhat diminished in the minds of students with the elimination of the US History state test.

Please urge your colleagues to reconsider this proposal and raise the bar, rather than lower it. Since when does Mississippi feel the need to follow the lead of other states in eliminating important assessments that reveal not only mastery of the subject, but also demonstrate how well we are creating informed citizens and voters.

Thank you for the serious work you and the board do for our students, teachers, administrators and the state of Mississippi. I eagerly await the board's decision.

Sincerely,

James S. Kinsey  
357 Sundance Circle  
Richland, MS 39218.

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## USH EOC Comments

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From Kyle Massey <masseyk@unionyellowjackets.org>

Date Tue 2025-05-13 3:04 PM

To SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello, I am Kyle Massey, a United States History teacher in Mississippi. While I am sending this from my school email account...the only one I use...this should not be regarded as any sort of district comment or advocacy, only my own opinion.

I am finishing my 18th year in education, having taught USH for many of those years, along with AP and Dual Credit courses, as well as most of the other core classes in the Social Studies curriculum. I do have reservations about the proposed abolition of the USH test.

While I do understand that the argument for or against has merit, I would need to have a better understanding of the end game before I felt it wise to discontinue the test. In my 18 years I have never seen a time when we needed more accountability than we do today, and I am not sure how this accomplishes such. I don't think anyone, including me, thinks that our current testing regimen is the best way...in fact i think you could likely lay much of the blame for the general malaise that now seems to be percolating in secondary schools throughout the state on the very accountability model that I am now, begrudgingly, writing to save.

But ending for the sake of ending, without replacing a better version of accountability does not seem to be a solution, but more of an abdication. Again, I do not know the end game. Maybe there is a plan to move away from this model to something better. I have heard those rumors, we all have, along the lines of eliminating the USH test this year, Bio next, and hoping for some movement at the federal level that might provide more flexibility (likely) or guidance (unlikely) regarding the current ELA/MA testing.

I have deep reservations about singling out USH for such, which will leave the Social Sciences essentially exempt from the accountability model in any meaningful way. This cannot be said to be a policy made with civics in mind...any knowledge of the past and its trials and tribulations will show that a populace with little knowledge of their history, government, and law is a populace easily manipulated by demagogues and ideologues for their own ends. Never has there been a time when so many are misled by so few, to paraphrase Churchill perversely, and its inverse...a time when so many need epistemological tools that CAN be taught through the humanities, particularly the social sciences, in order to ferret out the baby from the bath water, something at which we are manifestly drowning in these days.

I am sure the objection that these courses are still being taught will be made...but are they? Have you visited secondary schools around the state recently? Set in on a class? Checked out the browsing history of those chromebooks that are as ubiquitous these days as erasers were in yours?

People need accountability. We need to know that our jobs matter, and that they need to be done well. If you have something better, or want to design something better, I am all ears. And ideas. There are lots of them, such as Harvard's Case Method Approach (which I just completed PD on and plan to field test in classes next year) to Stanford's "Reading Like a Historian" curriculum, both of which likely yield better results than our current EOC, either as complete curriculums or as supplements to a general survey course, which IS still needed for all students. But they are advanced methods that are considerably harder to teach, and bluntly, most of the staff manning the hallowed halls of history courses these days do not have the tools...which brings us back to the bottom line.

We simply do not have enough good teachers in Mississippi. If you think we do, that means you need to get into schools more often...the suburban, the rural, the urban (such as it is in MS), and everything in between. Any curriculum with any sort of accountability model will work well enough with the right teachers. But, I assure you, we on average do not enjoy this today. This is in itself probably the biggest issue facing our schools over the coming decades, and should be the focus of policy and legislation aimed at real world remedies. But the elimination of the USH EOC, without a viable replacement, will only exacerbate the issue, as districts will place whatever warm body has the right certification and coaching endorsements anywhere they can...provided there is no EOC to expose the deficiencies. We should be aiming to shine more light, not less, higher standards, not lower or less.

Sincerely,  
Kyle Massey



**Proposed revisions to Miss. Admin. Code: 7-24, Mississippi Public School Accountability Standards, 2024, Appendices A-5 – A-9, F and the Glossary**

**From** Chereda Daugherty <chereda.daugherty@dcsms.org>  
**Date** Tue 2025-05-13 3:25 PM  
**To** SecondaryEducation <secondaryeducation@mdek12.org>

**External Email**

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**Proposed revisions to Miss. Admin. Code: 7-24, Mississippi Public School Accountability Standards, 2024, Appendices A-5 – A-9, F and the Glossary.**

To Mrs. Clemons,

Under the Academic Endorsement, students must earn a 17 in English and a 19 in Math on the ACT or take an Essential to Math or Essential to Literacy course. However, we have an agreement through Northwest Community College and MS Valley State University. NWCC allows students to take English Comp I with an ACT English subscore of 15 and MSVSU allows students to take College Algebra with an ACT Math subscore of 17. Therefore, if you change the policy (as we did for early release) to reflect Essential course or college-level course for math and English this would make it easier to decipher who qualifies for the endorsement.



**Chereda Daugherty**  
HIGH SCHOOL INSTRUCTIONAL SPECIALIST:  
MATH GRADES 9-12

662-449-7157  
chereda.daugherty@dcsms.org  
twitter.com/CheredaD\_Math



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Rankin County  
School District

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April 23, 2025

Wendy Clemons  
Associate State Superintendent for Secondary Education  
359 North West Street; PO Box 771  
Jackson, Mississippi 39205-0771

Re: Creation of State Board Policy Chapter 36, Rule 36.7 – Early Graduation Policy

Thank you for the opportunity to respond to the proposed creation of the State Board Policy Chapter 36, Rule 36.7 – Early Graduation Policy. After careful consideration, we submit the following comments:

**Section 1. v.**

- *A student's application to graduate more than one semester early shall be submitted prior to the end of the first semester of the student's junior year.*
  - Question: Can districts extend the application deadline due to unforeseen hardship situations?

We appreciate the opportunity to comment on the proposal. If you have any questions, please feel free to contact us for more information.

Yours in education,

Scott Rimes, Ph.D.  
Superintendent of Education  
Rankin County School District

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## Comment on U.S. History MAAP Test Requirement

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**From** Jakirra Barnes <jakirrabarnes11@gmail.com>

**Date** Thu 2025-05-15 11:34 PM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Mississippi Board of Education,

My name is Jakirra Barnes, and I'm a high school student in Mississippi. I wanted to share my thoughts on the proposal to remove the U.S. History MAAP test as a graduation requirement.

I haven't taken the test yet, but I've been thinking a lot about how it would affect my upcoming school year. I'll be juggling college classes, AP courses, and career development programs and to be honest, the idea of adding another high-stakes test on top of that feels overwhelming.

For students like me who already deal with anxiety, standardized testing can make things harder than they need to be. The pressure of sitting in a silent room, knowing the test could impact graduation, makes it harder to focus and perform well especially when stress already affects how we think and feel in those moments.

This isn't about trying to avoid responsibility. I care about my education and I put in the work. But I believe there are better ways to measure what we've learned than one timed test. Removing this requirement would give students like me a little more breathing room to focus on our futures without sacrificing our mental health in the process.

Thank you for your time and for considering the impact this decision could have on students across the state.

Sincerely,

Jakirra Barnes

Provine High School

10th

---

**Fw: U.S. History Test**

---

**From** Alan Wheat <awheat@mdek12.org>

**Date** Tue 2025-05-20 9:33 AM

**To** SecondaryEducation <secondaryeducation@mdek12.org>

Jen Cornett did try to send this in before the deadline, she just sent it to the wrong email address.

-Al

AL WHEAT, K-12 State Social Studies Director

Office of Secondary Education

601-359-3461 | [mdek12.org](http://mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

---

**From:** Jen Cornett <jen.cornett@gmail.com>

**Sent:** Tuesday, May 20, 2025 7:57 AM

**To:** Alan Wheat <awheat@mdek12.org>

**Subject:** Fwd: U.S. History Test

**External Email**

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hey there! I received an email this morning that my message was not received. Will you please send it to the proper person? You can see it was sent before the deadline.

Thanks!

Jen

Sent from my iPhone

Begin forwarded message:

**From:** Jen Cornett <jen.cornett@gmail.com>

**Date:** May 18, 2025 at 9:20:32 PM CDT

**To:** secondaryeducation@mdek12.com

**Subject:** U.S. History Test

**To Whom It May Concern,**

I am writing to express my deep concern regarding the decision to eliminate the U.S. History assessment.

Every student in Mississippi will one day be a taxpayer and voter. Our U.S. History course and its accompanying assessment are more than learning and repeating names and dates. Combined, they are our only statewide measure of how well students understand the foundations of civics and the role of government in our lives.

During my time as Social Studies Director at MDE (2020–2022), I observed firsthand that meaningful, standards-based social studies instruction often does not begin until middle school. While social studies topics are introduced in K–5, they are not typically aligned with the Mississippi College and Career Readiness Standards. For example, a third grade teacher may incorporate an integrated unit on Ancient Egypt, but never teaches local government. At one point Mississippi History was a central part of 4th grade instruction, but is now often reduced to a brief project, even in our strongest schools.

The presence of the U.S. History test compels schools to take social studies instruction seriously in the years leading up to it. We know from experience: what is assessed is what is taught. Without this assessment, how will MDE, our state leaders, or the public know whether students are truly prepared to engage as informed citizens?

I understand the desire to reduce testing time and expense. But at what cost? If we are no longer ensuring students are civically prepared, what are we truly saving?

Though the test is no longer part of the accountability model, I urge you to reconsider its complete removal. Accountability for social studies matters—because citizenship matters.

As a U.S. History teacher, I understand the appeal of instructional freedom. But as a Mississippian and former state-level leader, I believe the long-term consequences of removing this test will undermine our students' civic readiness and, ultimately, our state's future.

Thank you for your time.

Jen Cornett

# Mississippi House of Representatives

## COMMITTEE ASSIGNMENTS:

Apportionment and Elections, Chairman  
Business and Commerce  
Energy  
Judiciary A  
Municipalities  
Public Health and Human Services  
Universities and Colleges  
Ways and Means



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## REPRESENTATIVE NOAH L. SANFORD

District 90  
Covington, Forrest, Jefferson Davis  
Jones and Simpson Counties

May 16, 2025

Mississippi State Board of Education  
Via Email: SecondaryEducation@mdek12.org

### Members of the Board:

I write in opposition to removing the requirement of passage of the U.S. History test for graduation in Mississippi.

As a lover of history who later majored in the subject, I felt shortchanged throughout most my elementary and high school years, as history took a backseat to so many other subjects. Sometimes, history didn't even make it into the car, much less the backseat.

History wasn't begun to be taught until upper elementary; then, in 7<sup>th</sup>-12<sup>th</sup> grades, some of the social studies teachers were coaches and seemingly completely uninterested in teaching history. In a particularly egregious example, our Mississippi studies teacher came to the classroom probably fewer than ten times in the entire school year; he apparently felt his time was better spent in the fieldhouse. In my U.S. History class, however—because it was a tested subject—we had a teacher who was passionate about the subject and taught everyday.

My father and father-in-law, both now retired, were history teachers and coaches, and both love history and actually taught their students. My experience, however, is that they are in the minority; many administrators seem to place coaches in classes deemed unimportant, so that if the students learn nothing, there won't be repercussions in the accountability model or elsewhere. My former brother-in-law, also a history teacher and coach, was hired a few years ago at a STAR school and district in the state. He was assigned geography to teach and, incredibly, was told by the principal, "We hired you to coach, not teach. Do what you want to do." So, of course, he did not actually teach.

It is no secret that schools put their best foot forward for the tested subjects, since the scores are public knowledge and can be compared. From third through twelfth grades, math,

science, and language are tested five, seven, and eight times, respectively; history is tested only once.

I wholeheartedly agree that we as a country and as a state over test our children. However, if we are looking for an opportunity to reduce the number of tests, perhaps we should start with a subject other than the one that is tested only once.

The nonpartisan, nonprofit Woodrow Wilson Foundation found in an extensive 2019 survey that fewer than forty percent of Americans could pass the U.S. citizenship exam, and only 27% of young (under age 45) Americans had a basic understanding of American history. (Perhaps this explains why so many young people report a favorable view of socialism and even communism.) This is embarrassing and should serve as a wake-up call to education officials and legislators across the country.

Removing the U.S. History test may make for a good headline, but it would exacerbate a serious problem both in Mississippi and across the country; I hope that you will vote against its removal.

Sincerely,

A handwritten signature in blue ink, appearing to read "Noah Sanford", written in a cursive style.

Rep. Noah Sanford



Outlook

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## Public Comment, Early Graduation Policy

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From Wesley Quick <wesley.quick@lamarcountyschools.org>

Date Mon 2025-05-19 12:31 PM

To SecondaryEducation <secondaryeducation@mdek12.org>

Cc Brooke Walter <brooke.walter@lamarcountyschools.org>; Patrick S. Gray  
<patrick.gray@lamarcountyschools.org>

 1 attachment (103 KB)

PublicComment\_EarlyGraduationPolicy.pdf;

### External Email

CAUTION: This email originated from outside of the MDE organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon Ms. Clemons

Please see the attached letter.

Thanks,  
Wesley

J. Wesley Quick, Ed.D.  
424 Martin Luther King Dr.  
Purvis, MS 39475  
601-794-1030

**Confidentiality Notice:** This communication and any documents or files transmitted with it are confidential and are intended solely for the use of the Lamar County School District and the individual or entity to which it is addressed.





District Office  
P.O. Box 609  
424 Martin Luther King Drive  
Purvis, MS 39475

**To: Wendy Clemons, Associate State Superintendent for Secondary Education  
Mississippi Department of Education**

**From: Wesley Quick, Deputy Superintendent  
Lamar County Schools**

**Subject: Public Comment Regarding Proposed Early Graduation Policy**

I hope this message finds you well. I am writing to express concern regarding the proposed implementation of the new early graduation policy for the 2025–2026 school year.

While I recognize and appreciate the intent to establish clear and consistent criteria for early graduation, the accelerated timeline for adopting this policy poses significant challenges. Students, families, and school staff have already engaged in extensive planning for the 2025–2026 academic year. Many students have made decisions about their course loads, postsecondary plans, and graduation goals based on the existing guidelines, and the proposed changes may unexpectedly render them ineligible for early graduation.

Introducing changes to an early graduation policy with limited lead time undermines the thoughtful planning that has already taken place. Implementing the policy with limited notice risks penalizing students who have acted in good faith, following the current procedures and requirements, only to discover they no longer qualify under the new criteria.

I would also like to raise important questions about the proposed requirement that students must apply for early graduation prior to the end of the first semester of their junior year. This timeline may not account for the unforeseeable nature of students' academic, personal, or financial circumstances that could arise later in their high school career. Additionally, it creates particular barriers for transfer students who may not arrive until after the deadline has passed, effectively excluding them from consideration despite potentially meeting all other requirements.

To address this, I urge you to consider a more flexible application timeline—perhaps establishing a priority deadline by the end of the first semester of junior year, while still allowing applications to be submitted later on a case-by-case basis. This approach would preserve structure and planning while allowing responsiveness to individual student needs and life circumstances.

Additionally, I have significant concerns about limiting early graduation eligibility to students pursuing a traditional diploma with specific endorsements. Excluding students who meet all state graduation requirements—aside from a particular endorsement—not only raises important equity and legal questions, but also significantly narrows the use of early graduation as a proactive dropout prevention strategy. For some students, early graduation offers a meaningful and motivating pathway to high school completion, and restricting access could unintentionally remove that critical option for those who need it most.

To support fairness and stability in our educational planning, I respectfully urge you to consider delaying the implementation of this policy to the 2026–2027 school year or later. This delay would allow time not only for students, families, and schools to adjust their plans accordingly, but also to thoughtfully review and revise certain criteria as needed to ensure a smooth transition and maintain trust in our educational systems.

Thank you for your consideration of this important matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Wesley Quick", with a stylized, flowing script.

Wesley Quick

## Chapter 36: Graduation Requirements

### *Rule 36.4 Assessments Required for Graduation*

1. 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.)
3. 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. Student 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**

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 36.4, 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**

- 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 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.

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 (Prior to 25-26 SY)
<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 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			
Grade in Course	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:**

Beginning in school year 2025-2026 The Bridge-to-Career Course is a graduation option available to second semester seniors 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.
- 

**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 an overall 2.0 GPA during the junior and senior year
  - Have an overall attendance rate of 83% or higher during the junior and senior year. Any absence excused or unexcused will count against this record.

- 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
  - **Course Enrollment:** Students shall be enrolled in the Bridge-to-Career Course no sooner than 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.
- 

### 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 from an approved MDE list 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 work-based learning activities. This will provide students with real-world experience and insight into potential career fields, enhancing their employability and professional development.
- 

### 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

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. The final Portfolio/Exhibit and all supporting artifacts must be maintained in the student's cumulative folder for MDE access and review.

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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 their deficient knowledge and skills before being considered eligible for enrollment in the course. Student progress does not have to be reflected through EOC retest scores but can be shown through intervention and remediation assessment methods.

## **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. Students 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>	

<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 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. 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 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 (½) 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 (½) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirement for one-half (½) 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 (½) Personal Finance and one-half (½) 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 (½) Carnegie unit in either freshman, sophomore, or junior year with the remaining one-half (½) Carnegie unit taught in either junior or senior year
- d. One-fourth (¼) 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.
- 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 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.
- Students 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
TECHNOLGY 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>	

<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 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. 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.

<sup>7</sup>The graduation requirement for one-half (½) 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 (½) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirements for one-half (½) 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 (½) Personal Finance and one-half (½) 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 (½) Carnegie unit in either freshman, sophomore, or junior year with the remaining one-half (½) Carnegie unit taught in either junior or senior year
- d. One-fourth (¼) 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
- 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 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
- Students 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

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
		<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 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. 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.

<sup>7</sup>The graduation requirement for one-half (½) 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 (½) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirement for one-half (½) 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 (½) Personal Finance and one-half (½) 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 (½) Carnegie unit in either freshman, sophomore, or junior year with the remaining one-half (½) Carnegie unit taught in either junior or senior year
- d. One-fourth (¼) Carnegie unit per year beginning with the freshman year

<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 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.
- Students 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>	

<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 a science unit, AP Computer Science Principles cannot 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. 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.

<sup>7</sup>The graduation requirement for one-half (½) 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 (½) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirement for one-half (½) 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 (½) Personal Finance and one-half (½) 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 (½) Carnegie unit in either freshman, sophomore, or junior year with the remaining one-half (½) Carnegie unit taught in either junior or senior year
- d. One-fourth (¼) 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:
  - 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 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.
- Students 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.

## 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 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.
  - 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 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 the 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.
- 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.

a. 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.

b. 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.

c. Test Administrators and Proctors shall maintain a written record/log of any testing irregularities which may occur within the testing room during statewide assessments.

d. 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.

e. 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 electronic devices for students and staff within testing areas at their school site.

a. 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.

b. 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.

### **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 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 have 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 includes the label School in Violation of Test Security.

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

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

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

**D. INVALIDATION OF SCORES**

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

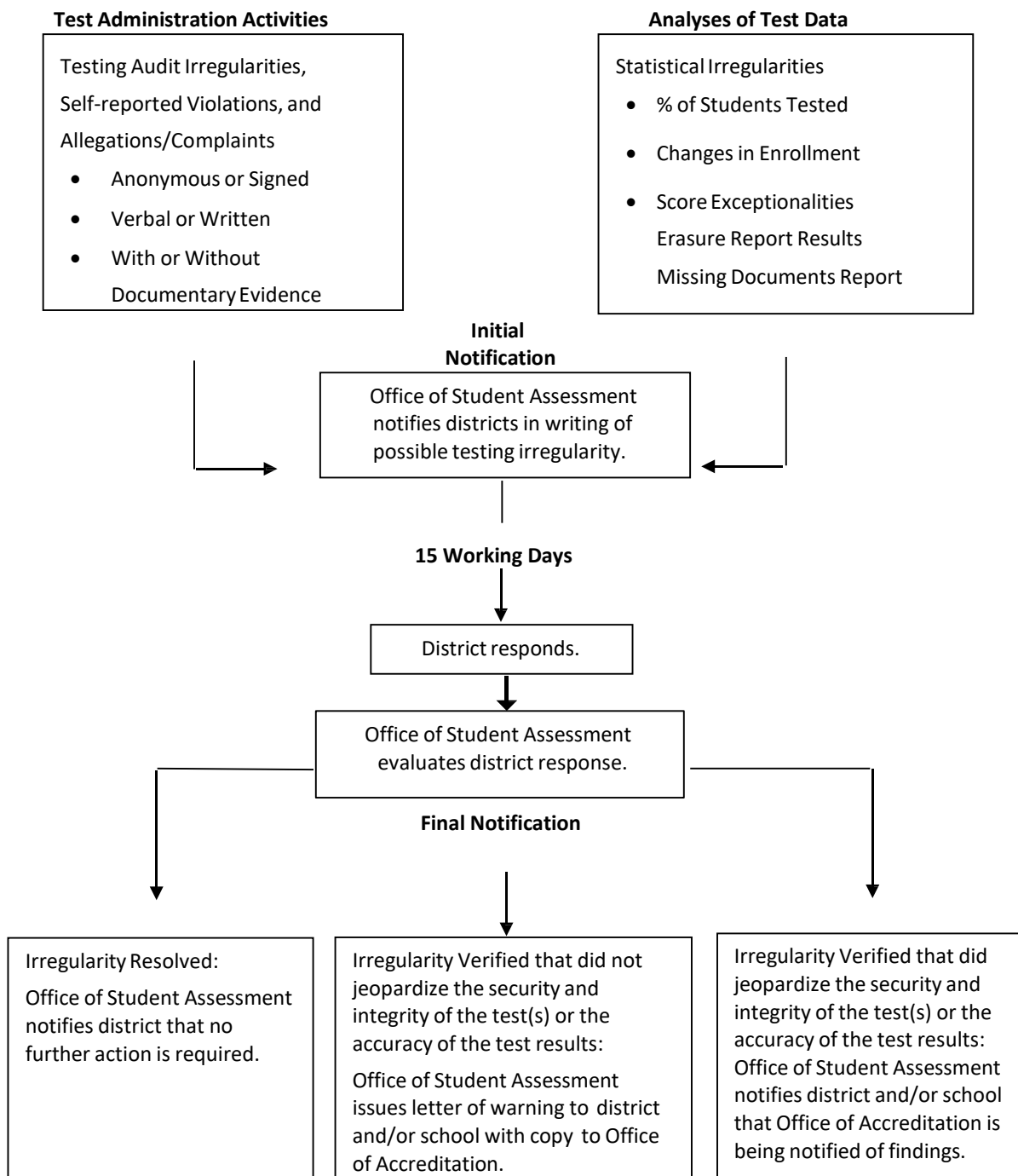
In the case of findings that reveal misconduct at the district or school level, the State Superintendent of Education may order the local school district to have students retake the examination(s) at the district's expense for all areas in question. Should the local district choose not to have students 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 test. No hearing will be granted to any student who has not completed all other requirements for graduation or promotion and exhausted all retake opportunities.

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



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 13 and §§ 37-18-1 through 7.

**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.

**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.)

**ADMINISTRATOR**

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

**ADVANCED PLACEMENT (AP®)**

A program of college level courses and examinations for secondary school students administered by the College Board. 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 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 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 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.

**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.

**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*.

**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*.

**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 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.

**ONLINE 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 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 5.1)

**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.

**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 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 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.

**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, 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.

**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.

**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.